

# Online MSSA Degree Program Student and Faculty Manual

Policies and Procedures 2017-2018

# MSSA

## SUPPORTING STUDENTS FOR SUCCESS



JACK, JOSEPH AND MORTON MANDEL  
SCHOOL OF APPLIED SOCIAL SCIENCES

CASE WESTERN RESERVE  
UNIVERSITY

## **FOREWORD**

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

## ACCREDITATION

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

Please address all correspondence to:  
Mandel School of Applied Social Sciences  
Case Western Reserve University  
10900 Euclid Avenue  
Cleveland, OH 44106-7164  
Tel: 216/368-2280; 800/863-6772  
Fax: 216/368-5065  
Website: <http://msass.case.edu>

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

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

## MESSAGE FROM THE DEAN

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

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



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

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

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

What we hope you'll find here at MSASS, in addition to a high-quality education, is a real community of people who care about one another and care about the world around them. We nurture and encourage each other. Our faculty members learn from their students, and each enriches the others' lives in many, many ways.

It is this strong community that will help you on your path to building and sustaining other communities. We look forward to our time together and to discovering where it will take us.

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

# TABLE OF CONTENTS

## **WELCOME TO MSASS!**

[Foreword](#)

[Accreditation](#)

[Message from the Dean](#)

## **ABOUT SOCIAL WORK AND SOCIAL WORK VALUES**

[National Association of Social Workers \(NASW\)](#)

- [Code of Ethics](#)
- [NASW Standards of Cultural Competence](#)

[Ability Based Learning Environment \(ABLE\) and Outcomes Based Education](#)

[Ability Statements](#)

[Community-Based Practice](#)

## **MASTER OF SCIENCE IN SOCIAL ADMINISTRATION (MSSA) PROGRAM**

[The Curriculum](#)

- [Foundation and Advanced](#)

[Concentrations](#)

- [Community and Social Development Concentration \(CPSC\)](#)
- [Direct Practice Concentration \(DP\)](#)
  - [Children, Youth, and Families \(CYF\) Specialization](#)
  - [Mental Health Specialization \(Adult\)](#)

[Online Format Program Overview](#)

- [Degree Requirements](#)
  - [Community Practice for Social Change Traditional Track](#)
  - [Community Practice for Social Change Advanced Standing Track](#)
  - [Child, Youth and Family Traditional Track](#)
  - [Child, Youth and Family Advanced Standing Track](#)
  - [Mental Health Adults Traditional Track](#)
  - [Mental Health Adults Advanced Standing Track](#)
- [Link to Course Descriptions](#)
- [Learning Management System \(LMS\)-Moodle](#)
- [CASE Employees](#)

## **ACADEMIC AND STUDENT SERVICES POLICIES AND PROCEDURES**

[Academic and Field Advisors/Patterns of Enrollment \(POE\)](#)

[Academic Integrity/Plagiarism](#)

[Candidacy for the Degree](#)

[Class Scheduling – Online Format](#)

[Code of Professional Conduct](#)

[Committee on Students](#)

[Commencement](#)

[Course Evaluations](#)

[Grading Policy](#)

[Grievance Procedures](#)

- [Appeal of Administrative Policies](#)
- [Appeal of Academic Decision/Grade](#)
- [Within the University](#)

[Incompletes in Academic Courses](#)

[Incompletes in Field Education](#)  
[Late Assignments](#)  
[Multiple Relationships at MSASS](#)

## **MSASS POLICIES**

[Probation and Dismissal Policies](#)  
[Readmission to Candidacy](#)  
[Registrar's Webpage](#)  
[Accessing Student Grade Point Average \(GPA\)](#)  
[Add/Drop Policy](#)  
[Registering for Courses](#)  
[Social Work Licensing](#)  
[Student CWRU Network ID](#)

- [Activating the Network ID](#)
- [Password Requirements](#)
- [Network ID Help desk](#)

[Transfer Credits](#)

## **TUITION AND FEES**

[Financial Aid](#)  
[Student Activity Fee](#)  
[121 Fitness Student Membership Fee](#)  
[MSASS Tuition](#)  
[Methods of Payment](#)

## **MSASS COURSE/WITHDRAWAL POLICIES**

[Course Withdrawal](#)  
[Withdrawing from the University](#)

## **STUDENT RECORDS (Academic Record Privacy for Students (FERPA))**

[Student Files](#)  
[Release of Personally Identifiable Records](#)  
[Directory Information](#)  
[Transcripts](#)  
[MSASS Files](#)  
[Student Rights and Responsibilities](#)  
[Students Right to Know](#)

## **ADDITIONAL STUDENT SUPPORT SERVICES**

[Barnes & Noble Bookstore](#)  
[Case Career Center](#)  
[CaseLearns/Computer Training at Kelvin Smith Library](#)  
[Disability Accommodations](#)  
[Information Technology](#)

- [Acceptable Use Policy \(AUP\)](#)
- [Computer Lab](#)
- [The Software Center](#)
- [VPN \(Online Private Networking\)](#)

[Lillian and Milford Harris Library](#)

- [Library Resources](#)

- [Reserves](#)
- [Levels of Reserve](#)
- [Questions](#)

[LGBT Center/Safe Zone Program](#)

[Mandel School Alumni Association](#)

[Office of Veterans Benefits](#)

[Student Business Cards](#)

[Writing Resource Center/Oral Presentation Skills](#)

## **UNIVERSITY POLICIES**

[Consensual Relationships](#)

[Felony Statement](#)

[Sexual Misconduct](#)

## **DIRECTORIES**

[Student Services/Academic Affairs](#)

[Mandel School Administration](#)

[Mandel School Faculty](#)

## ***THE MANDEL SCHOOL MISSION AND VISION STATEMENT***

### **Mission:**

The Jack, Joseph, and Morton Mandel School of Applied Social Sciences advances leadership in social work and nonprofit education, scholarship, and service to build a more just world.

### **Vision**

Students are central in all that we do, and they actively participate and contribute to a dynamic learning community that develops leaders of social change in direct practice, community practice, and nonprofit management.

The Mandel School was founded by and for the Greater Cleveland community in the belief that a university-based school of social work would transform the work of people and organizations to achieve to their full potential. As the Mandel School celebrates its centennial, we reaffirm our historical commitment to the application of social science for improving social welfare, and seek to continue to broaden the national and international reach of our research, teaching, and service. Our graduates are prepared to be future leaders who turn knowledge into action that furthers health, well-being, and social justice.

Adopted November 2014



## SOCIAL WORK VALUES

### NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with over 150,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. Go to <https://www.socialworkers.org/join.asp> for information about NASW state and regional meetings.

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

### CODE OF ETHICS

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

**Please visit the NASW website for more information:**

<http://www.socialworkers.org/pubs/code/code.asp>.

### NASW STANDARDS OF CULTURAL COMPETENCE

In 2007, NASW published "Indicators for the achievement of the NASW Standards for Cultural Competence in Social Work Practice." Go to

<http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf> to download this file containing the indicators for ten standards:

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

## **ABOUT SOCIAL WORK AND SOCIAL WORK VALUES**

### **ABILITY BASED LEARNING ENVIRONMENT AND OUTCOME BASED EDUCATION**

Ability based learning and outcome based education means that from the time you enter the program we focus on assuring that you acquire the necessary knowledge, skills, values, cognitive and affective processes, and behaviors to prepare you to practice as a master's level social worker. Students at the Mandel School participate in an innovative curricular and instructional program: the Ability Based Learning Environment (ABLE). Six key principles characterize the ABLE approach:

- Educational outcomes drive the curriculum
- Outcomes are defined as student abilities and as competencies defined by the Council on Social Work Education (CSWE)
- Course and field education objectives are tied to the Mandel School eight core abilities and the CSWE competencies.
- Assessment occurs throughout the educational process
- Self-assessment becomes part of the student's learning
- Assessment of abilities and competencies leads to continuous program improvement

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

#### *1. Identify as a Reflective Professional Social Worker*

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

#### *2. Advocate for Social, Economic, and Environmental Justice*

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

#### *3. Apply Social Work Methods*

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

#### *4. Uphold Social Work Values and Ethics*

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

#### *5. Integrate Cultural, Economic, and Global Diversity*

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

#### *6. Think Critically about Theory and Research Knowledge*

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

#### *7. Communicate Effectively*

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

#### *8. Develop as a Social Work Leader*

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

### **Continuous Assessment – Student Level**

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

Through assignments in the classroom and field and through your reflections on those activities, you will be given a number of opportunities to strengthen your development as a lifelong learner.

### **Continuous Assessment – Curricular and Program Level**

While student assessment is crucial, it is also essential that the program continually gather data to assess itself and determine the degree to which students are gaining the desired competencies required to be professional social workers.

The Mandel School has a process of continuing to collect and report data on student learning outcomes. We have organized our data collection and analysis, along ten key competencies at the generalist and specialized levels. These competencies are based on the competencies developed by the Council on Social Work Education (CSWE) as well as on the MSASS signature competency of

Develop as a Social Work Leader. Data are collected through embedded assessments in some of your classroom assignments and through your Field Education learning contract and evaluation.

Each of your course syllabi will show you the alignment of the course objectives, the Abilities, and the Competencies, where those are each addressed in the course and where they are each assessed in the course. In this way, we hope you will begin to see how our Curriculum is structured to meet accreditation standards as well as your unique learning needs.

The Ten Competencies are:

1. *Demonstrate Ethical and Professional Behavior*
2. *Engage Diversity and Difference in Practice*
3. *Advance Human Rights and Social, Economic, and Environmental Justice*
4. *Engage in Practice-informed Research and Research-informed Practice.*
5. *Engage in Policy Practice*
6. *Engage with Individuals, Families, Groups, Organizations and Communities*
7. *Assess Individuals, Families, Groups, Organizations and Communities*
8. *Intervene with Individuals, Families, Groups, Organizations and Communities*
9. *Evaluate Practice with Individuals, Families, Groups, Organizations and Communities*
10. *Develop as a Social Work Leader*

These competencies combined with the MSASS Abilities are what we prepare you to know, think, believe and do by the time you graduate.

Your social work education begins by providing you with the classes and field experiences needed to acquire the knowledge, skills, values, cognitive and affective processes and behaviors needed to practice at the generalist level.

### **Competency 1–Demonstrate Ethical and Professional Behavior**

At the generalist level, social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values.

They also understand how their subjective experiences and emotional reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

### **Competency 2–Engage Diversity and Difference in Practice**

At the generalist level, social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political

ideology, race, religion/spirituality, sex, gender identity or expression, sexual orientation, and tribal sovereign status.

Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

### **Competency 3–Advance Human Rights and Social and Economic Justice**

At the generalist level, social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

### **Competency 4–Engage in Practice-informed Research and Research-Informed Practice**

At the generalist level, social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice

### **Competency 5–Engage in Policy Practice**

At the generalist level, social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation.

### **Competency 6–Engage with Individuals, Families, Groups, Organizations, and Communities**

At the generalist level, social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may impact their ability to effectively engage with diverse client systems.

### **Competency 7–Assess Individuals, Families, Groups, Organizations, and Communities**

At the generalist level, social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

### **Competency 8–Intervene with Individuals, Families, Groups, Organizations, and Communities**

At the generalist level, social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

### **Competency 9-Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

At the generalist level, social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness.

### **Competency10- Develop as a Social Work Leader (MSASS signature competency)**

At the generalist level, social workers understand that proficiency in the nine competencies with their associated practice behaviors provide the required foundation for assuming leadership roles within the profession. Social workers understand the importance of vision in leadership and can apply theories of leadership to the development of a personal vision statement based on self-assessment. They understand principles of the problem solving process, team work, and collaboration. Social workers value professionalism, a strong work ethic, honesty, and integrity, and take pride in their work. They are open-minded, and can quickly incorporate and adapt to new information, changing conditions, or unexpected obstacles in approaching and solving problems. They have the ability to think critically, and systemically to know when to comply, when to negotiate, and when to advocate.

### **The Ten Competencies for Specialized Direct Practice at the Mandel School:**

## **Competency 1–Demonstrate Ethical and Professional Behavior**

The specialized Direct Practice curriculum integrates and deepens students' understanding of ethical standards and practices learned at the generalist level. Direct Practice social workers can recognize complex ethical dilemmas when they arise in direct practice social work and interdisciplinary practice settings, and can apply frameworks for ethical decision-making in their interactions with specialized clients and constituency groups. They think critically and systemically in analyzing and addressing the complex ethical conflicts which arise in the context of direct practice at both the individual and the organizational levels. and know how to use supervision, consultation, and self-reflection to guide professional practice. Direct Practice social workers are respectful of the mutual impact of the change process on the worker and their client and recognize the contributions of others' skills, knowledge, values, and resources in the change process. Direct Practice social workers can use critical thinking and self-awareness to identify and modify personal and professional barriers to effective practice and understand how to ethically and professionally use rapidly changing technology to enhance their practice.

1.S01 ...employ and document the use of a framework for ethical decision-making to anticipate and clarify conflicting values, ethical dilemmas, and decision options in an area of concentration/specialization.

1.S02 ...identify the need and process for seeking supervision and consultation, as well as engaging in self-reflection to guide professional judgment and behavior in an area of concentration/specialization.

## **Competency 2–Engage Diversity and Difference in Practice**

Direct Practice social workers extend and enhance the generalist perspective by understanding diversity and oppression issues related to an area of specialization / concentration, and recognizing the need to continually expand their knowledge in these areas. They understand how intersectionality and the many individual forms of diversity and difference such as race, gender, gender identity / expression, sexual orientation, religion, immigration status, ability, privilege and other relevant factors impact the development of the therapeutic relationship as well as how they affect help seeking behavior and explanations of health, wellness and dysfunction. They recognize their limits in knowledge, biases, and skills, and subscribe by the ethical obligation to not practice in situations beyond their own competence. Direct Practice social workers also recognize that as the world and practice environment change, so also change the need for continuing awareness of, and education about, diversity and difference. Direct Practice social workers develop a positive personal/professional identity based on their own areas of diversity and difference and understand how to use that identity professionally in interactions with specialized clients and constituency groups. They can identify those situations in which additional knowledge and skills are needed, and are committed to continual self-assessment and professional development in this area. Direct Practice social workers can apply research knowledge of diverse populations to engage specialized client or constituency groups in the social work process in ways that are culturally sensitive, and build on the client or constituency group system's inherent strengths.

2.S01 ...negotiate and facilitate through the dynamics of cross-cultural and inclusion related conflicts, tensions, misunderstandings, or opportunities.

2.S02 ...develop a plan for continuous learning /improvement in diversity, inclusion, and cultural humility.

2.S03 ...seek and utilize feedback from diverse sources to strengthen practice.

### **Competency 3–Advance Human Rights and Social and Economic Justice**

Direct Practice social workers extend and enhance the generalist perspective by knowing about common human needs and service delivery issues in an area of specialization / concentration. They value global perspectives on human rights and social, economic, and environmental justice. They understand principles of global connectedness and community, and how those principles may manifest in an area of specialization / concentration. Direct Practice social workers value being a change agent and know how to work collaboratively. They know how to effectively advocate for vulnerable populations to achieve social, economic, and environmental justice, and receive needed services, within an area of concentration / specialization.

3.S01 ...develop an advanced understanding of current policy and service delivery pertaining to social, economic, and environmental justice in a specialized area of practice (e.g. aging; health; mental health; children, youth and families; community practice; or AODA).

3.S02 ...demonstrate that advanced understanding of policy and service delivery in a specialized area of practice through actions *that advance social, economic, and environmental justice*.

### **Competency 4–Engage in Practice-informed Research and Research-Informed Practice**

Direct Practice social workers extend and enhance the generalist perspective by understanding how to apply their knowledge of quantitative and qualitative research methods in identifying, evaluating, utilizing and developing an empirical knowledge base regarding interventions / practice with a specialized client or constituency group. They value the importance of applying theory, research and scientific inquiry in the development of improved practice outcomes with a specialized client or constituency group, and can critically assess, interpret, and apply a variety of empirical studies to determine their relevance and effectiveness of their practice. Direct Practice social workers can use their specialized practice knowledge and client feedback to identify gaps in empirical knowledge, formulate research questions and hypotheses to improve treatment outcomes and inform the development of case theory

4.S01 ...critically apply practice experience to the conceptualization and the interpretation of research, and critically apply research findings to inform practice.

4.S02 ...develop appropriate research designs and/or generate research to inform practice/policy/service delivery.

### **Competency 5–Engage in Policy Practice**

Direct Practice social workers extend and enhance the generalist perspective by knowing specific policies that impact clients and constituency groups in an area of specialization. They recognize the key policies that influence their own practice settings and can think critically about the impact that those policies have on the clients and constituency groups with whom they work. They are skilled at



using data and critical thinking to understand the multiple forces that lead to policy development. Direct Practice social workers are skilled at analyzing social policies with a focus on understanding how those policies enhance or constrain clients' access to social, economic and environmental resources, and can formulate proposals for social and organizational policies that will contribute to improved outcomes for a specialized client or constituency group. Direct Practice social workers value using practice to inform policy development, and their role in advocating for social policy reform. They also value using social policy to shape the direction of social work practice and service delivery in an area of specialization / concentration.

5.S01 ...assess how specialized policies and social delivery initiatives across systems of care affect social service provision.

5.S02 ...understand the historical, and current, contexts that have influenced the development and implementation of social policies in a specialized area of practice.

5.S03 ...apply practice experience to the formulation, analysis, and implementation of social policy in a specialized area of practice and understand how to appropriately apply social policies to the clients, systems, and constituencies with which they work.

### **Competency 6–Engage with Individuals, Families, Groups, Organizations, and Communities**

Direct Practice social workers value the importance of establishing a therapeutic relationship, and know how to engage specialized clients and constituency groups using appropriate techniques and strategies. They enhance and extend on the generalist perspective by selecting and applying knowledge of relevant theoretical perspectives, based on empirical evidence, client preferences, and client and practice context, to engage with diverse client systems in an area of specialization. Direct Practice social workers can clearly explain social work processes and expectations to individuals and/or families, and other relevant parties; they can critically assess barriers to effective engagement at the individual, family, group, and agency levels. They recognize the dynamic of relationship, and their role in that dynamic, including understanding how their own privilege, personal experiences, culture, and biases can impact the process of engagement with a specialized population group, and can identify strategies for addressing the challenges that may arise.

6.S01 ...formulate, defend, and demonstrate an engagement strategy with diverse clients, systems, and constituencies based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients', systems', and constituencies' preferences; and clients', systems', and constituencies' practice contexts in an area of concentration/specialization.

6.S02 ...recognize the importance of the use of self in the engagement process; identify and utilize personal and professional strengths and skills; and address barriers to engagement with diverse clients, systems, and constituencies in an area of concentration/specialization.

### **Competency 7–Assess Individuals, Families, Groups, Organizations, and Communities**

Direct Practice social workers understand the value of the relationship between client strengths and client problems / symptoms in the assessment process. They view assessment as an ongoing and mutual process that involves examining the bio-psycho-social-spiritual aspects of the client's

situation, their strengths and coping skills and their ability to adapt to stressful environments which then leads directly to a plan for intervention. Direct Practice social workers understand the basic structure and diagnostic categories of the DSM and other widely used diagnostic criteria, and know factors predicting increased risk for suicide or other significant endangerment to a client's or family member's life or health. They can gather relevant data through a variety of methods to assess for risk: including suicide, homicide, domestic abuse, or other high risk or dangerous situations affecting individuals and / or families in problem or population-specific contexts. Direct Practice social workers can apply a variety of theoretical frameworks and models to assessment, and can articulate their reasons for choosing a specific theoretical base(s) from which to proceed in a given situation. They can select and use culturally appropriate screening and assessment tools to guide the conceptualization of individual and/or family symptoms, strengths and resilience, and for communication of an assessment and recommendations with specialized groups of individuals and/or families. Direct Practice social workers understand how their own privilege, personal experiences, culture, and biases can impact the process of assessment with a specialized population group, and can identify strategies for addressing the challenges that may arise. Direct Practice social workers:

7.S01 ... formulate, defend, and demonstrate a strategy to assess diverse clients, systems, and constituencies based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients', systems', and constituencies' goals and preferences; and clients', systems', and constituencies' practice contexts in an area of concentration/specialization

7.S02 ...identify and utilize personal and professional strengths and skills, and address barriers to assessment with diverse clients, systems, and constituencies in an area of concentration/specialization.

### **Competency 8–Intervene with Individuals, Families, Groups, Organizations, and Communities**

Direct Practice social workers extend and enhance the generalist perspective by integrating specialized knowledge of research evidence, theoretical models, advanced coursework, supervision, professional development activities, and practice context to inform practice decisions. They can identify alternative interventions with specialized clients or constituency groups, and can select appropriate intervention strategies for working with one or more specific population or problem area. They know how to implement effective intervention plans, and monitor client and system responses and outcomes, within an area of specialization, modifying strategies as needed. Direct Practice social workers understand how their own personal privilege, experiences, culture and biases can impact the process of intervention with individuals and/or families, and can identify strategies for addressing the challenges that may arise. They value individuals and family members as contributors to resolution to their own concerns and those of their community, and as partners in the design, delivery, and oversight of services. Direct Practice social workers:

8.S01 ... formulate, defend, and demonstrate a strategy to intervene with diverse clients, systems, and constituencies based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients', systems', and constituencies' goals and preferences; and clients', systems', and constituencies' practice contexts in an area of concentration/specialization

8.S02 ...identify and utilize personal and professional strengths and skills, and address barriers to intervention with diverse clients, systems, and constituencies in an area of concentration/specialization.

### **Competency 9-Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Direct Practice social workers extend and enhance the generalist perspective through an integration of specialized knowledge of how to use a variety of culturally appropriate strategies to evaluate practice with individuals and/or families in an area of specialization or concentration. They value the importance of including individuals / families in the evaluation of their own progress toward meeting goals. Direct Practice social workers are able to use evidence gathered in an evaluation process to think critically about next steps, including planned termination, referral, or continuation of services, with specialized clients / constituency groups. They understand the affective processes that may be present for both the worker and the client in the evaluation and termination process and are adept at understanding how they can use those factors in advancing the client's best interest. Direct Practice social workers apply critical thinking and analysis to develop strategies for improving their own practice.

9.S01 ... formulate, defend, and/or demonstrate a strategy to evaluate practice, process, or outcomes with diverse clients, systems, and constituencies based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients', systems', and constituencies' goals and preferences; and clients', systems', and constituencies' practice contexts in an area of concentration/specialization

9.S02 ...critically analyze, monitor, and/or evaluate intervention processes, outcomes, or barriers to improve practice effectiveness in an area of concentration/specialization.

### **Competency 10- Develop as a Social Work Leader (MSASS signature competency)**

Social work leadership is the communication of vision, guided by the NASW Code of Ethics, to create proactive processes that empower individuals, families, groups, organizations, and communities.

Direct Practice social workers extend and enhance the generalist perspective by understanding that proficiency in the first nine specialization competencies provides the required foundation for achieving the tenth competency of Developing as a Social Work Leader at the Specialization level, and for assuming leadership roles within the profession. They recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Direct Practice social work leaders are informed, resourceful, and proactive in responding to evolving organizational, community, societal and global contexts at all levels of practice in ways that improve quality of life for their clients and constituency groups.

Direct Practice social workers value the importance of shaping a collective vision that furthers health, well-being, and social, economic, and environmental justice. They develop a vision of a better future with clients or constituency groups in an area of concentration/ specialization, and know how to develop a plan to achieve their vision. Direct Practice social workers possess knowledge of the work environment, such as career ladders, licensure requirements, personnel practices, and human resource policies, and are aware of learning and motivation theories as they apply to social work supervision and administration. They value their identity as professional social workers, and lifelong learners, and in

growing the knowledge and skills of those around them. Direct Practice social workers know how to be resourceful, innovative, and flexible in the face of changing human services and social and global contexts. They value the importance of self-care and maintaining a work / life balance. They use continual reflection and critical analysis to assess their own strengths and areas for growth, as well as to improve client and community well-being. Direct Practice social workers:

10.S01...serve as role models who lead by example, showing humility, aligning actions with shared values, and demonstrating professionalism in behavior.

10.S02...prepare for and obtain appropriate levels of licensure and credentialing.

10.S03...recognize the value of an organizational vision and its implementation in a continuously changing environment.

10.S04...present and share knowledge in the workplace and at professional meetings and conferences.

10.S05...develop creative responses to conflict and demonstrate empathy, while at the same time recognizing and confronting sexism, racism, homophobia, and other forms of structural and interpersonal marginalization and discrimination.

10.S06...engage in appropriate self-care and maintain a work/life balance.

## **The Ten Competencies for Specialized Community Practice at the Mandel School:**

### **Competency 1–Demonstrate Ethical and Professional Behavior**

The specialized Community Practice curriculum integrates and deepens students' understanding of ethical standards and practices learned at the generalist level. They think critically and systemically in analyzing and addressing the complex ethical conflicts which arise in the context of community practice at all levels of intervention. Community Practice social workers readily identify as members of the profession, assume responsibility for personal and professional ethical conduct; discourage and aid in the correction of unethical conduct of colleagues, and promote ethical practices of the organization with which he, she or they is affiliated. They know how to use supervision, consultation, and self-reflection to guide professional practice. Community Practice social workers are respectful of the mutual impact of the change process on the worker and specialized clients or constituency groups. Community Practice social workers recognize the contributions of others' skills, knowledge, values, and resources in the change process. Community Practice social workers can use critical thinking and self-awareness to identify and modify personal and professional barriers to effective practice with specialized clients and constituency groups. They understand how to use technology tools to enhance their practice.

1.S01 ...employ and document the use of a framework for ethical decision-making to anticipate and clarify conflicting values, ethical dilemmas, and decision options in an area of concentration/specialization.

1.S02 ...identify the need and process for seeking supervision and consultation, as well as engaging in self-reflection to guide professional judgment and behavior in an area of concentration/specialization.

## **Competency 2–Engage Diversity and Difference in Practice**

Community Practice social workers extend and enhance the generalist perspective by understanding diversity and oppression issues related to communities and organizations, and recognizing the need to continually expand their knowledge in these areas. They understand how intersectionality and the many individual forms of diversity and difference such as race, gender, gender identity / expression, sexual orientation, religion, immigration status, ability, privilege and other relevant factors impact the development of helping relationships in communities and organizations as well as how they affect help seeking behavior and explanations of health, wellness and dysfunction. Community Practice social workers develop a positive personal/professional identity based on their own race, gender, gender identity / expression, sexual orientation, religion, immigration status, ability, and other relevant factors, and understand how to use that identity professionally in interactions with specialized clients and constituency groups. They can identify those situations in which additional knowledge and skills are needed, and are committed to continual self-assessment and professional development in this area. They recognize their limits in knowledge, biases, and skills, and subscribe by the ethical obligation to not practice in situations beyond their own competence. Community Practice social workers also understand the structure of power and oppression and understand how organizational and policy practice can help to ameliorate varying forms of inequality. Community Practice social workers also recognize that as the world and practice environment change, so change the need for continuing awareness of, and education about, diversity and difference. They can apply research knowledge of diverse populations to engage specialized client or constituency groups in the social work process in ways that are culturally sensitive, and build on the client or constituency group system’s inherent strengths.

2.S01 ...negotiate and facilitate through the dynamics of cross-cultural and inclusion related conflicts, tensions, misunderstandings, or opportunities.

2.S02 ...develop a plan for continuous learning /improvement in diversity, inclusion, and cultural humility.

2.S03 ...seek and utilize feedback from diverse sources to strengthen practice.

## **Competency 3–Advance Human Rights and Social and Economic Justice**

Community Practice social workers extend and enhance the generalist perspective by knowing about common human needs and service delivery issues in communities and organizations. They are committed to assuring that the work of the organizations and communities in which they practice respect and promote the rights of all those they serve. They are knowledgeable of major laws and court decisions that affect basic human rights and social, economic and environmental justice. Community Practice social workers value global perspectives, understand principles of global connectedness and community, and how those principles may manifest in their work with organizations and communities. Community Practice social workers value being a change agent and know how to work collaboratively. They know how to effectively advocate for vulnerable populations to achieve social, economic, and environmental justice, and receive needed services.

3.S01 ...develop an advanced understanding of current policy and service delivery pertaining to social, economic, and environmental justice in a specialized area of practice (e.g. aging; health; mental health;

children, youth and families; community practice; or AODA).

3.S02 ...demonstrate that advanced understanding of policy and service delivery in a specialized area of practice through actions *that advance social, economic, and environmental justice*.

#### **Competency 4–Engage in Practice-informed Research and Research-Informed Practice**

Community Practice social workers extend and enhance the generalist perspective by understanding how to apply their knowledge of quantitative and qualitative research methods in identifying, evaluating, utilizing and developing an empirical knowledge base regarding interventions / practice with communities and organizations. They value the importance of theory, research, and scientific inquiry in the development of improved practice outcomes with specialized clients or constituency groups, and can critically assess, interpret, and apply a variety of empirical studies to determine their relevance and helpfulness to their practice. Community Practice social workers can identify competent staff and / or outside parties to conduct evaluations of the programs and services provided by their organizations and in their communities. They know how to analyze and interpret results, can present findings to groups both within and outside of their communities and organizations, and know how to use research and evaluation to strengthen their practice. Community Practice social workers can also use their specialized practice knowledge to identify gaps in empirical knowledge, and contribute to the development of theory and best practice to improve outcomes for communities and organizations.

4.S01 ...critically apply practice experience to the conceptualization and the interpretation of research, and critically apply research findings to inform practice.

4.S02 ...develop appropriate research designs and/or generate research to inform practice/policy/service delivery.

#### **Competency 5–Engage in Policy Practice**

Community Practice social workers extend and enhance the generalist perspective by knowing specific policies that impact clients and constituency groups in communities and organizations. They recognize the key policies that influence their own practice settings and can think critically about the impact that those policies have on the clients and constituency groups with whom they work. They are skilled at using data and critical thinking to understand the multiple forces that lead to policy development. Community Practice social workers are skilled at analyzing social policies, with a focus on understanding how those policies enhance or constrain clients' access to social, economic and environmental resources and can formulate proposals for social and organizational policies that will contribute to improved outcomes for a specialized client or constituency group. Community Practice social workers value using practice to inform policy development, and their role in advocating for social policy reform. They also value using social policy to shape the direction of social work practice and service delivery.

5.S01 ...assess how specialized policies and social delivery initiatives across systems of care affect social service provision.

5.S02 ...understand the historical, and current, contexts that have influenced the development and implementation of social policies in a specialized area of practice.

5.S03 ...apply practice experience to the formulation, analysis, and implementation of social policy in a specialized area of practice and understand how to appropriately apply social policies to the clients, systems, and constituencies with which they work.

### **Competency 6–Engage with Individuals, Families, Groups, Organizations, and Communities**

Community Practice social workers understand the nature of entering a community or organization, and know how to use methods or techniques for establishing rapport and inspiring engagement. They enhance and extend the generalist perspective by selecting and applying knowledge of relevant theoretical perspectives, based on empirical evidence, client preferences, and client and practice context, to engage with diverse client systems in an area of specialization. Community Practice social workers can develop and apply communication and process skills that facilitate full engagement of community members and community-based organizations in the transformation and revitalization of people and place. They understand the roles, structure, and operational challenges of a range of organizations with which they work. They value the importance of fully engaging community members, community organizations, and stakeholders in community-based efforts, and face the potential and challenges of community building or organizational change approaches with a focus on sustainability. Community Practice social workers can critically assess barriers to effective engagement at the individual, family, group, and agency levels. They recognize the dynamic of relationship, and their role in that dynamic, including understanding how their own privilege, personal experiences, culture, and biases can impact the process of engagement with a specialized population group, and can identify strategies for addressing the challenges that may arise.

6.S01 ...formulate, defend, and demonstrate an engagement strategy with diverse clients, systems, and constituencies based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients', systems', and constituencies' preferences; and clients', systems', and constituencies' practice contexts in an area of concentration/specialization.

6.S02 ...recognize the importance of the use of self in the engagement process; identify and utilize personal and professional strengths and skills; and address barriers to engagement with diverse clients, systems, and constituencies in an area of concentration/specialization.

### **Competency 7–Assess Individuals, Families, Groups, Organizations, and Communities**

Community Practice social workers know a variety of assessment tools and strategies, including Rural or Urban Rapid Appraisal, asset mapping, survey research, focus groups, and / or key informant interviews for use in assessing organizations and communities. They can describe and interpret demographic, social, and economic trends in a community, and map community needs and assets. Community Practice social workers value the importance of relating local community and organizational needs to larger societal dynamics and the global economy. They can apply a variety of theoretical frameworks, and models of community building and community organizing to assessment of organizations and communities, and can articulate their reasons for choosing a specific theoretical base from which to proceed in individual situations. Community Practice social workers can present their conceptualizations of issues and strengths from their assessment in ways that are culturally appropriate and sensitive. They understand how their own privilege, personal experiences, culture and biases can impact the process of assessment of communities and organizations, and can identify strategies for addressing the challenges that may arise.

7.S01 ... formulate, defend, and demonstrate a strategy to assess diverse clients, systems, and constituencies based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients', systems', and constituencies' goals and preferences; and clients', systems', and constituencies' practice contexts in an area of concentration/specialization

7.S02 ...identify and utilize personal and professional strengths and skills, and address barriers to assessment with diverse clients, systems, and constituencies in an area of concentration/specialization.

### **Competency 8–Intervene with Individuals, Families, Groups, Organizations, and Communities**

Community Practice social workers extend and enhance the generalist perspective by integrating specialized knowledge of research evidence, theoretical models, advanced coursework, supervision, professional development activities, and practice context to inform practice decisions. They can identify alternative frameworks in working with organizations and communities, and can select appropriate intervention strategies for working with one or more specific population or problem areas. They know how to implement intervention plans, and monitor client, constituency and system responses and outcomes, in organizations or communities, modifying strategies as needed. Social workers understand how their own privilege, personal experiences, culture, and biases can impact the process of intervention with communities and organizations, and can identify strategies for addressing the challenges that may arise. They value organization and community members as contributors to resolution to their own concerns and those of their community, and as partners in the design, delivery, and oversight of the change process.

8.S01 ... formulate, defend, and demonstrate a strategy to intervene with diverse clients, systems, and constituencies based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients', systems', and constituencies' goals and preferences; and clients', systems', and constituencies' practice contexts in an area of concentration/specialization

8.S02 ...identify and utilize personal and professional strengths and skills, and address barriers to intervention with diverse clients, systems, and constituencies in an area of concentration/specialization.

### **Competency 9-Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Community Practice social workers extend and enhance the generalist perspective through an integration of specialized knowledge of how to use a variety of culturally appropriate strategies to evaluate practice with organizations and communities serving specialized populations or focus areas. Community Practice social workers understand how to use program evaluation and other research methods to assess effectiveness and develop improvements to programs and other interventions. They value the importance of ongoing monitoring of interventions and remaining open to modification of change strategies and intervention processes as appropriate. They value the importance of including the organization, community, and the people they serve in the evaluation of their own progress toward meeting goals. Community Practice social workers are able to use evidence gathered in an evaluation process to think critically about next steps with specialized clients / constituency groups. They understand the affective processes that may be present for both the



worker and the client / constituency group in the evaluation and termination process. Community Practice social workers apply critical thinking and analysis to develop strategies for improving their own practice and make recommendations for improvement in agency practice/ protocols.

9.S01 ... formulate, defend, and/or demonstrate a strategy to evaluate practice, process, or outcomes with diverse clients, systems, and constituencies based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients', systems', and constituencies' goals and preferences; and clients', systems', and constituencies' practice contexts in an area of concentration/specialization

9.S02 ...critically analyze, monitor, and/or evaluate intervention processes, outcomes, or barriers to improve practice effectiveness in an area of concentration/specialization.

### **Competency10- Develop as a Social Work Leader** (MSASS signature competency)

Social work leadership is the communication of vision, guided by the NASW Code of Ethics, to create proactive processes that empower individuals, families, groups, organizations, and communities.

Community Practice social workers extend and enhance the generalist perspective by understanding that proficiency in the first nine specialization competencies provides the required foundation for achieving the tenth competency of Developing as a Social Work Leader at the Specialization level, and for assuming leadership roles within the profession. They recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Community Practice social work leaders are informed, resourceful, and proactive in responding to evolving organizational, community, societal and global contexts at all levels of practice in ways that improve quality of life for their clients and constituency groups.

Community Practice social workers value the importance of shaping a collective vision that furthers health, well-being, and social, economic, and environmental justice. They develop a vision of a better future with clients or constituency groups in an area of concentration/ specialization, and know how to develop a plan to achieve their vision. Community Practice social workers possess knowledge of the work environment, such as career ladders, licensure requirements, personnel practices, and human resource policies, and are aware of learning and motivation theories as they apply to social work supervision and administration. They value their identity as professional social workers, and lifelong learners, and in growing the knowledge and skills of those around them. Community Practice social workers know how to be resourceful, innovative, and flexible in the face of changing human services and social and global contexts. They value the importance of self-care and maintaining a work / life balance. They use continual reflection and critical analysis to assess their own strengths and areas for growth, as well as to improve client and community well-being.

10.S01...serve as role models who lead by example, showing humility, aligning actions with shared values, and demonstrating professionalism in behavior.

10.S02...prepare for and obtain appropriate levels of licensure and credentialing.

10.S03...recognize the value of an organizational vision and its implementation in a continuously changing environment.

10.S04...present and share knowledge in the workplace and at professional meetings and conferences.

10.S05...develop creative responses to conflict and demonstrate empathy, while at the same time recognizing and confronting sexism, racism, homophobia, and other forms of structural and interpersonal marginalization and discrimination.

10.S06...engage in appropriate self-care and maintain a work/life balance.

## **MASTER OF SCIENCE IN SOCIAL ADMINISTRATION (MSSA) PROGRAM**

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

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

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

The Community Practice for Social Change Concentration is for students who are interested in promoting social change and social justice, and want to focus on a community or policy level.

### **THE CURRICULUM**

The curriculum is divided into two levels: foundation and specialized. Students entering without prior preparation in social work complete the foundation and specialized curriculum; students entering with the BSW, and have earned a B- or better in their foundational courses, go directly into the specialized curriculum.

#### **Generalist curriculum**

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

#### **Specialized Curriculum**

The specialized curriculum builds on the generalist courses and provides specialized knowledge and practice skills in the concentration selected by the student. Concentrations include either community practice for social change or direct practice (students can choose

within this concentration from the following specializations: children, youth, and families and adult mental health). Specialized courses are taken in research, policy, socio-behavioral theory, and practice methods. When integrated with an specialized field education experience, students begin to gain an in-depth understanding of the theories, policies, practices, values, and skills associated with the area of concentration.

### **PRACTICE METHOD CONCENTRATIONS**

#### **Community Practice for Social Change**

The Community Practice for Social Change (CPSC) concentration aims to influence policy and practice at the local, state, national and international levels and in the non-profit, public and private sectors. Successful community practice is based on the principle that knowledge is a major form of power – for community members, students and for practitioners. The most effective practitioners draw from theory, evidence and personal experience to consistently re-examine and sharpen their practice. Key theories that undergird and inform community practice and covered in the curriculum include evolutionary, political economy, structural/functional, organizational/inter-organizational, conflict, social psychological and critical theories.

The Mandel School's view of community practice is rooted in our long tradition of community work. The ten principles upon which community practice is based, as articulated by the faculty in April 1999, have been integrated into the CPSC curriculum. These principles are as follows. Community-based practice:

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

The CPSC concentration also promotes social justice for oppressed populations and prepares students to influence social change through work with groups, organizations, and communities that ultimately influence the lives of individuals and families. The concentration recruits students who are interested in building macro skills in order to work with groups, organizations, communities and in systems reform and policy change efforts. Students from diverse educational and experiential backgrounds will master skills for flexible roles and

emerging social issues that can be addressed through community practice in the U.S. and abroad.

### **Direct Practice Concentration**

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

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

The direct practice concentration is committed to the following principles:

- Adherence to the values and ethics of professional social work practice
- A skill-building approach to professional education
- Use of theoretical and empirical knowledge
- Cultural sensitivity and cultural competence
- Focus on multiple, overlapping problems and strengths
- Advocacy and social policy change to benefit individuals and families
- Integration of experiences in the classroom and field settings

Direct practice practitioners in professional social work apply knowledge of bio-psychosocial variables that affect individual development and behavior. Direct practice practitioners recognize that their clients are involved in larger patterns of formal and informal helping that may include family, religious and/or community organizations, friends, and neighbors.

### ***Children, Youth, and Families Specialization***

The Children, Youth, and Families (CYF) specialization prepares social workers to provide a broad range of services to children and families in all phases of the family life cycle. Family intervention and the full spectrum of child services – early intervention, family support, and trauma-informed child services are included, with the aim of preparing students for public and private child and family social work. The intersection of child and family welfare with substance abuse, mental health, health and education is also a component of

course and field work.

Topics covered in this specialization include family and child policy, family system theories, advanced child/adolescent, and trauma-informed practice with children and families.

### ***Mental Health—Adult Specialization***

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

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

Topics covered in this specialization include assessment and diagnosis, substance abuse, dual diagnosis, child/adolescent or adult psychopathology, theories of change, mental health practice methods, and mental health policy and service delivery.

### **Online FORMAT PROGRAM OVERVIEW**

The online format is designed to provide professional graduate level education to employed professional social service workers who wish to pursue the MSSA while maintaining full time employment.

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

## MSSA COMMUNITY PRACTICE FOR SOCIAL CHANGE: TRADITIONAL TRACK DEGREE REQUIREMENTS

<b>Foundation Courses</b> <b>24 Academic Hours</b>	<b>Academic Hours</b>	<b>Length</b>
SASS 426 Research Methods in Social Work	3	8 weeks
SASS 440 Human Development I: Child and Adolescent	3	8 weeks
SASS 441 Human Development II: Adult	3	8 weeks
SASS 470 Social Policy	3	8 weeks
SASS 477 Direct Practice Foundation Methods Skills (Lab Component	3	8 weeks
SASS 478 Macro and Policy Practice Skills	3	8 weeks
SASS 484 Theories of Oppression and Social Justice	3	8 weeks
SASS 495V Field Education Seminar	1	16 weeks
SASS 651AV Field Education I-AV	1	8 weeks
SASS 651BV Field Education I-BV	1	8 weeks

<b>Specialized Level Courses</b> <b>36 Academic Hours</b>	<b>Academic Hours</b>	<b>Length</b>
SASS 532 Needs Assessment & Program Evaluation	3	8 weeks
SASS 534 Theoretical Contexts Shaping Community Practice	3	8 weeks
SASS 407 Nonprofit Revenue Planning and Development	3	8 weeks
SASS 567 Assessing, Building, and Organizing Community	3	8 weeks
SASS 569 Planning and Implementing Social Change	3	8 weeks
SASS 561 Community Practice Policy: Analyzing & Changing Social Policy	3	8 weeks
SASS 425 Nonprofit Financial Management	3	8 weeks
SASS 521 Supervision	3	8 weeks
SASS 545 Program Design	3	8 weeks
SASS 652A Field Education II	1.5	16 weeks
SASS 652B Field Education II	1.5	16 weeks
SASS 653A Field Education III	1.5	16 weeks
SASS 653B Field Education III	1.5	16 weeks
SASS 654A Field Education IV	1.5	16 weeks
SASS 654B Field Education IV	1.5	16 weeks

## MSSA COMMUNITY PRACTICE FOR SOCIAL CHANGE: ADVANCED STANDING TRACK DEGREE REQUIREMENTS

<b>Specialized Level Courses 36 Academic Hours</b>	<b>Academic Hours</b>	<b>Length</b>
SASS 532 Needs Assessment & Program Evaluation	3	8 weeks
SASS 534 Theoretical Contexts Shaping Community Practice	3	8 weeks
SASS 407 Nonprofit Revenue Planning and Development	3	8 weeks
SASS 567 Assessing, Building, and Organizing Community	3	8 weeks
SASS 569 Planning and Implementing Social Change	3	8 weeks
SASS 561 Community Practice Policy: Analyzing & Changing Social Policy	3	8 weeks
SASS 531 Collaboration and Strategic Partnership	3	8 weeks
SASS 425 Nonprofit Financial Management	3	8 weeks
SASS 545 Program Design	3	8 weeks
SASS 652A Field Education II	1.5	16 weeks
SASS 652B Field Education II	1.5	16 weeks
SASS 653A Field Education III	1.5	16 weeks
SASS 653B Field Education III	1.5	16 weeks
SASS 654A Field Education IV	1.5	16 weeks
SASS 654B Field Education IV	1.5	16 weeks

**TRADITIONAL TRACK DEGREE**  
**MSSA DIRECT PRACTICE – Child, Youth & Family:**

<b>Foundation Courses</b> <b>24 Academic Hours</b>	<b>Academic Hours</b>	<b>Length</b>
SASS 426 Research Methods in Social Work	3	8 weeks
SASS 440 Human Development I: Child and Adolescent	3	8 weeks
SASS 441 Human Development II: Adult	3	8 weeks
SASS 470 Social Policy	3	8 weeks
SASS 477 Direct Practice Foundation Methods Skills (Lab Component)	3	8 weeks
SASS 478 Macro and Policy Practice Skills	3	8 weeks
SASS 484 Theories of Oppression and Social Justice	3	8 weeks
SASS 495V Field Education Seminar	1	16 weeks
SASS 651AV Field Education I-AV	1	8 weeks
SASS 651BV Field Education I-BV	1	8 weeks

<b>Specialized Level Courses</b> <b>36 Academic Hours</b>	<b>Academic Hours</b>	<b>Length</b>
SASS 517 Family Systems Interventions	3	8 weeks
SASS 547 Problem Identification, Screening and Assessment	3	8 weeks
SASS 549 Theory Practice Approaches in Direct Practice	3	8 weeks
SASS 564 Social Work Practice in Alcohol and Other Drug Abuse	3	8 weeks
SASS 550 Trauma Informed Social Work Practice	3	8 weeks
SASS 579 Cognitive Behavioral Interventions	3	8 weeks
SASS 529 Child and Family Policy and Service Delivery	3	8 weeks
SASS 530 Practice Evaluation	3	8 weeks
SASS 582 Social Work with Child Abuse and Family Violence	3	8 weeks
SASS 652A Field Education II	1.5	16 weeks
SASS 652B Field Education II	1.5	16 weeks
SASS 653A Field Education III	1.5	16 weeks
SASS 653B Field Education III	1.5	16 weeks
SASS 654A Field Education IV	1.5	16 weeks
SASS 654B Field Education IV	1.5	16 weeks



**ADVANCED STANDING TRACK DEGREE REQUIREMENTS  
MSSA DIRECT PRACTICE – Child, Youth & Family:**

<b>Specialized Level Courses 36 Academic Hours</b>	<b>Academic Hours</b>	<b>Length</b>
SASS 517 Family Systems Interventions	3	8 weeks
SASS 547 Problem Identification, Screening and Assessment	3	8 weeks
SASS 549 Theory Practice Approaches in Direct Practice	3	8 weeks
SASS 564 Social Work Practice in Alcohol and Other Drug Abuse	3	8 weeks
SASS 550 Trauma Informed Social Work Practice	3	8 weeks
SASS 529 Child and Family Policy and Service Delivery	3	8 weeks
SASS 530 Practice Evaluation	3	8 weeks
SASS 582 Social Work with Child Abuse and Family Violence	3	8 weeks
SASS 505 Adoption: Practice and Policy	3	8 weeks
SASS 652A Field Education II	1.5	16 weeks
SASS 652B Field Education II	1.5	16 weeks
SASS 653A Field Education III	1.5	16 weeks
SASS 653B Field Education III	1.5	16 weeks
SASS 654A Field Education IV	1.5	16 weeks
SASS 654B Field Education IV	1.5	16 weeks

## TRADITIONAL TRACK DEGREE REQUIREMENTS MSSA DIRECT PRACTICE – Mental Health Adult

<b>Foundation Courses 24 Academic Hours</b>	<b>Academic Hours</b>	<b>Length</b>
SASS 426 Research Methods in Social Work	3	8 weeks
SASS 440 Human Development I: Child and Adolescent	3	8 weeks
SASS 441 Human Development II: Adults	3	8 weeks
SASS 470 Social Policy	3	8 weeks
SASS 477 Direct Practice Foundation Methods Skills (Lab Component)	3	8 weeks
SASS 478 Macro and Policy Practice Skills	3	8 weeks
SASS 484 Theories of Oppression and Social Justice	3	8 weeks
SASS 495V Field Education Seminar	1	16 weeks
SASS 651AV Field Education I-AV	1	8 weeks
SASS 651BV Field Education I-BV	1	8 weeks

<b>Specialized Level Courses 36 Academic Hours</b>	<b>Academic Hours</b>	<b>Length</b>
SASS 547 Problem Identification, Screening and Assessment	3	8 weeks
SASS 549 Theory Practice Approaches in Direct Practice	3	8 weeks
SASS 564 Social Work Practice in Alcohol and Other Drug Abuse	3	8 weeks
SASS 583 Social Work Practice in Mental Health: Adults	3	8 weeks
SASS 587 Integrative Seminar in Mental Health: Adults	3	8 weeks
SASS 514 Mental Health Policy and Service Delivery	3	8 weeks
SASS 530 Practice Evaluation	3	8 weeks
SASS 562 Social Work Intervention in Co-occurring Mental & Substance Abuse	3	8 weeks
SASS 579 Cognitive Behavioral Interventions	3	8 weeks
SASS 652A Field Education II	1.5	16 weeks
SASS 652B Field Education II	1.5	16 weeks
SASS 653A Field Education III	1.5	16 weeks
SASS 653B Field Education III	1.5	16 weeks
SASS 654A Field Education IV	1.5	16 weeks
SASS 654B Field Education IV	1.5	16 weeks

## ADVANCED STANDING TRACK DEGREE REQUIREMENTS MSSA DIRECT PRACTICE – Mental Health Adult

Specialized Level Courses 36 Academic Hours	Academic Hours	Length
SASS 547 Problem Identification, Screening and Assessment	3	8 weeks
SASS 549 Theory Practice Approaches in Direct Practice	3	8 weeks
SASS 564 Social Work Practice in Alcohol and Other Drug Abuse	3	8 weeks
SASS 583 Social Work Practice in Mental Health: Adults	3	8 weeks
SASS 587 Integrative Seminar in Mental Health: Adults	3	8 weeks
SASS 514 Mental Health Policy and Service Delivery	3	8 weeks
SASS 530 Practice Evaluation	3	8 weeks
SASS 562 Social Work Intervention in Co-occurring Mental & Substance Abuse	3	8 weeks
SASS 579 Cognitive Behavioral Interventions	3	8 weeks
SASS 652A Field Education II	1.5	16 weeks
SASS 652B Field Education II	1.5	16 weeks
SASS 653A Field Education III	1.5	16 weeks
SASS 653B Field Education III	1.5	16 weeks
SASS 654A Field Education IV	1.5	16 weeks
SASS 654B Field Education IV	1.5	16 weeks

**The website for Online course descriptions is**

<http://msass.case.edu/registrar/coursedescriptions.html>

### Learning Management System (LMS) - MOODLE

All courses in the Online MSSA program are housed on the Moodle Learning Management System (LMS). Bookmark the site <https://moodle.mandel.case.edu>. For technical difficulties, contact the Technical Support Help Desk at 1-877-830-7473, Option 1 or use the web form <http://cwru.ehelp.org>. Bookmark for future reference.

### CASE Employees

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

## ACADEMIC AND STUDENT SERVICES POLICIES AND PROCEDURES

### ACADEMIC AND FIELD ADVISORS/PATTERNS OF ENROLLMENT

Each student at MSASS is assigned two advisors: an Academic Advisor and a Field Faculty Advisor. The roles of these advisors vary.

## **PHILOSOPHY OF ACADEMIC ADVISING**

The academic advisor/advisee relationship in both the MSSA and MNO degree programs is an important aspect of the overall student experience at the Mandel School. Academic advising is one of the core faculty roles and is one of the ways the school can strengthen relationships with students, provide academic and nonacademic support for students and enhance student success. The emphasis of academic advising is to support each student, by developing an individualized academic and experiential learning plan, defining the student' leadership and career objectives, and building a foundation for a sustainable long-term relationship with the Mandel School.

Academic Advisors help set the tone for the relationship students will have with the School. We encourage students to be proactive in reaching out early to meet their academic advisors. 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 the Mandel School by answering questions about concentration/specializations and assisting with elective choices. Although the Academic Advisor is available for academic support, the final responsibility for ensuring all degree requirements are met rests with the student.

## **ACADEMIC ADVISING PROCESS**

**Academic Advisors** are assigned to students when they enter the program and both academic and field advisors are listed for each student on his or her Student Information System (SIS) home page at [sis.case.edu](http://sis.case.edu). These advisor assignments are maintained until students graduate or until they secure written approval for an alternate academic advisor. This may be requested, for example, if a student changes concentration.

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

The **Field Faculty Advisor** serves as the liaison for the student, the field placement, and MSASS. The field faculty advisor: a) assists the student with securing a field placement that fits with his/her learning needs; b) participates in the development of the learning contract; c) reviews the field evaluation; and d) assigns the grade for the field education each semester. The Field Faculty Advisor also helps "trouble shoot," should issues arise during the field education experience.

**Students must follow their academic plan, maintaining coursework and field education "on track" or they may be administratively dismissed from taking specialized courses. Most generalist courses are pre-requisites for specialized coursework.**

## **ACADEMIC INTEGRITY/PLAGIARISM**

Academic integrity is the pursuit of scholarly activities that adheres to a pattern of conduct and behavior consistent with:

- Social work's core values and standards of practice;
- The MSASS Code of Conduct Policy (Student Handbook); and,
- The policies and practices of field placement agencies

Students can violate MSASS' policy of integrity on four levels:

- **Level One:** Violations due to inexperience or lack of knowledge.
  - Violations on this level include students who fail to footnote or reference in an extremely limited section of the assignment and/or who are chronically tardy or absent from class.
- **Level Two:** Violations of dishonesty of a more serious character that affect significant portions of the course work.
  - Students submitting the same work to satisfy another course requirement without permission or acting insubordinately at the field placement agency are committing a level two violation and will be subject to academic sanctions.
- **Level Three:** Violations that involve premeditation and major portions of a course requirement.
  - Students plagiarizing major portions of a written assignment or developing an inappropriate relationship with a client are in violation of the MSASS academic integrity policy and the NASW and MSASS student code of conduct.
- **Level Four:** Violation of intellectual honesty.
  - This level includes infractions of academic honesty in ways similar to criminal activity, such as forging a grade or stealing an examination. Further, assault or harassment of another student is considered a level four violation and may subject a student to expulsion from university or criminal prosecution.

For more information on the Case Western Reserve University Academic Integrity Policy visit <https://students.case.edu/handbook/policy/integrity.html>. This policy covers all forms of academic dishonesty, including cheating, plagiarism, misrepresentation, obstruction of others' work, and potential consequences for breaches. Incoming MSASS students are also required to attend an academic integrity workshop as part of new student orientation. MSASS course syllabi also include information relative to consequences in individual courses.

### **CANDIDACY FOR THE DEGREE**

On the recommendation of the faculty of the Mandel School of Applied Social Sciences, Case Western Reserve University confers the degree of Master of Science in Social

Administration (M.S.S.A.) upon all candidates who have successfully completed the following prescribed minimum requirements:

- Forty-five (45) credit hours of class work.
- Must have a 3.0 overall grade point average (GPA) or higher to graduate
- Fifteen (15) credit hours for non-advanced standing students, equivalent to 1,184 clock hours of field practice, and nine (9) credit hours advanced standing students, equivalent to 1008 clock hours of field practice.
- The degree must be completed within five years
- Acceptable standards of professional conduct and ethics, as adherence to the standards of professional conduct is a prerequisite to practice in social work.

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

### **CLASS SCHEDULING/Online FORMAT**

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

Many courses have live sessions during the term, and these dates and times are communicated to students in advance. Because of various time zones, sessions are scheduled at various hours and may require students to adjust personal schedules in order to be available.

### **CODE OF PROFESSIONAL CONDUCT**

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

### **Ethical Obligations**

Students are ethically and professionally bound to:

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

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

### **Professional Commitment**

- Exhibit a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Behavior judged to be in violation of the current NASW Code of Ethics may result in a consultative review and/or administrative action by the Committee on Students
- Demonstrate commitment to the essential values of social work that include respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice)

### **Professional Behavior**

- Exhibit behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws online and in the field and community.
- Reflect a professional manner in appearance and personal demeanor
- Use sound judgment in decision making
- Show potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual

and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner

- Work and communicate effectively with others, regardless of level of authority
- Advocate for him/herself in an appropriate and responsible manner and use proper channels for conflict resolution
- Show a willingness to receive and accept instructor feedback and field supervision in a positive manner and use such feedback to enhance professional development
- Exhibit appropriate professional and respectful interpersonal behavior towards colleagues, faculty, and staff online and in field education.

### **Personal Behavior**

#### **Stress Management**

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

### **Emotional/Health/Medical Problems**

- Seek and effectively use help for problems that interfere with scholastic and professional performance
- Engage in counseling or seek out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties result in any of the following:
  - Compromise of scholastic and other performance
  - Interference with professional judgment and behavior

- Jeopardizing the best interests of those to whom the social work student has professional responsibility (as outlined in the Code of Ethics by the National Association of Social Workers)

### **Harassment**

There will be zero tolerance for any form of harassment which includes the following:

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

## **COMMITTEE ON STUDENTS**

### **I. Goals**

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

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

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

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

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

### **II. Functions**

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



The committee shall make administrative decisions regarding:

- a. Students whose behavior is determined by the Dean's Committee on Consultation to be in violation of the Professional Code of Conduct Policy (see the M.S.S.A. Program Instructor's Manual);
- b. Students who appear to be unable to make satisfactory progress in meeting field expectations;
- c. Students who wish to petition for reinstatement following termination.

Following deliberations in this administrative role, the committee shall recommend a plan of action to the associate dean for academic affairs including suspension, termination, reinstatement or no further action. The associate dean for academic affairs will provide the final decision on the committee's administrative action. At any point the committee may consult with the University Office of Student Affairs.

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

### **Committee on Students – Membership**

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

The associate dean for academic affairs, or designee, should participate as an ex-officio member.

All faculty members shall have a responsibility to serve on the committee.

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

The representative from the Field Education Advisory Committee shall be recommended to the dean by the chairperson of the Committee on Students. One student and an alternate from the first year class shall be elected by the officially recognized student government organization in January. An additional first year student is elected in May. Names of students are presented to the dean for appointment to the committee to serve until January and May of the following year.

All members, except ex-officio, are voting members. A quorum is defined as four voting members. Voting members who cannot attend a meeting are required to arrange for an alternate: faculty and student members, and the Field Education Advisory Committee representative arrange with their alternates and the director of field education with a designated field office staff member.

## **IV. Consultative Duties and Procedures**

### **Duties**

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

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

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

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

### **Procedures**

- 1) Any member of the academic team may seek consultation from the Chair of the Committee whenever the need arises in relation to the student's problems in meeting the expectations of academic performance.
- 2) The member of the academic team will clarify with the Chair of the Committee whether consultation or administrative review is being sought.
- 3) A log will be kept by the Chair of all consultative activities.
- 4) The academic team member will prepare a statement of the situation for distribution to Committee members at least 10 days prior to the next scheduled meeting of the Committee on Students. The student will not be identified by name in the statement, but he/she will be identified in the log.
- 5) The academic team member seeking consultation will be asked to be present at the Committee meeting in order to provide further information.
- 6) Committee Deliberation: the academic team member will participate in the

Committee's deliberations.

- 7) Recommendations
  - a) The Committee's decision and recommendations will be made to the academic team member in writing immediately following the meeting.
  - b) Recommendations should clearly and specifically inform the academic team member seeking consultation of the advice of the Committee.
  - c) Recommendations may include the following:
    1. Employing different educational approaches and/or changes in the student's program.
    2. Discussion with the student regarding the concerns about his/her professional conduct, and work with the student to resolve the difficulties.
    3. The student may be asked by the academic team member, in writing, to modify his/her behavior and/or seek appropriate assistance. In the latter situation, the action may include establishing goals, a plan, a timeline, and

appropriate monitoring; seeking mentoring and support; or demonstrating that the student has sought counseling or support for the problems that have affected his/her academic performance.

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

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

9) Transmittal of Decision

- a) In addition to the written copy of the Committee's decision and its recommendations given to the academic team member, a copy will be kept by the Chair of the Committee on Students. This memorandum will not appear in the student's file, but will be entered into a separate consultation file that will be kept with the log.
- b) If the consultation has been sought as a result of the student's breach of professional conduct, the academic team member who initiated the process shall also be informed of the Committee's recommendations.
- c) The academic team member may consult with the Committee on subsequent occasions, if in his/her opinion, there is a continuation of the problem.

## **V. Administrative Duties and Procedures**

### **Duties**

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

### **Procedures**

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

1. The Chair of the Committee may present the problem to the Committee for possible review by the full Committee at the next scheduled meeting or may bring the problem to the Committee directly.
2. The student and the relevant educator and/or field instructor will be notified by the

Chair of the Committee following a written request by any member of the academic team to the Committee stating that the student's situation needs to be administratively reviewed by the Committee.

3. The academic team member will prepare a statement of the situation to be distributed in advance to the Committee as well as to the relevant academic and/or field advisor and the student. This statement should include possible alternative solutions. Wherever possible, this statement should be received by the Chair at least 10 working days prior to the next scheduled meeting of the Committee.
4. The academic team member initiating the administrative action shall attend the meeting to present the situation and to discuss the student's performance.
5. The Chair of the Committee may ask other relevant members of the academic team or other persons to attend the meeting to provide information. Such person(s) should also submit a written statement at least 10 working days prior to the next scheduled meeting of the Committee.
6. Copies of all material relevant to the administrative review must be given to the student and to the relevant educator and/or field advisor if they are not the academic team member initiating the review. This material should be made available to the student and the relevant advisors at least 10 working days prior to the scheduled administrative review.
7. Student's Rights
  - a) The student may, if he/she wishes, appear before the Committee to present his/her view of the problem; or
  - b) If the student prefers, he/she may submit a written statement of the problem and possible alternative solutions. The written statement, whenever possible, should be distributed in advance to the Committee (at least five working days prior to the next scheduled meeting) as well as to relevant members of the academic team who sought administrative action.
  - c) The student may appear before the Committee as well as prepare a written statement.
  - d) The student may ask any member of the academic team or another student to attend the meeting to provide information to the Committee. If such persons plan to provide information, they shall submit a written statement to the Committee prior to the meeting for distribution to Committee members as well as to the team members who sought the administrative review. These statements must be received at least 10 working days prior to the next scheduled meeting.
  - e) Prior to deliberation, the performance concerns should be stated clearly to the student and other Committee members, i.e. a summary of the initiating action as well as what has been discussed during the deliberations.
8. Committee Deliberation: Both the academic team member, the student, and others who are not part of the Committee, will be asked to withdraw during the deliberations of the Committee leading up to the discussion of the status of the student.
9. Recommendations
  - a) Committee's recommendations will be promptly made in writing to the Assistant Dean for Academic Affairs.
  - b) If the Committee determines that a student may continue in the program, the Committee's recommendations should clearly and specifically inform the

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

#### 10. Transmittal of Decision

- a) After consideration of the Committee on Students' recommendation, the Assistant Dean for Academic Affairs will make the final decision on the Committee's recommendations and will notify the student of the final disposition. This notification will be sent to the student by registered mail (return receipt requested) and to the appropriate academic team member within 10 working days of the Committee's deliberations.
- b) Copies will also be sent to other appropriate persons such as the Academic or Field Advisor, Registrar, or any other relevant team member.

### **VI. Reconsideration**

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

### **VII. Appeal**

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

### **VIII. Maintenance of Committee on Students Records**

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

## **Dean's Committee on Consultation**

### **I. Function**

The purpose of the Dean's Committee on Consultation is to provide consultation to any member of the academic team when a student situation presents which may not warrant

immediate administrative action, but where members of the academic team believe that additional or different supporters may be needed to assure that the student has the opportunity to be successful in the program. The Dean's Committee on Consultation shall be responsible for formulating policies related to carrying out its consultative functions and for recommending such policies to the Steering Committee and faculty for action.

The committee shall make consultation decisions regarding:

- a. Students who are presenting problems, either in the classroom or in the field, that are affecting their performance;
- b. Students who are being placed on disciplinary warning or probation and develop a pattern of problematic performance in violation of the MSASS Professional Code of Conduct Policy found in the M.S.S.A. Program Instructor's Manual and M.S.S.A. and M.N.O. Handbook;
- c. Academic misconduct matters as outlined in the Case Western Reserve University Academic Integrity Standards has occurred;
- d. Other situations where a member of the academic team is concerned that the student's performance or behavior may not lead to successful completion of the program.

Following deliberations in this consultation role, the committee shall recommend a plan of action to the associate dean for academic affairs. In cases where serious academic misconduct is found, this plan may include referral to the Dean of Graduate Studies for possible action, as provided in the CWRU Academic Integrity Standards. If the alleged violation is one for which the penalty is separation from the university (defined as level 3 and level 4) in the Academic Integrity Standards for Graduate Students (Chapter 4, Article VI of the Case Western Reserve University Faculty Senate Handbook), then the dean of the Mandel School will automatically forward the case to the dean of graduate studies to be heard under the University Academic Policies and Procedures. In cases where students are having serious difficulties in meeting field requirements or when the students' behavior is in violation of the Professional Code of Conduct Policy (see the M.S.S.A. Program Instructor's Manual and the Online Academic Student Handbook), the committee shall refer the student to the Committee on Students to consider administrative action.

The Dean's Committee will coordinate and continue to monitor the progress of students who are presenting problems in the classroom or in the field. At any point, in the consultation process, the administrators of student services or academic affairs may consult with the University Office of Student Affairs.

## **II. Membership**

The Dean's Committee on Consultation is chaired by the Assistant Dean for Student Services and Director of Student Services or his/her designee. The committee includes the director of field education or his/her designee and the Associate Dean for Academic Affairs or his/her designee.

The designee for the director of field education shall be recommended to the dean by the director of field education. The student's field and academic advisor may be asked to meet with the committee. Other members of the academic team may be asked to meet with the

committee as needed.

## **COMMENCEMENT**

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

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

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

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

MSSA or MNO degree candidates who are in good academic standing but who still need six or fewer academic credits may fully participate in the University graduation ceremony and the school's diploma ceremony. Candidates who meet these criteria will march in full academic regalia at both ceremonies. The candidates will not be separated from the other graduates.

The candidate will not be listed in the commencement program. These students will receive their diplomas in August or January upon completion of all degree requirements. Their names will appear in the following year's commencement program.

A student may participate in a Commencement ceremony only once.

## **COURSE EVALUATIONS**

Students will receive an email one week prior to the last day of classes reminding them that end-of-semester evaluations will soon be available online. The email will also specify the timeframe for completion. If you need assistance with accessing the evaluation link, please contact 368-HELP. The link for completing evaluations is:

<https://its-services.case.edu/course-evs/evaluate>.

The evaluation serves several important functions. Personally, it allows students to reflect on the course and how it impacted their learning. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall programming for social work practice. Administratively, faculty use the feedback to improve instruction. Therefore, it plays a significant role in the school, and students' full and careful attention is appreciated.

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

<b>Grade</b>	<b>Points</b>	<b>Meaning</b>	<b>Explanation</b>
A	96-100	Outstanding/Superior	Exceptional performance; consistently exceeds expectations
A-	92-95	Excellent	Strong performance; often exceeds expectations
B+	89-91	Very Good	Consistently meets and occasionally exceeds
B	85-88	Good	Meets expectations
B-	82-84	Somewhat Below Expectations	Sometimes falls short of expectations
C+	79-81	Often Below Expectations	Often falls short of expectations
C	75-78	Below Expectations	Unevenness or inconsistent in grasp of content and Experience
C-	72-74	Well Below Expectations	Very inconsistent in grasp of content and experience
F	Below 72	Fail	Complete lack of grasp of content and experience; does not meet minimal expectations
I	0	Incomplete	Automatically becomes an "F" by instructor if work is not completed within the specified time period
W	0		Official withdrawal

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

### **GRIEVANCE PROCEDURES**

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

**Appeal of Administrative Policies:** Students may request exceptions to administrative policies, such as extensions of deadlines for withdrawal dates, drop/add dates, etc. The request should be made *in writing*, including the rationale for the exception, and presented to the Assistant Dean of Student Services. The Assistant Dean will consider the appeal and respond in writing to the request. In the event that the appeal is denied, the student may present the appeal, again in writing, to the Associate Dean for Academic Affairs. Should the decision be again denied, the student may present the request to the Dean, whose decision will be binding.

**Appeal of Academic Decision:** Should a student receive a final grade they believe is unwarranted, the student may initiate a grievance hearing in writing to the Assistant Dean of Academic Affairs within 30 days after the grade has been posted in SIS. Once the grievance has been acknowledged, the student will be instructed to *first* discuss their grievance face-to-face or by phone, with the faculty member against whom the complaint is directed. Should a student have a concern regarding retribution or retaliation from the faculty member, the



student may elect to meet with the faculty member in the presence of the Assistant Dean for Academic Affairs.

In those instances where discussion with the faculty member does not resolve the grievance to the student's satisfaction, the Assistant Dean for Academic Affairs will conduct a three-way meeting with the student and the faculty member to review the complaint in an effort to arbitrate the issue. In some instances, the Assistant Dean for Academic Affairs may consult with other faculty or submit the matter for deliberation to the School's tenured faculty.

In the event the efforts to satisfy the student grievance have not been adequately resolved, the Assistant Dean of Academic Affairs will schedule a meeting between the student and the Dean. The Dean will then meet with the student and the Assistant Dean for Academic Affairs to evaluate the particular merits of the case. At that time, the student will have the opportunity to present any evidence or information to support the nature of their grievance. Once the meeting with the Dean has been completed, the Dean will submit the final decision in writing to the student.

If the situation warrants, the Dean may appoint an ad hoc committee to recommend what action be taken. Final responsibility for resolution of the grievance rests with the Dean.

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

### **Within the University**

Case Western Reserve University has established a mechanism whereby students of the University may express a grievance against the actions of other students or members of the faculty. Details of the grievance procedure are included in the University's Student Services Guide, an annual publication of the University Office of Student Affairs. Students who wish to have a specific problem reviewed should contact Student Affairs. <http://gradstudies.case.edu/new/policies.html>

### **INCOMPLETES IN ACADEMIC COURSES**

1. A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her instructor and there are **extenuating circumstances** that clearly justify an extension beyond the requirements established for the other students in the class.
2. The student and the instructor must agree on a due date for fulfilling the requirements for the Incomplete. A signed "Request for an Incomplete Grade" (by both the instructor and student) must then be submitted to the MSASS registrar by the instructor at the time grades are due. This form can also be printed from the MSASS registrar's website at <http://msass.case.edu/registrar/incomplete>. The extension may not go beyond the end of the subsequent semester (fall, spring,

summer). The form must be specific in what assignment(s) are due and the date(s) by which assignment(s) must be submitted. For administrative purposes, instructors must submit final grades for Incompletes as soon as coursework is submitted and graded.

3. If a student fails to remove the Incomplete within the specified time, he or she forfeits the privilege of completing the course for credit and the grade is F. If the F is for a required course, the course must be repeated. For exceptional situations in which there are extraordinary circumstances, the student and instructor may request, in writing, an extension beyond one semester from the Assistant or Associate Dean for Academic Affairs.
4. If a student accumulates three or more grades of "Incomplete," he/she may not enroll in the subsequent course or term and will be considered to be "on probationary leave" from the program. This policy includes grades of "Incomplete" in Field Education. These students will be required to clear all but one grade of "Incomplete" on their records before they will be allowed to re-enroll in School.

### **INCOMPLETES IN FIELD EDUCATION**

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

### **LATE ASSIGNMENTS**

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

### **MULTIPLE RELATIONSHIPS AT MSASS**

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

#### Potential Problems Associated with Multiple Relationships:

- Providing an objective evaluation for admission, performance, or supervision;
- Having access to private information that not everyone who might be affected by the information has;
- Treating the person in a preferential manner or being perceived as treating

the person in such a way;

- Creating additional work for other faculty, staff, or administrators when responsibilities have to be realigned in order to protect against problems associated with multiple relationships;
- Generating concern over damage to collegial relationships— and untenured faculty may feel at particular risk for retribution.
- Generating concern over damage to the external reputation of the School. The following policies are designed to minimize the risk posed by such relationships.

### **MSASS POLICIES:**

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

- A relationship that meets the definition of a “multiple relationship” as outlined above must be *disclosed immediately* to all parties who may be affected by the relationship including the MSASS Dean. Such disclosure is likely to occur at the time of application for admission to an educational program or experience, for hiring, for promotion, or at enrollment in a specific class.
- In addition, an annual disclosure form regarding multiple relationships shall be filed with the Dean’s office by each member of the MSASS faculty, staff, and administration.
- The parties involved in a multiple relationship, in collaboration with the MSASS Dean, shall establish a written plan for avoiding or managing any potential risk for harm, exploitation, or favoritism due to said relationship.
- Individuals in multiple relationships with members of the faculty, staff, administration, or students must be evaluated against the same standards as their peers.
- Individuals shall not be involved in the supervision or the evaluation of the individuals with whom they have multiple relationships.
- Students shall not enroll in classes taught by faculty with whom they have multiple relationships. This means that the School will first try to find another faculty member to teach a course, if a multiple relationship with a member of the faculty occurs. If this is not possible, other alternatives to provide a student with the same educational content shall be sought.
- Hiring of individuals in multiple relationships as members of the faculty, staff, or administration must be conducted through established University hiring processes.

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

### **PROBATION AND DISMISSAL POLICIES**

**Probation based on Academic Performance:** A student who receives a grade point

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

### **Dismissal Based on Academic Performance**

A student will not be permitted to continue in the program if he or she receives:

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

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

COMPLETING WORK BEYOND THE END OF THE SEMESTER may be subject to academic actions within the next semester. Students will be academically withdrawn from their courses and their records updated based on academic decision.

Student will be fully responsible for all financial obligations up to the date of academic action.

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

### **Dismissal Based on Academic Performance**

**Dismissal Based on Field Performance.** A student will not be allowed to continue in the program if he or she receives two semesters of NO PASS in the field. For part-time and Intensive Weekend students, these policies apply in two semester blocks of time.

**Any student completing work beyond the end of a term may be subject to academic actions at any point within the next term. Students will be academically withdrawn from their courses and their records will be updated based on the academic decision. Students will be fully responsible for all financial obligations up to the date of academic action.**

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

### **READMISSION TO CANDIDACY**

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

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

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

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

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

### **REGISTRAR'S WEBPAGE**

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

The Registrar's web page <http://msass.case.edu/registrar/index> includes a link to course descriptions for courses offered in the Online format. Other links of interest to students in the online program include the following:

- Case Directory Information

- Email
- Enrollment Verification
- Incomplete Grades
- Loan Deferments
- Name or SS# change
- Official Transcripts

## **REGISTERING FOR COURSES**

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

New incoming students are automatically registered for the first semester ONLY, and students receive registration confirmation by email detailing specific information about the courses. After the first semester, students register themselves for all future courses. Registration information will be sent to you by your Program Coordinator outlining the upcoming course as well as detailed instructions on how to sign up for classes.

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

Students can access the MSASS Registrar's webpage at:

<http://msass.case.edu/registrar.html>.

## **Accessing Student Grade Point Average (GPA)**

Students can access current grade point averages via the Student Information System (SIS). Go to the drop down menu on the student's page and click on "Other Academic" then "Transcript – View Unofficial." After taking several minutes for processing, the student can access an unofficial transcript with semester and overall GPA to three decimal places. MSASS faculty and staff never manually compute student grade point average.

## **ADD/DROP POLICY**

The Add/Drop Deadline for each semester is the **Friday before the semester begins**. All students must be registered by this date in order to gain access to their courses.

The Add/Drop Deadline is also the last day a student can withdraw from classes and receive a full, 100% refund on tuition. **There will be no refunds granted to students that withdraw from class after the Add/Drop Deadline.**

An exception to this policy pertains to students residing in Maryland, Kansas, Oregon, Oklahoma and Wisconsin. We will honor the refund policies for these states, whose laws mandate a specific refund policy for their residents.

## **SOCIAL WORK LICENSING**

For complete information about all levels of social work licensing in Ohio, go to

[www.cswmft.ohio.gov](http://www.cswmft.ohio.gov). Students seeking licensure in other states should contact [www.aswb.org](http://www.aswb.org) to view other states' requirements for licensing at all levels.

### **STUDENT CWRU NETWORK IDS**

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

### **ACTIVATING THE CWRU NETWORK ID**

A student's network ID is created as soon as he or she is accepted to CWRU. Students receive a formal letter of acceptance in the mail within ten business days of acceptance.

With the notification the student receives a 4-digit PIN that enables the student to activate the CWRU Network ID.

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

### **PASSWORD REQUIREMENTS**

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

### **CWRU NETWORK ID -HELP!**

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

### **TRANSFER CREDITS**

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

### **TRANSCRIPTS**

Official transcript of grades will be released only upon written request of the student, either in

person or by mail. A \$5 fee is charged for each transcript copy. A fee of \$3.50 is charged for electronic transcripts (only available via on-line systems) and a fee of \$10.00 is charged for faxed copies. Transcripts will not be issued to, or on behalf of, students who have not discharged all delinquent obligations with the University. Requests for official transcripts must be made to the University Registrar, Transcript Office, 110 Yost Hall (216-368-4318).

### **FINANCIAL AID**

To help students meet educational costs, the Office of Financial Aid serves as a clearinghouse for information on financial assistance through the University and from outside sources.

Financial aid includes scholarships, grants, federal and private loans, and federal work study (stipend) funds earned through full-time student field placements. The Office of Financial Aid provides answers to questions on the following;

- Financial aid application procedures
- Loan eligibility
- Work Study eligibility and agreement forms
- Billing and tuition charges
- Grant and scholarship awards through the Mandel School
- Refund eligibility

Go to: <http://msass.case.edu/finaid> or email: [msass@financialaid.edu](mailto:msass@financialaid.edu)

### **THE MANDEL SCHOOL TUITION**

New students accepted into the program are charged a \$100 (non-refundable) tuition deposit. Full-time students are charged a flat rate up to 16 credit hours a semester. If a student wishes to register for additional credits up to a maximum of 18, the student should petition the Associate Dean for Academic Affairs in writing. No overload permission will be granted after the end of the drop/add period.

### **STUDENT ACTIVITY FEE**

For each semester a student is enrolled, all Mandel School students are assessed a Student Activity Fee to cover professional student memberships and renewals, professional development, career services, and other planned events. This fee is charged to your account each semester.

### **LATE REGISTRATION FEE (CAMPUS-BASED STUDENTS ONLY)**

There is a \$25 late fee for students who register after the start of classes.

### **METHODS OF PAYMENT**

- Checks and money orders. To ensure proper credit, the student should include his or her student ID number on the check and make check/money order payable to Case Western Reserve University.
- QuikPay. This is the University's online billing system that automatically sends an email reminding students of outstanding balances. Students may pay tuition bills online with e-check and Discover, Visa, MasterCard, or American Express cards. All credit card payments will incur an additional 2.70% service fee, which is to be paid to Nelnet Business Solutions through NTS for processing the payment. The Service Fee is not a fee assessed by the Mandel School or CWRU and cannot be refunded if the payment that the fee relates to is cancelled, refunded, credited or charged back. Students may also authorize third-party payers (i.e., agencies, sponsors, etc.) to submit payments on



their behalf.

- E-Z Payment Plan. Spread tuition over 10 months with this option.
  - Students are e-mailed invoices monthly until all outstanding charges are paid in full. Invoices reflect all financial aid that has been awarded and accepted.
  - This arrangement must be made at the beginning of the academic year.
- Financial Aid. Students must return a signed copy of their Terms and Conditions. First-time loan borrowers at the University must complete the online loan entrance counseling and complete promissory notes at <https://studentloans.gov/myDirectLoan/index.action>

## **MSASS COURSE/WITHDRAWAL POLICIES**

### **COURSE WITHDRAWAL**

The last day to withdraw from a course is the **Friday before the semester begins**. After this date, course withdrawals will not be accepted and a tuition refund will not be given.

An exception to this policy pertains to students residing in Maryland, Kansas, Oregon and Wisconsin. We will honor the refund policies for these states, whose laws mandate a specific refund policy for their residents.

Changes and updates to this policy may occur periodically. Students are encouraged to visit the following website <http://msass.case.edu/registrar/> for more information.

### **WITHDRAWAL FROM THE UNIVERSITY**

A student must 1) complete a University Withdrawal Form, 2) submit the Case Western Reserve University ID card, and 3) meet with the Assistant Dean for Student Services before his/her application for withdrawal can be processed. We suggest that an exit interview also take place with the Director of Field Education and/or the Assistant Dean for Academic Affairs.

## **STUDENT RECORDS ACADEMIC RECORD PRIVACY (FERPA)**

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

provisions of FERPA, which require the university to notify students annually of their rights and the university's policies and procedures. Specific procedures may vary slightly among the schools and colleges of the university, and each student is encouraged to inquire at his or her own dean's office if any question arises.

### **ACCESS TO FILES**

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

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

The office to which the request is made will arrange an appointment within a reasonable period of time (not to exceed 45 days) for the student to review the file in the presence of a member of the office staff.

FERPA affords students certain rights with respect to their educational records. Students may ask the university to amend a record that the student believes is inaccurate or misleading. The student should write to the university official responsible for the record, clearly identifying the part of the record the student wants changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

### **RELEASE OF PERSONALLY IDENTIFIABLE RECORDS**

FERPA affords the student the right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the university in an administrative, supervisory, academic,

or support staff position (including law enforcement unit and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

### **DIRECTORY INFORMATION**

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

- Name (including both maiden name and married name, where applicable)
- Address, telephone listing, and electronic mail address
- Date and place of birth
- Major field of study
- Anticipated graduation date
- Enrollment Status (undergraduate or graduate, full-time or part-time)
- Dates of attendance
- Degrees and awards received
- Participation in officially recognized sports and activities
- Weight and height (members of athletic teams)

Any student who would prefer that the university not release such information about himself or herself can update their FERPA Restriction by going to the Student Information System (SIS) Student Center homepage, selecting Self Service, followed by Campus Personal Information, then selecting FERPA Restrictions.

### **TRANSCRIPTS**

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

### **STUDENT FILES**

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

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

## **STUDENT RIGHTS AND RESPONSIBILITIES**

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

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

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

## **STUDENT RIGHT TO KNOW**

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

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

Case Western Reserve University's [annual security report](#) includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off- campus buildings owned or controlled by the University, and on public property within, or

immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the Protective Services Office at 216.368.2908.

## **Student Support Services and Resources**

### **Barnes & Noble Bookstore**

CWRU Bookstore  
11451 Euclid Avenue  
Cleveland, OH 44106  
Phone: 216-368-2650  
Fax: 216-368-5205  
[case.bncollege.com](http://case.bncollege.com)

### **CASE CAREER CENTER**

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

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

Case CareerLink <http://studentaffairs.case.edu/my/career/> is your on-line connection to employers for practicum, internship and full-time positions. You can access the Case CareerLink system using your Case network ID and password.

- Search practicum, internship and full-time positions
- Request on-campus interviews
- Send resumes to employers
  
- Stay updated on career opportunities and events

### **CASELEARNS**

Kelvin Smith Library  
368-3506  
<http://library.case.edu/caselearns>

Instructing Case community members on how to use the library and its resources has always been central to the mission of an academic library. CaseLearns is an instructional program within Kelvin Smith Library designed to fulfill this mission. It offers classes to Case faculty, students and staff in the following areas:

- Microsoft Office products (Excel, Word, Access, PowerPoint)
- How to select and effectively use subject specific research/information resources in

all formats.

- Using and creating electronic texts, image databases and other electronic collections of source materials for research and teaching.
- Information literacy skills (particularly targeted to undergraduates).
- Intellectual property issues in a digital environment.
- Multimedia tools including Adobe Photoshop, Dreamweaver, Macromedia Flash, and audio/video editing.

### **DISABILITY ACCOMMODATIONS**

Office of Disability Resources Educational Services for Students (ESS)

470 Sears Building

(216) 368-5230

<http://studentaffairs.case.edu/education/disability/>

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

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

### **LILLIAN AND MILFORD HARRIS LIBRARY**

Mandel School Room 175

Hours: Vary; available on website

Phone: 216.368.2302

Fax: 216-368-2106

Email: [harrisref@case.edu](mailto:harrisref@case.edu)

Website: <http://socialwork.case.edu/harrislibrary>

The Lillian and Milford Harris Library is the main library serving the Mandel School. The library is located in the Mandel Building and its resources are available to all students, faculty and instructors on campus. All library policies, services, and hours are updated regularly on the Harris Library's website. All current students, faculty, and staff are welcome to borrow items with a valid Case ID card, which new instructors can obtain at Access Services by furnishing a current contract or letter for hire.

Part-time faculty and instructors are given faculty borrowing and library use privileges during their contract period at all five campus libraries. These privileges exist for their contract period only and are not automatically renewed. The Harris Library website has more information about library policies and highlights its services and hours.

Reference librarians are available to assist users in finding information, and to teach in-class sessions on conducting literature reviews and other library research skills. Any instructor wishing to make arrangements for an in-class session should contact the Harris Library at least three weeks in advance. Also, librarians are available by appointment to provide new instructors with an overview of resources available at the Harris Library.

## Library Resources

The online catalog ([catalog.case.edu](http://catalog.case.edu)) provides an organized, searchable listing of the collections in the campus libraries, including the Harris Library, the Kelvin Smith Library, the Judge Ben C. Green Law Library, the Health Center Library, and the Allen Memorial Medical Library. CWRU also subscribes to an extensive number of online databases, which allow access to citations, summaries, and full texts of past and current scholarly, peer-reviewed articles.

The University is a member of OhioLINK, a consortium of more than 85 libraries in Ohio, through which faculty, staff and students can borrow books and other items with a current Case ID. Patrons can request materials from the OhioLINK website and pick them up at the Harris Library, or another OhioLINK library of their choice. Any questions about obtaining items through CWRU or OhioLINK libraries can be directed to a reference librarian.

## Reserves

Harris Library course reserves allow students access to highly in-demand required textbooks for their classes. All required texts ordered through the University bookstore will automatically be placed on reserve. However, a required book on reserve is intended to supplement, not replace, the student's personal copy. Recommended readings will only be placed on reserve in the Harris Library upon the instructor's request by submitting a Course Reserve Form. Faculty may either supply a personal copy to the library or ask the library to purchase the title.

In addition, the library does not place journal articles on reserve. Instead, instructors may provide links to journal articles on their online course sites and contact the Harris Librarians if they need help with locating articles. An instructor must turn in a request to place items on reserve six weeks before the beginning of the new semester. Any materials requested after the deadline will be processed on a first come, first served basis. The Harris Library cannot guarantee that late requests will be available when classes start.

## Types of Reserve Items

Reserve items fall under two categories at the discretion of the instructor:

- *Two-hour In Library/Overnight* - Items may be checked out for two hours. If they are checked out within two hours of closing, they are due back the next morning within the first hour the library is open. Late fees are \$1 per hour up to a \$15 billing fee if the item is returned the next day.
- *One Week / 7 Days* - Items may be borrowed for up to a week. This option is best used for recommended readings or for books that students are not expected to read more than 50% of its content. The late fee is \$1 each day.

## 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](mailto:harrisref@case.edu). We look forward to working with you!

## [U] Tech: INFORMATION TECHNOLOGY AND COMPUTING SERVICES

The Mandel School of Applied Social Sciences is continually striving to integrate state-of-the-art information technology with the social science disciplines and to maintain its position on the leading edge of networking technology. Case Western Reserve University is the first university to base its network entirely on fiber optics. The vast networking capabilities available at the University provide access to almost limitless information sources, allowing

users to share information via computer, thus greatly enhancing scholarly academic and research activities. Any student, faculty or staff member has the privilege of using these network services at no charge.

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

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

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

### ***Acceptable Use Policy (AUP)***

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

Students can use classroom technology ***only under the direct supervision*** of faculty and/or staff. If students have special needs they should contact Andrea Porter, who, if justification is shown, will arrange for classroom training with our I.T. Department. This will allow classroom access only on a per use pre-approved basis.

### ***Computer Lab***

The MSASS Computer Lab is located in the Lillian F. and Milford J. Harris Library. The lab is available as an extension of library services, allowing access to all online information resources available 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 individual MSASS students.

MSASS students receive an orientation to the lab at the beginning of their first semester. They are expected to have a basic understanding of computer applications before using the facilities. Computer-related workshops are offered to students through MSASS and the University Library system. Lab technicians are also available to provide assistance to lab users.

The computing lab contains 16 Pentium IV computers and a high-speed laser printer. All



computers run Microsoft Office Professional and SPSS. Each computer is connected to the full range of CASE computer resources, as well as to the MSASS network. All students of the University are provided with an e-mail account upon registration.

As MSASS continues to integrate state-of-the-art information technology with the social science disciplines, students will find it increasingly advantageous to own a personal computer.

### ***The Software Center***

This site offers a software bundle free of charge to all current students, staff, and faculty of the University. Software packages include Adobe Acrobat 11.0, Microsoft Windows 7 and 8.1 Operating System, MS Office 2013, and Symantec Endpoint 12 Antivirus. Students are required to agree to the online license agreement before downloading software.

Information about the Software Center is available at <http://softwarecenter.case.edu>.

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

### ***VPN (Virtual Private Networking)***

VPN (Virtual Private Networking) grants access to resources that would be restricted to off-campus users, such as online library databases, the online library databases, the Software Center Library, and other CWRU-exclusive materials. Instructions for VPN download and set up can be found through the Software Center: <https://vpnsetup.case.edu/>.

The use of VPN requires a high-speed internet connection – DSL, cable, etc. You cannot use VPN with dial-up providers. VPN requires a **DUO Security Two-factor authentication Process**, which adds a second layer of security to your online CWRU accounts. Verifying your identity using a **second factor** (like your phone or other mobile device) prevents anyone but you logging in, even if they know your password.

For more help with network connectivity issues, please contact the University Help Desk:

Phone: 216-368-HELP (x4357)

E-mail: [help@case.edu](mailto:help@case.edu)

Webpage: <https://www.case.edu/its/information-security/duo/overview/>

### **LGBT CENTER/SAFE ZONE PROGRAM**

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

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

professionally, and personally.

### **THE MANDEL COUNCIL FOR STUDENT COMMUNITY LEADERSHIP**

The Mandel Council is an officially recognized student organization. All MSASS students are members and election to office is open to any interested student. The Mandel Student Council has its own constitution, policy for the election of officers, and establishes its own committees and meeting schedule. It is the main channel through which students participate in the affairs of the School. Members are elected as student representatives to School committees. The organization and members have been active in supporting area human service agencies and presenting guest speakers on various topics of interest to the student body or the profession.

The Mandel Student Council executive officers are responsible for identifying students for appointment to the following School committees:

- Faculty Committee
- Curriculum Committee
- Library Committee
- Committee on Students
- Technology Committee
- Alumni Board

### **Organizations**

- • The Mandel Council for Student Community Leadership
- Black Student Association (BSA)
- Cuyahoga Health Access Partnership
- Gay, Lesbian, Bisexual, Transgender and Straight Associations (ALLIES)
- Local InterNational Konnections (LINK)
- Student Association for Field Engagement (SAFE Circle)
- Spirituality in Social Work (Student Interest Group)
- Student Leaders Advocating for Mental Health (SLAM)
- Students United to Advocate for Veterans (SUAV)
- Unifying to heal (Student Advocacy Group)

### **University Organizations/Collaborations**

- CWRU Graduate Student Senate
- Hotspotting Team (Interprofessional Collaboration)
- Graduate Professional Council
- Student Run Free Health Clinic (SRHC) (Interprofessional Collaboration)
- Sustained Dialogues (University Student, Staff and Faculty Collaboration)

### **Professional Student Organizations**

- National Association of Social Workers (NASW)
- Association for Research of Nonprofit Organizations (ARNOVA)
- Young Non Profit Networking Professionals (YNPN)

Students must be in good academic standing (3.0 GPA) to provide leadership to any Mandel Council organization or to serve on school committees.

Andrea Porter ([agp8@case.edu](mailto:agp8@case.edu)), Assistant Dean for Student Services, is the administrative advisor for the Mandel Council. Various faculty and staff serve as liaisons to each group.

### **THE MANDEL SCHOOL ALUMNI ASSOCIATION**

The Mandel School of Applied Social Sciences has more than 8,000 alumni living in 50 states, the District of Columbia, and over 41 countries around the world.

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

The Association's mission statement reads:

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

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

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

### **OFFICE OF VETERANS BENEFITS**

Yost Hall, Room 110

Phone: 216-368-4310

<http://www.Case.edu/provost/registrar/veterans.html>

All students planning to receive veterans education assistance from the Department of Veterans Affairs (VA) must provide enrollment information to the Veterans Certifying Official, 110 Yost Hall, phone 216.368.4311. To be certified for benefits, veterans must be officially registered for classes. Veterans must notify the University Veterans Certifying Official immediately when changing hours, grade options, withdrawing from a class, or withdrawing from the University.

## **STUDENT ID CARDS – CASE ONE CARD**

The CWRU “CaseOneCard” provides students with access to the library, the eStore (hardware and software), and other student-centered information. To obtain the card, please follow the instructions below:

- 1) Access the following link: <http://www.case.edu/accessservices/>
- 2) Under “IDs & Access” from the menu bar across the top, select “Submit my CWRU Photo”
- 3) You will be directed to a new page where you can select “New Graduate/Professional Students”
- 4) Follow the instructions as outlined. Please note that you will be required to provide your 7-digit student ID number. This can be found on your official acceptance letter or by contacting Student Support Services.

## **WRITING RESOURCE CENTER**

### **Writing Skills**

The Case Writing Resource Center <http://www.case.edu/writing/writingcenter.html> (368-3798) offers one-on-one writing consultation to students at all levels of the university. Services available to MSASS students include polishing prose; reviewing paper organization and structure; examining research and documentation using APA format; and general writing assessment and structured consulting. Tutoring is available online via e-mail for students in the Online format. Recurring appointments and structured tutoring are available; the Writing Center is not a proofreading service. To communicate with a writing tutor, email [writingcenter@case.edu](mailto:writingcenter@case.edu).

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

### **Oral Presentation Skills**

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

## **UNIVERSITY POLICIES**

### **CONSENSUAL RELATIONSHIPS**

Case is a community that values an environment of inclusion, trust, and respect as beneficial for the working and learning environment of all its constituents. Romantic or sexual relationships may occur in a University environment given the numbers of people

on a University campus. All relationships must be consensual; but, even though the relationship is consensual, it can raise serious concerns about the validity of the consent, conflicts of interest, and preferential treatment.

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

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

The University considers sexual relationships between faculty (including teaching assistants and laboratory supervisors) and their students or between supervisors and their employees, even if deemed to be mutually consenting relationships, to be a basic violation of professional ethics and responsibility when one party has any professional responsibility for the other's academic or job performance or professional future. Because of the asymmetry of these relationships, "consent" may be difficult to assess, may be deemed not possible, and may be construed as coercive. Such relationships also may have the potential to result in claims of sexual harassment. Please visit the University's website for more information: <http://www.case.edu/finadmin/humres/policies/standards/cr.html>

### **FELONY STATEMENT**

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

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

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

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

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

### **SEXUAL MISCONDUCT**

Case Western Reserve University is a community based upon trust and respect for its constituent members. Sexual misconduct is a violation of that trust and respect and will not be tolerated. Members of the Case Western Reserve community, guests and visitors have the right to be free from sexual misconduct. All members of the community are expected to conduct themselves in a manner that does not infringe upon the rights of others. The purpose of this policy is to define sexual misconduct and the procedures the university uses to investigate and take appropriate action on complaints of sexual misconduct. For more information about this policy and issues related to sexual harassment, please visit: <http://www.case.edu/diversity/sexualconduct/policies/sexualmisconduct.html>.



## MANDEL SCHOOL ADMINISTRATION

Grover C. Gilmore, PhD

Dean and Professor

Valerie Beard

Front Desk Receptionist

David E. Biegel, PhD

Chair, PhD Program

Rachel Blake

Assistant Director, Finance

Tracey Bradnan

Director of Marketing and Communications

Ina Brand

Department Assistant, Finance and Administration

Mark Chupp, PhD

Director of International Education Programs

Claudia J. Coulton, PhD

Co-Director, Center on Urban Poverty & Comm. Development

Matt Colver

Assistant Director of Financial Aid

Nada DiFranco, MNO

Director of Alumni Relations and Development

Debra Fields

Registrar

Robert L. Fischer, PhD

Co-Director, Center on Urban Poverty & Comm. Development

Director of the Masters of Nonprofit Organization Program

Daniel J. Flannery, PhD

Director, Begun Center for Violence Prevention Research and Education

Lena Ford

Head of Circulation

Carmelo Franchina, BA

Director, Office of Information Technology

Carmel Gambatese

Department Assistant, PhD Program

Marissa Gilbert

Admissions Counselor

William Haller

Facilities Coordinator

Andrea Hess, MSSA, MNO

Admissions Counselor

June Hund

Technical Services Librarian

David L. Hussey, PhD

Associate Director, Begun Center for Violence Prevention

Research and Education  
Richard Jennings, MA  
Student Services Specialist  
Henrietta Jones  
Department Assistant, Field Education  
Kirsten Kirchgesler  
Reference and Instruction Librarian  
Lenore A. Kola, PhD  
Co-Director, Ohio Substance Abuse and Mental Illness Coordinating  
Center of Excellence  
Amy Korsch-Williams, MSSA  
Director of Field Education  
Marianne Lax, MSSA  
Interim Associate Dean for Development and External Affairs  
Director of Charitable Giving  
Heather Lenz, MA  
Assistant Director, Community Innovation Network  
Gerald Mahoney, PhD  
Associate Dean for Research and Training  
Director, Center on Interventions for Children and Families  
Kimberly McFarlin, MSSA, MNO  
Director, international Affairs  
Natia McKnight  
Online MSSA Enrollment and Application Coordinator  
Sharon E. Milligan, PhD  
Associate Dean for Academic Affairs Chair, Master's Program  
Associate Director, Center on Urban Poverty and Community Development  
Debora Morris  
Library – Assistant 5  
Nicole Parker, MSW  
Field Faculty Advisor  
Andrea Goodloe Porter, MSSA, ACSW  
Assistant Dean for Student Services  
Karen A. Powers, MBA  
Assistant Dean, Finance and Administration  
Valerie Rambin  
International Education Program Manager  
Sandra Sams  
Grant Accountant  
LaShon Sawyer, PhD  
Director of Online Education  
Richard A. Sigg, BS  
Director, Recruitment and Enrollment  
Mark I. Singer, PhD  
Deputy Director, Begun Center for Violence Prevention  
Research and Education  
Co-Director, Center on Substance Abuse and Mental Illness  
Samantha C. Skutnik, M.L.S.  
Director, Lillian & Milford Harris Library  
Kristina Soja  
Executive Aide to the Dean  
Gerald A. Strom, MSW  
Director, Intensive Weekend Program  
Chantal L. Tadamy, MSSA  
Enrollment and Application Coordinator  
Melissa Van



Assistant Director, Human Resources  
Marie Vibbert  
Webmaster  
Edna Wade  
Department Assistant, Dean's Office  
Lauren Welch  
Assistant Director of Communications  
Angela Whidden, MSW, EdD  
Field Faculty Advisor  
Pamela White  
Grant Accountant  
Scott A. Wilkes, JD, PhD  
Assistant Dean for Academic Affairs  
Theresa Wilson  
Department Assistant, Student Services & Academic Affairs  
Zoë Breen Wood, PhD  
Director, Office of Educational Assessment  
Craig M. Zullig, MBA  
Director, Research Administration

## **MANDEL SCHOOL FACULTY**

Sarah S. Andrews, MA, MSSA  
(Case Western Reserve University)  
*Director of School Social Work*  
*Senior Instructor*  
Family development, death, loss & bereavement, LGBT and women's issues

Mark P. Aulisio, PhD  
(Bowling Green State University)  
*Professor, Bioethics and Social Work; Director, MA Program in Bioethics; Director, Center for Biomedical Ethics, MetroHealth*  
Intersection of political philosophy and bioethics, consultation

David E. Biegel, PhD  
(University of Maryland)  
*Henry L. Zucker Professor of Social Work Practice; Chair, Doctoral Program; Co-Director, Center on Substance Abuse and Mental Illness; Professor, Psychiatry and Sociology*  
Mental health, informal support systems, aging, caregiving

Merri Elizabeth "Beth" Brindo, MSSA  
(Case Western Reserve University)  
*Clinical Instructor, Field Faculty Advisor*  
Child welfare

Mark G. Chupp, PhD  
(Case Western Reserve University)  
*Assistant Professor, Social Work*  
Inter-group dialogue and conflict transformation, citizen participation, community building, community

organizing, appreciative inquiry, service learning

Rashonda Clay-Douthit, MSW  
(University of Maryland at Baltimore)  
*Clinical Instructor, Assistant Director Online Field Education*  
Mental health, child welfare, foster care, food security

Claudia J. Coulton, PhD  
(Case Western Reserve University)  
*Lillian F. Harris Professor of Urban Research and Social Change; Co-Director, Center on Urban Poverty and Community Development*  
Research in urban poverty, neighborhoods, community development

David Crampton, PhD  
(University of Michigan)  
*Associate Professor, Social Work*  
Child welfare, community and social development, program evaluation

Christina M. Delos Reyes, MD  
(Northeastern Ohio Universities College of Medicine)  
*Associate Professor of Psychiatry; Associate Professor of Social Work; Director, Addiction Psychiatry Fellowship, University Hospitals Case Medical Center; Chief Quality Officer, University Hospitals Case Medical Center Department of Psychiatry*  
Substance abuse, mental health

Marjorie Edguer, PhD, MSSA  
(Case Western Reserve University)  
*Assistant Professor*  
Child and adolescent development; Youth in transition; Immigrant youth; Immigrant families; Adolescent mental health; Child and adolescent survivors of sexual abuse and trauma

Kathleen J. Farkas, PhD  
(Case Western Reserve University)  
*Associate Professor, Social Work*  
Co-occurring substance abuse and mental disorders, jail/prison-based treatment, women/elderly substance abuse assessment and treatment

Robert L. Fischer, PhD  
(Vanderbilt University)  
*Associate Professor, Social Work; Co-Director, Center for Urban Poverty and Community Development, Director, Master of Nonprofit Organizations (MNO) Program*  
Program evaluation, social/behavioral intervention research, child/family interventions, nonprofit programming, policy studies

Daniel J. Flannery, PhD  
(The Ohio State University)

*Semi J. and Ruth W. Begun Professor; Director, Begun Center for Violence Prevention Research and Education*  
Violence prevention, mental health, program evaluation

Mark S. Fleisher, PhD  
(Washington State University)  
*Research Professor*

Adrienne M. Crawford Fletcher, PhD  
(Loyola University, Chicago)  
*Assistant Professor*  
Disproportionality, cultural humility, awareness and competence, child welfare

Darcy A. Freedman, PhD, MPH  
(Vanderbilt University)  
*Associate Professor, Epidemiology and Biostatistics; Associate Professor of Social Work*  
Food access interventions, health equity, public health literacy, qualitative methods, primary prevention of chronic disease

Kathi Overmier Gant, MSSA  
(Case Western Reserve University)  
*Clinical Instructor, Field Faculty Advisor*  
Direct practice, adult and adolescent mental health, assessment and diagnosis, criminal justice

Stephanie Gilman, MSW  
(Columbia University)  
*Clinical Instructor, Online Field Faculty Advisor*  
Geriatric care management, psychiatric social work

Grover C. Gilmore, PhD  
(Johns Hopkins University)  
*Dean of the Mandel School, Professor, Psychology and Social Work*  
Visual Perception and aging, Alzheimer's disease, intelligence

Brian K. Gran, PhD  
(Northwestern University)  
*Associate Professor, Sociology; Associate Professor, Social Work; Associate Professor, School of Law*  
Children's rights and social policy

Victor K. Groza, PhD  
(University of Oklahoma)  
*Grace G. Brody Professor of Parent-Child Studies*  
Child welfare workforce and systems, older child and sibling group adoptions, inter-country adoption, international child welfare

Timothy F. Hagan, Honorary Doctor of Law  
(Cleveland State University)

*Distinguished Visiting Faculty*  
Politics and policy, Children's issues

Merl C. Hokenstad Jr., PhD  
(Brandeis University)  
*Ralph S. and Dorothy P. Schmitt Professor; Distinguished University Professor; Professor,*  
*Global Health and Disease, School of Medicine*  
International social welfare, health and social services policy and programs for older people, social work education

Megan R. Holmes, PhD  
(University of California, Los Angeles)  
*Assistant Professor, Social Work*  
Social welfare, child exposure to intimate partner violence, optimal child development, maternal parenting, sibling relationships

David Hussey, PhD  
(Case Western Reserve University)  
*Associate Professor, Social Work; Associate Director, Begun Center for Violence Prevention Research and Education*  
Victimization, mental health, behavioral health interventions

Deborah Regenbogen Jacobson, PhD  
(Tulane University)  
*Assistant Professor, Social Work*  
International education and administration, practice evaluation

Jeffrey W. Janata, PhD  
(Case Western Reserve University)  
*Professor, Psychiatry; Professor, Social Work*  
Behavioral medicine, health psychology, obsessive-compulsive spectrum disorders, pain disorders, outcomes measurement

Mark L. Joseph, PhD  
(University of Chicago)  
*Associate Professor, Social Work*  
Urban poverty, community development, mixed-income development, comprehensive community initiatives

Eva Kahana, PhD  
(University of Chicago)  
*Pierce T. & Elizabeth D. Robson Professor of Humanities; Professor, Social Work; Director,*  
*Elderly Care Research Center; Distinguished University Professor*  
Sociology of aging, medical sociology, social factors in stress and coping

Jennifer King, DSW  
(University of Pennsylvania)  
*Assistant Professor, Social Work*  
Psychological trauma, child and adolescent mental health, assessment and diagnosis, direct practice

Lenore A. Kola, PhD  
(Boston University)  
*Associate Professor Emerita, Social Work; Co-Director, Center for Evidence-Based Practices at Case*  
Alcohol and other drug abuse, co-occurring mental and substance use disorders

Jill E. Korbin, PhD  
(University of California, Los Angeles)  
*Professor, Anthropology and Social Work, Director, Shubert Center for Child Studies, Co-Director, Childhood Studies Interdisciplinary Program, Associate Dean, College of Arts and Sciences*  
Culture and human development, child well-being and child maltreatment, cultural, medical and psychological anthropology

Siran M. Koroukian, PhD  
(Case Western Reserve University)  
*Associate Professor, Social Work; Associate Professor, Epidemiology and Biostatistics*  
Methodological issues in the use of large databases in health services research, Medicare and Medicaid programs, cancer-related and other health disparities

Jeff M. Kretschmar, PhD  
(Miami University of Florida)  
*Research Assistant Professor*

Sana Loue, PhD  
(University of Southern California at Los Angeles and Case Western Reserve University)  
*Professor, Department of Epidemiology and Biostatistics; Director for Minority Public Health, School of Medicine*  
Immigration law and health, impact of HIV on the family, HIV in underserved populations, ethics in research, public health and law

Gerald J. Mahoney, PhD  
(Vanderbilt University)  
*Verna Houck Motto Professor of Families and Communities; Director, Center on Interventions for Children and Families; Associate Dean for Research and Training*  
Early childhood mental health, early intervention, parent education, disabilities

Kimberly M. McFarlin, MSSA, MNO  
(Case Western Reserve University)  
*Director of International Affairs*  
International social work, nonprofit management, community practice, field education

David B. Miller, PhD, MSW, MPH

(University of Pittsburgh)

*Associate Professor, Social Work; Director of International Education Programs*

African-American fatherhood, violence as a public health problem, child maltreatment, adolescent resiliency factors, treatment of individuals exposed to violence

Dorothy C. Miller, DSW

(Columbia University)

*Clinical Associate Professor Emerita, Social Work; Director, Flora Stone Mather Center for Women*

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

Sharon E. Milligan, PhD

(University of Pittsburgh)

*Associate Dean for Academic Affairs; Chair, Master's Program; Associate Professor, Social*

*Work; Associate Director, Center on Poverty and Community Development*

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

Meeyoung Oh Min, PhD

(Case Western Reserve University)

*Research Associate Professor, Social Work*

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

Sonia Minnes, PhD

(Case Western Reserve University)

*Associate Professor, Social Work*

Behavioral and mental health outcomes of prenatally drug-exposed children

Diana Morris, PhD

(Case Western Reserve University)

*Florence Cellar Associate Professor of Gerontological Nursing; Executive Director, Case*

*Western Reserve University Center on Aging and Health*

Geriatric mental health, aging and quality of life, family caregiving, science of unitary human beings

Malika H. Muhammad, MSW

(Baruch University, Columbia University)

Clinical Instructor, Online Field Faculty Advisor

Women's reproductive health, child and family social work

Cristina Nedelcu, MSSA

(Case Western Reserve University)

*Lecturer*

Child welfare, immigration, and adoption, child and adolescent development, child and adolescent mental health, survivors of trauma, clinical practice with children, adolescents, and families

Nancy V. Neuer, MSSA  
(Case Western Reserve University)  
*Clinical Instructor, Field Faculty Advisor*  
Clinical social work, health

G. Regina Nixon, PhD  
(Howard University)  
*Instructor, Social Work*  
Poverty/high-risk populations, cultural diversity

Ann W. Nguyen, PhD, MSW, MS  
(University of Michigan)  
*Assistant Professor*  
African American mental health, gaining, social relationships, social support, psychosocial determinants of mental illnesses

Lori Longs-Painter, MSSA  
(Case Western Reserve University)  
*Clinical Instructor, Field Faculty Advisor*  
Social work practice

Nicole Parker, MSW  
(Cleveland State University)  
*Clinical Instructor, Field Faculty Advisor*  
Domestic and international adoption, child welfare, family services, nonprofit organizations, family dynamics, racial and ethnic diversity

Andrea Goodloe Porter, MSSA  
(Case Western Reserve University)  
*Assistant Dean, Student Services; Clinical Instructor, Social Work*  
Child abuse and child welfare, domestic violence, sexual abuse identification, crisis intervention

Dana Prince, PhD, MPH  
(University of Washington; Yale School of Medicine)  
*Assistant Professor, Social Work*  
Child welfare, positive youth development, health disabilities, community-based program development and evaluation

Francisca G.-C Richter, PhD  
*Research Assistant Professor, Social Work*  
Economic behavior

Jaroslav "Richard" Romaniuk, PhD  
(Polish Academy of Sciences)  
*Lecturer, Social Work*

Neuroscience, mental health

Robert J. Ronis, MD

(Case Western Reserve University)

*Douglas Danford Bond Professor and Chair, Psychiatry; Professor, Social Work*

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

LaShon Sawyer, PhD

(Case Western Reserve University)

*Director of Online Education*

Mental health, juvenile justice

Mark I. Singer, PhD

(Case Western Reserve University)

*Leonard W. Mayo Professor in Family and Child Welfare; Co-Director, Center on Substance*

*Abuse and Mental Illness; Governing Director, Begun Center for Violence Prevention Research and Education*

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

Susan Snyder, MSW

(New York University)

*Clinical Instructor, Online Field Faculty Advisor*

Children youth and families, child mental health, adult mental health

Sree N. Sreenath, PhD, MNO

(University of Maryland, College Park)

*Professor, Electrical Engineering and Computer Science; Director of Case Complex Systems Biology Center;*

*Professor, Social Work*

Sustainable development, population behavior, modeling and control of multibody systems

Gerald Strom, MSW

(Howard University)

*Senior Instructor, Social Work; Director, Intensive Weekend Program*

Child abuse, growth and development, sex abuse investigation and treatment, clinical practice

Jody Timko, MSW

(Cleveland State University)

*Clinical Instructor, Online Field Faculty Advisor*

Medical, residential and community services to children, families, and adults

Sherlina Thomas, MSW, PhD

(Walden University)

*Clinical Instructor, Online Field Faculty Advisor*

At-risk adolescents, community advocacy in urban communities, children, youth and families, policy development



Aloen Townsend, PhD  
(University of Michigan)  
*Professor, Social Work; Professor, Sociology*  
Adult development and aging, research methods and statistics, adult physical and mental health, families and formal service systems, family relationships

Elizabeth M. Tracy, PhD  
(University of Washington)  
*Grace Longwell Coyle Professor of Social Work;*  
Co-occurring substance use and mental health disorders, social networks, social support

Brad Tucker, MSW, PhD  
(Washington University in St. Louis)  
*Assistant Professor*  
International development, team building, social & economic development in Africa, NGO organizational development & sustainability, nonprofit management & leadership

Laura Voith, MSW, PhD  
(University of Wisconsin-Milwaukee)  
*Assistant Professor- Social Work*  
Violence prevention, intimate partner violence, trauma, neighborhoods, macro practice and policy, violence against women and children

Chenobia C. Webster, DSW  
(The University of Tennessee-Knoxville)  
*Clinical Instructor, Online Faculty Field Advisor*  
Individual, group and couple therapy, mental health outreach programming, grant implementation for micro to macro practices

James J. Werner, MSSA  
(Case Western Reserve University)  
*Associate Professor of Family Medicine, School of Medicine; Associate Professor, Social Work*  
Health behavior change, methods for mental health service delivery and direct practice in primary care, practice-based research networks, clinician education

Angela Whidden, MSW, EdD  
(Dominican University, Chicago)  
*Clinical Instructor, Field Faculty Advisor*  
Trauma-informed care, addiction & harm reduction psychotherapy, early childhood mental health, functional family therapy

Scott A. Wilkes, JD, PhD  
(Columbia University; Case Western Reserve University)  
*Assistant Dean, Academic Affairs; Assistant Professor, Social Work*  
Child welfare, mental health, nonprofit management, social work ethics, social work administration and management

Zoe Breen Wood, PhD

(Case Western Reserve University)

*Assistant Professor, Social Work; Director, Office of Educational Assessment*

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

Jaclene A. Zauszniewski, PhD, RN-BC, FAAN

(Case Western Reserve University)

*Kate Hanna Harvey Professor in Community Health Nursing; Professor, Social Work*

Treatment and prevention of depression, maintaining health and functioning of elders and grandmothers, family care-giving of persons with serious mental illness, substance abuse and dementia

**Please Note:**

**If any of the Internet links in this document do not automatically connect, please copy and paste into your Internet browser.**