FOREWORD
The purpose of this handbook is to provide students and faculty with information concerning the MSSA program of the Mandel School of Applied Social Sciences for the period indicated. It should not be construed as the basis of an offer or a contract between the University and any present or prospective student or faculty. The University has the right to amend, add, or delete any information herein, including any course of study, program, or regulation of the Mandel School of Applied Social Sciences or of the University. Announcements of such changes are made on a routine basis.

MESSAGE FROM THE DEAN
I want to congratulate you on being accepted and welcome you to the Mandel School of Applied Social Sciences. But, in a way, we also congratulate ourselves because just as we chose you, you chose us from among a great many options for studying social work. We’ll continue to work hard to justify the confidence you showed in the Mandel School.

In spring 2008, the faculty of the Mandel School of Applied Social Sciences reaffirmed its mission statement, and I think as the newest member of the MSASS community, it’s important to share with you what it says:

MSASS provides and integrates professional social work education, research and service, to promote social justice and empowerment in communities through social work practice locally, nationally and internationally.

This mission is driven by a statement of our vision for the school, which is to prepare social work practitioners to imagine, build, and realize sustainable and healthy communities that are available to all individuals and families. While we look for faculty and staff who can help us fulfill this mission that leads to building sustainable communities, it’s also what we look for in our students. We believe we’ve found that in you.

We are often delighted – but no longer surprised – with the wonderful use many of our students make of their time here and the time after they leave. Our students engage deeply in their coursework, field placements, and activities outside of school, including volunteer work with political and social organizations. Your social work education can prepare you for a great many opportunities, even avenues unimagined before arriving here, and the faculty and staff of MSASS are committed to helping you realize your potential. If you keep an open mind, we’ll keep an open door for you.

What we hope you’ll find here at MSASS, in addition to a high-quality education, is a real community of people who care about one another and care about the world around them. We gather often – for lectures, symposia, meetings, celebrations – and often these gatherings include breaking bread together (well, sometimes it’s cake, which is even better). We nurture and encourage each other. Our faculty members learn from their students, and each enriches the others’ lives in many, many ways.

It is this strong community, which you will always be part of even after your time here is over, that will help you on your path to building and sustaining other communities. We look forward to our time together and to discovering where it will take us.

Grover C. Gilmore, Ph.D.
Dean and Professor
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CASE AND MSASS OVERVIEW
Case Western Reserve University remains Ohio’s top school among the nation’s premier universities, as ranked by U.S. News & World Report, and is the only Ohio institution ranked in the top 50 nationally. We promote a culture of inquiry marked by rigor, creativity, curiosity, innovation, respect, sensitivity, and open communication of ideas.

Founded in 1826, and shaped by the unique merger of the Case Institute of Technology and Western Reserve University, Case Western Reserve University is distinguished by its strengths in education, research, service, and experiential learning. Located in Cleveland’s University Circle, we offer nationally recognized programs in the arts and sciences, dental medicine, engineering, law, management, medicine, nursing, and social sciences.

As a service-oriented institution dedicated to civic leadership, Case Western Reserve University seeks individually and collectively to prepare its students to improve the human condition and to direct the benefits of discovery toward a better society. This effort is not limited to the university’s classrooms, laboratories, libraries, residence halls, and athletic fields, but includes partnerships with many other institutions. We build these partnerships believing that our ability to improve the human condition should begin in our own community.

ACCREDITATION
Case Western Reserve University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The Master of Science in Social Administration (M.S.S.A.), the social work master’s degree program (M.S.W. for many other programs) at the Mandel School of Applied Social Sciences, is accredited by the Council on Social Work Education, a nationally recognized professional accrediting association.

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Case Western Reserve University has the right to amend, add or delete any information in this publication, including any course of study, program, or regulation of the University. Announcements of such changes are made on a routine basis within the University.

Case Western Reserve University does not discriminate in recruitment, employment, or policy administration on the basis of race, religion, age, sex, color, disability, sexual orientation, gender identity or expression, national or ethnic origin, political affiliation, or status as a disabled veteran or other veteran protected under U.S. federal law. In addition, the University expects all employees, students, vendors, and associates to comply with the policy of non-discrimination. The University intends to maintain an environment free of sexual harassment and will not tolerate any form of harassment of employees or students. Retaliation against persons raising
concerns about discrimination, sexual harassment or harassment of any kind is prohibited and will constitute separate grounds for disciplinary action up to and including discharge or expulsion from the University. The University encourages and values diverse views, thoughts, opinions, experiences, backgrounds, and cultures, and strives to provide both the opportunity and a safe environment for diversity to be expressed.

MANDEL AT A GLANCE

Dean
Grover C. Gilmore, Ph.D.
Ph.D. in Psychology, Johns Hopkins University (1975)
M.A. in Psychology, Johns Hopkins University (1974)
A.B. in Psychology, Brandeis University (1971)
Appointed July, 2002

Faculty
56 full-time; 70+ part-time

Student Profile
85% female, 15% male
39% minorities, 7% international

Tuition
$37,120 per year for master’s degree students (2012-2013)

Endowed Chairs
9 Professorships

Library
One of four schools of social work with a full in-house library

Alumni
Over 7,000 alumni living in 50 states, 36 countries

Continuing Education
More than 100 programs and 1,100 participants annually

Founded
1915, one of the oldest university-affiliated professional graduate social work schools in the nation

National Profile
Ranked No. 9 among all social work schools and programs in the United States and the top ranked social work school in Ohio (U.S. News and World Report)

University Affiliation:
The Mandel School is a part of the prestigious Case Western Reserve University in Cleveland, Ohio

Convenient Facilities:
Everything campus-based students need is in two adjacent buildings. The Mandel Building contains one of the largest social work libraries in the country, as well as state-of-the-art classrooms, lounges, study areas, and student services, such as financial aid, registrar, writing instruction, and career services. The Mandel Center contains office space, classrooms, and lounge and meeting areas.
Degree Programs: M.S.A.
Ph.D. (for more information and a brochure on the Ph.D. program, call 1-800-944-2290, or visit the program’s website at http://msass.case.edu/doctorate/index.html

HIGHLIGHTS
• Students choose between two major concentrations—community and social development or direct practice—and build skills in both. The Direct Practice Concentration allows further specialization in several fields of practice.

• Only school of social work to institute an outcome-based assessment curriculum based on eight core abilities needed by a professional social worker: Identify as a Reflective Professional Social Worker, Advocate for Social, Economic, and Environmental Justice, Apply Social Work Methods, Uphold Social Work Values and Ethics, Integrate Cultural, Economic, and Global Diversity, Think Critically about Theory and Research Knowledge, Communicate Effectively, and Develop as a Social Work Leader

• Expanded and extensive international programs have included immersion trips to Sub-Saharan Africa, Dominican Republic, El Salvador, India, Ukraine, and The Netherlands, among other places. The Mandel School was named the 2007 recipient of the International Education Award from the Council on Social Work Education.

• On-site library and research centers are just a few of the many opportunities for research at the Mandel School.

LOCATION
The Mandel School of Applied Social Sciences is part of Case Western Reserve University, located in Cleveland, Ohio’s culturally-rich University Circle area, a 500-acre, park-like home of more than 40 cultural, medical, educational, religious, and social service institutions. The Mandel School is neighbor to the world renowned Cleveland Orchestra, Cleveland Museum of Art, Cleveland Institute of Music, Cleveland Institute of Art, Cleveland Museum of Natural History, and Cleveland Botanical Garden, as well as the international cultural gardens of Rockefeller Park, and other important and lively attractions. Cleveland has major league baseball, football and basketball teams, and hosts numerous high-profile sports events, including NCAA men’s and women’s basketball, and major league all-star games. Cleveland abounds with neighborhoods of rich ethnic heritage and charm, with numerous entertainment and art districts. Cleveland is also home to the Rock and Roll Hall of Fame and Museum.

University Circle attracts visitors worldwide and from throughout the region to its concerts, theater performances, athletic events, art shows, public lectures, exhibits and restaurants. Housing, shopping, and recreational facilities are all located in the area.

With its proud history of organized labor, philanthropy, social reform, political and community activism, and education, Cleveland is a perfect place to learn about applied social sciences.
ABOUT SOCIAL WORK AND SOCIAL WORK VALUES

ABILITY BASED LEARNING ENVIRONMENT AND OUTCOME BASED EDUCATION

Students at the Mandel School of Applied Social Sciences (MSASS) participate in an innovative curricular and instructional program: the Ability Based Learning Environment (ABLE). Six key principles characterize the ABLE approach:

- Educational outcomes drive the curriculum
- Outcomes are defined as student abilities
- Course and field education objectives are tied to the eight core abilities
- Assessment of abilities occurs throughout the educational process
- Self-assessment becomes part of the student’s learning
- Assessment of abilities leads to continuous program improvement

To establish the student outcomes for the program, community stakeholders, students, alumni, adjunct faculty, employers, and clients were asked to determine those abilities most critical to effective social work practice. A content analysis of the data resulted in the formulation of eight core Abilities, which were revisited and revised spring, 2011.

1. **Identify as a Reflective Professional Social Worker**
   Students will demonstrate awareness of the potential influence of their actions and words as a professional social worker upon individuals, families, groups, organizations and communities. Students will demonstrate the ability to reflect on practice decisions and activities, using self-correction to assure continual professional development.

2. **Advocate for Social, Economic, and Environmental Justice**
   Graduates will advocate for human rights and social and economic justice as one of their primary responsibilities.

3. **Apply Social Work Methods**
   Graduates of the MSASS master's program are prepared to function as advanced practitioners in a changing arena of social work and social welfare. They are able to engage clients and client systems, assess client needs and strengths, provide or help arrange needed services and support, weigh intervention alternatives, implement change strategies, and evaluate results. Mandel School graduates are able to draw upon the knowledge of theory, research, policy, and practice methods in order to be effective social work practitioners with individuals, families, groups, organizations, and communities of various kinds.

4. **Uphold Social Work Values and Ethics**
   Students will integrate social work values and ethics into their learning and professional practice.
5. **Integrate Cultural, Economic, and Global Diversity**
   Students will integrate into their practice the knowledge, skills, and values needed for understanding and appreciation of a diverse world, and for ongoing development of competence in working with diverse populations and settings.

6. **Think Critically about Theory and Research Knowledge**
   Graduating students will be able to think critically about their practice and its knowledge base, and about the social problems and situations they encounter. Critical thinking in social work includes selecting appropriate theoretical approaches and strategies to apply in practice, using research findings to improve practice, evaluating one’s own practice, and making contributions to knowledge in the field.

7. **Communicate Effectively**
   Graduating students will have the oral, written, nonverbal and information technology skills that will enable them to communicate effectively and appropriately in professional roles and settings.

8. **Develop as a Social Work Leader**
   Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social work leaders are informed, resourceful, and proactive in responding to evolving organizational, community, societal and global contexts at all levels of practice in ways that improve quality of life.

**Implementation**
Learning how to self-assess is an important outcome of the ability-based learning approach. Yet, the attainment of self-assessment skills may be the most valuable outcome of the ABLE approach. The ability to assess one’s professional skills, set personal goals for development, and evaluate the results of those efforts guarantees a process for life-long learning.
ABILITY STATEMENTS

IDENTIFY AS A REFLECTIVE PROFESSIONAL SOCIAL WORKER

Students will demonstrate awareness of the potential influence of their actions and words as a professional social worker upon individuals, families, groups, organizations and communities. Students will demonstrate the ability to reflect on practice decisions and activities, using self-correction to assure continual professional development.

[EPAS2.1.1: Identify as a professional social worker and conduct oneself accordingly, and Original Abilities#1 (Professional use of self) and #8 (World of work)]

Foundation Level

Knowledge:
- Knows the history and mission of social work as a profession
- Differentiates social work professional roles from those of personal roles and other profession’s roles
- Understands professional roles and boundaries regarding behavior and self-disclosure in professional contexts
- Understands the need for professional supervision or consultation
- Possesses awareness of own strengths and weaknesses related to social work practice and has a beginning understanding of own personal biases and vulnerabilities and awareness of how those might impact work with clients or client systems
- Understands concepts of transference, counter-transference, and power in human services relationships

Values:
- Identifies with the profession—allows professional values guide to social work practice
- Is committed to enhancing strengths and improving skills
- Values constructive criticism

Skills:
- Is flexible and adaptable in assuming various social work roles as they relate to needs of clients, systems, or communities
- Can effectively cope with change
- Maintains professional demeanor, appearance, behavior and communication in work roles and settings
- Adheres to appropriate boundaries with clients
- Advocates for client access to the services of social work
- Makes use of regular professional supervision and consultation
**Advanced Level**

**Knowledge:**
- Understands own personal biases and vulnerabilities and is aware of how those might impact work with clients or client systems in a specialization area of social work practice
- Knows the importance of self-care and work/life balance

**Values:**
- Is committed to lifelong learning
- Is respectful of the mutual impact of the change process on the worker and the client
- Recognizes the contributions of others’ skills, knowledge, values and resources in the change process
- Is committed to sharing appropriate knowledge, values and skills with other less experienced professionals or professionals in other disciplines

**Skills:**
- Is able to accommodate own needs, strengths and weaknesses to the organizational structure; manages authority relationships in a professional manner
- Can identify and modify personal and professional barriers to effective practice
- Seeks and uses regular, appropriate supervision for social work practice
- Engages in appropriate self-care and maintains appropriate work/life balance

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**ADVOCATE FOR SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE**

Graduates will advocate for human rights and social and economic justice as one of their primary responsibilities.

[EPAS2.1.5 Advance human rights; social & econ. justice; 2.1.8 Engage in policy practice. (Original Ability #7, Advocate for Social Justice.)]

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**Foundation Level**

**Knowledge:**
- Knows the history, mission and values of the social work profession
- Knows the process of developing laws and social policies at the federal, state, and local levels
- Understands key social policies affecting the poor, oppressed and disenfranchised
- Understands basic categories of human needs and goals of health and social services to meet those needs
- Knows basic social policy change strategies
- Knows a range of advocacy strategies

**Values:**
- Is committed to using knowledge and skills to improve the lives of individuals and the community
• Values social justice and economic and environmental equality
• Values global perspectives on human rights and social justice

Skills:
• Interprets social policies and analyzes their impact
• Identifies client, organizational or community needs and assets for social services or policy change
• Formulates social policies based on identified needs and assets
• Explains policies to clients, community members and other stakeholders
• Advocates for social policies that advance individual and community well-being

Advanced Level

Knowledge:
• Knows about common human needs and service delivery issues in a substantive area of social welfare
• Knows specifics of social policies in at least one area of specialization
• Knows the key policies that influence their own practice settings and the impact that those policies have on the individuals, families, groups and communities with whom they work

Values:
• Values being a change agent and advocate
• Values a vision of community and global connectedness
• Values collaborative work with clients, community members and colleagues to enlist support of those in positions of power and to change policies where needed

Skills:
• Effectively advocates for vulnerable populations to receive needed rights or services, regardless of the practice setting
• Analyzes, formulates and advocates for social and organizational policies that further the achievement of individual and collective social and economic justice

APPLY SOCIAL WORK METHODS
Graduates of the MSASS master's program are prepared to function as advanced practitioners in a changing arena of social work and social welfare. They are able to engage clients and client systems, assess client needs and strengths, provide or help arrange needed services and support, weigh intervention alternatives, implement change strategies, and evaluate results. Mandel School graduates are able to draw upon the knowledge of theory, research, policy, and practice methods in order to be effective social work practitioners with individuals, families, groups, organizations, and communities of various kinds.

[EPAS2.1.7: Apply knowledge of human behavior and the social environment; 2.1.10(a)–(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. Original Ability #2 (Apply Social Work Methods)]
Foundation Level

Knowledge:

- Critically analyzes, integrates and applies knowledge of bio-psycho-social and environmental variables that affect human development and behavior
- Understands major theoretical frameworks used by social workers to explain patterns of relationships among individuals, families, groups, organizations, and communities
- Is able to identify and define problems and issues relevant to client systems at various levels
- Integrates knowledge from multiple sources, including class lectures, exercises and readings, research reports and reviews, observations and interactions in field settings, supervisory sessions, professional development activities, and personal experience

Values:

- Values the strengths and assets of the individuals, families, groups, organizations, communities, and cultures involved in practice situations
- Values teamwork, partnership, and collaboration in practice that promotes social justice and empowerment in communities
- Values supervisory relationships and opportunities for learning in the field

Skills:

Engagement:

- Is substantively prepared and able to attend to individuals’ verbal and non-verbal communication during professional social work practice encounters
- Uses active listening, empathy and other interpersonal skills to communicate understanding and non-judgmental respect and to encourage openness to participation in social work practice interactions
- Can clearly explain social work processes and expectations to clients, families, constituents and other relevant parties, including the purpose and scope of the work, confidentiality matters and client rights, agency or facility procedures, and service and referral options

Assessment:

- Is able to organize and conduct interviews with individual clients, families, community representatives or key stakeholders for the purpose of gathering information and analyzing problems and strengths
- Is able to collect, organize and interpret relevant data from direct and collateral sources, using appropriate conceptual models to guide this process
- Can conduct basic screening procedures including, but not limited to, suicide risk assessment, alcohol and drug abuse assessments, genograms, eco-maps, social network maps and community resources/assets assessments
Applies screening and interview information to assessment and goal planning efforts with and on behalf of clients, families, groups, organizations and communities

Intervention:
- Can develop a focus for work and mutually agreed-on outcome goals
- Keeps complete records of practice activities and progress
- Provides linkage and referral to appropriate resources and services
- Advocates for clients’ rights and needs at various system levels
- Begins to apply and implement models of intervention based on theory and evidence for social work practice
- Facilitates transitions and terminations

Evaluation:
- Monitors and analyzes progress towards desired outcomes
- Determines appropriateness of termination or referral
- Uses supervision to assist in evaluating social work practice activities

Advanced Level — Direct Practice

Knowledge:
- Synthesizes and applies a broad range of practice knowledge from prevalent contemporary theoretical perspectives on intervention in an area of concentration
- Understands the basic structure and diagnostic categories of the DSM and other widely used diagnostic criteria
- Knows factors predicting increased risk for suicide or other significant endangerment to clients’ life or health
- Uses research evidence, advanced coursework, supervision and professional development activities to inform practice decisions

Values:
- Values clients and other community members as contributors to resolution to their own concerns and those of their community, and as partners in the design, delivery, and oversight of services

Skills:
- Demonstrates skills of engagement, assessment, intervention and evaluation of advanced social work practice in a problem and population-specific area of concentration

Engagement:
- Engages clients, client families and groups from area of concentration with appropriate techniques and strategies specific to that population or field of practice
Assessment:
- Can ask relevant questions to assess for suicide risk, domestic abuse, or other high risk or dangerous situations affecting clients in problem or population-specific contexts, within an area of concentration
- Can select and use culturally appropriate assessment tools and approaches
- Can tentatively apply and interpret DSM criteria to clients where appropriate

Intervention:
- Identifies alternative interventions at various system levels and selects appropriate intervention strategies in one or more specific population or problem areas
- Implements intervention plans and monitors client and system responses and outcomes, within an area of concentration, modifying strategies as needed
- Plans for and performs terminations appropriate to the client and setting

Evaluation:
- Can use single subject methodology to evaluate social work practice
- Can use Rapid Assessment Instruments and other means to evaluate client progress and satisfaction with services within an area of concentration

Advanced Level—Community and Social Development

Knowledge:
- Knows collaborative and conflict theories and strategies for encouraging community-based social change
- Understands the roles of community organizers, community builders, community-based organizations, and community initiatives in community-based change
- Understands the broader economic, social, demographic, institutional, and policy contexts in which community-based efforts must function
- Specifically knows definitions of community, power, asset-based development and social capital
- Demonstrates familiarity with financial concepts and programs such as low-income tax credits, micro-enterprise, individual development accounts, and revolving loan programs

Values:
- Analyzes community-based practices that advance social and economic justice and arrives at a set of personal values that will guide the student’s professional practice
- Reflects on and clarifies one’s own views and personal values on challenges of race, gender, and other sources of inequity
- Upholds social work values regarding diversity, marginalization, power and empowerment and the need for systemic change to address social, political and economic inequities
Skills:

- Demonstrates skills of community-based and place-based engagement, assessment, intervention and evaluation of advanced community and social development practice

Engagement and Assessment:

- Describes and interprets demographic, social and economic trends in a community
- Maps community needs and assets
- Designs and implements strategies for entering and assessing community and social policy analysis and change.
- Engages staff, board, volunteers and funders in working towards the realization of plans

Designing and Implementing Community Development

- Designs community-driven change with strategies such as community building, community organizing, and participatory action research.
- Applies tools and process skills that promote civic engagement, empowerment, leadership development, group work, social capital formation, conflict resolution, and democratic process.
- Engages key stakeholders in the development of a logic model that summarizes the community building strategy including the desired outcomes and the key activities that will produce those outcomes.
- Can develop a strategic plan with participation of key constituents
- Plans an income-generation strategy for a community or social development enterprise or project.
- Demonstrates financial skills such as fundraising, grant development, financing, budget analysis, cost-savings and cost cutting, strategic partnerships and social entrepreneurship

Evaluation:

- Uses program evaluation and other research methods to assess effectiveness and develop improvements to programs and other interventions

UPHOLD SOCIAL WORK VALUES AND ETHICS

Students will integrate social work values and ethics into their learning and professional practice.

[EPAS2.1.2—Apply social work ethical principles to guide professional practice. (Original Ability #3, Integrate Social Work Values and Ethics.)]

Foundation Level

Knowledge:

- Understands social work values and ethical principles, particularly the content of the NASW Code of Ethics
- Is cognizant of the limits of confidentiality to clients and the duty to warn
• Knows the requirements of informed consent
• Understands the concept of self determination

Values:
• Is aware of his or her personal values, biases and prejudices and the impact they have on client/organization/group
• Develops competency in the identification of one’s own ethical stand in relation to controversial issues
• Adheres to the NASW Code of Ethics and agency guidelines and protocols

Skills:
• Establishes professional relationships with colleagues, clients and community members, built on regard for individual worth and dignity
• Engages the individual/client group in making independent decisions
• Accepts and utilizes constructive feedback regarding values
• Validates the feelings and respects the views of others

Advanced Level

Knowledge:
• Understands the characteristics of ethical dilemmas
• Knows a framework for ethical decision-making
• Knows common ethical dilemmas in an area of practice specialization

Values:
• Assumes responsibility for personal ethical conduct
• Discourages and aids in the correction of unethical conduct of colleagues
• Assumes responsibility for the quality of practice

Skills:
• Identifies and separates personal issues and values from professional practice in the context of diverse populations, client systems, agency personnel and multidisciplinary systems
• Develops skills in the systematic analysis of ethical dilemmas
• Anticipates and clarifies conflicting values and ethical dilemmas
• Examines the relationship between own values and action, identifying congruence among values and between values and behavior
• Handles conflict responsibly
• Promotes ethical practices of the organization with which he or she is affiliated
• Secures opportunities for continuous growth in professional knowledge and skills
INTEGRATE CULTURAL, ECONOMIC, AND GLOBAL DIVERSITY

Students will integrate into their practice the knowledge, skills, and values needed for understanding and appreciation of a diverse world, and for ongoing development of competence in working with diverse populations and settings.

[EPAS2.1.4—Engage diversity and difference in practice. (Original Ability #4, Value a diverse world.)]

Foundation Level

Personal and professional awareness of one’s own cultural values and biases, and how these impact one’s ability to work effectively with others.

Knowledge:
- Has sufficient knowledge of own racial/ethnic heritage and other identifying personal background and awareness of how this may affect professional understanding of self and others
- Is aware of the impact of discrimination, oppression and privilege in all of its forms on personal and professional beliefs and values
- Recognizes the extent to which a culture’s or community’s structures and values may oppress or marginalize, or create or enhance privilege and power
- Is aware that cultural and other differences have an impact on social work services
- Understands barriers that interfere with minority and immigrant persons’ use of services; is knowledgeable about intervention theories and approaches that are culturally sensitive and empowering
- Is aware of the impact of immigration, refugee status, and political upheaval on human needs

Values:
- Subscribes to the profession’s code of ethics as it relates to nondiscrimination
- Recognizes the need to develop personal and professional competence in working with persons different than oneself
- Values honesty and personal integrity in developing one’s professional self
- Recognizes the strengths that exist in all cultures
- Appreciates the strengths and personal resources of members of diverse groups
- Respects others’ beliefs and values, including religious beliefs, political views, and cultural and community norms and values, which may affect the social work process
- Respects the values of client self-determination and client empowerment

Skills:
- Is able to use resources to develop knowledge of groups different than one’s own;
- Is able to give and receive constructive criticism and feedback from others
- Is able to take various perspectives
• Develops skills in engaging persons or communities of diverse cultures, nationalities, races and religions or other groups
• Is able to communicate effectively with individuals and groups different than him/herself
• Recognizes and communicates understanding of the importance of difference in shaping life experience

**Advanced Level**

**Knowledge:**
• Develops a positive personal/professional identity based on one’s own race, gender, sexual orientation, and other relevant factors
• Can identify those situations in which new competence in valuing diversity is needed
• Understands diversity and oppression issues specific to an advanced field of practice
• Gains awareness of global social work agenda or issues

**Values:**
• Recognizes the need to continually increase her/his ability to value diversity as new situations arise
• Recognizes one’s limits in valuing diversity and subscribes by the ethical obligation not to practice in situations beyond one’s competence
• Appreciates a global perspective: respecting difference while identifying similarities in cultures and customs

**Skills:**
• Can engage a client system of difference in a social work intervention in a way that is culturally sensitive and builds on the client system’s inherent strengths
• Identifies areas for future growth
• Strives to acquire needed cultural competencies and global perspectives

**THINK CRITICALLY ABOUT THEORY AND RESEARCH KNOWLEDGE**

Graduating students will be able to think critically about their practice and its knowledge base, and about the social problems and situations they encounter. Critical thinking in social work includes selecting appropriate theoretical approaches and strategies to apply in practice, using research findings to improve practice, evaluating one’s own practice, and making contributions to knowledge in the field.

[EPAS 2.1.3—Apply critical thinking to inform and communicate professional judgments; 2.1.6—Engage in research-informed practice and practice-informed research; 2.1.7—Apply knowledge of human behavior and the social environment. (Original Ability #5, Think critically.)]
Foundation Level

Knowledge:
- Articulates a theoretically-based, empirically grounded rationale in analyzing theory, practice, policy, or research
- Understands the basics of research methodology, hypothesis testing and beginning statistics
- Demonstrates knowledge of foundation level human behavior across the life course, social systems in which people live, bio-psychosocial and spiritual development, and social work research
- Demonstrates familiarity with computer databases and search engines for online research

Values:
- Values use of social work and human behavior theories
- Values research knowledge and evidence for informing practice and policy decisions

Skills:
- Critiques and applies knowledge to understand person and environment
- Critically analyzes models of assessment, prevention, intervention and evaluation as they may be applied to real-life social work issues and practice situations
- Distinguishes and evaluates multiple quantitative and qualitative sources of knowledge
- Integrates theory, research-based knowledge, supervision, client or stakeholder feedback, and personal experience and observations
- Develops action plans and forms professional opinions that are based on an exploration of reasonable alternatives, and an evaluation of consequences

Advanced Level

Knowledge:
- Demonstrates mastery of advanced course content in a specialization area, including theory, methods, research, and practice and/or program evaluation

Values:
- Values own creativity and curiosity applied to theory and research knowledge

Skills:
- Makes connections among various theories and methods and thinks critically about their application to practice issues in the field
- Synthesizes research evidence, social work theory, personal experience, creativity and curiosity, supervisory feedback, and client and stakeholder feedback to inform practice in an area of specialization
• Evaluates own practice effectiveness by systematically observing relevant outcomes and gathering feedback from supervisors, classroom instructors, peers, clients, community members, and stakeholders

**COMMUNICATE EFFECTIVELY**
Graduating students will have the oral, written, nonverbal and information technology skills that will enable them to communicate effectively and appropriately in professional roles and settings.

[EPAS 2.1.3—Apply critical thinking to inform and communicate professional judgments. (Original Ability #6, Communicate Effectively.)]

**Foundation Level:**

**Knowledge:**
• Understands differences in communication approaches and level of formality needed with clients, families, groups, stakeholders, colleagues, instructors, and supervisors
• Understands the meanings and importance of non-verbal communication
• Knows English language grammar and composition sufficient to write clear, readable class assignments and written documents and records in field, as required
• Knows basic computer software and audio-visual technology for school and professional communication

**Values:**
• Values clear, authentic, non-judgmental communication
• Values listening and attending to others in professional contexts
• Values cultural competence in communication
• Is open to supervisor or instructor feedback around communication skills

**Skills:**
• Demonstrates professional demeanor in written and oral communication
• Demonstrates writing, speaking and listening skills, presentation skills, and interviewing skills needed for foundation-level coursework and social work practice
• Demonstrates professional writing and speaking style appropriate to the context, free from judgment, culturally sensitive, and aimed at the target audience
• Effectively communicates professional respect and warmth

**Advanced Level:**

**Knowledge:**
• Knows how to produce professional written and presentation materials necessary for field setting and advanced level social work practice
• Articulates professional opinions clearly and non-judgmentally to various constituencies
Values:
- Values productive collaboration with clients, community members and colleagues

Skills:
- Possesses advanced level listening and interpretation skills
- Possesses the ability to communicate effectively at an advanced level in an area of specialization, articulating information and messages both verbally and in writing
- Possesses professional interviewing skills at an advanced level in an area of specialization
- Demonstrates growing confidence and comfort in one’s expression of professional knowledge and opinions
- Communicates effectively as a team member
- Facilitates communication of group, family or community members with one another
- Objectively evaluates and responds to criticism

**DEVELOP AS A SOCIAL WORK LEADER**
Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social work leaders are informed, resourceful, and proactive in responding to evolving organizational, community, societal and global contexts at all levels of practice in ways that improve quality of life.

*EPAS 2.1.9—Respond to contexts that shape practice; 2.1.8—Engage in policy practice. (Original Ability #8, World of Work and additional material.)*

**Foundation Level**

**Knowledge:**
- Knows organizational and community culture, history and goals
- Recognizes professional strengths of self and others
- Knows community and professional resources

**Values:**
- Values social work education, skills and experience
- Values collaboration, shared responsibility and opportunities to share ideas or resources
- Values the importance of regular structured social work supervision
- Values continuing education and lifelong learning

**Skills:**
- Understands when and how to use task and practice supervision
- Effectively solves problems using available knowledge and resources
- Effectively gives and receives feedback
- Takes initiative in strengthening the workplace, the community and the social work profession
• Deals effectively with change in the organizational or policy context

Advanced Level

Knowledge:
• Synthesizes a broad range of social work and interdisciplinary knowledge and skills
• Possesses knowledge of the work environment such as career ladders, personnel practices, and human resource policies
• Is aware of theoretical perspectives as they apply to social work supervision and administration

Values:
• Values innovation, creativity and new ideas
• Values compensation (pay and benefits) that respect social work skills, experience, and education
• Is committed to development of professional expertise and full use of resources
• Values flexibility in the face of changing human services, social and global context

Skills:
• Presents and shares knowledge in the workplace and at professional meetings and conferences
• Volunteers for leadership roles in professional organizations, as appropriate
• Collaborates with others within and outside of own organization or agency, initiating and promoting collaboration where appropriate
• Mentors or supervises others in the profession
• Demonstrates an emerging ability to deal effectively with conflict
• Demonstrates an emerging ability to promote sustainable changes within the workplace and the community that improve the quality of services or availability of resources

COMMUNITY-BASED PRACTICE
Approved by the Faculty, Mandel School of Applied Social Sciences, Case, April 19, 1999

Changes in the Nature of the Social Work Environment
As the 21st century approaches, the social work practice environment is undergoing a major transformation. In part, these changes are due to external forces, particularly in federal funding mechanisms and legislation. Devolution, for example, reduces the role and responsibility of the federal government in welfare and human services and returns power, responsibility, and control to state and local governments. Moreover, the increasing trend toward privatization of public social services through managed care now encompasses health care, child welfare, mental health, and aging services (Strom & Gingerich, 1993). According to Strom-Gottfried (1997), the emergence of managed care as a dominant paradigm for health care, mental health services, and social services for children in out-of-home placement, etc. requires changes in agency structures and service delivery, and places new demands on the skills of social workers.

Changes are also taking place because of internal forces at work within the field of human services. In reaction to human service systems that are unresponsive, stigmatizing, and ineffective, there has been a ferment of local experimentation in recent years. Practitioners in many fields, usually working in isolation from each other, have redesigned services and reshaped practice. Those involved have worked to make services less fragmented and reactive, more comprehensive, integrated, flexible, and responsive (Johnson, 1998a).

Schorr (1988), for example, described examples of successful programs in education, health, and social services and drew lessons from successful for those who wish to redesign services. As Schorr’s examples indicate, innovative service delivery requires a shift in relationship between professionals and those who use their services – a shift that recognizes the strengths and capacities of families, social networks, and communities, and seeks to work in partnership with them. The community, rather than the service system, needs to be the starting point of analysis (Adams & Nelson, 1997).

Shifting the focus on human services in this way emphasizes that the care and protection of children or elders or people with disabilities is a shared responsibility (Moroney, 1986) involving families, local communities, and the state. The view leads to a broadening of the conception of human services, as promoting and enhancing the development of families and communities, as well as responding to problems and deficits (Chapin Hall Center for Children, 1994). For example, social support interventions direct social work attention toward enhancing the growth, development and adaptive capacities of people, removing environmental obstacles, and increasing the responsiveness and nurturing properties of the social and physical environment (Tracy & Whittaker, 1987). Increasingly, social support is seen as having relevance for all types of social work practice (Kemp, Whittaker, & Tracy, 1997).

A community-based approach to service delivery and practice recognizes that most of the work in which social workers and other helping professionals are engaged is done by others – families, kin and neighborhood networks, informal groups, churches, schools, and other organizations. In their role, community-based social workers become involved with these networks of individuals and organizations. The social work task is to understand the patterns of interaction that generate or perpetuate problems that may involve multiple system levels (such as family, neighbors, school, and social service and juvenile justice systems) and to intervene to change them. For example, the vital role of family members as partners in the caregiving process expands the role of the social worker to include serving as enablers, educators, facilitators, consultants and advocates (Biegel, Johnsen, & Shaffran, 1997).

In this context, the professional-client relationship is seen as involving partnerships and collaboration. In family-centered services, for example, this has meant not only shifting from the individual to the family as the unit of attention, but involving parents and caregivers as full partners in the design, delivery, and oversight of services (Cohen & Lavach, 1995). There is research evidence that a partnership mode of helping, which engages the strengths, resources, and creativity of service users, enhances people’s sense of control over their own lives (Dunst, Trivette, Boyd, & Brookfield, 1994; Saleebey, 1992). For example, solution-focused (Berg & De Jong, 1996) and other forms of therapies require that the client/client system and the social worker become involved in the co-construction of competence.
Involving service users and other citizens in the design and delivery of services is fundamental to developing an integrated service system that is responsive to its neighborhood or community context, culturally responsive, and empowering (Minkler, 1997). This approach discourages deficit-oriented and client-blaming discussion of families and their interactions with formal service systems. It enables professionals to see strengths and capacities in families and communities to which they may have been blind, and helps assure that services are driven by the needs of families and communities rather than by funding or bureaucratic considerations.

**Importance of These Changes for Social Work and MSASS**

These major policy and programmatic changes are reshaping the context of social work practice. This changing context of social work practice has implications for every aspect of the social work curriculum, including field instruction and field education (Jarman-Rohde, McFall, Kolar, & Strom, 1997). Preparing students for social work practice in the 21st century requires new attention to community-based and innovative approaches for meeting the complex needs of individuals and families.


contain several or all of the following elements and aim to achieve synergy among them: expansion and improvement of social services and supports, such as child care, youth development, and family support; health care, including mental health care; economic development; housing rehabilitation and/or construction; community planning and organizing; adult education; job training; school reform; and quality-of-life activities such as neighborhood security and recreation programs (p.1).

Naparstek and Dooley’s (1997) community building work identifies “people-based, place-based” strategies for working in geographically distinct, urban areas. This approach focuses on the assets and strengths of communities in combination with comprehensive and integrated neighborhood-based strategies that involve local residents. Other asset-based and community building approaches have been described (see, for example, Gittel & Avis, 1998; Jason, 1997; Kretzmann & McKnight, 1993; Sherraden & Page-Adams, 1997).

In view of changes in the social work practice environment and the growing knowledge of innovative community-based approaches to social work practice, many schools of social work are engaging in curriculum development and revisions regarding the concept of community-based practice. Overall, these changes indicate a revitalization of an historical commitment to community social work on the part of some schools as well as new initiatives within many schools that do not have a historical emphasis in community-based curriculum. Examples of curriculum change related to community-based practice range from new community practice courses to new MSW curriculum, from combined concentration programs to interdisciplinary certificates, from new practicum opportunities to community outreach programs developed and implemented by schools of social work.
MSASS is in a unique position to adopt the concept of community-based practice as an organizing principle for its curriculum. Interviews with faculty indicate they are already involved in a significant body of research, teaching, and community service interventions related to the concept of community-based practice (Johnson, 1998a).

The concept of community-based practice is based on 10 principles. Community-based practice

1. embraces an inclusive definition of community;
2. values community as a process;
3. views the individual in the context of a pattern of relationships that includes family, groups, organizations, and communities;
4. integrates community and individual practice;
5. builds interventions on the strengths and assets of individuals, families, groups, organizations, and communities;
6. emphasizes participation, teamwork, collaboration, and partnerships at all levels;
7. recognizes that comprehensive interventions are shaped by all interactions and exchanges within the social ecology;
8. involves interdisciplinary and multi-disciplinary approaches;
9. facilitates empowerment through a reciprocal, educational process of lifelong learning; and
10. encourages innovation and improvement of services.

**Principle 1. Embraces an inclusive definition of community**

The concept of community-based practice is based on an inclusive definition of communities. According to Garvin and Tropman (1992), a community exists when a group of people form a social unit based on common location, interest, identification, culture, and/or activities. Although the concept of community is charged with ambiguity and interpreted different in various situations (Chatterjee & Koleski, 1970), types of communities can be classified into three major groups (Fellin, 1995). These include communities distinguished by common locality or place, by non-place characteristics, and by the sense of an individual’s “personal community” (see Table below).

<table>
<thead>
<tr>
<th>Type of Community</th>
<th>Definition</th>
<th>Variations</th>
<th>Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic Communities of Place</td>
<td>1. A functional spatial unit meeting sustenance needs</td>
<td>Communities vary in terms of size, density, and heterogeneity. Variations are referred to as neighborhoods, villages, towns, metropolitan areas, etc.</td>
<td>People reside in multiple communities of place – that is, locally-based communities overlap with one another, e.g., neighborhoods within towns, etc.</td>
</tr>
<tr>
<td>(Garvin &amp; Tropman, 1992)</td>
<td>2. A unit of patterned social action</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. A symbolic unit of collective identity (Hunter, 1975)</td>
<td></td>
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</tr>
<tr>
<td>Communities of Identification and Interest (Longres, 1990)</td>
<td>Communities of identification are based on a common identity, belief, emotion or feeling of attachment to ethnicity, race, religion, lifestyle, ideology, sexual orientation, social class,</td>
<td>Communities of identification are considered communities of interest when they are also engaged in some level of organizational activity (professional associations,</td>
<td>Geographic communities often coincide with identification/interest communities – that is, people of a common background of race, religion, national origin or social class may live in</td>
</tr>
</tbody>
</table>
Principle 2. Values community as a process

- Communities change over time
- There are differences within communities and between communities
- Communities can be nurturing environments that positively influence the ability of the individual, family group, and organization to develop healthily in unfriendly places that negatively contribute to a locus of problem perpetuating patterns
- The worker becomes a part of the community through formal and informal relationships that involve networking, information sharing, and other activities
- Building community takes time, commitment, and expertise
- A key social work function involves participating in and building communities that increase resilience at the individual, family, group, and organizational levels

Principle 3. Views the individual in the context of a pattern of relationships that includes family, groups, organizations, and communities

- Practice with individuals involves formal and informal relationships in the community
- Family members, kin, neighbors and other social networks and social supports are central to developing and managing interactions and exchanges
- The social ecology includes ethnic/racial, cultural, social class, economic, and political environments
- Assessment and mutual process carried out “with” a client/client system and includes careful consideration of all levels of analysis – that is, family, group, organizations, and communities

Principle 4. Integrates community and individual practice

- Community-based practice is a perspective that integrates the traditional “either/or” approaches of micro and macro practice into a “both/and” approach
- Community-based practice recognizes that team work among practitioners with differing areas of expertise may be needed to effect meaningful and enduring change
- Community-based practice involves a range of different intervention modalities designed to bring about hope that meaningful change can occur
• Community-based practice finds innovative ways to move beyond the constraints imposed by existing policies and funding mechanisms to develop effective methods and practice
• Recognition of current agency needs is balanced by the responsibility to prepare social workers who will shape as well as react to their policy and practice environments

**Principle 5. Builds interventions on the strengths and assets of individuals, families, groups, organizations, and communities**
• The client or client system can be individuals, families and other primary groups, community groups such as neighborhoods or interest groups, community organizations, and communities
• Client systems are engaged in a collaborative process of developing a shared understanding of the nature of the problem and reaching goals for improvement/change
• Community-based practice social workers are committed to identifying the strengths and resources in communities, organizations, families and individuals that offer the best hope of solutions
• Community-based practice draws on the expertise of both worker and client in assessing problematic situations and identifies strengths and assets as potential resources for intervention
• Responsibility and decision-making are shared with individuals as close as possible to the situation
• Reciprocity and resilience are valued in all interactions between individual/family and the social ecology

**Principle 6. Emphasizes participation, team work, collaboration, and partnerships at all levels**
• Community-based practice recognizes that the “clients,” “service users,” or “customers” are equal citizens with professional workers and other members of the community
• Service users and others involved are seen as partners with shared responsibility for assessment, service design, planning, implementation, and problem resolution
• Service provision is driven by the expressed needs of individuals, families, groups, organizations, and communities
• Collaboration and teamwork between public and private sectors, professional, volunteer, and client communities, and informal and formal social networks in communities is essential

**Principle 7. Recognizes that comprehensive interventions are shaped by all interactions and exchanges within the social ecology**
• Diversity is explicitly valued and supported
• Services are available and accessible with respect to geographic location, social class, culture, religion, race/ethnicity, age, disabilities, and sexual orientation
• Cultural sensitivity and multi-cultural responsiveness are hallmarks of service delivery
• Comprehensive interventions require universal policies and broad-based, non-categorical funding streams
Community-based practice social workers are committed to building new structures for social service delivery and working in new delivery systems that are more comprehensive, integrated, responsive, and accessible.

**Principle 8. Involves interdisciplinary and multi-disciplinary approaches**
- Interdisciplinary and multi-disciplinary approaches are part of a continuum-of-services approach
- An integrated approach to practice includes the interweaving of formal and informal systems
- Agency cases are redefined within the context of interorganizational teams
- Approaches from other disciplines (e.g., micro-enterprise from schools of economics and business) are adapted for use as community-based practice strategies
- The community social worker is involved in organizational capacity building including the strengthening of organizational and indigenous leadership

**Principle 9. Facilitates empowerment through an educational process of lifelong learning**
- Learning is a reciprocal process that empowers workers, individuals, families, organizations, and communities
- Change and growth occur through building and sustaining a learning community
- The community-based practice social worker is viewed as having an important role as teacher, educator and co-learner
- Academic curricula, continuing education, community education and training are interrelated
- Interventions are grounded in the values of the social work profession, congruent with the NASW Code of Ethics, and reflective of professional education set by the Council on Social Work Education

**Principle 10. Encourages innovation and improvement of services**
- Demonstration projects, theory development, evaluation research, new program development, and innovative practice methods are nourished and supported
- Community-university partnerships are valued in research, teaching, and community service
- Qualitative and quantitative measures are used to measure success
- Innovation and improvement in services that build healthy communities are continuously supported

**References**


Kretzmann, J., & McKnight, J. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community’s assets*. Evanston, IL: Northwestern University.


**NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)**
The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with over 150,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. Go to [https://www.socialworkers.org/join.asp](https://www.socialworkers.org/join.asp) for information about NASW regional meetings as well as annual NASW Conferences.

MSASS enrolls MSSA students as student members of NASW with the goal of assisting students in the development of their professional social work identity. The NASW newsletter is regularly sent to students, and MSASS encourages students to connect to current issues in social work through the newsletter articles.

**Code of Ethics**
Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:
1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this *Code,*
social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it. Go to http://www.socialworkers.org/pubs/code/code.asp for the 2008 revised version of the code.

NASW STANDARDS OF CULTURAL COMPETENCE
In 2007, NASW published “Indicators for the achievement of the NASW Standards for Cultural Competence in Social Work Practice.” Go to http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf to download this file containing the indicators for ten standards:

1. Ethics and values
2. Self-awareness
3. Cross-cultural knowledge
4. Cross-cultural skills
5. Service delivery
6. Empowerment and advocacy
7. Diverse workforce
8. Professional education
9. Language diversity
10. Cross-cultural leadership

MASTER OF SCIENCE IN SOCIAL ADMINISTRATION (MSSA) PROGRAM

The Master of Science in Social Administration (M.S.S.A.) Program prepares students for advanced social work practice in an area of concentration. Students acquire the abilities they need to work effectively in a variety of settings. Through classroom and field work, they develop the knowledge, values, and skills needed to function as social work professionals, and to work ethically with others to effect change in individuals, families, groups, organizations, and communities.

The curriculum is organized around two concentrations: (1) Community and Social Development and (2) Direct Practice, which is further divided into specializations.

The Direct Practice Concentration readies students for advanced social work with individuals, families, and groups. Virtual format students may choose Adult Mental Health or Children, Youth, and Families.

The Community and Social Development Concentration is for students who are interested in promoting social change and social justice, and want to focus on a community or policy level rather than focusing directly on individuals and families.
**The Curriculum**
The curriculum is divided into two levels: foundation and advanced. Students entering without prior preparation in social work complete the foundation and advanced curriculum; students entering with the BSW go directly into the advanced curriculum.

**Foundation Curriculum**
The foundation curriculum includes the knowledge, values, and skills essential for the general practice of social work and is completed during the first year of the program. It consists of general courses in social work methods, socio-behavioral theory, social policy, discrimination and inequality, research methods, and two semesters of field education and ability-based learning. Most foundation courses are prerequisites for concentration-required courses and advanced electives.

**Advanced Curriculum**
The advanced curriculum builds on the foundation courses and provides advanced knowledge and practice skills in the concentration selected by the student. Concentrations include either community and social development or direct practice (students can choose within this concentration from the following specializations: aging; alcohol and other drug abuse; children, youth, and families; health; mental health). Advanced courses are taken in research, policy, socio-behavioral theory, and practice methods. When integrated with an advanced field education experience, students begin to gain an in-depth understanding of the theories, policies, practices, values, and skills associated with the area of concentration.

**Concentrations**

**Community and Social Development Concentration**
The emphasis on community development indicates the importance of community in understanding the context of social challenges and opportunities and as a critical component to lasting solutions. Although “community” often refers to geographic communities, concepts and strategies are also applicable to other types of communities – such as communities of interest, background, or affiliation. “Development” refers to the process of increasing the assets of a community, including physical, economic, social, cultural, and spiritual assets. “Social development” is highlighted, because, as a school of social work, we have unique expertise in the social assets, needs, and processes that enable individuals and families to achieve and sustain higher standards of living.

This concentration prepares students to play a wide variety of roles in improving the quality of life and opportunities for those who are marginalized and vulnerable in society. Roles for community and social development graduates include community organizers, community builders, program developers, social planners, evaluators, policymakers or leaders of non-profit, government, philanthropic or private for-profit organizations that are involved in community and social developmental work. Students gain the abilities to participate broadly in the social change process in communities and societies in both domestic and international arenas. Issues that are addressed include globalization, poverty, inequality and oppression, cultural diversity, women’s issues, and human rights concerns.

Community and Social Development at the Mandel School have as its foundation a commitment to several key principles, including the following:

- The meaningful engagement and empowerment of community members in all facets of the change effort
- The objective of building capacity among community members and within organizations
- A focus on analyzing power dynamics and building power among community members
- The attention to informal as well as formal and professional forms of support and influence
- A willingness to seek systems change where large-scale reform is necessary
- A paramount focus on the long-term sustainability of the change effort

Another distinguishing dimension of the Mandel School degree is an explicit incorporation of international processes that (a) promote good governance, (b) build sound and inclusive institutions, (c) promote vibrant civil societies, (d) address the needs of vulnerable groups, (e) develop and implement policies that build social cohesion, and (f) allow fuller citizen participation in all aspects of development.

Direct Practice Concentration

The Direct Practice Concentration prepares students to address complex human needs in the context of an evolving practice environment. This concentration focuses on skill development and fosters the integration of knowledge about diverse populations and problems as they occur in a variety of practice settings. Specializations within the concentration include children, youth, and families; and adult mental health. The specializations allow students to gain sufficient depth in a particular practice area through advanced curriculum and field settings.

The Direct Practice Concentration offers courses of sufficient depth to promote professional level practice skills, but also of sufficient breadth to accommodate the range of situations found in direct social work practice. The curriculum incorporates the use and development of evidence-informed practices as well as the skills to evaluate the evidence base of social work interventions. Attention to cultural sensitivity cuts across all aspects of the direct practice curriculum and equips students with the tools to intervene appropriately and effectively with diverse populations. The professional direct practice social worker possesses an overall appreciation for the social work role by incorporating (a) the centrality of the worker-client relationship, (b) the value of the individual and his/her right to self-determination, and (c) cultural competency and willingness to be self-aware and reflective about one’s role in a therapeutic, advocacy and/or change process.

The direct practice concentration is committed to the following principles:

- Adherence to the values and ethics of professional social work practice
- A skill-building approach to professional education
- Use of theoretical and empirical knowledge
- Cultural sensitivity and cultural competence
- Focus on multiple, overlapping problems and strengths
- Advocacy and social policy change to benefit individuals and families
- Integration of experiences in the classroom and field settings
Direct practice practitioners in professional social work apply knowledge of bio-psychosocial variables that affect individual development and behavior. Direct practice practitioners recognize that their clients are involved in larger patterns of formal and informal helping that may include family, religious and/or community organizations, friends, and neighbors.

**Children, Youth, and Families Specialization**
The Children, Youth, and Families (CYF) specialization prepares social workers to provide a broad range of services to individuals and families in all phases of the family life cycle. Marital therapy, family counseling, parent education, and the full spectrum of child welfare services — family support and prevention programs, family development for self-sufficiency, child protection services, pre-placement prevention services, family reunification, and adoptive services — are included, with the aim of preparing students for public and private child and family social work. The intersection of child and family welfare with substance abuse, mental health, health and education is also a component of course and field work.

Topics covered in this specialization include family system theories, advanced child/adolescent or adult development/dysfunction, family system interventions, and community-based practice with children and families. Advanced elective coursework permits students to tailor their educational programs to personal learning objectives and career goals.

**Mental Health—Adult Specialization**
The Mental Health specialization prepares students for community-based mental health practice. Particular attention is given to a bio-psychosocial and developmental theoretical framework. A three-tiered public health conceptualization—primary, secondary, and tertiary—organizes student assessment and intervention knowledge, skills, and values.

Primary assessment and intervention spotlight the strengths and weaknesses in community supports, the importance of community prevention techniques, and the amelioration of stigma. Secondary assessments and interventions focus on specific individual, couple, and family mental health needs. In addition, tertiary assessments and interventions focus on community mental health needs of psychosocial, educational, case management, psychotherapeutic, and rehabilitation practices.

Topics covered in this specialization include assessment and diagnosis, substance abuse, dual diagnosis, adult psychopathology, theories of change, mental health practice methods, and mental health policy and service delivery.
VIRTUAL FORMAT PROGRAM OVERVIEW
The online format is designed to provide professional graduate level education to employed professional social service workers who wish to pursue the MSSA while maintaining full time employment.

Students may choose to pursue Community and Social Development; Children, Youth, and Families; or Adult Mental Health. Students enroll for two courses plus field education each semester. Students without the BSW can complete the program in eight consecutive semesters while students with the BSW (full advanced standing) can complete the program in six semesters.

MSSA Community and Social Development: 
Traditional Track Degree Requirements

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>Academic Hours</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 426 Research Methods in Social Work</td>
<td>3</td>
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<tr>
<th>Advanced Level Courses</th>
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<tr>
<td>SASS 532 Analytical Tools for Community Social Development</td>
<td>3</td>
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</tr>
<tr>
<td>SASS 534 Community and Social Development Perspectives</td>
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<td>SASS 563 Resources for Community and Social Development</td>
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<tr>
<td>SASS 567 CSD I Strategies for Assessing and Building and Organizing Communities</td>
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<td>SASS 569 CSD II Strategies for Designing and Implementing Community and Social Change</td>
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<td>SPPP 512 Legislative &amp; Political Processes</td>
<td>3</td>
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</tr>
<tr>
<td>SSWM 544 Budgeting and Finance</td>
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<tr>
<td>SASS 500A Supervision and Leadership</td>
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</tr>
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<td>SASS 500B Introduction to Management &amp; Leadership</td>
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# MSSA Community and Social Development: Advanced Standing Track Degree Requirements

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<td>SSWM 531 Strategic Alliances</td>
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# MSSA Direct Practice – Child, Youth and Family: Traditional Track Degree Requirements

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<thead>
<tr>
<th>Foundation Courses</th>
<th>Academic Hours</th>
<th>Length</th>
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<tbody>
<tr>
<td>SASS 426 Research Methods in Social Work</td>
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<td>SASS 440 Human Development I: Child and Adolescent</td>
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<tr>
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## MSSA Direct Practice – Child, Youth & Family: Advanced Standing Track Degree Requirements

<table>
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<tr>
<th>Advanced Level Courses</th>
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<tr>
<td>SASS 517 Family Systems Interventions</td>
<td>3</td>
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<td>SASS 547 Problem Identification, Screening and Assessment</td>
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<tr>
<td>SASS 549 Theory Practice Approaches in Direct Practice</td>
<td>3</td>
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<td>SASS 564 Social Work Practice in Alcohol and Other Drug Abuse</td>
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<td>SASS 565 Community-Based Practice with Children &amp; Families</td>
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<td>SASS 580 Social Work Practice in Mental Health: Children and Adolescents</td>
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## MSSA Direct Practice – Mental Health Adults:
### Traditional Track Degree Requirements

### Foundation Courses
<table>
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<tr>
<th>24 Academic Hours</th>
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<tr>
<td>SASS 426 Research Methods in Social Work</td>
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<td>SASS 440 Human Development I: Child and Adolescent</td>
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### Advanced Level Courses
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<td>SASS 547 Problem Identification, Screening and Assessment</td>
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<td>SASS 549 Theory Practice Approaches in Direct Practice</td>
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<td>SASS 564 Social Work Practice in Alcohol and Other Drug Abuse</td>
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<td>SASS 583 Social Work Practice in Mental Health: Adults</td>
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<td>SASS 587 Integrative Seminar in Mental Health: Adults</td>
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</tr>
<tr>
<td>SPPP 510 Mental Health Policy and Service Delivery</td>
<td>3</td>
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<tr>
<td>SRCH 530 Practice Evaluation</td>
<td>3</td>
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<tr>
<td>SSWM 563 Social Work Intervention in Co-occurring Mental &amp; Substance Abuse</td>
<td>3</td>
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<td>SSWM 579 Cognitive Behavior</td>
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# Television and Film Studies

## Advanced Standing Track Degree Requirements

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<tr>
<td>SSWM 579 Cognitive Behavior</td>
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<td>SSWM 518 Social Work with Death, Grief and Loss</td>
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<td>SASS 500A Supervision and Leadership</td>
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<td>SASS 500C Motivational Interviewing</td>
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The website for Virtual course descriptions is [http://msass.case.edu/registrar/coursedescriptions.html](http://msass.case.edu/registrar/coursedescriptions.html)
LEARNING MANAGEMENT SYSTEM (LMS) – MOODLE

CASE Employees
Students in the master’s program who are also CASE employees are required to complete all of the requirements for Field Education. This often necessitates that the CASE employee negotiate work release time from the job to allow him or her to complete field education requirements in an appropriate site. Students who are Case employees must secure their own field placement and must consult with the Office of Field Education as part of the admissions process.

ACADEMIC AND STUDENT SERVICES POLICIES AND PROCEDURES

ACADEMIC AND FIELD ADVISORS/PATTERNS OF ENROLLMENT
Each student at MSASS is assigned two advisors: an academic advisor and a field advisor. The roles of these advisors vary. Academic advisors are responsible for assisting students with their academic planning. Academic Advisors are assigned to students when they enter the program and both academic and field advisors are listed for each student on his or her Student Information System(SIS) home page. These advisor assignments are maintained until students graduate.

Academic advisors are responsible for assisting students in considering their academic programs to help facilitate academic success, providing referrals for other requested campus services, and discussing academic issues related to career planning. Academic advisors are not able to compute students’ overall grade point average, but this information is available each semester on the unofficial transcript that students can obtain on the Student Information System (SIS) page. Although the Academic Advisor is available for academic support, the final responsibility for ensuring all degree requirements are met rests with the student.

The Field Faculty Advisor serves as the liaison for the student, the field placement, and MSASS. The field faculty advisor participates in the development of the learning contract; reviews the field evaluation; and assigns the grade for the field education each semester. The Field Faculty Advisor also helps “trouble shoot,” should issues arise during the field education experience. Field faculty advisors are assigned by the Director of Field Education.

Students must follow their academic plan, maintaining coursework and field education “on track” or they may be administratively dismissed from taking advanced courses.

ACADEMIC INTEGRITY/PLAGIARISM
Go to http://www.case.edu/gradstudies/downloads/AcadInteg.pdf for the Case Western Reserve University Academic Integrity Policy. This policy covers all forms of academic dishonesty, including cheating, plagiarism, misrepresentation, and obstruction of others’ work. Incoming MSASS students are also required to attend an academic integrity workshop as part of new student orientation.
CANDIDACY FOR THE DEGREE
On the recommendation of the faculty of the Mandel School of Applied Social Sciences, Case Western Reserve University confers the degree of Master of Science in Social Administration (M.S.S.A.) upon all candidates who have successfully completed the following prescribed minimum requirements:

- Forty-five (45) credit hours of class work.
- Fifteen (15) credit hours for non-advanced standing students, equivalent to 1,050 clock hours of field practice, and nine (9) credit hours advanced standing students, equivalent to 900 clock hours of field practice.
- Acceptable standards of professional conduct and ethics, as adherence to the standards of professional conduct is a prerequisite to practice in social work.

A candidate for the degree must have a satisfactory record in the required academic courses and in field education. Students who present credits from other graduate schools of social work and who wish to qualify for the degree must have had at least one year of coursework at the Mandel School virtual format. Graduates must present their degrees to employers as the MSSA, which is an equivalent MSW.

CLASS SCHEDULING/VIRTUAL FORMAT
Students take two courses each sixteen-week semester, one each eight-week term. Field education is completed concurrent with all coursework. Required texts and course materials are advertised in advance of the course, allowing time to purchase needed materials.

CODE OF PROFESSIONAL CONDUCT
The following framework guides the policy on professional conduct for MSASS students. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty, or staff (online or field placement) will be the basis for nonacademic termination policies (CSWE, Commission on Accreditation, Supplement to the Handbook of Accreditation Standards and Procedures).

Ethical Obligations
Students are ethically and professionally bound to:
- adhere to the NASW (National Association of Social Workers) Code of Ethics;
- appreciate the value of diversity by demonstrating effective and nonjudgmental relationships and to work with others who are different than oneself; and
- adhere to issues of confidentiality as they relate to human services, classroom activities, and field placement.

Students are required to meet all of the following requirements to maintain good standing in the MSSA program:

Professional Commitment
- Exhibit a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Behavior judged to be in violation of the current NASW Code of Ethics may result in a consultative review.
and/or administrative action by the Committee on Students

- Demonstrate commitment to the essential values of social work that include respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice)

**Professional Behavior**

- Exhibit behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws online and in the field and community.
- Reflect a professional manner in appearance and personal demeanor
- Use sound judgment in decision making
- Show potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner
- Work and communicate effectively with others, regardless of level of authority
- Advocate for him/herself in an appropriate and responsible manner and use proper channels for conflict resolution
- Show a willingness to receive and accept instructor feedback and field supervision in a positive manner and use such feedback to enhance professional development
- Exhibit appropriate professional and respectful interpersonal behavior towards colleagues, faculty, and staff online and in field education.

**Personal Behavior**

**Stress Management**

- Demonstrate ability to deal with current life stress through the use of appropriate coping mechanisms when stress interferes with scholastic and professional performance
- Handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others when stress impacts scholastic and/or professional performance

**Emotional/Health/Medical Problems**

- Seek and effectively use help for problems that interfere with scholastic and professional performance
- Engage in counseling or seek out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties result in any of the following:
  - Compromise of scholastic and other performance
  - Interference with professional judgment and behavior
  - Jeopardizing the best interests of those to whom the social work student has professional responsibility (as outlined in the Code of Ethics by the National Association of Social Workers)
Harassment
There will be zero tolerance for any form of harassment which includes the following:

- Conduct that intimidates, threatens, or endangers the health or safety of any person
- Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person
- Behavior that is construed as a nuisance, including prank phone calls or abusing or harassing another user through electronic means

COMMITTEE ON STUDENTS

I. Goals
The Mandel School of Applied Social Sciences (MSASS) prepares students for the practice of professional social work. The nature of this educational process differs from that of non-professional programs. The academic success of students is linked to their ability to become effective social work professionals. During the course of their studies at MSASS, there are a number of persons who are in a position to evaluate the students’ academic performance. This would include everyone in the academic enterprise, including faculty, adjunct instructors, field instructors, field and academic advisors, and staff (hereafter called the “academic team”).

Meeting the criteria for scholastic achievement is necessary, but not sufficient to ensure continued enrollment in the program. Professional conduct and scholastic performance in both the field and classroom comprise the academic standards at MSASS.

The following three educational components should help students have a successful experience at MSASS and will be used to evaluation academic performance:

1. field performance
2. scholastic performance
3. professional conduct

The committee is designed as an integral planning body in the education of students who need special consideration beyond the normal participation of instructors and advisors in addressing concerns that may interfere with their academic performance. It is the hope of the School that by functioning in this way, the committee may be helpful to the student and members of the academic team in evaluating the student’s academic performance as well as meeting his/her educational needs by arriving at a fair decision in those instances where the student’s ability to perform satisfactorily is in serious question.

II. Functions
The Committee on Students shall be responsible for formulating policies related to carrying out its consultative and administrative functions and for recommending such policies to the Steering Committee and faculty for action.

The committee shall make consultative decisions regarding:

a. students who are presenting problems, either in the classroom or in the field, that are affecting their performance;

b. students who, after being placed on disciplinary warning or probation (See Professional Conduct Policy), develop a pattern of problematic performance in violation of the
MSASS Professional Conduct Policy;
c. determination of whether or not student plagiarism has occurred;

Following deliberations in this consultation role, the committee shall recommend a plan of action to the associate dean for academic affairs, including recommending that the committee consider administrative action or no further action.

The committee shall make administrative decisions regarding:

a. students who, after being placed on disciplinary probation (See Professional Conduct Policy) and/or after consultation with the Committee on Students, appear to be unable to make satisfactory progress in meeting academic expectations;
b. students who appear to be unable to make satisfactory progress in meeting field expectations;
c. students who are placed on field work probation;
d. a student’s petition for reinstatement following termination due to inadequate academic performance; and
e. Disposition of cases involving student plagiarism

Following deliberations in this administrative role, the committee shall recommend a plan of action to the associate dean for academic affairs including suspension, termination, or no further action.

Student appeals of Committee on Students’ actions shall be made to the dean.

III. Membership
The committee and its members shall be appointed by the dean. The committee includes the director of field education or his/her designee, the appointed chairperson of the committee and two other faculty members, one member of the Field Education Advisory Committee, two students, and alternates for faculty, field, and student members. The alternates serve when regular members are unable to attend.

The associate dean for academic affairs and the administrator for student services participate as ex-officio members.

All faculty members shall have a responsibility to serve on the committee. Faculty members shall be appointed for a maximum three-year term. Provision shall be made for staggering the terms of office, with no more than two rotating off in any one year. Vacancies shall be filled by the appointment of the dean.

The representative from the Field Education Advisory Committee shall be recommended to the dean by the chairperson of the Committee on Students. One student and an alternate from the first year class shall be elected by the officially recognized student government organization in January. An additional first year student is elected in May. Names of students are presented to the dean for appointment to the committee to serve until January and May of the following year.
All members, except ex-officio, are voting members. A quorum is defined as four voting members. Voting members who cannot attend a meeting are required to arrange for an alternate: faculty and student members, and the Field Education Advisory Committee representative arrange with their alternates and the director of field education with a designated field office staff member.

IV. Consultative Duties and Procedures

Duties
As a consultative body, the committee has the responsibility to provide guidance to Academic Team members in the consideration of problems that students may be having that are affecting academic performance and to recommend a plan of action.

The effectiveness of the committee in carrying out the consultative function is largely dependent upon its ability to consider the student’s situation early before problems become serious. Faculty are encouraged to seek consultative assistance at the earliest signs of the student’s problematic academic performance.

As a consultative body, the Committee has the responsibility to gather information from relevant sources to help determine the nature of the concern and to advise the academic team member of the corrective action to be taken.

As the consultation is directed toward assisting the academic team member, it is not necessary to inform the student of the consultation. However, it will be expected that, in most situations, the academic team member will have discussed the problem with the student before requesting consultation.

Procedures
1) Any member of the academic team may seek consultation from the Chair of the Committee whenever the need arises in relation to the student’s problems in meeting the expectations of academic performance.

2) The member of the academic team will clarify with the Chair of the Committee whether consultation or administrative review is being sought.

3) A log will be kept by the Chair of all consultative activities.

4) The academic team member will prepare a statement of the situation for distribution to Committee members at least 10 days prior to the next scheduled meeting of the Committee on Students. The student will not be identified by name in the statement, but he/she will be identified in the log.

5) The academic team member seeking consultation will be asked to be present at the Committee meeting in order to provide further information.

6) Committee Deliberation: the academic team member will participate in the Committee’s deliberations.
7) Recommendations

a) The Committee’s decision and recommendations will be made to the academic team member in writing immediately following the meeting.

b) Recommendations should clearly and specifically inform the academic team member seeking consultation of the advice of the Committee.

c) Recommendations may include the following:

1. Employing different educational approaches and/or changes in the student’s program.

2. Discussion with the student regarding the concerns about his/her professional conduct, and work with the student to resolve the difficulties.

3. The student may be asked by the academic team member, in writing, to modify his/her behavior and/or seek appropriate assistance. In the latter situation, the action may include establishing goals, a plan, a timeline, and appropriate monitoring; seeking mentoring and support; or demonstrating that the student has sought counseling or support for the problems that have affected his/her academic performance.

4. Administrative Evaluation: If, in the course of the consultation process, the facts indicate serious question about the student’s ability to continue in the program or the matter involves plagiarism or another serious academic matter, the Committee may then recommend to the member of the academic team that the basis of the Committee’s involvement be altered from consultation to administrative evaluation of the student’s situation. If this occurs, all of the procedures spelled out under “Administrative Duties and Procedures” in Section V shall apply.

8) Notification of Academic Field Advisors. If more than two consultations are sought for the same student, the appropriate academic or field advisors will be notified.

9) Transmittal of Decision

a) In addition to the written copy of the Committee’s decision and its recommendations given to the academic team member, a copy will be kept by the Chair of the Committee on Students. This memorandum will not appear in the student’s file, but will be entered into a separate consultation file that will be kept with the log.

b) If the consultation has been sought as a result of the student’s breach of professional conduct, the academic team member who initiated the process shall also be informed of the Committee’s recommendations.

c) The academic team member may consult with the Committee on subsequent occasions, if in his/her opinion, there is a continuation of the problem.

V. Administrative Duties and Procedures

Duties
As an administrative body, the Committee on Students is responsible for deciding whether a student must complete additional requirements, be withdrawn from the School, or be reinstated following termination due to inadequate academic performance. It is preferable that students...
whose continuance in the School is in question be brought to the Committee on Students by the middle of the second semester of the first year. However, situations may arise after that time that will be referred to the Committee for a decision regarding the student’s continuance.

**Procedures**

When there is a question about the student’s continuance related to his/her inability to meet the standards of academic performance (including field, classroom, and/or professional conduct), the need for review of field work probationary status, violation of the plagiarism policy, and/or the need to hear an appeal for reinstatement following termination from the School, the following procedures shall be used by the Committee:

1. The Chair of the Committee may present the problem to the Committee for possible review by the full Committee at the next scheduled meeting or may bring the problem to the Committee directly.

2. The student and the relevant educator and/or field instructor will be notified by the Chair of the Committee following a written request by any member of the academic team to the Committee stating that the student’s situation needs to be administratively reviewed by the Committee.

3. The academic team member will prepare a statement of the situation to be distributed in advance to the Committee as well as to the relevant academic and/or field advisor and the student. This statement should include possible alternative solutions. Wherever possible, this statement should be received by the Chair at least 10 working days prior to the next scheduled meeting of the Committee.

4. The academic team member initiating the administrative action shall attend the meeting to present the situation and to discuss the student’s performance.

5. The Chair of the Committee may ask other relevant members of the academic team or other persons to attend the meeting to provide information. Such person(s) should also submit a written statement at least 10 working days prior to the next scheduled meeting of the Committee.

6. Copies of all material relevant to the administrative review must be given to the student and to the relevant educator and/or field advisor if they are not the academic team member initiating the review. This material should be made available to the student and the relevant advisors at least 10 working days prior to the scheduled administrative review.

7. **Student’s Rights**

   a) The student may, if he/she wishes, appear before the Committee to present his/her view of the problem; or
   
   b) If the student prefers, he/she may submit a written statement of the problem and possible alternative solutions. The written statement, whenever possible, should be distributed in advance to the Committee (at least five working days prior to the next scheduled meeting) as well as to relevant members of the academic team who sought administrative action.
c) The student may appear before the Committee as well as prepare a written statement.
d) The student may ask any member of the academic team or another student to attend
the meeting to provide information to the Committee. If such persons plan to provide
information, they shall submit a written statement to the Committee prior to the
meeting for distribution to Committee members as well as to the team members who
sought the administrative review. These statements must be received at least 10
working days prior to the next scheduled meeting.
e) Prior to deliberation, the performance concerns should be stated clearly to the student
and other Committee members, i.e. a summary of the initiating action as well as what
has been discussed during the deliberations.

8. Committee Deliberation: Both the academic team member, the student, and others who
are not part of the Committee, will be asked to withdraw during the deliberations of the
Committee leading up to the discussion of the status of the student.

9. Recommendations

a) Committee’s recommendations will be promptly made in writing to the Assistant
Dean for Academic Affairs.

b) If the Committee determines that a student may continue in the program, the
Committee’s recommendations should clearly and specifically inform the student of
his/her expectations for performance.

c) If the Committee’s recommendation to the Assistant Dean for Academic Affairs is
that the student not continue in the program, the Committee need only state that the
student has failed to meet the minimum standards for performance, but the minutes
should reflect the deliberation process including the rationale for the decision.

10. Transmittal of Decision

a) After consideration of the Committee on Students’ recommendation, the Assistant
Dean for Academic Affairs will make the final decision on the Committee’s
recommendations and will notify the student of the final disposition. This notification
will be sent to the student by registered mail (return receipt requested) and to the
appropriate academic team member within 10 working days of the Committee’s
deliberations.

b) Copies will also be sent to other appropriate persons such as the Academic or Field
Advisor, Registrar, or any other relevant team member.

VI. Reconsideration

If after the decision of the Committee is rendered, additional facts emerge, the student shall have
the right to request in writing another Committee review. The Chair of the Committee shall
decide whether there are additional facts that warrant reconsideration. If the Chair rules that
another Committee review is in order, the student, with the knowledge of the appropriate
academic team member, shall submit a written statement to the Committee for review 10
working days prior to the next scheduled meeting. Copies of that statement will be made
available to all relevant academic team members.
VII. Appeal

1) The student may appeal in writing the decision of the Committee to the Dean within ten (10) working days of receipt of the Dean’s letter setting out the final decision and recommendations.
2) If the student appeals, the Dean may uphold or deny the appeal or may ask the Committee to reconsider its decision.
3) The Dean will communicate the decision in writing to the Committee on Students and to the student.

VIII. Maintenance of Committee on Students Records

1) All relevant material pertaining to the Committee’s discussions must be returned to the Chair of the Committee following deliberations.
2) Minutes of the meeting as well as supporting material will be maintained by the office of the Associate Dean for Academic Affairs.
3) Access to these records will be limited to members of the Committee and other academic and administrative officers of the University, who are judged to have legitimate reasons for access.

COMMENCEMENT

The University-wide Commencement is held the third Sunday in May. MSASS graduation is a two-part process involving the Case Commencement Exercise (which is held in the morning) and the Mandel School of Applied Social Sciences graduation ceremony (which is held at an appropriate site in the afternoon). MSASS graduates are required to attend both ceremonies. Students graduating in August and January may participate in the spring (May) ceremony following the date of completion of their degrees.

During the MSASS graduation ceremony, degree candidates are conferred by the Dean to receive their degree. The name of each graduate is announced as his/her hood is affixed. Each graduate receives a diploma and is photographed with the Dean.

Diplomas can be picked up in the Registrar’s Office the Monday after graduation during normal working hours. Diplomas that are not picked-up will be mailed to the address listed on the application for diplomas on file.

Degree candidates must clear all outstanding financial obligations with the University’s Student Accounts Receivables Office before graduation. No diplomas, certificates, or transcripts will be issued to students who have not made satisfactory settlement of their accounts. Student loan recipients are required to have an EXIT interview.

COURSE EVALUATIONS

Students will receive an email one week prior to the last day of classes reminding them that end-of-semester evaluations will soon be available online. The email will also specify the timeframe for completion. The link for completing evaluations is: https://its-services.case.edu/course-evals/evaluate
The evaluation serves several important functions. Personally, it allows students to reflect on the course and how it impacted their learning. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall programming for social work practice. Administratively, faculty use the feedback to improve instruction. Therefore, it plays a significant role in the school, and students’ full and careful attention is appreciated.

**GRADING POLICY (approved by MSASS faculty March 24, 2008)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Meaning</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>Outstanding/Superior</td>
<td>Exceptional performance; consistently exceeds expectations</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
<td>Strong performance; often exceeds expectations</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Very Good</td>
<td>Consistently meets and occasionally exceeds expectations</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>Good</td>
<td>Meets expectations</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Somewhat Below Expectations</td>
<td>Sometimes falls short of expectations</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Often Below Expectations</td>
<td>Often falls short of expectations</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>Below Expectations</td>
<td>Unevenness or inconsistent in grasp of content and Experience</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Well Below Expectations</td>
<td>Very inconsistent in grasp of content and experience</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Fail</td>
<td>Complete lack of grasp of content and experience; does not meet minimal expectations</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete</td>
<td>Automatically becomes an “F” by instructor if work is not completed within the specified time period</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Official withdrawal</td>
<td></td>
</tr>
</tbody>
</table>

Grades in field work are assigned at the end of each semester; or, in the case of Intensive Weekend, at the completion of field hours. Grades in field work are Pass or No Pass and are provided by the student’s faculty advisor in consultation with the student’s field instructor. A Pass is defined as C or better but is not computed into the grade point average (GPA). A No Pass is defined as F for purposes of determining academic status.

**GRIEVANCE PROCEDURES**

It is the responsibility of the Mandel School of Applied Social Sciences to assure that students enrolled for graduate credit have adequate access to faculty and administrative consideration for their grievances concerning academic issues. Accordingly, the following procedures have been established for graduate students to present issues that are susceptible to administrative remedy.

**Appeal of Administrative Policies:** Students may request exceptions to administrative policies, such as extensions of deadlines for withdrawal dates, drop/add dates, etc. The request should be made in writing, including the rationale for the exception, and presented to the Assistant Dean of Student Services. The Assistant Dean will consider the appeal and respond in writing to the request. In the event that the appeal is denied, the student may present the appeal, again in writing, to the Associate Dean for Academic Affairs. Should the decision be again denied, the student may present the request to the Dean, whose decision will be binding.
Appeal of Academic Decision: Students with a complaint should first discuss their grievance with the faculty member against whom the complaint is directed. A student who brings a grievance against a faculty member directly to the attention of the Assistant Dean for Academic Affairs or to the Dean will be advised to inform the faculty member of the complaint and discuss it with him/her prior to further action.

In those instances where discussion with the faculty member does not resolve the grievance to the student’s satisfaction, he or she should then present the complaint in writing to the Assistant Dean for Academic Affairs. The Assistant Dean for Academic Affairs will review the complaint with the student and the faculty member in an effort to arbitrate the issue, and may consult with other faculty or submit the matter for deliberation to the School’s tenured faculty.

In the event the efforts of the Assistant Dean for Academic Affairs fails to satisfy the student that his/her grievance has been adequately resolved, a statement in writing to this effect may be submitted to the Dean. The Dean will then meet with the student and the Assistant Dean for Academic Affairs to evaluate the particulars of the case. If the situation warrants, the Dean may appoint an ad hoc committee to recommend what action be taken. Final responsibility for resolution of the grievance rests with the Dean.

This policy is intended to provide a means of appeal for students who feel that they have been treated unfairly on an academic issue. Judgment of the quality of a student’s work remains the prerogative of the faculty member. Academic decisions generally will not be altered unless the Dean determines that the academic decision is (1) discriminatory or (2) sufficiently irrational or unreasonable that the decision is beyond the exercise of reasonable academic discretion.

Within the University
Case Western Reserve University has established a mechanism whereby students of the University may express a grievance against the actions of other students or members of the faculty. Details of the grievance procedure are included in the University’s Student Services Guide, an annual publication of the University Office of Student Affairs. Students who wish to have a specific problem reviewed should contact Student Affairs.

http://gradstudies.case.edu/new/policies.html

INCOMPLETES IN ACADEMIC COURSES
1. A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.

2. The student and the instructor must agree on a due date for fulfilling the requirements for the Incomplete. A signed “Request for an Incomplete Grade” (by both the instructor and student) must then be submitted to the MSASS registrar by the instructor at the time grades are due. This form can also be printed from the MSASS registrar’s website at http://msass.case.edu/registrar/incomplete.html. The extension may not go beyond the end of the subsequent semester (fall, spring, summer). The form must be specific in what assignment(s) are due and the date(s) by which assignment(s) must be submitted. For administrative purposes, instructors must submit final grades for Incompletes as soon as coursework is submitted and graded.
3. If a student fails to remove the incomplete within the specified time, he or she forfeits the privilege of completing the course for credit and the instructor is asked to post F. If the F is for a required course, the course must be repeated.

4. For exceptional situations in which there are extraordinary circumstances, the student and instructor may request, in writing, an extension beyond one semester from the Assistant or Associate Dean for Academic Affairs.

5. If a student accumulates three or more grades of “Incomplete,” he/she may not enroll in the subsequent course or term and will be considered to be “on probationary leave” from the program. This policy includes grades of “Incomplete” in Field Education. These students will be required to clear all but one grade of “Incomplete” on their records before they will be allowed to re-enroll in School.

INCOMPLETES IN FIELD EDUCATION
Incompletes for field work are treated in the same manner as Incompletes in academic courses. Incompletes are only appropriate when insufficient hours were spent in placement, or assignments were not finished for reasons of illness or other excused absences. Incompletes are also used for field education when the student is assessed to be performing at the marginal level and a remediation plan is required to be completed prior to a determination being made as to whether the student receives a P or an NP for the field period. Incompletes must be removed before entering the subsequent semester of field work.

LATE ASSIGNMENTS
Assignments are due on the date assigned. Exceptions must be cleared in advance with the instructor. In the absence of a mutual agreement by the student and instructor, the instructor is not obligated to accept papers and a grade of “F” can be entered for the assignment. If the instructor determines justifiable circumstances, additional time may be granted.

MULTIPLE RELATIONSHIPS AT MSASS
A multiple relationship exists when a faculty member, staff member, administrator, or student is in a professional role with a person and (a) at the same time is in another role closely associated with or related to that person or (b) at the same time is in a relationship with another individual closely associated with or related to that person. Multiple relationships are not, ipso facto, unethical, but they do pose potential risk for harm or exploitation or for favoritism.

Potential Problems Associated with Multiple Relationships:
- Providing an objective evaluation for admission, performance, or supervision;
- Having access to private information that not everyone who might be affected by the information has;
- Treating the person in a preferential manner or being perceived as treating the person in such a way;
- Creating additional work for other faculty, staff, or administrators when responsibilities have to be realigned in order to protect against problems associated with multiple relationships;
- Generating concern over damage to collegial relationships— and untenured faculty may feel at particular risk for retribution.
• Generating concern over damage to the external reputation of the School.

The following policies are designed to minimize the risk posed by such relationships.

**MSASS POLICIES:**
The following policies pertain to multiple relationships of MSASS faculty, staff, administrators, or students that pose the potential for risk of harm, exploitation, or favoritism or the perception thereof.

• A relationship that meets the definition of a “multiple relationship” as outlined above must be *disclosed immediately* to all parties who may be affected by the relationship including the MSASS Dean. Such disclosure is likely to occur at the time of application for admission to an educational program or experience, for hiring, for promotion, or at enrollment in a specific class.

• In addition, an annual disclosure form regarding multiple relationships shall be filed with the Dean’s office by each member of the MSASS faculty, staff, and administration.

• The parties involved in a multiple relationship, in collaboration with the MSASS Dean, shall establish a written plan for avoiding or managing any potential risk for harm, exploitation, or favoritism due to said relationship.

• Individuals in multiple relationships with members of the faculty, staff, administration, or students must be evaluated against the same standards as their peers.

• Individuals shall not be involved in the supervision or the evaluation of the individuals with whom they have multiple relationships.

• Students shall not enroll in classes taught by faculty with whom they have multiple relationships. This means that the School will first try to find another faculty member to teach a course, if a multiple relationship with a member of the faculty occurs. If this is not possible, other alternatives to provide a student with the same educational content shall be sought.

• Hiring of individuals in multiple relationships as members of the faculty, staff, or administration must be conducted through established University hiring processes.

The Dean shall be responsible for ensuring compliance with policies and procedures related to multiple relationships.

Despite the formulation of these policies, it should be noted that multiple relationships, as defined in this document, are not to be encouraged within the School.

*First draft discussed by Steering Committee on January 8, 2007; Revised January 8, 2007; Second draft discussed and approved (with revisions) by Steering Committee on February 12, 2007; Final–Approved by Constituent Faculty on February 19, 2007*
PROBATION AND DISMISSAL POLICIES

Probation Based on Academic Performance
A student who receives a grade point average below 3.0 in any semester or cumulative will be placed on probation. A student on probation must obtain at least a 3.0 average in the subsequent semester in order to be removed from probation. Since probationary status may have financial aid implications, students on probation are directed to contact the financial aid office upon determination of probationary status.

Dismissal Based on Academic Performance
A student will not be permitted to continue in the program if he or she receives:
1) A second grade of F in the program, or two semesters of No Pass in field education, or
2) A grade point average (GPA) of 2.0 or below in any one semester or cumulative, or
3) A grade point average (GPA) less than 2.8 entering the final semester, or
4) If a student is admitted on academic probation and does not earn a 3.0 GPA in the first semester, he or she will be academically dismissed. If a student admitted on academic probation earns NP in field at any time, the student will be academically dismissed.
5) For part-time, Intensive Weekend, and online students, these policies apply in two semester blocks of time.

A NO PASS in field education counts as F for purposes of determining academic standing.

STUDENTS COMPLETING WORK BEYOND THE END OF A SEMESTER may be subject to academic actions at any point within the next semester. Students will be academically withdrawn from their courses and their records updated based on academic decision. Student will be fully responsible for all financial obligations up to the date of academic action.

University Registrar requires letters of academic standing indicating probation or dismissal be sent to the student at the address on file in the Student Information System (SIS). Letters of dismissal are sent certified mail. Letters of probation are sent regular first-class mail delivery.

READMISSION TO CANDIDACY
A student who leaves the Mandel School in good standing without completing requirements for the degree may re-enter within a three-year period and receive credit for previous work. Any former student who wishes to complete degree requirements and who has been out of school for three years or more must reapply for admission. All information regularly required for an admission application must be updated. The application will be reviewed in light of current admission policies.

Upon acceptance for readmission, the specific courses and field work required for completion of the student’s program will be determined in accordance with current degree requirements. Credit hours will not be granted for work completed more than five years before readmission.

If a student is terminated due to inadequate academic performance, he or she may request reinstatement although this will not be considered until two semesters after termination. A written petition must be forwarded by the student to the Chair of the Committee on Students who will present the petition for possible review by the full Committee at the next scheduled meeting.
The Committee meets monthly except in June, July, and August. In all cases, the student must remain separated from the School for a minimum of two semesters (fall, spring, and summer are considered semesters).

The petition must include the following: a) the student’s reason for requesting the reinstatement, b) an identification of the circumstances that led to the termination, and evidence of personal, educational, or professional activities or accomplishments that would demonstrate the student’s readiness to return to school and successfully complete the degree program. The Committee will meet with the student, if desired, and thereafter recommend to the Associate Dean of Academic Affairs one of three possible responses: 1) readmit, 2) readmit with condition, or 3) do not readmit.

REGISTRAR’S WEBPAGE
The MSASS Registrar and staff maintain academic records for MSASS students. They assist students with registration, post grades, monitor academic performance, and determine student’s eligibility for graduation.

The Registrar’s web page http://msass.case.edu/registrar/index.html includes a link to course descriptions for courses offered in the virtual format. Other links of interest to students in the online program include the following:
- Case Directory Information
- Email
- Enrollment Verification
- Incomplete Grades
- Loan Deferments
- Name or SS# change
- Official Transcripts

REGISTERING FOR COURSES
Students have five years from the first registration in an MSASS course to complete the master’s degree. The School reserves the right to assign course sections to both foundation and advanced year students.

New incoming students are automatically registered for the first semester ONLY, and students receive registration confirmation by email detailing specific information about the courses. After the first semester, students register themselves for all future courses. Registration information is sent by your Program Coordinator and it outlines the upcoming course as well as detailed information on how to register.

When a student registers, he or she agrees to pay tuition and fees to the University according to payment policies and schedules. If the student wishes to cancel registration and avoid payment of tuition and fees, the student must do so by the date published for each semester in the Welcome Package.

Students can access the MSASS Registrar’s webpage at http://msass.case.edu/registrar/index.html.
SOCIAL WORK LICENSING
If MSASS students or recent graduates (within two years) sit for an Ohio social work licensing examination, we recommend they take the basic level examination (LSW) and wait to take the advanced clinical examination when they qualify for the LISW. The Association of Social Work Boards (ASWB) [http://www.aswb.org](http://www.aswb.org), which is the national accrediting board, expressly advises against new MSSA(MSW) graduates taking the clinical or advanced exam and acknowledges that the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board is one of the few state boards that allows or encourages students to do so. Further, MSASS strongly encourages students to take the MSASS Social Work Licensing Examination Review Course before they sit for a licensing examination. MSASS students pay $60 for the review course and study guide; if parking is requested, an additional fee will apply.

For complete information about all levels of social work licensing in Ohio, go to [www.cswmft.ohio.gov](http://www.cswmft.ohio.gov). License review courses are offered periodically throughout the year at MSASS through our Continuing Education and Professional Development Program [http://msass.case.edu/ce](http://msass.case.edu/ce). The Ohio Counselor Social Work and Marriage Family Therapy Board has updated its LSWapplication instructions. Go to the Social Work Forms and Publications page [http://cswmft.ohio.gov/FormsS.stm](http://cswmft.ohio.gov/FormsS.stm). The link to the LSWinstructions is [http://cswmft.ohio.gov/pdfs/LSWinst.pdf](http://cswmft.ohio.gov/pdfs/LSWinst.pdf).

STUDENTS SEEKING LICENSING IN OTHER STATES
should contact [www.aswb.org](http://www.aswb.org) to view other states’ requirements for licensing at all levels.

STUDENT CWRU NETWORK IDS
The CWRU technology account gives students access to dozens of resources. This is also known as the account username or login and it is used to access secure resources. When you need services such as the Student Information System (SIS), my Financial Aid, email, the eStore, Software Center and Launchpad portal, the system will prompt you for your CWRU network ID and password. Your ID will never change and will remain yours for the rest of your life.

ACTIVATING THE CWRU NETWORK ID
A student’s network ID is created as soon as he or she is accepted to CWRU. Students receive a formal letter of acceptance in the mail within ten business days of acceptance. With the notification the student receives a 4-digit PIN that enables the student to activate the CWRU Network ID.

Students should go to <help.case.edu> and click on “Activate CWRU Network ID” in the Quick Links to get started. During the activation process the student creates his or her password and supplies a security question and answer. Once complete, the system shows the Network ID and email address which will be ready to use within an hour.

PASSWORD REQUIREMENTS
The Network ID password must be changed at least once every 365 days (one year). Students receive email notification prior to the expiration date. A password can be changed at any time by going to the <help.case.edu> and clicking on the “Change Password” link.
CWRU Informational Technology Services (ITS) will never ask you for your password or any other restricted information. Never give it out!

**CWRU NETWORK ID – HELP!**
If students have questions or concerns while activating the CWRU Network ID, they should contact the Help Desk at 1-877-830-7473, Option 1 or completing a web form at [http://cwru.ehelp.org](http://cwru.ehelp.org). Students will be asked to include their CWRU Network ID and any explanation of the issue being experienced. The Help Desk is available 24 hours a day, 7 days a week.

**TRANSCRIPTS**
An official transcript of grades will be released only upon written request of the student, either in person or by mail. A $5 fee is charged for each transcript copy. Transcripts will not be issued to, on behalf of, students who have not discharged all delinquent obligations with the University. Requests for official transcripts must be made to the University Registrar, Transcript Office, 110 Yost Hall (216.368.4318).

**TRANSFER CREDITS**
Transfer credits may be given for master’s coursework completed within the past seven years in programs other than social work. Credit hours may not have been applied toward another graduate degree. Students must submit course syllabi as well as official transcripts of courses completed to the Office of Student Services. All courses must have been completed with a grade of B or better. A maximum of 6 semester hours may be applied toward the M.S.S.A. for this type of transfer credit. Credits that transfer must have the approval of the Assistant Dean for Student Services.

**TUITION AND FEES**

**FINANCIAL AID**
To help students meet educational costs, the Office of Financial Aid serves as a clearinghouse for information on financial assistance through the University and from outside sources. Financial aid includes federal and private loans. The Office of Financial Aid provides answers to questions on the following;
- Financial aid application procedures
- Loan eligibility
- Billing and tuition charges

Go to: [HTTP://FINANCIALAID.CASE.EDU](http://FINANCIALAID.CASE.EDU) for additional information. **MSASS TUITION** New students accepted into the program are charged a $100 (non-refundable) tuition deposit. Tuition for the 2012-13 academic year is calculated at $1,238 per credit hour plus an $18 per credit hour Activity Fee.
METHODS OF PAYMENT
Online through SIS via eCheck, savings account deduction, or Discover Card. Please note that the Discover Card payments will incur a convenience fee of 1.77%.

- Checks and money orders. Please make payment using the PDF version of the BILL. To ensure proper credit, the student should include his or her student ID number on the check and make check/money order payable to Case Western Reserve University.

- Students may also authorize third-party payers (i.e., agencies, sponsors, etc.) to submit payments on their behalf. Please submit the paper work for these requests by the first day of class.

- E-Z Payment Plan. Spread tuition over 10 months with this option. (This plan is not available for spring 2013 semester only). The plan is an automatic deduction from the payee’s checking or savings account. The plan runs from June to March.

  - This arrangement must be made at the beginning of the academic year.

- Financial Aid. Students must return a signed copy of their Terms and Conditions. First-time loan borrowers at the University must complete the online loan entrance counseling and complete promissory notes at https://studentloans.gov/myDirectLoan/index.action

UNIVERSITY WITHDRAWAL SCHEDULE
A student who completely withdraws from a fall or spring semester must pay a percentage of the tuition charge. The percentage charged is based on the number of weeks of withdrawal.

<table>
<thead>
<tr>
<th>Week of Class</th>
<th>Amount of Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>75%</td>
</tr>
</tbody>
</table>

There is no tuition refund after the fifth week of classes.

A student who completely withdraws from a summer session must likewise pay a percentage of the tuition charge. Students should consult the withdrawal schedule.

The University will refund any tuition paid for a semester by any student in good standing who is inducted into the armed forces before the end of the semester and who does not receive credit for the work completed during the semester.
STUDENT RECORDS

Academic Record Privacy (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) contains several provisions that are important to students. First, the university may not release personally identifiable student records to a third party, with certain specific exceptions, unless the third party has requested the information in writing and the student has consented, again in writing, to its release. The university may release directory information about a student, however, unless the student submits a written request that any or all such information not be released. Second, a student may request, in writing, an opportunity to inspect and review the student’s official files and records maintained by the university and may, if appropriate, challenge the accuracy of those records. The university is permitted a reasonable time, not to exceed 45 days, to respond to such a request. Third, a student may file with the Family Policy and Regulations Office of the U.S. Department of Education a complaint concerning what he or she believes to be the university’s failure to comply with FERPA. Finally, a student may obtain from the Registrar a copy of this policy, which the university has adopted to meet the requirements of FERPA. The information below is presented in compliance with the provisions of FERPA, which require the university to notify students annually of their rights and the university’s policies and procedures. Specific procedures may vary slightly among the schools and colleges of the university, and each student is encouraged to inquire at his or her own dean’s office if any question arises.

ACCESS TO FILES

A student may request, in writing, an opportunity to review the contents of the student’s educational file. Certain materials are excluded from review as specified in FERPA. Among these are:

- Records kept in the sole possession of faculty, staff, and other personnel, used only as a personal memory aid, and not accessible to any other person except a temporary substitute for the maker of the record.
- Records created and maintained by law enforcement units solely for law enforcement purposes that are not maintained by persons other than law enforcement officials.
- Records created and maintained by a physician, psychiatrist, psychologist, or other professional or paraprofessional acting in that capacity in connection with the provision of treatment to a student. Such records can, of course, be reviewed by a physician or other appropriate professional of the student’s choice.
- Employment records of a student made and maintained in the normal course of business. Such employment records may be obtained in the Student Employment Office or Human Resources under the policies applicable to those offices.
- Financial records of a student’s parents, or any information contained therein.
- Confidential letters and statements of recommendation placed in the file before January 1, 1975.
- Records for which the student previously waived his or her right of access.
- Records that contain only information about a person after that person is no longer a student, such as alumni records.

The office to which the request is made will arrange an appointment within a reasonable period of time (not to exceed 45 days) for the student to review the file in the presence of a member of the office staff.
FERPA affords students certain rights with respect to their educational records. Students may ask the university to amend a record that the student believes is inaccurate or misleading. The student should write to the university official responsible for the record, clearly identifying the part of the record the student wants changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The student may request copies of those records to which he or she has access under the terms of FERPA. The student will be charged a nominal fee per page for these copies.

RELEASE OF PERSONALLY IDENTIFIABLE RECORDS
FERPA affords the student the right to consent to disclosures of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the university in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the university discloses education records without consent to officials of another school in which a student seeks or intends to enroll. The university also discloses education records to organizations conducting studies for educational agencies or institutions under certain circumstances.

DIRECTORY INFORMATION
For the convenience of faculty and fellow students, FERPA provides for a category known as directory information which may be released without requesting the eligible student’s specific prior consent. Rather, the act requires that students be notified annually of the types of information included in this category and be given an appropriate period in which to express, in writing, any preference that such information about themselves not be released. For this purpose, directory information is defined to include

- Name (including both maiden name and married name, where applicable)
- Address, telephone listing, and electronic mail address
- Date and place of birth
- Major field of study
- Anticipated graduation date
- Enrollment Status (undergraduate or graduate, full-time or part-time)
- Dates of attendance
- Degrees and awards received
- Participation in officially recognized sports and activities
- Weight and height (members of athletic teams)
Any student who would prefer that the university not release such information about himself or herself can update their FERPA Restriction by going to the Student Information System (SIS) Student Center homepage, selecting Self Service, followed by Campus Personal Information, then selecting FERPA Restrictions.

**TRANSCRIPTS**

A transcript of grades will be released only upon written request of the student, either in person or by mail. A fee is charged for each transcript copy. Transcripts will not be issued to, or on behalf of, students who have not discharged all delinquent obligations to the university.

**MSASS FILES**

Only information relevant to a student’s education is kept in student files. Access to records is restricted to individuals working with or on behalf of individual students. Faculty members consulting files are required to inform students of this access by completing the “Record of Access” form attached to folders.

Students may consult their file, but must request it from the Assistant Dean for Student Services. Files may not be removed from the Office of Student Services.

**STUDENT RIGHTS AND RESPONSIBILITIES**

The following rules are designed to preserve freedom of expression and association on the Case Western Reserve campus and to reaffirm the civil, personal, and property rights of the University and its members. University members who violate one or more of these rules will be subject to disciplinary action. Conduct which is subject to University disciplinary action includes the following:

1. Interference with freedom of speech or movement, or intentional disruption or obstruction of teaching, research, administration, or other functions on University property.
2. Actual or threatened physical or mental harm or abuse of any person on University premises or at functions sponsored or supervised by the University.
3. Refusal to comply with the directions of University officials, instructional or administrative, acting in performance of their duties.
4. Theft or vandalism of University property or that of a member of the University community or a campus visitor.
5. All forms of dishonesty, including cheating, plagiarism, knowingly furnishing false information to the University, forgery, and the alteration or misuse of University documents, records, or instruments of identification.
6. Unauthorized carrying or possession on University premises of firearms or any weapon with which injury, death, or destruction may be inflicted.
7. Violations of civil law on University premises or in connection with University functions.
8. Violation of published University rules and regulations.

There are also specific rules and regulations within the University and its several components, violations of which are subject to disciplinary action. Any member of the University community accused of violating a rule or regulation is entitled to adequate notice of all charges and to a fair hearing. While the University’s rules and regulations exist to affirm the special values and
functions of the academic community, it should be noted that, as citizens, all members of the University are subject to civil laws, including those governing the use of alcohol and drugs.

**STUDENT RIGHT TO KNOW**
The Student Right to Know and Campus Security Act requires that universities throughout the country produce statistics and/or information on the following subjects: 1) retention and graduation rates; 2) financial assistance available to students and requirements and restrictions imposed on Title IV aid; 3) crime statistics on campus; 4) athletic program participation rates and financial support; and 5) other institutional information including: the cost of attendance, accreditation and academic program data, facilities and services available to disabled students, and withdrawal and refund policies.

Data on retention and graduation rates is available in the Office of the President and the Provost in Adelbert Hall (216.368.4389) and is posted on the Registrar's website. Information on financial assistance, including descriptions of application procedures and forms, may be obtained from the Office of University Financial Aid, Yost Hall (216.368.4530). Information concerning athletic program participation and financial support may be obtained from The Physical Education and Athletics Department, Veale Center (216.368.2867). Other institutional information, such as that listed in number 5, above, may be obtained from the Office of the Provost and in the various undergraduate, graduate, and professional schools' registrars' offices.

Case Western Reserve University's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the Protective Services Office at 216.368.2908.
ADDITIONAL SUPPORT SERVICES

BOOKSTORE
CWRU Bookstore
11451 Euclid Avenue
Cleveland, OH 44106
Phone: 216-368-2650
Fax: 216-368-5205
http://case.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=16053&catalogId=10001&langId=-1

CASE CAREER CENTER
Thomas Matthews, PhD
Director
206 Sears Bldg.
Monday thru Friday, 8:30 to 5:00
216.368.4446
Thomas.matthews@case.edu
careers@case.edu
http://studentaffairs.case.edu/careers/student

Wherever you are in the career-planning process, the Career Center can help. Determining a career is a process of discovery, exploration, commitment and action. You can successfully complete this process with careful thought and reflection. Accessing the services offered through the Career Center can help.

Case CareerLink, http://studentaffairs.case.edu/my/career, is your on-line connection to employers for practicum, internship and full-time positions. You can access the Case CareerLink system using your Case network ID and password.
- Search practicum, internship and full-time positions
- Request on-campus interviews
- Send resumes to employers
- Stay updated on career opportunities and events

CASE LEARNS
Kelvin Smith Library
368-3506
http://library.case.edu/caselearns

Instructing Case community members on how to use the library and its resources has always been central to the mission of an academic library. CaseLearns is an instructional program within Kelvin Smith Library designed to fulfill this mission. It offers classes to Case faculty, students and staff in the following areas:
- Microsoft Office products (Excel, Word, Access, PowerPoint)
- How to select and effectively use subject specific research/information resources in all formats.
- Using and creating electronic texts, image databases and other electronic collections of
source materials for research and teaching.

- Information literacy skills (particularly targeted to undergraduates).
- Intellectual property issues in a digital environment.
- Multimedia tools including Adobe Photoshop, Dreamweaver, Macromedia Flash, and audio/video editing.

**DISABILITY ACCOMMODATIONS**

Office of Disability Resources
Educational Services for Students (ESS)
470 Sears Building. (216) 368-5230.
[http://studentaffairs.case.edu/education/disability/](http://studentaffairs.case.edu/education/disability/)

Case Western Reserve University is committed to providing all students with opportunities to take full advantage of the university's educational programs. We recognize that students with documented disabilities may need assistance or accommodations in order to achieve this objective.

Click on the above link for the Case Disability Services Handbook. This document outlines the policies and procedures used in determining a student's eligibility for disability services. These procedures are applicable to MSASS students.

**LILLIAN F. AND MILFORD J. HARRIS LIBRARY**

Room 227
Hours: Vary; available on website
Phone: 216-368-2302
Fax: 216-368-2106
Email: harrisref@case.edu
Website: [http://msass.case.edu/harrislibrary](http://msass.case.edu/harrislibrary)

The Lillian F. and Milford J. Harris Library is located in the Mandel School of Applied Social Sciences. It is one of five campus libraries at which faculty have borrowing privileges. Faculty members receive a full range of services at the Harris Library. A summary of all library policies and services is available on the library’s website at: [http://msass.case.edu/harrislibrary](http://msass.case.edu/harrislibrary). Library and reference hours may vary between semesters and during breaks. Hours are posted on the library website and are updated on a regular basis.

Part-time faculty and instructors are given faculty borrowing and library use privileges during the contract period. Privileges are extended for the contract period and are not automatically renewed. A current contract or letter of hire is necessary for verification before you are given a Case ID. This ID is also used to verify library privileges. Part-time faculty should be aware that overdue fines are charged to all faculty, as well as to all students and staff.

The librarians will work with faculty to introduce information literacy concepts to your students. Faculty wishing to have library related instruction offered in a course should contact the Harris Library at 216-368-2302 at least three weeks prior to the date of the class to make appropriate arrangements. Reference librarians are available to familiarize students with resources specific to a particular subject area or to provide an overview of the steps in conducting a literature review.
Library Resources
The holdings of the five campus libraries (Kelvin Smith, Law, Health Center, Allen and Harris) are integrated into one online catalog. The library catalog is one of many resources that comprise CWRU’s gateway to library resources. The University also makes available an extensive number of databases providing access to citations and the full text of many current journal articles. Access to most of these resources is also available off-campus via the Internet. CWRU is also a member of OhioLINK, a consortium of more than 85 libraries in Ohio. MSASS faculty, staff and students can borrow material directly from any OhioLINK library with a current Case ID. OhioLINK also allows patrons to request books on line from participating libraries to be delivered to the Harris Library, or to other OhioLINK libraries.

Material not found on campus or not available through OhioLINK may be ordered through the ILLiad interlibrary loan system. Information on ILLiad interlibrary loan service is available at the Circulation Desk or on the Harris Library website at: http://cwru.hosts.atlas-sys.com/illiad/MSASS/logon.html

Reference librarians are available to assist faculty in learning how to search Case Western Reserve University’s online resources. Individual appointments can be made with any of the librarians for one-on-one instruction.

VPN (Virtual Private Networking)
To access the campus network and use electronic resources from off campus requires downloading and installing a program called VPN (Virtual Private Networking) on your computer. VPN allows you to access resources that would normally be restricted to on-campus users. VPN grants you full access to online library resources, the Software Center Library, and other CWRU-exclusive online resources.

You can use VPN if you currently have a high-speed connection such as a DSL line or a cable modem for your Internet connection from off campus. You cannot use VPN with dial-up providers. You would use VPN when you want to access electronic journals, e-books, research databases, and links to class readings in Blackboard.

Where to get more help with network connectivity issues:
The University Help Desk
Phone: 216-368-HELP (x4357)
Email: help@case.edu
Webpage: http://help.case.edu

Questions
If you have any questions, comments, or would like any further information, please do not hesitate to contact the Harris Library staff at 216-368-2302, or email us at harrisref@case.edu. We look forward to working with you.

INFORMATION TECHNOLOGY AND COMPUTING SERVICES
The Mandel School of Applied Social Sciences is continually striving to integrate state-of-the-art information technology with the social science disciplines and to maintain its position on the leading edge of networking technology. Case Western Reserve University is the first university to base its network entirely on fiber optics. The vast networking capabilities available at the University provide access to almost limitless information sources, allowing users to share
information via computer, thus greatly enhancing scholarly academic and research activities. Any student, faculty or staff member has the privilege of using these network services at no charge.

MSASS is part of the CASE network that supplies communication services for data, voice and video. The network provides access to electronic software libraries, software for courseware, EuclidPLUS (the University’s collection of online resources), e-mail services, Usenet services and more. Wireless access is available in all MSASS classrooms, offices, and in the library, allowing students to access the network with laptop computers. Laptop computers are available (from the library) to MSASS students for a three-day loan period.

The general standards of conduct expected of members of an educational institution also apply to the use of University computing, network facilities and resources. These resources include:

- Wiring and other physical infrastructure used for electronic communications
- Electronics and other equipment used for processing or communications
- Programs, programming language systems, instructions or routines that are used to perform work on a computer
- Digital information, such CD’s, images, video or textual material stored on or accessible through a computer

Acceptable Use Policy (AUP)
The Acceptable Use Policy (AUP) outlines the standards for acceptable use of University computing and information technology resources, including equipment, software, networks, data, and telecommunications equipment. In implementing the policy, users should assume no privacy on University computers as the University may monitor computer and phone use to provide network security. Go to http://www.case.edu/its/policy/acceptable-use-policy.html for additional information.

The Software Center
This site offers a software bundle free of charge to all current students, staff, and faculty of the University. Software packages include Adobe Acrobat 9.0, Microsoft Windows XP Professional and Vista, MS Office 2007 Professional, and Symantec Endpoint Antivirus. Students are required to agree to the online license agreement before downloading software. Information about the Software Center is available at http://softwarecenter.case.edu.

The Software Center is designed to work with Internet Explorer and Firefox (Mozilla). Other web browser programs may experience problems.

LGBT CENTER/SAFE ZONE PROGRAM
The Case Western Reserve University LGBT Center officially opened during Alumni Weekend, 2010. Located in a recently renovated space in the Thwing Student Union, the Center serves as a resource for students, faculty, and staff. A program coordinator, Liz Roccoforte, staffs the center with the help of two student assistants. Go to http://www.case.edu/lgbt/index.html for more information.

Case also sponsors the Safe Zone Project http://www.case.edu/lgbt/safezone/ an educational workshop offered regularly to campus faculty, staff, and students who wish to become a “visible
network of volunteers committed to creating a community of respect and dignity for gay, lesbian, bisexual, transgender, and questioning students, staff, and faculty.” The Safe Zone sticker or magnet, awarded after workshop attendance and posted in individual working areas, makes it possible to easily identify individuals who are committed to creating an environment in which all people are free to thrive academically, professionally, and personally.

THE MANDEL SCHOOL ALUMNI ASSOCIATION

The Mandel School of Applied Social Sciences has more than 7,000 alumni living in 50 states, the District of Columbia, and over 36 countries around the world.

Our alumni are employed in a variety of community and social development settings, including clinical, medical, school social work, chemical dependency, adoption, foster care, and as social work faculty. Graduates are also professionals in employee assistance, corrections, policy analysis, fund-raising, administration, and advocacy.

The Association’s mission statement reads:

The Alumni Association of the Mandel School of Applied Social Sciences is an organization of graduates of the School whose mission is to serve both the School and the profession of Social Work in ensuring excellence. To carry out its mission, the Association involves itself in the development of resources, leadership and appropriate recognition among alumni, students, and faculty in service of the School and the profession.

For students, the Mandel School Alumni Association plays a major role at MSASS by offering a mentorship program, workshops in career development, a free-of-charge continuing education event, sponsoring several student/alumni social events and providing names and addresses of alumni in particular geographic locations to students for the purpose of job networking. Moreover, the Alumni Association awards scholarships to outstanding students nominated by faculty or field instructors and provides a fund through the Student Services Office to encourage the professional development of students through conferences and conventions.

Alumni are a precious resource at MSASS. They are liaisons between MSASS and the community—locally, nationally, and internationally. They also play a significant role in the lives of our students by offering their professional competence, knowledge, and experience. Our alumni make an excellent program even stronger. Alumni can also connect with University Alumni Relations at [http://case.edu/alumni/](http://case.edu/alumni/) and sign up for AlumNet, a secure social networking site for Case alumni.

Mentor/Mentee Guidebooks

A Mentoring Guidebook for faculty: Helping Graduate Students Grow into Respected Professionals and Trusted Colleagues was written by the Case Graduate Student Senate (GSS) Subcommittee on Mentoring, a group of graduate student volunteers who spent many hours during the 2007-2008 academic year drafting this document. The corresponding student manual A Mentee Guidebook for Students: How Graduate Students can Become Respected Professionals and Trusted Colleagues was created by Case GSS during the 2008-2009 academic year. Guidebooks can be accessed at [http://gss.case.edu/resources.php?name=mentoring](http://gss.case.edu/resources.php?name=mentoring)
OFFICE OF VETERANS BENEFITS
Yost Hall, Room110
Phone: 216-368-4310
http://www.Case.edu/provost/registrar/veterans.html
All students planning to receive veterans education assistance from the Department of Veterans Affairs (VA) must provide enrollment information to the Veterans Certifying Official, 110 Yost Hall, phone 216.368.4311 and email registrar@case.edu. To be certified for benefits, veterans must be officially registered for classes. Veterans must notify the University Veterans Certifying Official immediately when changing hours, grade options, withdrawing from a class, or withdrawing from the University.

Further information regarding VA benefits can be found at www.GIBILL.va.gov and www.todaysgibill.org or by calling 1-888-442-4551.

STUDENT BUSINESS CARDS
Students can now have their own sharp-looking business cards in Case’s official colors (blue/gray), imprinted with the Case logo and all of their pertinent information. Students can either select the student business card template or the regular Case business card template, depending upon what information they want displayed on their cards.

Order two ways: online at http://www.case.edu/finadmin/auxserv/printsrv/studentbc.html or through Printing Services: fax a sample of your business card with new or revised information (368-1250), or take your order directly to Printing Services in Thwing.

WRITING RESOURCE CENTER

Writing Skills
The Case Writing Resource Center http://www.case.edu/artsci/engl/writing/ at 104 Bellflower Hall (368-3798) offers one-on-one writing consultation to students at all levels of the university. Services available to MSASS students include polishing prose; reviewing paper organization and structure; examining research and documentation using APA format; and general writing assessment and structured consulting. Recurring appointments and structured tutoring are available; the Writing Center is not a proofreading service. To communicate with a writing tutor, email writingcenter@case.edu.

Papers written for courses at MSASS must adhere to the format created by the American Psychological Association (APA) 6th edition. Go to http://msass.case.edu/harrilslibrary/LibStudents/write/apa.htm for multiple links to help you with American Psychological Association (APA) writing format and referencing. For additional assistance, please contact a Reference Librarian in Harris Library.

Oral Presentation Skills
“Speak: How to Talk to Classmates and Others” is a primer on oral presentation created for students at Case Western Reserve University. You may purchase a copy from the Case Barnes and Noble Bookstore for $7.50; other copies are on reserve in Harris Library.
http://www.commoncraft.com/10-lessons-my-speaking-coach offers helpful tips to help you refine your speaking skills. Be sure to scroll down to the links.
UNIVERSITY POLICIES

CONSENSUAL RELATIONSHIPS

(policy: http://www.case.edu/finadmin/humres/policies/standards/cr.html

Case is a community that values an environment of inclusion, trust, and respect as beneficial for the working and learning environment of all its constituents. Romantic or sexual relationships may occur in a University environment given the numbers of people on a University campus. All relationships must be consensual; but, even though the relationship is consensual, it can raise serious concerns about the validity of the consent, conflicts of interest, and preferential treatment.

There are certain circumstances when romantic or sexual relationships are expressly prohibited, unless managed as described below:

1. if between a supervisor and his/her supervised employee,
2. if between a faculty member and his/her student (including without limitation graduate students),
3. if between a supervising staff or student (including graduate student or teaching assistant) and his/her student, and/or
4. if between a senior faculty member and a junior faculty member supervised by the senior faculty member.

The University considers sexual relationships between faculty (including teaching assistants and laboratory supervisors) and their students or between supervisors and their employees, even if deemed to be mutually consenting relationships, to be a basic violation of professional ethics and responsibility when one party has any professional responsibility for the other’s academic or job performance or professional future. Because of the asymmetry of these relationships, “consent” may be difficult to assess, may be deemed not possible, and may be construed as coercive. Such relationships also may have the potential to result in claims of sexual harassment.

FELONY STATEMENT

The state of Ohio Counselor, Social Worker and Marriage and Family Therapist Board offers a Social Work Trainee (SWT) designation to graduate students who are enrolled in a field education placement. This designation is helpful to agencies that provide field placement sites to our students. We require that all of the students enrolled in field education at the Mandel School who are not already licensed social workers in the state of Ohio obtain the SWT designation prior to being placed in a field site. This license is then renewed each semester in which the student is enrolled in field education. While there is no cost for the "license" itself, it does require that the student submit to a criminal background check at the time the first license is issued. The cost of this background check is approximately $60.00 and is to be borne by the student. For further information, please consult the Ohio Counselor, Social Worker and Marriage and Family Therapist Board website http://www.cswmft.ohio.gov/

Persons who indicate on their applications that they have prior felony convictions will be asked to supply documentation on the nature of the offenses and the dispositions. MSASS may also conduct criminal background checks to verify this information. Admission decisions on applicants with felony convictions are made on a case-by-case basis.

If admitted to the program, persons may have conditions placed on them, such as restriction on the choice of areas of study and field placements related to the nature of the felony convictions. Certain field placement agencies require a criminal background check as well and may refuse a student placement on the basis of a felony conviction.

Potential applicants are also advised that the Professional Standards Committee of the Ohio Counselor and Social Work Board, in accordance with Chapter 119 of the Revised Code, may refuse to issue a license or certificate of registration to any person who has been convicted in this or any other state of any crime that is a felony in this state.

Students may be automatically denied admission, or, if enrolled, terminated from the program for any misrepresentation or omission of facts in applications concerning felony convictions. In addition, admitted students who are unable to perform field placements because of felony convictions may be administratively withdrawn from the program.

**SEXUAL HARASSMENT**

*Policy:* [http://www.case.edu/diversity/sexualconduct/policies/harass.html](http://www.case.edu/diversity/sexualconduct/policies/harass.html)

It is the policy of Case Western Reserve University to provide a positive, discrimination-free educational and working environment. Sexual harassment is unacceptable conduct which will not be tolerated. All members of the university community share responsibility for avoiding, discouraging, and reporting any form of sexual harassment.

Sexual harassment is a form of sex discrimination prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments and Section 4112.02 of the Ohio Revised Code.

Sexual harassment can be defined as any unwelcome sexual advance, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s, employment or student status; or
- Submission to or rejection of such conduct is used as the basis for decisions affecting that individual with regard to employment (raises, job, work assignments, discipline, etc.) or to student status (grades, references, assignments, etc.); or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, or creates an intimidating, hostile or offensive work and/or educational environment. The work or educational environment includes classroom and clinical settings, residence halls, activities programs, offices, and all Case sponsored events.
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Director, Lillian F. & Milford J. Harris Library

Gerald A. Strom, M.S.W.
Director, Intensive Weekend Program

Aloen L. Townsend, Ph.D.
Chair, Ph.D. Program

Scott A. Wilkes, LISW, JD
Director, Field Education Program

Zoë Breen Wood, Ph.D.
Director, Office of Educational Assessment

MANDEL SCHOOL FACULTY

Kathryn Betts Adams, PhD
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_Associate Professor, Social Work_
Depression in older adults, caregivers of persons with Alzheimer's disease, mental health treatment methods, intervention research

Sarah S. Andrews, MA, MSSA
(Case Western Reserve University)
_Assistant Dean for Academic Affairs; Senior Instructor, Social Work; Director of the Virtual Academic Center_
Family development, death, loss & bereavement, LGBT and women's issues

Mark P. Aulisio, PhD
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_Associate Professor, Bioethics and Social Work; Director, MA Program in Bioethics; Director, Center for Biomedical Ethics, MetroHealth_
Intersection of political philosophy and bioethics, consultation

David E. Biegel, PhD
(University of Maryland)
_Henry L. Zucker Professor of Social Work Practice; Associate Dean for Research and Training; Co-Director, Center on Substance Abuse and Mental Illness; Professor, Psychiatry and Sociology_
Mental health, informal support systems, aging, caregiving

Merri Elizabeth Brindo, MSSA
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_Clinical Instructor, Field Faculty Advisor_
Child welfare

Mark G. Chupp, PhD
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Inter-group dialogue and conflict transformation, citizen participation, community building, community organizing, appreciative inquiry, service learning

Cyleste C. Collins, PhD
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_Research Assistant Professor, Social Work_
Cultural consensus model, interpersonal violence, HIV/AIDS, poverty, family homelessness, health disparities
Claudia J. Coulton, PhD  
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*Lillian F. Harris Professor of Urban Research and Social Change; Co-Director, Center on Urban Poverty and Community Development*  
Research in urban poverty, neighborhoods, community development

David Crampton, PhD  
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Child welfare, community and social development, program evaluation

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Co-occurring substance abuse and mental disorders, jail/prison-based treatment, women/elderly substance abuse assessment and treatment

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Program evaluation, social/behavioral intervention research, child/family interventions, nonprofit programming, policy studies

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Direct practice, adult and adolescent mental health, assessment and diagnosis, criminal justice

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Visual Perception and aging, Alzheimer's disease, intelligence
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Child welfare workforce and systems, older child and sibling group adoptions, inter-
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Judaic studies, anthropology of religion

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Politics and policy, Children's issues

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International social welfare, health and social services policy and programs for older
people, social work education

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Social welfare, child exposure to intimate partner violence, optimal child development, maternal
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International education and administration, practice evaluation

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Urban poverty, community development, mixed-income development, comprehensive
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Eva Kahana, PhD (University of Chicago)

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Sociology of aging, medical sociology, social factors in stress and coping

Marjory Klein, MSSA

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Aging, mental health, alcohol and other drugs

Lenore A. Kola, PhD

(Boston University)

*Associate Professor, Social Work; Co-Director, Ohio Center for Evidence Based Practices at Case*

Alcohol and other drug abuse, co-occurring mental and substance use disorders

Jill E. Korbin, PhD

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*Professor, Anthropology and Social Work, Director, Shubert Center for Child Studies, Co-Director, Childhood Studies Interdisciplinary Program, Associate Dean, College of Arts and Sciences*

Culture and human development, child well-being and child maltreatment, cultural, medical and psychological anthropology

Siran M. Koroukian, PhD

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Methodological issues in the use of large databases in health services research, Medicare and Medicaid programs, cancer-related and other health disparities

Jeff M. Kretschmar, PhD

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*Research Assistant Professor*

Jung-won Lim, PhD

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Ethnic minority and underserved cancer survivors, cultural and ethnic disparities in cancer outcome research, quality of life and behavioral outcomes, family care giving and health communication, culturally competent interventions

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Immigration law and health, impact of HIV on the family, HIV in underserved populations,
ethics in research, public health and law
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Early childhood mental health, early intervention, parent education, disabilities

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Management, policy, international social work, community development

Gillian Marshall, PhD
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Aging and health/mental health, socio-economic status, stress, social support networks, race/ethnicity, immigrant health, health services research as it pertains to older women

David B. Miller, PhD (University of Pittsburgh) _Associate Professor, Social Work_
African-American fatherhood, violence as a public health problem, child maltreatment, adolescent resiliency factors, treatment of individuals exposed to violence

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Women's economic well-being, equality, public policy

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Evaluation of community-based initiatives, community and social development practice and urban poverty research

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Substance-using mothers and their children, childhood trauma and its correlates/consequences, research methods and statistics

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Behavioral and mental health outcomes of prenatally drug-exposed children
Diana Morris, PhD  
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Geriatric mental health, aging and quality of life, family caregiving, science of unitary human beings

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Clinical social work, health

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Poverty/high-risk populations, cultural diversity

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Social work practice

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Child abuse and child welfare, domestic violence, sexual abuse identification, crisis intervention

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Addiction psychiatry, public health, community mental health, so-occurring disorders

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Housing and urban policy, social capital formation, neighborhood effects on child health and well-being, community development

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Adolescent mental health, adolescent substance abuse, youth-related violence

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Government, public policy, social change, community development
Gerald Strom, MSW
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Child abuse, growth and development, sex abuse investigation and treatment, clinical practice

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Adult development and aging, research methods and statistics, adult physical and mental health, families and formal service systems, family relationships

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Co-occurring substance use and mental health disorders, social networks, social support

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Health behavior change, methods for mental health service delivery and direct practice in primary care, practice-based research networks, clinician education

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Child welfare, mental health, nonprofit management, social work ethics

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Social justice, race/ethnicity, urban activism

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Individuals with serious mental illness and co-occurring disorders, mental health services research, interconnections among the mental health and criminal justice systems, corrections and re-entry

Zoe Breen Wood, PhD
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Adoption, child welfare, policy and practice, social work methods, international travel and study, leadership, ability based learning