Supporting Students for Success

Classroom Teaching, Field Instruction, and Academic Advising in the MSSA Program 2011-2012
WELCOME TO 2011-2012 ACADEMIC YEAR!

FOREWORD/ABOUT THIS HANDBOOK
The purpose of this handbook is to provide full- and part-time faculty, as well as field instructors, with information concerning the teaching, field instructing, and academic advising roles at MSASS for the period indicated. MSASS and/or the University have 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. For a comprehensive discussion of University and MSASS policies and procedures relevant to both students and faculty, please refer to the MSSA Student and Faculty Manual, 2011-2012 http://msass.case.edu/downloads/academic/Student_Handbook.pdf.

MESSAGE FROM THE DEAN
In spring 2008, the Faculty of the Mandel School of Applied Social Sciences reaffirmed its mission statement:

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.

We want instructors and staff who can help us fulfill this mission, working within a community-based practice framework. You are a field or classroom instructor, because we believe you are able to do this.

At the Mandel School, our classes need to evoke both creative and critical thinking. This necessitates that our teaching be student centered. Teaching becomes student centered when faculty and students partner as “co-learners,” seeking how best to help students master the concepts that are essential for good social work practice. It may mean working with students to modify assignments so they can best get their educational needs met, or helping students develop new assignments in order for them to fulfill their learning objectives for individual courses, in addition to the objectives you as a faculty member have outlined for the course.

Teaching and field instruction are student centered when the courses are rigorous and challenging. Teaching and field instructing are also student centered when we evaluate their strengths and weaknesses. Most importantly, teaching is student centered when we as teachers recognize that everyone in the class has something to offer and something to gain, when we actively communicate the reality that we are all teacher-learners.

We are excited about our school, our students, our faculty, and our field instructors. We are committed to improving the teaching, research, and service mission of the school. You are an integral part of this mission and we appreciate your contributions. This manual is intended to assist you in your role in the MSASS master’s degree program. Please feel free to contact us with any questions, concerns, or ideas.

Grover C. Gilmore, Ph.D.
Dean and Professor

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## TEACHING AT MSASS … FOR ALL FACULTY

### SYLLABI DUE DATES AND ONLINE EVALUATION SCHEDULE

**FALL 2011, SPRING & SUMMER 2012**

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### Syllabi Due Dates and Online Evaluation Schedule, FALL 2011, SPRING & SUMMER 2012 (Cont’d)

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Server location: Online Evaluations
Emailing your students (using Blackboard makes it easy!) to let them know the syllabus has been posted is a good idea; ask students to print the syllabus and bring it to the first class. The accurate list of registered students in a course will be found on the Student Information System (SIS) under “Class Roster.” Please review this list before classes begin and at the end of the drop/add period (end of first two weeks of class) to ensure accuracy. Compare this class roster to your Blackboard list to ensure they are identical. Please contact Debra Fields msassreg@case.edu as soon as possible if an error in registration is discovered.

Syllabi should be assembled in the specified format by following the **Elements of an MSASS Syllabus**, the MSASS master course outline, which should include the instructor’s name, address, phone number, course number, class number, title, and dates. The syllabus must include faculty office hours or other information for faculty availability. Adjunct faculty must indicate how students can contact and/or meet with them. Please be sure the syllabus specifies assignments, deadlines, grading criteria, due dates, and consequences.

**Elements of an MSASS Syllabus**
- Course description—pre-requisites, goals, structure, content, skills (EPAS)
- Course objectives
- Course topics
- Required and (when applicable) recommended readings
- Methods to attain course objectives
- Instructor responsibilities
- Method to use to contact course instructor
- Student responsibilities

**Attendance Policy** *(accepted by MSASS Constituent Faculty, May 11, 2009)*
Students are expected to attend all classes. If a student is unable to attend class, he/she must let the instructor know in advance. A message on the instructor’s voice mail or e-mail is sufficient if it is sent before the class meets. Attendance will be taken at all class sessions. If the student misses a class, the student is responsible for making up any missed work and for obtaining any other information that was disseminated in class. Students who miss more than 20% of class meetings, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it or receive a grade of F. In the Intensive Weekend program, students may not miss more than one day; in the full-time program, students may not miss more than three classes. Instructors have the discretion to establish a stricter policy and list it in the course syllabus. Instructors may permit exceptions, with prior consultation from the Assistant Dean for Student Services and with a written plan signed by both the student and instructor of how time missed from class will be made up. Please note, it is not always possible to make up missed time because of the nature of some courses.
Conformity to MSASS policies as they pertain to the Professional Code of Conduct, Plagiarism, and Incompletes as stated in the MSASS Student and Faculty Manual 2011-2012 [http://msass.case.edu/downloads/academic/Student_Handbook.pdf]

- Professional Code of Conduct – Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, as well as inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies.

- Plagiarism – The submission of work done by another with the intent that it be viewed and evaluated as one’s own. Thus, copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.

- Incompletes – 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.

- **Statement on Disability**
  Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, please register with the office of Disability Resources (ESS, Sears 470). The staff there will verify your need for specific accommodations and provide you with a memo to inform me of your needs. Once you have received this memo, please make an appointment to see me privately to discuss your needs. Please be aware that any needed accommodations cannot be implemented retroactively; therefore timely notification of your needs is in your best interest.

- **Online Course Evaluations**
  You will receive an email one week prior to the last day of classes reminding you that end-of-semester evaluations will soon be available on line. The email will also specify the timeframe for completion. The link for completing evaluations is: [https://its-services.case.edu/course-evals/evaluate](https://its-services.case.edu/course-evals/evaluate)

  The course evaluation serves several important functions. Personally, it allows you to reflect on the course and how it impacted your 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 your full and careful attention is appreciated.
- Grading Policy *(approved by faculty at Constituent Faculty Meeting, March 24, 2008)*

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<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
<td>Strong performance; often exceeds expectations</td>
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<td>Consistently meets and occasionally exceeds expectations</td>
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<td>Expectations</td>
<td></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</td>
<td>Very inconsistent in grasp of content and experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expectations</td>
<td></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></td>
<td>Official withdrawal</td>
</tr>
</tbody>
</table>

- Approach to grading
- Assignments—content, due dates, credit
- How late assignments will be handled

**GUIDELINES FOR LEAD INSTRUCTORS**

Lead instructors play a central role in facilitating quality and consistency of the master’s curriculum. Lead instructors work closely with the Assistant/Associate Dean for Academic Affairs and with full-time and adjunct instructors to ensure excellence in the classroom.
The role of Lead Instructor is outlined below:

I. Work with the Assistant/Associate Dean for Academic Affairs to

- Assist in identifying persons who meet criteria to teach a specific course by reviewing:
  - Prior teaching experience
  - Objective evidence (evaluations) of teaching experience(s)
  - For practice/skill-building courses: prior social work practice experience
  - For all courses: extent of knowledge of the subject/population/intervention/theory

- Provide feedback to instructors as requested by the Assistant/Associate Dean for Academic Affairs

- Serve as a liaison, as necessary, for the instructor group to the Office of the Assistant/Associate Dean for Academic Affairs

- Provide additional assistance regarding classroom accommodations as guided by the Assistant/Associate Dean for Academic Affairs

II. Work with full-time and adjunct instructors to

- Provide course-specific orientation and support to instructors, including a review and discussion of the master course outline, the assignments, and the grading guidelines

- Provide regular opportunities for instructors to discuss problems and progress either in person or by phone conference

- Monitor adherence to the master course syllabus among sections

- Facilitate mid-course evaluations and course corrections based upon student feedback

- Take responsibility for revisions to master course syllabus, as necessary

Discussed at Curriculum Committee April 6, 2009
Revised April 6, 2009

DEPARTMENT ASSISTANTS/CLERICAL SUPPORTS
Department Assistants (DAs) are available to provide support for faculty. Please complete the Work Request Form [http://msass.case.edu/faculty/Resources.html](http://msass.case.edu/faculty/Resources.html) indicating your need for typing, copying, faxing, mailing, etc., and place in Theresa Wilson’s mailbox or work basket
behind her desk in room 120. Work will be completed by Department Assistants or Student Assistants. Providing at least several days turnaround for typing and copying is requested; other more lengthy projects will require more time. Please email Theresa – tlb2@case.edu with questions.

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

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. 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 online 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.

**Reserves**
Library reserves are used to provide students with access to materials that will be in high demand. Required texts ordered through the University bookstore will automatically be put on reserve. Recommended materials will only be placed on reserve in the Harris Library if requested by an instructor.

It is the responsibility of the instructor to make sure that reserve requests are turned in to the Harris Library in a timely manner. There is no guarantee that reserve materials will be ready for use if the request is not met by the recommended deadline of six weeks prior to the start of classes. Reserve materials received after the deadline will be processed in the order in which they are received.

**Guidelines for Reserves**
1. Requests for books to be placed on reserve should be submitted at least six weeks in advance of the start of classes.
2. The library’s reserve copy of a required text is meant to be a supplement to, not a replacement for, a student’s personal copy of the text.
3. Books that are on the recommended reading list are not automatically purchased by the library nor placed on reserve. Faculty must supply a personal copy to the library or make a recommendation for the library to purchase the title.
4. The library does not accept articles for reserve. Instructors may choose to post or link articles in Blackboard (http://blackboard.case.edu) or create course readers through the University Bookstore.

**Book Reserves**
There are three levels of reserve for books. Faculty may choose how they want students to borrow material.

A. ‘Two-hour In Library Use Only.’ This reserve option is used for library books or personal faculty books over which the library should maintain more control. Books are not allowed to circulate overnight. Late charges are $2.00 for each hour or fraction thereof.

B. ‘Two-hour In-Library/Overnight.’ This reserve option allows library books or personal faculty books to be checked out for two hours. Items in this category that are checked out within two hours of the library closing are due back the next morning within an hour of the library opening. Late charges are $2.00 for each hour or fraction thereof.

C. ‘One Week / 7 Days.’ This reserve option is best used for books when the reading can be done any time during the semester and is more appropriate with recommended (rather than required) readings. This option should be used for books only if the student is not expected to read more than 50% of the item. It should be used with discretion.
Media
In addition to printed material, the library has a large collection of videos on VHS and DVD. Videos are available for course use and may be checked out of the library for seven days. Late fees are assessed at $5.00 per day. Videos may be reserved in advance and reservations are on a first come, first served basis – please call 216-368-2302 to reserve your video.

LCD Projector
The Harris Library has an LCD projector available for faculty and staff use. Reservations should be made at least two weeks in advance and can be made by calling 216-368-2302.

Computer Lab
The Harris Library Computer Lab is located on the library’s main floor. The lab contains 16 computers equipped with Microsoft Office and additional course-supported software. Each computer is connected to the full range of network resources, including the library catalog and databases, the software library, and the MSASS network.

The lab is available as an extension of library services, allowing access to all online information resources at Case Western Reserve University. It provides an electronic environment that enables faculty to supplement classroom teaching. The lab is also used for training programs for students and area social workers. When the computer lab is not in use for instructional purposes, it is available for use by MSASS students.

The computer lab itself is available for classroom instruction. All faculty, staff, teaching assistants and students must attend an orientation to the facility before use. Call the Harris Library at 216-368-2302 to reserve the computer lab. Contact the MSASS IT Department at 216-368-5047 to receive an orientation or with any technology questions about the computer lab.

Mobile Computer Lab
The Mobile Lab is available in the Harris library for instructors who want to use computers in MSASS classrooms. The Mobile Lab has several laptop PCs that have wireless cards and software commonly used at the Mandel School. Faculty and staff can borrow the Mobile Lab for 24 hour periods, and it must be reserved at least a week in advance by calling 216-368-2302. New users are required to contact the MSASS Information Technology department at 216-368-5047 to schedule an orientation session on how to use the equipment. The instructor will have to sign a contract in the Harris Library when checking out the Mobile Lab for the first time. The mobile lab is NOT available for student check-out.

Blackboard
Blackboard is the online course management system used at Case Western Reserve University. It facilitates teaching and learning in traditional and distance-learning courses, and provides online access to course materials, assignments, and class discussions. Instructors are asked to post their syllabi and other course documents, including handouts, in PDF on Blackboard. If assistance in scanning handouts for PDF is needed, please complete the Work Request Form and submit to Theresa Wilson as far in advance as possible.

Posting all handouts and course materials has benefits to the environment and to school expense. It uses less paper and decreases staff time making copies, resulting in savings of resources. Students benefit as well, having access to view or download course materials 24 hours a day.
days a week. We encourage all course materials be posted as early as possible prior to the start of the course to allow students enough time to review them.

Students can access the Blackboard site content from any computer with an internet connection. The discussion board, email functions, and other collaborative tools enhance communications between students and the instructor, allowing course discussions to continue outside the traditional classroom venue. Other tools Blackboard offers include the following:

- Online quizzes and surveys, with automated grading and statistics
- Online file exchange
- A Grade Center to manage grades
- Option to time release of quizzes and other course materials
- SafeAssign, an anti-plagiarism software package

To log into Blackboard, follow these steps:

1. Go to http://blackboard.case.edu/.

2. Type your Case ID and password (the same ones that you use to access your Case email) in the appropriate fields in the Single Sign-On page.

3. Click the Login button.

Next you will see the My Institution page, which displays announcements from the Blackboard system administrators, lists the courses and organizations that you are affiliated with, and also contains links to quick tutorials. When you first log into Blackboard, it is possible that the MyCourses area will be empty unless another instructor adds you to his or her course site. Usually, you will have to create your course site using an online tool called the Blackboard Wizard.

For more information and instructions on using Blackboard, please contact us at 216-368-2302 during regular business hours or the University Help Desk at 216-368-HELP during the evenings and weekends. Online instructions and tutorials are available in Blackboard or on the Harris Library Faculty Blackboard page:

http://msass.case.edu/harrislibrary/Faculty/facblkbrd.htm

**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.

TEXTBOOK ORDERING
Textbooks can be ordered by logging onto www.case.bncollege.com, and click on Faculty to log in or register. Registered faculty/staff members can submit course and book information to the bookstore around the clock; review what books were used for courses in previous terms; select new titles; and provide the bookstore with additional information about courses and book needs. For answers to additional textbook questions, contact the bookstore at sm364@bncollege.com or rjr17@case.edu or fax at 216.368.5205.

DESK COPIES
It is the responsibility of each individual faculty member to order a complimentary desk copy of a textbook. Order forms can be obtained from Theresa Wilson in the Associate Academic Dean’s Office.

COPY MACHINES
The copy machine is located on the first floor, in the rear of the building, next to room 120 and adjacent to the steps leading to the 2nd and 3rd floors. The copy code is 4634. Faculty can also use the copiers located in various offices. Check with office personnel to obtain copy codes.

ELECTRONICALLY ENHANCED CLASSROOMS AND AUDIOVISUAL AIDS/
WHAT’S AVAILABLE?
All MSASS classrooms are electronically enhanced, providing a document camera (which replaces overhead projectors), VCR and CD/DVD players, live internet connections and a personal computer. Instructors may also connect a laptop to the system or use a flash drive.

To access the full technology, training is provided by Mike Olenik – Michael.olenik@case.edu – with a full introduction to the control panel and its varying functions. Training is required for all new adjunct faculty; please contact Mike for updates, as well, particularly if you have not taught for a semester or two. Once faculty has completed the training, he or she will be given login and password access; please be sure to keep this information private and do not share it with others. The equipment is very expensive, and remaining fully trained helps prevent expensive errors. Training and password access to the classroom equipment is not provided to students; if students
ask to use classroom equipment for course presentations, the instructor must log in and is responsible for equipment use.

Room 323 is the only room with distance learning and video-conferencing capabilities. A portable videoconferencing cart that has all the same capabilities and ability to conduct a videoconference is also available and can be reserved and checked out from Harris Library.

MSASS has three interview rooms that can record live interaction and in room 325 the live interaction can be shown to the audience in room 323. Room 325 is wired to allow a facilitator in room 323 to talk with the interventionist in the interview room. Two additional portable recording rooms are available in the psychology department in Mather Memorial. All interview rooms can be scheduled at the front desk in the MSASS lobby. Camcorders may be reserved and checked out to produce video instruction. The camcorder can be plugged into the auxiliary of classroom control units and the contents displayed on the screen.

CLASSROOMS/TIPS FOR USE
All classrooms are in a standard configuration; if you move furniture during your class (to create a circle, for example), please be sure to end class a few minutes early to re-configure the classroom for the next instructor.

In the full-time program, instructors appreciate having the room available a few minutes before their class is to begin. We ask that at the end of class instructors walk students in conversation into the hallway in order to help clear the way for the incoming class. Be sure to log off the classroom equipment so it is ready for the next instructor’s use. Logging off is a separate action to be completed BEFORE turning off the equipment on the touchpad.

Logging off is important for several reasons. First, the equipment will become out of sync causing the projector to freeze and unable to start without a difficult reset. Second, anyone entering the room will have access to the documents and materials that are on the user’s area of the server without restriction. Third, and most important, if a person entering the room is attempting to compromise the server’s files, he or she has been granted account access, which, under other circumstances, is one of the most difficult stages of protection to break. Please don’t provide an “open door” to data; log off the computer when finished with work.

Occasionally, we find a projector that has been switched off by standing on a table and physically flipping the switch to the “off” position. Should this occur while the lamp is hot, it could explode causing projector damage and serious personal injury. Under no circumstances, should the projector lamp be turned off in this way. The projector bulb is also thousands of dollars to replace. Contact Instructional Technology (IT) or the Help Desk (368-HELP) to request assistance for whatever problem is occurring; do not attempt to turn on the projector yourself. The white phone under each lectern can be used for this.
Reserving the Interview Rooms
There are three interview rooms where students can record interviews for class assignments. They are rooms 145, 146, and 325. The process for reserving these rooms is as follows:

- Contact Mike Olenik in Information Technology (368-2313 or michael.olenik@case.edu) and arrange for him to train your students on the use of the equipment. With sufficient advanced notice, Mike can come into your class and do a 15-20-minute session for all students.
- Keep a list of all of the students trained and give it to Mike at the end of the session.
- Mike gives the list to the library to identify the students who have been trained.
- Students who have been trained may go to the front desk to reserve the room (it is usually for a two-hour block).
- At the reserved time, student goes to the library with his/her ID and checks out the room key and the three remotes. The library will verify that the student has been trained.

Other questions about the use of the interview rooms should be addressed to Mike Olenik.

NEW COURSE APPROVAL PROCEDURE
1. New courses may be proposed by any faculty member or Faculty Committee. Proposals should include a complete syllabus along with supporting educational rationale.
2. New course proposals must be reviewed by the appropriate foundation area or concentration faculty, whose recommendations must be forwarded to the Curriculum Committee in writing. Courses that have no clear affiliation should be reviewed by that concentration specialization expected to recommend the course as an elective.
3. New course proposals must be reviewed and approved by the Curriculum Committee. This review should address the questions outlined in the Curriculum Committee Evaluation of New Courses. Contact the chair of the Curriculum Committee for these questions.
4. Courses to be offered as sections of existing Special Topics courses (e.g. SASS 500) may be offered twice with the approval of the Curriculum Committee only. Special Topic courses that are offered more than twice must have full faculty approval.
5. All new courses (except as noted in 4 above) must receive final review and approval by the full faculty.

STUDENT CONTACT INFORMATION
In the event an instructor needs to get in touch with a student or with the class quickly, please have students list their names and contact information (cell phone numbers, email, etc.) for you on the first day of class. Please keep this with your class records so students can be contacted quickly in the event of an emergency or your need to cancel class.

CANCELING CLASS
Full-Time. In the event of personal illness or emergency and the need to cancel a class in the full-time program, instructors are asked to contact students as soon as possible using the list of names/contact information submitted the first day of class. Please contact Theresa Wilson – tlb2@case.edu – as well, to alert Academic Affairs to the canceled class; Theresa will post a sign
in the lobby announcing the closing. Please cancel class only in an emergency, as some of our students commute from a distance to attend class; if known absence will occur during the semester, please arrange to hold class with a guest presenter. MSASS expects that instructors will arrange with the class to make up the missed time.

*Intensive Weekend.* Because of the distance students commute and the nature of the Intensive Weekend Program, canceling a day must be reserved for serious emergencies only. If such a need arises, contact Dr. Sharon Milligan – sem@case.edu if absence is known in advance, or if on the weekend, call her at 216-496-7269.

**GUEST LECTURES AND GUEST PRESENTERS’ PARKING**

A $50 stipend is available for one guest per semester per course. Additional lectures must be on a volunteer basis. Payment requisition, W-9, and Supplier Information Form (obtained from Theresa Wilson) must be completed, signed, and submitted *after the lecture* to the Associate Dean for Academic Affairs for approval. Please see procedure for guest parking on page 33 under *Adjunct Faculty Parking*.

**RETURNING STUDENT ASSIGNMENTS**

Graded course assignments may be returned in class or put into envelopes and placed in student mailboxes located in the Student Lounge. When instructors collect an assignment, we ask that they take brown envelopes to class for students to self-address. Students who will collect papers from their mailboxes need only put their names on the envelope. Intensive Weekend students who live at a distance and must have materials mailed are asked to put their mailing information on the envelope. Because of postage fees, we encourage student materials be returned to mailboxes as often as possible. Envelopes are available in the faculty/staff mailroom or office supplies closet (get key from first floor receptionist), or from Theresa Wilson. Give student papers to be mailed to Theresa Wilson.

**SUBMITTING FINAL GRADES/INCOMPLETES**

Final grades must be entered and submitted in the Student Information System (SIS), and grades must be submitted on time. Dates for grade submission in the full-time program are on the 2011-2012 Academic Calendar [http://msass.case.edu/registrar/acadcalendar.html](http://msass.case.edu/registrar/acadcalendar.html) Intensive Weekend grades are due five weeks after the conclusion of the second weekend of classes.

If the instructor has granted an Incomplete for extenuating circumstances, the instructor must submit the signed and dated Incomplete from to the Registrar with his or her final grades. The form must have the instructor’s authorization (signature), a due date for final submission, and a list of assignments due to the instructor. Go to [http://msass.case.edu/registrar/incomplete.html](http://msass.case.edu/registrar/incomplete.html)

Faculty are responsible for tracking the Incompletes they grant to students by collecting materials due on time and submitting final grades to the Registrar in a timely manner. This is critical to our record keeping and in computing grade point averages to determine student academic status.
If an Incomplete is granted to a student in a dual degree program, the instructor must provide that information to the student’s other academic program. Inquire with Registrar Debra Fields if contact information/academic advisor at the sister school is needed.

**Disability Resources/Letter of Accommodation**
More students with disabilities are attending Case than ever before. Students with disabilities are responsible for initiating requests and accommodations through the Disability Resources office in Educational Support Services (ESS) for Students. Students have the responsibility to present any letter of accommodation to faculty at the student’s discretion. MSASS recommends faculty contact Assistant Dean of Student Services, Andrea Porter, if/when they receive an accommodation letter in order to help clarify appropriate accommodation for the student. Go to [http://studentaffairs.case.edu/education/disability](http://studentaffairs.case.edu/education/disability) and click on “Information for Faculty,” then “Faculty Handbook: Disability Resources” for more information.

**Safety and Security At MSASS**

**Security and Building Access Policy**
Front doors to the building are manually opened by Case Security/Access Services at 8am during the week and for Intensive Weekend classes and are locked at 6pm. Masters’ students who are currently enrolled have ID card swipe access to the building from 7am to 9pm seven days a week. Full time and adjunct faculty have universal access to the building, although internal policies prohibit giving adjunct faculty keys to MSASS offices or classrooms or employing the use of a keypad.

The MSASS front door stays open on delay to allow time for a wheelchair to enter, so we ask faculty to remind students when they enter the building in the evening to ensure the front door closes and locks behind them. Back doors to the building automatically lock from the outside and are not to be “propped open” allowing easy access to the building.

**Safety in the Building**
There is no security person regularly in the building on weekdays although the front information desk is staffed during daytime business hours. On Intensive Weekend Saturday and Sunday, Security is present from 8am to 6pm, either at the front desk or making rounds. Security will unlock classrooms and the first floor copy room at 8am and lock front doors at 6pm. If you have any security question or emergency, always call University Security at 368-3333.

When meeting with a student or other person, faculty should keep the office door open and alert those in nearby offices if feeling concerned about safety. Security will also respond with a plainclothes officer to sit in the atrium or area of the meeting, when requested in advance. If at any time someone is in your space you do not know or do not want there, call Security at 368-3333. **Never confront someone you do not know.**
Emergencies
The white phone under the lectern in each classroom may be used to summon Case Security assistance for emergencies (368-3333. SECURITY SHOULD BE CALLED FIRST IN THE EVENT OF ANY CLASSROOM EMERGENCY, MEDICAL OR OTHERWISE. Security will dispatch immediately and will decide what action next to take. Some instructors also routinely take their cell phone to class to have available, if needed.

Community Speakers for Evening Classes
Because front doors are locked at 6pm, we suggest instructors take their cell phone to evening class and ask the guest speaker to call when he/she is approaching the front door at MSASS. This enables the instructor to send a student to let the guest into the building and to ensure the door closes and locks.

Loss of Electricity in the Building
Immediately call Security at 368-3333 to report. Flashlights are available at the front desk in the lobby for use if there is a power failure. These are checked and maintained by Administrative Services.

TEACHING SUPPORTS
The Case Writing Resource Center can work with faculty to develop and present in-class writing workshops to cover a variety of topics including research and documentation, the writing process (planning-drafting-revising-editing), audience awareness, and strategies for selecting and narrowing topics. Workshops can be designed to fit content and assignments specific to your course and can range in length from thirty minutes to two hours. Contact Megan Jewell megan.jewell@case.edu for more information.

UCITE (The University Center for Innovation in Teaching and Education)
http://www.case.edu/ provost/UCITE/ is the teaching and learning center at Case. Its purpose is to encourage and support faculty growth in teaching. Established in 1994, UCITE provides weekly programs for full time and adjunct faculty; individualized support for teaching; seminars; grants and fellowships, and a lending library. Regular emails are forwarded to adjunct faculty about lunchtime workshops.

“The Skills and Dynamics of Teaching: Addressing the Hidden Group in the Classroom” was designed by Professor Lawrence Shulman, School of Social Work, University of Buffalo. The series http://www.socialwork.buffalo.edu/facstaff/skills_dynamics.asp presents seven one-hour sessions of an ongoing voluntary workshop comprised of University of Buffalo full-time faculty, adjunct faculty, and PhD students with some new to teaching and others experienced. Some teach in a BSW program, others in an MSW program. The series assumes that classroom instructors can serve to enhance learning or create obstacles, and examples discussed are drawn from practice, policy, research, program evaluation, and advanced elective social work courses. An interactive index allows the viewer to quickly search for individual sessions. The videos may be viewed online; permission is also given to download.
Session #1 provides the background and framework and discusses contracting with class participants and the importance of classroom/group culture; Session #2 focuses on use of authority; Session #3 discusses grading and boundary issues; Session #4 discusses the challenges in teaching research, policy, and program evaluation; Session #5 discusses group development followed by the #6 focus on group theory in the classroom: emotions; projection; time issues; and anxiety; Session #7 discusses special issues for PhD students; those new to teaching; those with a visual impairment; and the impact of the school culture on student classroom behavior. Reviewing Session #1 prior to viewing the others is highly recommended.

CaseLearns is an instructional program within Kelvin Smith Library designed to support faculty, staff, and alumni in using library resources. This includes classes in selecting and using research information; information literacy skills; multimedia tools and web design; creating electronic collections; Microsoft Office products, and intellectual property issues in a digital environment. Go to http://library.case.edu/caselearns/ for more information about class availability and cost.

Faculty Resources
Teaching support is also available to adjunct faculty from the Assistant Dean of Academic Affairs either while preparing for teaching or during the semester when concerns arise. Email Sarah Andrews ssb4@case.edu for an appointment. Other faculty resources include the Lead Instructor and Concentration/Specialization Chairs.

Harris Library materials that may be helpful include the following as well as over 200 books and periodicals in the UCITE Lending Library:


TEACHING EVALUATIONS

Mid-term Evaluation of the Course
A mid-term evaluation is highly recommended to give the instructor the students’ perceptions of the course. This is particularly important when teaching a course the first few times. Students can be asked what is helping them to learn and what interferes with their learning; we recommend this be done in writing and submitted to the instructor. Subsequently, discussing the student...
feedback with the class can be important to making helpful changes. In the full-time program, we suggest evaluation in the 7th or 8th week of the course; in the Intensive Weekend, students should provide feedback at the end of the first weekend. Examples of mid-term evaluation forms can be found at http://msass.case.edu/downloads/faculty/resources/midsemcourseevals.pdf.

**Final Evaluation of the Course and Instructor**

Final course and instructor evaluations play a significant role. These are conducted on-line and questions are asked to help assess the quality of the course, the instruction, and the effect both had on students’ learning. The evaluation serves several functions. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall preparation for social work practice. Administratively, faculty can use the feedback to improve instruction. Faculty are able to access their evaluations – https://its-services.case.edu/course-evals/report-instructor – only after their final grades have been submitted.

**Teaching in Intensive Weekend**

Student Services support is provided in Room 120 from 9am to 5pm on Saturdays during Intensive Weekend; no support staff is available on Sundays although Security is present in the building until 6pm. Support for classroom technology is available during Intensive Weekends on both Saturday and Sunday from 9am to 5pm with personnel stationed in the Student Services area or in the computer lab in the library. Security unlocks classrooms, the copy room, and the MSASS main entrance at 8am.

The white phone under the lectern in each classroom may be used to summon assistance with the classroom equipment (368-5047 – use on Saturday and Sunday) or Mike (368-2313 available most Fridays). This phone is also used to call Case Security in the event of any emergency, medical or otherwise, at 368-3333. They will dispatch immediately and will decide what action next to take.

When teaching Intensive Weekend, if an instructor wants materials left on the board or papers to remain in the room, he or she should leave instructions on the board or a note on the door for the cleaning staff. On Sunday evening, trash should be in trash receptacles and recycle bins, and the room configured as it was the first day of class.

Faculty who are new to teaching in the Intensive Weekend format are encouraged to schedule time to talk with Jerry Strom gas4@case.edu, Director of Intensive Weekend, about the unique challenges and opportunities this format provides.

**Teaching Preparation Timeline for Intensive Weekend**

Preparation is key to teaching in the Intensive Weekend format. Much thought and preparation needs to drive your work. At least eight weeks before your class begins, you need to make the following decisions:

- Text books to be used
- Any additional readings
• An outline of material to cover
• Learning activities
• Requirements for prep assignment and learning tools
• Films, guest lecturers, etc.

Six weeks before class you need to accomplish the following objectives:
• Submit syllabus to Theresa Wilson (tlb2@case.edu) for review and formatting
• Order text books
• Familiarize yourself with technical needs
• Email a welcome to your students

Four weeks before class
• Put syllabus on Blackboard
• Put supplemental materials on Blackboard
• Develop lecture notes, overheads, and Power Points
• Email students to confirm your availability prior to the first weekend of class

One week before class
• Review preparations for class
• Email students with a welcome and reminder of the location and time of the class
• Remind students that the pre-class assignment is their “ticket” into class

Considerations for Teaching in the Intensive Weekend Format
• The first morning of class is very important, as you set the tone for the weekend
• How do I get students involved for the long haul?
• How do I get the whole class to participate?
• How do I balance lectures, discussion, small groups, and videos?
• Based on content, how do I want to word discussion questions?
• How do I keep a balance of discussions on practice and reading issues?
• How do I make the transition from discussion to content?
• How do I keep active learning by having them “do” something with the material and be able to reflect on what they are learning (see “Adult Learning Cycle”)
• How do I keep my energy level up for this concentrated period of time?

Practical Preparation Issues
• Set up room prior to first class
• Familiarize yourself with your surroundings
• Have additional handouts and materials in the room
• Have name tents for each student
• Be ready to evaluate energy level of self and class
• Think about times for breaks and lunch
- Look at your teaching plan and materials in half-day segments
- Think about the use of current news material to be infused into your teaching

**EARLY DISMISSAL FROM CLASS IN INTENSIVE WEEKEND**
MSASS policy and CSWE accreditation require that class contact hours be equitable with students in the weekend program required to have the same number of class contact hours as students in the full-time program. From time-to-time, however, we have reports of “slippage” in the weekend contact hours with students being dismissed from class in early to mid-afternoon.

As the MSASS Student/Faculty Manual details, [http://msass.case.edu/downloads/academic/Student_Handbook.pdf](http://msass.case.edu/downloads/academic/Student_Handbook.pdf), on page 50, weekend classes are scheduled from 9:00am to 5:00pm each day, with a 90-minute break for lunch and a short break each morning and afternoon. The Intensive Weekend Program has a long informal history of students either working through part of lunch or shortening the lunch time on Sunday and then being dismissed at 4:00pm. This is acceptable as students still meet the contact criteria.

Problems mount, however, when instructors allow students to leave early on other days and lop off hours on Sunday, prior to the 4:00pm dismissal, and we ask that instructors maintain the informal school policy. Not doing so can create difficulty for other instructors, who stick to the schedule; it upsets car pool arrangements; and it strays from the class contact requirements.

Thanks for your cooperation.

**INSTRUCTIONAL TECHNOLOGY (IT) SUPPORT FOR INTENSIVE WEEKEND**
A student assistant is available during Intensive Weekend:
- Saturday, from 9:00am to noon, the assistant is in Student Services;
- Sunday mornings, the assistant is at the first floor information desk;
- Saturday and Sunday, noon to 5:00pm, the assistant is housed in the Harris Library computer lab.

If you need assistance in the morning, please send someone to find the assistant, in the afternoon you may call 368-5047.

**THE ADULT LEARNING CYCLE**
The Adult Learning Cycle offers basic principles for the design of adult education.

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- **Experience:** The cycle begins by anchoring the new topic in the experience of the learners. This is done either by creating or simulating an experience in the classroom, or by having participants describe what they have already experienced in their own lives, related to the new topic.

- **Reflection:** The next step is to reflect on that experience, focusing attention on key aspects of the experience that relate to the new topic.

- **Generalization:** The third step is to generalize about what happened, considering what knowledge, attitudes, or skills they can learn from it and integrating new information into their knowledge base.

- **Application:** Finally, the last step is to apply the new learning to other situations, to see if it holds true in other situations. This final step provides a new “experience,” and the cycle begins again.

<table>
<thead>
<tr>
<th>Cycle Steps</th>
<th>Instructor’s Role</th>
<th>Methods</th>
<th>Questions for Students</th>
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</table>
| 1. Have Direct Experience/ Learning Activities | Structure the experience – present objectives, instructions, and time frame | **Small-group work**  
**Case scenarios**  
**Role plays**  
**Skills practice**  
**Games & large-group exercises** | What is the purpose of this activity?  
What else do you need to know to carry out this activity?  
How is it going?  
How much more time do you need? |
| 2. Reflect on the Experience/ Discussion | Help the learner to focus on key points and to share ideas and reactions with others | **Small-and large group discussion**  
**Reporting from small groups**  
**Participant presentations**  
**Individual exercises** | What happened?  
How did you feel when … ?  
What did you notice about … ?  
How do others feel about … ?  
Why do you agree or disagree … ? |
| 3. Generalize about the Experience/ Presentation of Content | Guide the learner to new insights based on experience and discussion | **Large-group discussion**  
**Interactive presentations**  
**Demonstrations**  
**Small group activities** | What did you learn from this?  
How does all that we’re discussing fit together?  
What are some major themes we’ve seen here?  
What are its implications for other issues? |
| 4. Apply What’s Been Learned/Skill Practice | Coach the learner by providing feedback, advice, and encouragement | **Action planning**  
**Skills practice and role playing**  
**Field visits**  
**Discussion** | How can you apply this to your own situation?  
What do you think will be most difficult when you use this?  
If you were to use this in your own situation, how would you do it differently?  
How can you overcome barriers to applying what you’ve learned? |

INTERNATIONAL TRAVEL GUIDELINES FOR MANAGING A CRITICAL INCIDENT

Traveling abroad is a unique learning experience that can present unexpected and challenging situations for students and faculty alike. Several simple guidelines can foster a compassionate and timely response and a best possible outcome for any number of unfortunate situations and incidents. Situations in question may include serious bodily injury (e.g., falls, collisions with moving vehicles, or physical assault), mental or emotional difficulties (e.g., serious anxiety, depression, or other significant emotional or thought disorders experienced alone or as a result of physical injury), incarceration, or missing persons.

An optimal response will pay careful attention to the immediate needs of the individual, other travelers, as well as the need for communication with family members, and making the best possible use of local and university resources while ensuring accountability as a CWRU faculty or staff member.

The intensity of the response to any given incident will vary and include the following steps, appreciating that incidents range in their gravity.

Prior to the beginning of the trip:

- Secure all of the telephone numbers for the communication tree at MSASS and CWRU.
- Obtain all of the relevant student health information, copies of passports and emergency contact information.
- Obtain insurance information from the University Office of Risk Management.

1) Transport any students/faculty to the nearest medical facility, or arrange for transport, as deemed necessary by the nature of the incident. Follow insurance and other medical related information guidelines/instructions obtained prior to the trip from the University Office of Risk Management.

2) Gather information about the incident

   a) Faculty should obtain details from those who witnessed the incident or last saw the person to assess the gravity of the situation.
      i) Such details would include the time and location of the incident, recollection of pertinent observations, environmental conditions, and, if relevant, a physical description of any other persons with them at the time.

   b) Discussion among faculty about this information is conducted privately (away from other students) so as to respect the confidentiality of the affected person(s) and to not provoke unnecessary alarm among others as details of the event are gathered and discussed.
3) Develop a plan of action

a) A comprehensive plan of action will be determined by the lead MSASS faculty member and entails attention to relevant issues and concerns outlined. Responsibility for components of the action plan will be assumed accordingly.

b) Access local and CWRU resources
   i) Ensure that essential phone numbers are available to all faculty members during this process, including cell phones of all site-based faculty, CWRU liaison in Cleveland, and local resources, e.g., police, hospital, local course related contacts, Case insurance information, and the American embassy.

   (1) Alert the MSASS Assistant Dean for Student Services early in the process so that the nature of the incident and action plan are communicated in a timely fashion, as it evolves.
   (2) Contact Case Critical Incident Committee if their services may be needed to interact with family members or support students and/or staff upon arrival home.

c) Notify local authorities
   i) In cases of missing persons, notify hotel desk personnel of missing person’s name (with passport photo)

   (1) They will likely offer to call police and hospital to provide an alert (name of person; Case faculty point person) as well as to seek any reports from local authorities regarding the person.

   ii) Refer to local resources list

d) Communication with students
   i) Discuss among faculty (and the person in question) if disclosure of information to other students is essential, including the content and timing of such disclosure, and which faculty will provide the information. While respecting individual confidentiality and privacy, inform students about the situation and actions taken on a need to know basis.

   (1) Depending on the nature and gravity of the situation, consider sharing information in sequence, i.e., with most affected students in a small group and then the entire student group, if necessary.
   (2) Provide essential information as well as details of an evolving plan to manage the situation to ensure that students are aware that support and care are being provided.
e) Communication with family members
   i) Decide on the timing and nature of family contact (as necessary) in concert with the Dean, CWRU authorities, the CWRU Critical Incident Committee, and with the affected person’s involvement, if possible.
   (1) The content of such disclosure and who will provide the information will be determined in collaboration with the above.

4) Manage student body responses to the incident – Stress Management
   a) People respond to incidents within a range that is influenced by their individual coping mechanisms and personal history, including recent personal events. An intense reaction may be influenced more by other personal circumstances in the student’s life or history than the incident at hand. Clearly, some individuals possess a natural resistance to extreme stress. Furthermore, many individuals who are traumatized possess natural recovery mechanisms sufficient enough to preclude external psychological support.
   b) The response to an incident is typically applied more immediately to the person affected and then in small groups for the other students in a voluntary manner.
   c) Key components of stress management include:
      i) (see attached material from Section 4.0 globaled.us/peacecorps/crisiscontent.htm)

5) Discuss the need for a faculty point person to remain behind with the affected person.
   a) Considerations for a faculty member to remain behind would include the seriousness of the incident and the needs of the person(s) affected. In cases of missing persons, a faculty member would always remain behind until such time that pertinent issues are resolved. Knowledge of the student, faculty background, and awareness of local resources may help with the decision of who might assume this role.
   b) Review local resources contact list.

6) Post-incident debriefing
   a) Provide critical incident management discussion with involved faculty members (follow the sequence of a typical Stress Management/debriefing protocol, tailored to fit the needs of each situation).
   b) Review the entire response process and protocol with involved faculty members at earliest convenience to evaluate its implementation. Note any suggested changes for future reference. A secondary debriefing may be warranted with CWRU authorities, depending on the gravity of the incident.
c) Submit summary of incident, including action taken, to the Assistant Dean for Student Services, who will share information with appropriate parties.

February 2010: Guidelines reviewed with Office of General Counsel and Associate Dean for Academic Affairs.

**ADJUNCT FACULTY**

**ADJUNCT FACULTY DEFINITION AND TITLE**
Adjunct faculty are formally appointed, contractual instructors who teach in class or field in the full-time and/or Intensive Weekend program at MSASS. Teaching in the MSASS’ Professional Development and Continuing Education Program does not constitute adjunct faculty status. Instructors are considered adjunct faculty during the year of their formal appointment. If they are not teaching or providing field instruction, they are no longer considered adjunct faculty, nor should they present themselves as such.

**ADJUNCT FACULTY APPOINTMENT AND EVALUATION**
Adjunct faculty play a significant role in teaching at MSASS. Responsibility for the appointment, orientation, monitoring, and evaluation of adjunct instructors rests primarily with the Associate and Assistant Deans of Academic Affairs. While support may be available through a lead instructor; concentration/specialization chair; and orientation by the Assistant Dean for Academic Affairs, the assumption is that adjunct instructors will not need substantial support to carry out their teaching assignment at a high level.

Instructors are recruited on an ongoing basis rather than on a semester-by-semester basis. Appointments are based on a review of the individual’s credentials as well as a personal interview. The responsibility for recruitment rests with the Associate Dean for Academic Affairs, and full-time faculty provide consultation regarding recruitment and appointment in a manner consistent with existing definitions of their roles.

Each adjunct instructor receives a written letter of agreement reviewing the nature of the contractual arrangement between MSASS and the instructor, specifying the course(s) to be taught, and the necessity of evaluating student performance. The contract also states the instructor’s responsibility to follow a master course outline or its equivalent. (If a master course outline is not available, the course developed by the adjunct faculty is reviewed by a full-time faculty person designated by the Associate Dean prior to implementing the course.) The contract also specifies a Lead Instructor. This full-time faculty person serves as the content specialist for the course and should be contacted with content-related questions. Lead instructors for some courses with multiple sections schedule small group meetings for all faculty teaching that course, thus giving instructors the opportunity to share ideas, experiences, successes, and challenges with others. Theresa Wilson tlb2@case.edu can provide names of lead instructors for all courses.
In conversation with students, we ask adjunct faculty to be mindful that his or her agency may not be a current field site and to take care not to refer a student to the agency for field placement consideration; rather, please refer students with interest in a particular field placement back to his or her Field Advisor for further discussion.

MSASS contractually requires adjunct faculty to attend an annual Fall Academic Update (held the first Friday in September), whether they are scheduled to teach that year or not. It is difficult to hire adjunct faculty to teach a course without their having ongoing information about changes in program or policy, as information changes from year to year.

Students’ final online course evaluations will be reviewed each semester. The Associate Dean for Academic Affairs will review evaluation of full time faculty; the Assistant Dean for Academic Affairs will review evaluations of adjunct faculty. The Assistant Dean will meet with adjunct faculty whose student evaluations indicate significant challenges in order to assist with teaching support and/or problem-solving.

Non-renewal of a previous teaching contract does not imply teaching deficits. Rather, the needs of the Mandel School for part-time instructors varies from year to year, as full-time faculty contracts change, and as doctoral candidates implement teaching experiences.

ADJUNCT FACULTY PRE-SERVICE ORIENTATION AND PREPARATION
New adjunct faculty are required to meet with the Assistant Dean for Academic Affairs for an orientation prior to the first teaching experience. The orientation may be one-on-one or in a small group and will include information about the organization and content of the MSASS curriculum; use of the Harris Library; Blackboard and classroom technology; approaches to teaching and grading; administrative issues; appropriate contacts when student issues arise; and other relevant practical issues. Concentration/specialization chairs and lead instructors may also follow up with orientation specific to the course being taught. Adjunct faculty teaching in the Intensive Weekend program for the first time are also asked to meet with Jerry Strom gas4@case.edu, Director of Intensive Weekend.

ENTERING THE CASE SYSTEM/CASE USER ID AND PAYROLL

Adhere to the following procedure to enter the Case system.

Payroll
- Take your letter of agreement, passport or driver’s license and social security card to Human Resources, Crawford Hall, room 220;
- Complete all appropriate forms, i.e., federal and state tax, I-9, personal information, and direct deposit;
- Take your authorization to Access Services (ground floor) and receive your Case ID card.
Activate Your Case User ID

- Go to https://its-services.case.edu/my-case-identity/activate/index.cgi and follow the instructions.

Note: Your account activation PIN allows Case to activate your account without you having to provide sensitive personal information. Your PIN is a character string made up of letters (A-Z) and numbers (0-9) that is used only to activate your account.

If you were never given your PIN through some physical means (such as postal mail, or in your orientation packet), or if you have forgotten it, you may look up your PIN by using the PIN retrieval tool. The PIN retrieval tool requires you to enter your Social Security Number and Date of Birth to verify your identity. If you have already activated your network account (eg: abc123) but do not remember it or your password, please contact the Case Help Desk at 216-368-HELP (4357) for assistance obtaining your account ID or resetting your password.
The Four Phases of Adjunct Hiring and Support

**Initial Phase**

- Potential adjunct contacts
  - MSASS (or is recommended by faculty)
  - Via Office of the Associate Dean
    - Faculty member
    - Dean’s Office

- Associate Dean instructs assistant to send form letter requesting resume & diploma/transcript, and return of Faculty Info Sheet
- Upon receipt of Faculty Info Sheet, potential adjunct entered into database
- Associate Dean screens out applicants to keep on file
- Resume and Faculty Info Sheet (along with memo) forwarded to lead instructor or Associate Dean asking him/her to interview candidate

- Enclose with letter: Faculty Information Sheet, School Catalog, Faculty Handbook or CD

**Second Phase**

- Lead instructor forwards to associate dean his/her assessment and recommendation for each course of interest
- If recommended to teach, candidate’s materials are put on file
- During semester planning, database is searched for recent history of course and those approved to teach it
- At the request of the Associate Dean, the admin assist contacts candidate and asks if he/she is interested in teaching the course
- Approval to Teach is completed and signed by Associate Dean
- Assistant Dean reviews materials, and schedules meetings with new adjuncts to discuss the culture of MSASS, review the policy manual, and answer questions
- Letter of agreement (along with a memo) to teach course sent within two days (of approval from MSASS HR). Letter must specify that orientation is mandatory if adjunct is new

**Third Phase**

- Adjunct instructor takes letter of agreement, along with other required documents, to Human Resources to access Case system. Affiliate form is completed by Administrative Assistant; instructor should then be able to access Blackboard, etc.
- Director of Intensive Weekend Program contacts adjunct to discuss program (if teaching IW)
- Lead instructor sent memo with adjunct’s name, address, phone number, and e-mail address

**Fourth Phase**

- Online course evaluations completed and reviewed by Assistant Dean for Academic Affairs.
- Adjunct forwards syllabus to DA five weeks before the start of class. DA immediately updates syllabus, loads it onto the share file, and returns updated copy to adjunct
- Adjunct must load syllabus onto Blackboard four weeks before class begins

**NOTES**

- Faculty liaisons should routinely send adjuncts welcoming letters, emails, meet with them, or give them calls
- Adjucts hired to teach in IW program, who have not taught for us in the past, need special orientation from Director of Intensive Weekend program
- All adjuncts must arrange for a tutorial of classroom technology, and, if needed, Blackboard.
ADJUNCT FACULTY PARKING

Parking Next to the MSASS Building
Parking may be available adjacent to the MSASS building during your class. Call the receptionist at 216/368-2290 no more than 24 hours prior to your class and request a parking pass, if available. If your plans change and a parking pass is no longer needed, please cancel with the front desk so others may reserve. The parking lot is continuously monitored and you may be ticketed at any time for using it without a pass.

Botanical Gardens Parking Garage
Another option is the underground parking at the Botanical Gardens. This garage is open and secured from 7am to 11pm. To access the garage, go north on Ford then turn left onto East Blvd. Turn right onto Wade Oval and immediately right into the sloping driveway entrance to the parking garage. This is directly opposite the Art Museum.

When you enter the garage you will take an automatically dispensed ticket. Bring the ticket with you to MSASS and have it stamped at the front desk which is typically staffed between 8:30am and 6pm. Occasionally due to illness or otherwise you may find no staff at the desk and your parking ticket cannot be stamped. In that event, please pay for parking and turn in your receipt for reimbursement to Administrative Services, Room 210.

When you return to Botanical Gardens you can access the garage through the main lobby (go inside and turn left to find the elevator to parking) during working hours. In the evening go into the lobby through doors at the back of the building; these are always open and directly across from the elevator.

Take the elevator to P1 parking level and present your stamped ticket at the security window. The guard will validate the magnetic strip on the ticket, and inserting the validated ticket allows the gate to open. During the day an attendant is in the Security office. Between 9 and 10pm Security begins rounds of the building so if you return after 9pm to get your car, please be patient and Security will return to the office.

In the rare event you pull in and see a FULL sign, tell the attendant you are an adjunct faculty at MSASS and he or she will be able to find a space for you or will direct you to alternate parking. Parking at the Botanical Gardens may also be offered to guest speakers for courses in the MSSA program. Payment by Academic Affairs for parking in the lot is limited to adjunct faculty and guest speakers in MSSA courses.

Severance Parking
A third and least desired option is Lot 29 (Severance Hall). Bring your parking ticket with you and present to the receptionist at the front desk to be stamped.
ADJUNCT FACULTY OFFICE
The office is located on the first floor in the Student Lounge, room 143. Obtain the key from Harris Library Circulation Desk; it can be charged out for an hour as reserve material. The key can be renewed once by phone or in person. Overdue keys are subject to fines, as are other reserve materials. The office can be used for adjunct faculty paperwork and for meeting with students or other faculty, as needed.

EMAIL COMMUNICATION WITH ADJUNCT FACULTY
All communications from MSASS will be sent electronically to adjunct instructors using the email account provided to us. Please read MSASS email in a timely fashion for announcements and for student-related information. If a reply is required, please do so as soon as possible. This is particularly important in communication with students. If a personal email account is changed, notify Theresa Wilson tlb2@case.edu as soon as possible.

ADJUNCT FACULTY: “FOR HELP WITH, PLEASE CONTACT…”
- content and assignments for your course, contact your Lead Instructor (name is on your contract);
- interpretation of student accommodation letters, contact Andrea Porter agp8@case.edu;
- student behavioral concerns, absence, illness, contact Andrea Porter agp8@case.edu;
- teaching questions/support, academic issues with students, Patterns of Enrollment, academic advising, contact Sarah Andrews ssb4@case.edu;
- Blackboard, contact Kristen Kirchgesler kja13@case.edu in Harris Library and the Blackboard Wizard http://www.case.edu/its/itac/BBWizard/;
- classroom technology training and support, contact Mike Olenik Michael.olenik@case.edu or Tom Franchina cxf34@case.edu;
- clerical support, typing, copying, syllabi, obtaining Case ID, contact Theresa Wilson tlb2@case.edu;
- parking pass, contact Front Desk in MSASS Lobby, or call 216/368-2290 24 hours in advance of need;
- payroll, contact Delores Mathews dam4@case.edu;
- field education, contact Scott Wilkes saw31@case.edu;
- overall responsibility for master’s program, contact Sharon Milligan sem@case.edu;
- Student Information System (SIS) questions or class lists, go to http://www.case.edu/provost/registrar/sisfaqfac.html or contact Debra Fields daf3@case.edu;
- all questions related to registration, withdrawal, and grades, contact daf3@case.edu;
- financial aid, contact Churyl Croone exc11@case.edu;
- request to change Academic Advisor, contact Sarah Andrews ssb4@case.edu
- classrooms, parking, and MSASS facility issues, contact Bill Haller wjh11@case.edu

ADJUNCT FACULTY PROFESSIONAL DEVELOPMENT
MSASS provides an appreciation lunch and continuing education opportunity each spring to support adjunct faculty teaching. These programs can create both personal and professional growth as faculty work to foster a student-centered classroom. Through workshops, discussions,
and individual coaching, adjunct faculty are offered the opportunity to reflect on current teaching practices and to learn about other educational initiatives while receiving support and feedback.

**ADJUNCT FACULTY ROLE WITH TROUBLED AND TROUBLING STUDENTS**

During the spring 2009 workshop for adjunct faculty titled “The MSASS Adjunct Faculty Role in Supporting Students,” several participants questioned whether their role as independently licensed social workers trumped their role as adjunct instructors if the occasion arose when a student disclosed personal information MSASS would expect to be shared with the appropriate supervisor -- if the information indicated violation of the MSASS Code of Conduct or violations of social work ethics. In other words, is there a conflict between the requirements of the licensure board for social workers and our University policy in dealing with troubled or troubling students?

Zoe Breen Wood, former director of Field Education, talked in 2009, with Marcia Holleman, License Coordinator, and Bill Hegerty, Deputy Director of the Ohio Counselor, Social Work, and Marriage and Family Therapist Board about this question. Hegerty, who is in charge of ethics, said the Board requirements apply to social workers in their interactions with their clients. Because our adjunct instructors and field instructors are not seeing students as their clients, and are functioning in an educational role, they are bound to follow University protocol.

The protocol here at MSASS, as reviewed during the workshop, is if a field instructor has a concern about student behavior, he or she should share it with the field advisor who then reports to the Director of Field Education. If an adjunct faculty member has a concern about student behavior, he or she should share it with the Assistant Dean of Student Services. Academic questions should be reported to the Assistant Dean of Academic Affairs. Concerning reports brought to any Director or Assistant Dean may then go to the Dean’s Committee on Consultation for further discussion about how to best handle. In all cases, School and University protocol will prevail.

**ADJUNCT FACULTY ROLE WITH MSASS STANDING COMMITTEES**

Adjunct faculty representatives serve on the Committee on Students, Curriculum Committee, and Library Committee. The Committee on Students provides consultative and administrative functions regarding students who present problems academically, in field, or in professional conduct areas. A complete description of the Committee may be found in *The MSASS Manual: Supporting Students for Success, 2011-12.*

The Curriculum Committee provides leadership, establishes standards, and initiates activities for overall development and coordination of the master’s program. The Library Committee makes recommendations to faculty on the overall mission and direction of Harris library services.

**GRADUATION**

All adjunct faculty are invited to purchase or rent academic regalia and march with full-time faculty during graduation. The University creates a graduation website by late March, and all
information to register for the events and to rent regalia can be accessed there. Please contact Theresa Wilson tlb2@case.edu for more information.

FIELD EDUCATOR’S /TASK SUPERVISOR’S ROLE IN FIELD EDUCATION

As integral members of the Social Work Educational Team, we want to take this opportunity to express our collective appreciation and gratitude to all of you for providing your expertise and wisdom to our students. As the signature pedagogy of social work education, our program’s strength is both enhanced and supported by your efforts. Through this collaborative partnership, we are able to safeguard and promote the academic and personal integrity of our profession.

Of particular note is that this will mark a year of transition in Field Education. As MSASS moves to using a revised set of abilities, Field Education has taken advantage of the opportunity to revise the learning contract and evaluation to reflect these changes. This new learning contract and evaluation and the new abilities will be used by all incoming students in Field Education.

Returning students will continue to utilize the former learning contract and evaluation and the original abilities for field education.

Another change that is occurring is an increased shift to electronic records including all field education documents. Field Educators are strongly encouraged to complete their portions of the field documents electronically.

This manual is to be used in conjunction with the MSASS Student and Faculty Manual, 2011-2012, which can be found at: http://msass.case.edu/downloads/academic/Student_Handbook.pdf. Prior to reading the remainder of the Field Instructor section of this manual, it is imperative that you read in the following sections of the Faculty and Student

- Introduction
- About Social Work & Social Work Values
- The MSSA Program
- Academic & Student Services Policies & Procedures
- Student Records
- University Policies

These policies and procedures apply to the field setting and should be familiar to the field educator and task supervisor in their field education role.

FIELD EDUCATION AT MSASS

Field Education is a vital and dynamic component of the MSASS program. It affords students the venue to integrate theoretical concepts from the classroom to the reality of social work practice in the community. Within this context, the Field Educator and (when applicable) the Task Supervisor provide the student with the “instruction and education” necessary for successful
completion of this course. The mandate for 60 to 90 minutes of protected field instruction/supervision sessions on a weekly basis constitutes the formalized teaching/educational component of the Field Education course. In order to maximize the learning opportunities available through field instruction, students are requested to provide their field educator/task supervisor with copies of all course syllabi and to develop an agenda for each supervisory session. We appreciate and acknowledge the time constraints that are now the reality of practice in social work organizations and are cognizant of the mandates to utilize time in the most efficient and meaningful pursuits. Therefore, we stress the importance of developing professional time management and organizational strategies with our students to maximize the benefit of their field instruction with you. By creating an agenda for supervision, students have exposure to prioritizing issues, determining the level of acuity inherent to issues confronted in the field, articulating a supervisory focus and questions to address field challenges and identify areas for future learning.

THE LEARNING CONTRACT/EVALUATION
The Learning Contract is a working document that creates the format and guides the field learning throughout the semester. Referring to this document during supervisory sessions will strengthen the Learning Contract as a dynamic tool to capture diverse learning opportunities, areas of success, challenge and ultimate integration of theory to practice. As previously noted 2011 incoming students will work under the new abilities and new learning contract and evaluation in field. Returning students will utilize the original set of abilities and the former learning contract and evaluation to provide continuity of the field learning experience.

The Learning Contract guides the development of skills and experiences that provides the structure for each field period. It is the product of a collaborative process involving students, field instructors/task supervisors and field faculty advisors. The document is organized to reflect tasks and opportunities for skill development in each of The Eight Abilities of practice deemed essential for competence upon graduation. The suggested tasks provide a framework of expected skills to be achieved and demonstrated at the completion of the field period. Students, field educators/task supervisors and field faculty advisors offer input to the endorsement of or creation of original tasks to guide each individual student’s field experience. The Learning Contract is the catalyst for assessment, critical thinking and exchange of feedback to support and enhance the supervisory/mentoring experience. This document captures the unique experiences and opportunities that students address in their field placements and serves to provide a basis for developing a comprehensive skill based resume upon graduation. The completed Learning Contract/Evaluation becomes a part of the student’s official transcript upon graduation from MSASS. Therefore, the document needs to be completed in a professional format, electronically, but with original signatures of all parties participating in its development (student, field educator, task supervisor and field faculty advisor).

Students may struggle with the development of the Learning Contract. It does get easier. It helps to begin by agreeing upon the specific assignments that the student will undertake in the field setting during the field period and to then identify the ability(ies) that relate to each assignment. With that foundation, the student can move to examine the key tasks necessary to address each
ability. We encourage you to work collaboratively with students to develop tasks that are specific and measurable (much like all documentation mandates in social work practice). The contract clearly specifies the opportunities, experiences and skills that are collectively endorsed to provide the student with a rich and challenging field learning opportunity. The more specific the learning contract, the easier it will be to assess growth and professional development and to provide clarity to all parties involved in this process.

**THE FIELD CONFERENCE**
Field Conferences are required each field period. It is the student’s responsibility to schedule the date and time of the conference by consulting with the field educator, task supervisor (when applicable) and the field faculty advisor. Scheduling the field conference early in the field period is strongly encouraged.

Please note that a change for all students is that a portion of the contract – the Demographics and the Educational Plan are to be submitted to the field faculty advisor prior to the field conference.

For students in SASS 601 the Demographics and Educational plan should be submitted to the field faculty advisor electronically by the student’s 4th week in the field setting.

For students in SASS 602, 603 & 604 the Demographics and Educational plan should be submitted to the field faculty advisor electronically by the student’s 3rd week in the field setting.

The Learning Contract is the focus of the Field Conference. Therefore, the document needs to be completed and ready for review/revision with the Demographics and Educational Plan submitted to the Field Advisor prior to the Field Conference. The student’s learning is the focus of this conference. Integration of theory to practice and professional identity are areas of importance to address. Students may be asked to present a field experience to highlight their learning and provide a means of synthesizing abilities and skills. The Field Conference allows for the modeling of professional collaboration and consultation, conflict mediation/resolution and provision of feedback and advocacy.

**THE FIELD PLACEMENT PROCESS**
We at MSASS believe that field education works best when the student and the field educator are involved in a mutual selection process. To that end, MSASS does not “place” students without input from both the student and the agency. The process used to establish the full time student’s field placement is outlined below.

Incoming students complete a Field Education Placement Form prior to the start of the academic year. (See The form is reviewed and assigned to the field faculty advisor whose areas of expertise matches the articulated interests of the student. This is a starting point. The student and assigned field faculty advisor schedule an interview to review the contents of the planning form and to begin to articulate learning goals, scope of practice, learning style, optimal learning environment and areas of challenge. Students are encouraged to consider all of these elements when selecting field sites to consider as potential field placements. If during the course of our
contact with students, additional interests, skills emerge as relevant the student may be referred to other field faculty for consultation.

The foundation field experience offers students exposure to the diversity of generalist social work practice. It presents an opportunity for students to explore areas of interest that may lie outside of their area of concentration yet will provide the fundamental skills for success in their advanced field experience. We attempt to engage students in determining learning goals based upon skill development that may encompass areas of practice that extend beyond their primary populations of interest.

Incoming students with Advanced Standing pose additional opportunities and challenges. Often, their field experience is completed at a single organization/agency. We need to work with students to secure a field placement that will support their concentration and offer the diversity and scope of practice to challenge and stimulate professional growth throughout a three semester experience. Some students choose to spend one semester at a different field site to access another field experience and opportunity to develop additional skills. This process is considered through individual consultation with students and field faculty advisors. A sound educational rationale is necessary to consider and implement a change in field sites.

Advanced field placements need to reflect the student’s concentration and articulated scope of practice. We begin this process with students in the second semester of their foundation year at MSASS. The internal process is comprised of both individual and group meetings between students and field faculty to develop field options to support their MSASS concentration and provide development in advanced areas of practice.

Intensive Weekend students are responsible for securing their own field placement. If you are asked to serve as a field educator for an Intensive Weekend student, we ask that you be able to commit to the full two or three years that the student will be in field and that you will attend an orientation to field education held at MSASS.

**THE ROLE OF FIELD EDUCATORS/LIAISONS IN THE SELECTION PROCESS**

Field Educators/ Agency Liaisons serve a pivotal role in this process. After meeting with the field faculty advisor, the student is given a short list of placement options and asked to schedule an interview with each in order to learn about the organizations selected and determine which setting they believe will best meet their learning needs. We ask that you interview potential students for specific areas of practice at your organization and offer feedback to your field faculty advisor regarding the prospective student’s appropriateness to your setting. Our goal is to assure that there is a mutual selection process that occurs between each field site and each student. We do not assign students to field sites. We value the process that occurs between prospective students and field placement organizations. Field Faculty Advisors appreciate the opportunity to work collaboratively with you to determine the mutual benefits of field education to the organization and the student. It is always helpful for us to be apprised of changes that may impact the student’s experience. We welcome your questions and look forward to working
with you in a partnership that will provide a mutually rich educational experience for all parties involved.

Field educators are also responsible for signing the student’s monthly time sheet. One of the unique features of the MSASS Field Education Program is that our full time students are paid a stipend for their field placement. The monthly time sheet students are required to complete and submit is used to track and compute their field hours for monthly payroll. Students in the intensive weekend program also are required to complete a monthly time sheet delineating their time and tasks in field education. The time recorded on these sheets must be approved by an agency designee who can verify the student’s time spent at the field site. In most cases, the Field Educator is responsible for signing the student’s time sheet. In cases, where the field educator is not in the student’s agency and the student is provided with day to day oversight by a task supervisor, it is the task supervisor who should sign and verify the student’s time sheet.

**Grading**

The Field Faculty Advisor assigns the student’s grade for each completed field period. The grade is either a Pass or Not Pass or Incomplete. The Field Conference coupled with the information and assessment contained in the Learning Contract/Evaluation provides the basis for assigning a grade. The field instructor and student assessments reflect the extent to which the student has met expectations pertaining to each of the items endorsed on the learning contract, the identification and appreciation of the learning that occurred throughout the field period and the integration and synthesis of learning to practice. The evaluation process that occurs between Field Instructor and student is of significant educational and professional value. The abilities involved in offering and receiving feedback and self assessment of performance are experiences that students will integrate and apply throughout their professional careers.

When there is also a task supervisor involved, we ask that he/she provide input into the evaluation as well. This may take the form of an additional statement from the task supervisor or by providing input to the field instructor.

It is important to assure that the ratings accurately reflect your assessment of the student’s performance. It is not helpful and often counterproductive to assign a rating that does not reflect the student’s actual performance. The Field Faculty Advisor utilizes the Learning Contract/Evaluation as the basis for assigning the student’s grade.

**Field Educator/Task Supervisor Training**

The Field Education Department schedules training for new and experienced field educators during the summer to prepare for the upcoming academic year. The training are designed to familiarize field educators/task supervisors with the expectations and guidelines necessary for compliance with the field education program and to provide information relevant to curricular and administrative changes at MSASS and Case Western Reserve University. Workshops are also offered specifically for Field Educators/Task Supervisors to address special topics to support your work with students. These training opportunities are structured to satisfy the Ohio Licensure renewal requirements in ethics and supervision. We encourage you to attend the training that is
most appropriate for you. We also encourage you to suggest topics that you believe would be helpful for us to schedule in the future.

The Field Education Department strongly encourages all field educators & task supervisors to attend training in preparation for your work with students.

**Role of the Task Supervisor**
The Task Supervisor works in partnership with the Field Educator to provide a comprehensive field experience for the student. Often, the Task Supervisor oversees the daily assignments and structure of the field placement – working with the Field Educator and student to develop and implement the Learning Contract and to offer feedback and assessment related to the student’s performance in field. It is essential to have the Task Supervisor’s input and participation in each semester’s Field Conference and completed Learning Contract/Evaluation.

**SPECIAL ISSUES IN FIELD**
All students sign the MSASS Professional Code of Conduct during orientation and are mandated to comply with the NASW Code of Ethics. We encourage students to raise questions/concerns related to professional conduct and to demonstrate adherence to the Code of Conduct and Code of Ethics in all interactions. It is especially helpful for Field Educators/Task Supervisors to be attentive to, explain the inherent liabilities and caution students to avoid dual and/or multiple relationships involving clients, co-workers or others involved in their field experience.

In addition, it is important to address and outline the organization’s safety and liability protocols with students to enable them to be familiar with and anticipate preferred responses to unexpected events. The University provides liability coverage for students during the periods of time that they are registered for field education. If additional licensure/coverage is needed, the student is responsible for ascertaining and complying with the organization’s requirements.

Periodically, field opportunities occur at times when students are not regularly scheduled to be at their field placement. Students may not miss class in order to attend field.

Special consideration needs to apply to defining a student’s role in fulfilling field responsibilities involving potential liability in situations involving on-call, emergency/crisis intervention or client safety. Field Educators need to assess the student’s competence and willingness to participate in these areas of practice and clearly articulate the supervisory mechanisms to support a student in addressing these educational experiences. Students may not participate in on-call or emergency activities at times that are not specifically designated as field hours.

**QUESTIONS?**
*PD(Professional Development) Hours?* — A portion of each student’s field hours is to be spent in professional development activities. For students in Field 601 - 164 hours are spent at the field site and 12 hours are spent in professional development activities. For students in Field 602, 603 & 604 - 312 hours are spent at the field site and 24 hours are spent in professional development activities. It is the student’s responsibility to work collaboratively with you to identify
professional development opportunities of interest and to schedule them so as not to conflict with established field responsibilities. We appreciate your flexibility and help in identifying appropriate PD activities for students and in allowing them to plan attendance at times compatible with field needs. We encourage students to take advantage of diverse PD opportunities outside of their articulated areas of interest/specialization in order to gain a broad exposure to social work issues and practice. For more information about Professional Development, please see the Frequently Asked Questions found on the Field Education website at http://msass.case.edu/fieldedu/Professional_Development_Frequently_Asked_Questions_11-6-09.pdf.

Who do I go to with questions/concerns? — Your student’s Field Faculty Advisor is your first contact to initiate a discussion of any question or concern related to your student’s field education program. We appreciate hearing from you and welcome the opportunity to work with you to address any questions or concerns. Please don’t hesitate to be in touch with us – it is most helpful for us to be involved earlier than later. We are available by phone, e-mail and/or to meet in person.

What if this isn’t the right match? — In spite of our best collective efforts to identify and facilitate educationally viable matches between field organizations and students, there are times when we run into difficulties. Our preference is to work with the field organization and the student to determine if there are adjustments that may serve to ameliorate concerns and restore the educational viability of the placement. This process serves as a model for professional problem solving and collaboration for students. If a change of field placement is indicated the protocol outlined in the Field Education Manual http://msass.case.edu/downloads/fieldedu/Field-Education-Manual-2006-07.pdf is implemented and followed.

What is the Field Education Seminar? — The Field Education Seminar is designed to be taken by social work students during the first semester of their master’s program. The course instructor is the Field Faculty Advisor working with this cohort of students in their field placements. The overall goal of this course is to provide social work students with a solid grounding in learning through field education as well as to provide opportunities to integrate classroom and field learning at the generalist practice level (EPAAS Program Objective M6 and EPASS Content Area 4.7). Each Field Faculty Advisor adapts the course syllabus to meet and address the specific needs of the students in the cohort. We welcome your input in augmenting the syllabus to strengthen our program and to help students maximize their individual field experiences.

Where can I find the forms and syllabi referenced? — All of the forms, policies and field education syllabi may be accessed on the Field Education website http://msass.case.edu/fieldedu.
ACADEMIC ADVISING

ROLE OF THE ACADEMIC ADVISOR
Each MSASS student is assigned a full time faculty as his or her Academic Advisor. Academic Advisors help set the tone for the relationship students will have with the School. Academic advisors serve as mentors; as “sounding boards” for decision-making; and as sources of encouragement, guidance, and challenge. Academic advisors assist students in making the most of their time at MSASS by answering questions about concentration/specializations and assisting with elective choice.

When students are successful, Academic Advisors are there to cheer them on and help develop further learning plans; when students experience difficulty, Academic Advisors can help student strategize to overcome those difficulties and to navigate administrative procedures. Academic Advisors develop ongoing relationships with advisees to help guide academic decisions and foster self-reflection, helping ensure students make decisions and set goals appropriate for their curriculum and congruent with the values of the profession.

ASSIGNING ACADEMIC ADVISORS
The Assistant Dean of Academic Affairs will assign Academic Advisors to incoming students as they are matriculated. Student names will appear immediately on each faculty’s Student Information System (SIS) page; click on “View My Advisees” to see your list. Students are assigned, as much as possible, to an Academic Advisor who shares the student’s stated academic interest at the time of confirmation of attendance.

SUGGESTIONS FOR ACADEMIC ADVISING…
  ■ Check your faculty page on the Student Information System (SIS) for a list of academic advisees each fall. The list will include returning advisees as well as new students. If a name appears and the student has graduated, been dismissed, or you are sure you are not the correct Advisor, please contact either the MSASS Registrar or the Assistant Dean of Academic Affairs to investigate and/or remove the name;

  ■ Meet with new students during August or September to help create the Pattern of Enrollment (POE); blank copies of all Patterns of Enrollment, as well as listings of courses available in the full time and Intensive Weekend programs, can be found at http://msass.case.edu/registrar. The student’s Pattern of Enrollment, in all program formats (including Intensive Weekend), is due to the MSASS Registrar by Friday, October 7, 2011. The student should submit the original POE to the Registrar and a copy may be retained by the Academic Advisor and by the student. Incoming advanced standing students may meet with an Academic Advisor during orientation if they have electives to select for fall semester;
Remind students they must have Academic Advisor permission to make a change on a signed Pattern of Enrollment (POE) and that they are responsible for knowing and meeting all requirements for graduation;

Complete a quick check of your advisees registration each semester by clicking on the student’s name then using the drop down menu to access “course history.” Completed courses, those in progress, and those registered for the next semester will appear. Contact the student for discrepancy with the Pattern of Enrollment or if he or she continues to carry Incomplete grades.

Refer students, as appropriate, to other curriculum specialists using the “Go To” list in The MSSA Student and Faculty Manual, 2011-2012 [link]. The list includes specialty faculty for concentrations, specializations, certificate programs, and dual degrees.

Advise students they may consider electives outside MSASS for their Pattern of Enrollment (POE), but they must discuss with you and seek permission to ensure the choice is appropriate to their curriculum;

Advise full-time students they may only take courses in the Intensive Weekend format if a) the course is advertised for both full time and Intensive Weekend students; or b) if they petition the Assistant Dean of Student Services for permission. The Student Information System (SIS) includes a registration block, helping to ensure students register for courses in the program to which they were admitted and protecting needed seats for Intensive Weekend students. Special permission for full-time students to enroll in a weekend section is seldom granted.

**CHANGE IN ACADEMIC ADVISOR**

If a student changes concentration/specialization or pursues a certificate or dual degree, the student will be transferred to the faculty assigned to that program for academic advising. Students or faculty may contact the Assistant Dean of Academic Affairs to request the change.

**CASE GRADUATE STUDENT SENATE MENTORING/MENTEE GUIDEBOOKS**

* A Mentoring Guidebook for Faculty: Helping Graduate Students Grow into Respected Professionals and Trusted Colleagues was created by the Case Graduate Student Senate Subcommittee on Mentoring, a group of graduate student volunteers who spent many hours during the 2007-08 academic year drafting and editing this document. To view, go to [link]. Although some of the document is specific to the mentoring relationship between faculty and doctoral students, much of the content applies to our advising and mentoring students for the MSSA.

Published in 2009, the *Mentee Guidebook for Students: How Graduate Students Can Become Respected Professionals and Trusted Colleagues* [link] represents a body of work spanning nearly three years of effort by the...
Graduate Student Senate. Together, these resources emphasize that the mentor/mentee relationship is truly a two-way conversation.

**INDEPENDENT STUDY (SASS 598) AND INDEPENDENT RESEARCH (SRCH 536)**
Students interested in pursuing an Independent Study or Independent Research should go to [http://msass.case.edu/registrar/independent.html](http://msass.case.edu/registrar/independent.html) for instructions and forms to submit to the Registrar at the time of registration. SASS 598 and SRCH 536 must be supervised by a full-time MSASS faculty member.

**STUDENT GRADE POINT AVERAGE (GPA)**
Students can access their current grade point average via the Student Information System (SIS). They may go to the drop down menu on their page and click on “Other Academic,” then “Transcript – View Unofficial.” It takes several minutes to process, but the student will access an unofficial transcript with the overall grade point average to three decimal places. MSASS does not manually compute student grade point average.