

@MandelSchool

Change Agent

Case Western Reserve University

On-Campus MSSA and MNO Student and Faculty Manual

2018–2019

FOREWORD

The purpose of this handbook is to provide students and faculty with information concerning the campus-based degree programs of the Jack, Joseph, and Morton Mandel School of Applied Social Sciences ("The Mandel School") 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.

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.

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 (MSSA), the social work master's degree program (MSW for many other programs) at The Mandel School, is accredited by the Council on Social Work Education, a nationally recognized professional accrediting association.

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MESSAGE FROM THE DEAN

On behalf of the faculty and staff of the Mandel School, it is my great pleasure to welcome you to the Master of Science in Social Administration (MSSA) program.

I joined this school more than 16 years ago. I came here because I knew the scholarly reputation of the faculty – leading scholars who place teaching as their top priority. But what I quickly learned is that what makes this school special is the commitment that every professor, every researcher, every student, *everyone* has to serving people who are in need. We all share a commitment to build a more just world.



You, too, have made this commitment. I congratulate you on doing so, because I know for you this is a choice that began with a desire deep in your heart to make a difference. Throughout your life, you have been the person who has reached out to people in your family and your community. You have shown them that you have cared and, more importantly, you have tried to help them.

At the Mandel School, you will be surrounded by like-minded people who share the same commitment – people we like to call Change Agents – and they include your fellow students. Time after time, we hear from our alumni that one of the most rewarding aspects of studying at the Mandel School was the camaraderie of their peers. I encourage you to embrace that collaboration and support, which will enhance your education as a student and provide a network of social work colleagues as a future graduate.

You are also now part of a legacy of social justice stretching back to when the Mandel School was founded in 1915 to work towards the dignity and worth of all peoples – embracing diversity, speaking out when we see those values threatened, and reaffirming the ethics we hold dear.

As you start your journey with us, I want to make one thing very clear: Our sole purpose as a school is to help you to be successful, not only in your classes and in your fieldwork but also in your career and in the hopes and dreams you have for your future. We are here for you today, and we'll be here for you tomorrow, when you are one of our successful alumni.

You are now part now of the Mandel School family. Welcome!

Handwritten signature of Grover C. Gilmore.

Grover C. Gilmore, PhD
Jack, Joseph and Morton Mandel Dean in Applied Social Sciences

CWRU AND THE MANDEL SCHOOL OVERVIEW

Case Western Reserve University remains Ohio's top school among the nation's premier universities, as ranked by U.S. News & World Report, and is the only Ohio institution ranked in the top 50 nationally. We promote a culture of inquiry marked by rigor, creativity, curiosity, innovation, respect, sensitivity, and open communication of ideas.

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

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

The Mandel School Academic Calendar

2018-2019

FALL 2018

New Student Orientation	Aug 18
<ul style="list-style-type: none">• Master of Nonprofit Organizations (MNO)• Master of Science in Social Administration (MSSA) On-Campus• Master of Science in Social Administration (MSSA) Intensive Weekend	
Proficiency Exams	by appointment
Mandel School Classes Begin	Aug 27
Open Registration -Non Degree	Aug 27
Late Registration Fee (\$25) Begins	Aug 28
Labor Day Holiday (offices closed - no classes)	Sept 3
Drop/Add & Late Registration Ends	Sept 7
Deadline to submit Health Insurance Waiver & Tuition	Sept 7
Online Graduation Application due	Sept 1-30
Registration for spring 2019 Begins	Oct 27 – Nov 1
Thanksgiving Holiday (offices closed - no classes)	Nov 22 & 23
Deadline for Class Withdrawal	Dec 7
Last Day of Class in the Full-Time/Part-Time Programs	Dec 7
Final Grades Due by 11:00 a.m.	Dec 21

January Degrees Conferred on January 18, 2019

SPRING 2019

Proficiency Exams	by appointment
New Student Orientation (MNO only)	Jan 8
Mandel School Classes Begin	Jan 14
Late Registration Fee (\$25) Begins	Jan 15
Martin Luther King Jr. Holiday (offices closed - no classes)	Jan 21
Late Registration and Add/Drop Ends	Jan 25
Deadline to submit Health Insurance Waiver & Tuition	Jan 25
Online Graduation Application due	Jan 8 - 31
Spring Break (no full-time classes)	Mar 11-15
Registration for summer 2019 Begins	TBD
Registration for fall 2019 Begins	TBD
Last Day of Class in the Full-Time/Part-Time Programs	Apr 29
Final Grades Due by 11:00 a.m.	May 11
University Commencement	May 19

May Degrees Conferred on May 19, 2019

SUMMER 2019

New Student Orientation (MNO only)	May 13
Independence Day Holiday (offices closed - no classes)	Jul 4
Final Grades Due by 12:00 noon	Jul 31

August Degrees Conferred on August 16, 2019

Information is subject to change without notice. Revised 07-18

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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

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.nasw.org> for information about NASW regional meetings as well as the annual NASW Ohio Conference held each year in Columbus.

The Mandel School 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 the [Lilian and Milford Harris Library](#), and the Mandel School 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 *NASW Code of Ethics* 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 about the *Code of Ethics*:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>.

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

<https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0> 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

We have given a lot of thought to the best way to prepare you to be a competent and confident social work practitioner by the time you graduate. 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:

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective 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 the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes;
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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 and ability, ethnicity, gender, gender identity and expression,

immigration status, marital status, political ideology, race, religion/spirituality, sex, 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. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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 human need and social 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, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse 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 critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with individuals, families, groups, organizations and communities;
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical
- frameworks in interventions with clients and constituencies;

- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10: Develop as a Social Work Leader

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. Social workers:

- Show initiative by taking the lead in one or more aspects of a problem-solving process (such as problem identification, definition, information gathering and analysis/discussion, decision making, implementation, or evaluation) in course work, field work, or in student organizations.
- Support collaboration, and contribute to group cohesiveness and effectiveness whether

as members or leaders of teams.

- Demonstrate resilience by dealing effectively with pressure, remaining optimistic and persistent, even under stressful situations, and recovering quickly from setbacks.

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.

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

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

The curriculum is organized around two concentrations: (1) Community 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. Students in this concentration choose among the following specializations: aging; alcohol and other drug abuse; children, youth, and families; health; and mental health.

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: generalist and specialized. Students entering without prior preparation in social work complete the generalist and specialized curriculum; students entering with the BSW, and have earned a B or better in their generalist 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: aging; alcohol and other drug abuse; children, youth, and families; health; 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 their 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 systems, 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

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- Facilitates empowerment through a reciprocal, educational process of lifelong learning
- Encourages innovation and improvement of services

The Community Practice concentration also promotes social justice for oppressed populations and prepares students to promote social change through work with groups, organizations, and communities and in systems reform and policy change efforts. The concentration recruits students with a diverse range of career goals who all share a commitment to affect change at a macro level. 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 aging; alcohol and other drug abuse; children, youth, and families; health; 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 their 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.

Aging Specialization

The specialized curriculum on [Aging](#) prepares social workers to provide a broad range of services to older individuals and their families. As the proportion of older persons in the population continues to increase, a wide range of skills is needed to serve this population and enhance their quality of life. Counseling, case management, advocacy, interdisciplinary work, and consulting roles are emphasized in the specialization. An emphasis is also placed on supporting clients' personal strengths and adaptation to changing roles (e.g., adjustment to retirement), as well as loss of functional abilities. The effects of poverty, gender, and minority status on aging patterns and needs are given special attention. Elective coursework permits students to tailor educational programs to personal learning objectives and career goals.

Topics covered in the Aging specialization include health and social policies for older people, the organization and delivery of services, family caregiving support, case management, chronic illness care, death and loss, and program and practice innovations. Courses in this specialization also may be applied to the Gerontology Certificate Program offered by the University Center on Aging and Health.

Note: Some required aging specialization courses are taught only in the intensive weekend format. Students in the On-campus, Advanced Standing, and Intensive Weekend Programs may enroll.

Substance Use Disorders and Recovery

The primary goal of the [Substance Use Disorders and Recovery](#) specialization is to prepare students for careers that involve the diagnosis, prevention, and treatment of substance abuse experienced by individuals and families. The curriculum is designed to meet the needs of students preparing for careers in substance abuse treatment, as well as the needs of students who work in other practice areas that require an understanding of substance use disorders and competence in screening and assessment skills.

The SUDR curriculum reflects the complexity of bio-psychosocial factors that are related to the development, maintenance, and recovery of substance abuse problems. Students explore a range of theoretical causal models, treatment interventions, social policies, ethical dilemmas and service delivery systems as they relate to SUDR. A secondary goal is to provide interested

students with substantive content on SUDR and its impact on individuals, families, and the community-at-large. Specialized elective coursework permits students to build skills and tailor educational programs to personal learning objectives and career goals.

Topics covered in the SUDR specialization include the following:

- Personal and professional barriers in working in SUDR settings and with SUDR clients
- Bio-psychosocial explanations and theories of SUDR; physical effects of SUDR
- Assessment issues, skills and techniques
- Use of assessment instruments in varied practice settings
- Process of change and motivational interviewing
- Empirical base of SUDR treatment
- Commonly used treatment approaches in SUDR
- Self-help groups and the 12-step approach
- Co-occurring disorders
- Sexual/physical abuse/trauma and SUDR
- The relationship of pharmacotherapy and psychotherapy in SUDR
- Special populations including, but not limited to, the following groups: adolescents, older adults, and criminal justice populations
- Family approaches for assessment and treatment
- Relapse and relapse prevention
- Primary and secondary prevention strategies

Substance Use Disorders and Recovery specialization faculty are associated with the Mandel School on Substance Abuse and Mental Illness, which includes the Dual Disorders Research Program and the Ohio Substance Abuse and Mental Illness Coordinating Center of Excellence (SAMI CCOE).

SUDR specialization is accredited by the Ohio Chemical Dependency Professionals Board (OCDPB). The accreditation is an official endorsement of the Mandel School's curriculum and training based upon the OCDPB's published standards and criteria. The accreditation process assures that the Mandel School Substance Use Disorders and Recovery (SUDR) specialization students meet the formal education/Master's Degree requirements necessary for the Licensed Independent Chemical Dependency Counselor (LICDC) level. The LICDC is the Ohio Chemical Dependency Professional Board's top level of license. The OCDPB is a state licensing board that certifies and licenses individuals who provide chemical dependency prevention and treatment services to individuals, families, groups, organizations, and communities. The Mandel School students interested in the LICDC must follow the SUDR specialization approved plan of study to meet the curriculum standards and apply to the OCDPB to complete the licensing process after graduation.

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 or adult development/dysfunction, and trauma-informed practice with children and families. Specialized elective coursework permits students to tailor their educational programs to personal learning objectives and career goals. A course of study leading to school social work certification in Ohio is available.

Health Specialization

The [Health](#) specialization prepares social workers for community-based practice with individuals, families, and groups coping with acute and chronic illnesses. Particular attention is given to a systems approach that emphasizes the interactions of individuals with their environments. In addition, the effects of poverty, gender, and minority status on individual, family, and community health are examined.

Policy and service delivery issues—such as equitable distribution of resources, access to health care, service reorganization, policy formulation and implementation, regulatory strategies, and international health issues—are explored in detail.

Topics covered in this specialization include social work practice in integrated healthcare, interventions with the chronically ill, family system interventions, interventions in alcohol and other drug abuse, social work in child abuse and family violence, group work, issues in health policy, and the delivery of health services. Specialized elective course work permits students to tailor their educational programs to personal learning objectives and career goals. This specialization is offered in the On-campus program only.

Mental Health 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. The specialization has two tracks: [Mental Health \(Child and Adolescents\)](#) and [Mental Health \(Adult\)](#).

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.

ACADEMIC AND FIELD ADVISORS/PATTERNS OF ENROLLMENT (POE)

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

Each Mandel School student is assigned a full-time faculty as his or her Academic Advisor. In an effort to strengthen the school's ability to provide high quality academic experiences for both

students and faculty, the academic advising role has been strengthened in the following ways:

- To the extent possible, faculty and students will be assigned based upon the students and faculty member's areas of interest and experience.
- The Mandel School will use "advising holds" during each registration period. Students will be required to meet with their academic advisor prior to each registration period to release the academic advising hold for registration, resulting in more opportunities for discussion among faculty and students. It will also ensure students follow the approved Pattern of Enrollment.
- Academic Advising will include several requirements for each student: a completed Pattern of Enrollment (POE), a completed Leadership Assessment Inventory, and a Professional Development Plan.
- Both the Advisor and the Advisee will complete an evaluation of the advising process at the end of the semester. Results of the advising process evaluation will be included in the Faculty Activity Report and included in the Dean's formulas for compensation.
- A course module in Canvas will be used as a platform to manage the advising process. It will be made available for all students and Advisors. All documentation related to the advising process can be located in Canvas.

In addition to the above-mentioned procedures, we believe the advisor/advisee relationship will be further strengthened by increased contact. The student and Advisors should conduct face-to-face (individual or group) meetings, when possible. Virtual technology (i.e. Skype, Adobe Connect, WEBEX or ZOOM) may be used to facilitate the meetings. Email correspondence alone is not sufficient. It is recommended that the student and Advisor meet at five time points throughout the student's tenure at the Mandel School. Those times are:

1. Within the first month to complete the Pattern of Enrollment (POE) and professional development plan;
2. End of the first semester, prior to course registration to release advising hold;
3. End of first year to complete the professional development plan and leadership assessment;
4. Prior to entering their final semester of their graduating year to release the advising hold and review of the professional development plan and leadership assessment; and
5. Prior to graduation to conduct a review of the professional development plan and leadership assessment.

All advising sessions should:

- Be explicitly tied to career development and aspirations, strategies, achievement and success in the short (1-2 years) and long term (3-5 years).
- Be explicitly aligned to the learning objectives from the field placement.
- Be an ongoing conversation with the student about how their field placement aligns with their overall career goals.
- Involve a discussion about opportunities to demonstrate leadership and develop skills that can be identified and assessed in their Leadership Assessment.

Academic Advisor's Role in Academic Advising

Academic Advisors are responsible for assisting students in planning their academic program with the **Pattern of Enrollment**. Academic Advisors will meet with new students in September to create the Pattern of Enrollment (POE) blank copies of all Patterns of Enrollment, as well as listings of courses available in the full time and Intensive Weekend programs, can be found at <http://msass.case.edu/registrar>. The student's Pattern of Enrollment, in the On-Campus and Intensive Weekend formats are due to the Mandel School Registrar by the **first week of October**. POEs may be dropped off in Suite 140 at the Mandel School or uploaded and e-mailed to: mandelpoes@case.edu. The student should submit the original POE to the Registrar and a copy should be retained by the Academic Advisor and student. Students must have Academic Advisor permission to make a change on a signed Pattern of Enrollment (POE).

Academic Advisors are encouraged to complete a quick check of advisee's registration each semester by comparing their course registration in SIS against the approved Pattern of Enrollment (POE). Contact the student for any discrepancies with the Pattern of Enrollment or if the student continues to carry Incomplete grades. Students may only take courses within their assigned format. The Student Information System (SIS) includes a registration block, helping to ensure students register for courses in the format in which they were admitted. Under specific circumstance may take courses in another format pending approval from the Assistant Dean of Student Services.

Academic Advisors are not able to compute students' overall grade point average, but this information is available each semester on the unofficial transcript that can be obtained on the Student Information System (SIS) page.

Advisors are encouraged to review their SIS page and Canvas for a list of academic advisees, regularly. The list will include returning advisees as well as new students. If a name appears and the student has graduated, been dismissed, or you are sure you are not the correct Advisor, please contact the Assistant Dean of Academic Affairs.

Student's Role in Academic Advising

Each student at the Mandel School is assigned two advisors: an Academic Advisor and a Field Faculty Advisor. When possible, Academic Advisors are assigned by concentration/specialization to students when they enter the program; academic and Field Faculty Advisors are listed for each student on the Student Information System (SIS) home page at sis.case.edu. These 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. The written request to change advisors should be submitted to the Assistant Dean of Academic Affairs.

We encourage students to be proactive in reaching out early to meet with their academic advisor. Academic Advisors are responsible for assisting students in planning their academic programs, making referrals for other requested campus services, discussing academic issues related to career planning, helping the student conceptualize their leadership potential and ensuring students meet all degree requirements. **Although the Academic Advisor is available for academic support, the final responsibility for ensuring all degree requirements are met rests with the student. It is highly recommended that students match their POE with the unofficial transcript in the Student Information System (SIS).**

Change in Advisor Assignment

These 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. The written request to change advisors should be submitted to the Assistant Dean for Academic Affairs.

Field Faculty Advisor

The Field Faculty Advisor serves as the liaison for the student, the field placement, and the Mandel School.

The Field Faculty Advisor:

- Assists the student with securing a field placement that fits with the learning needs;
- Participates in the development of the learning contract;
- 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
- The Director of Field Education assigns Field Faculty Advisors based on the student's academic program and area of concentration and specialization.

For more information on the role of the Field Faculty Advisor, please consult the section on Field Education.

PROGRAM TIMELINE OPTIONS

Two-Year On-campus Program

Approximately one-half of our students are enrolled in the [Two-Year On-campus Program](#). This program takes four semesters to complete. Students enroll for fall and spring semesters for two years, and are scheduled for classes and field education on a full-time basis. The Two-Year On-campus Program is demanding in depth and scope of experience. It is not advisable for students to assume extensive employment during their semesters of full-time enrollment. It should be noted that there is no summer program that would accelerate this process.

In their first semester, students take generalist courses and are assigned to course sections as a group by the Registrar. In subsequent semesters, students select courses and course sections and register online.

Some courses may be offered to On-campus students in the Intensive Weekend (IW) format when the total number of concentrators is inadequate in the IW and the weekly format for separate sections.

Advanced Standing Program

[Advanced standing](#) may be granted to students who have earned a bachelor's degree in social work within the past seven years from an institution accredited by the Council on Social Work Education. Students must have earned a grade of B or better in each social work generalist course for which advanced standing credit hours are given. The Eleven-Month Advanced Standing Program enables qualified BSW graduates to earn a master's degree in three semesters. Students begin the program in the fall semester and complete the program the following summer or fall.

Students enroll in specialized courses in their areas of concentration and complete specialized field education requirements. The program can be completed in just three semesters but there is less flexibility in curriculum and electives. Courses include advanced socio-behavioral theory, advanced research, advanced methods, and advanced policy. The total minimum credit hours required for this program is 36.

Because of the short time frame for completing the Advanced Standing Program, dual degrees,

individualized plans, certificate options and the school social work emphasis are not available in this program. However, advanced standing students who wish to pursue a certificate in addition to the degree may do so, but are required to extend their time in the program.

On average, about one-third of advanced standing students select this option to take advantage of the following:

- One of the multi-disciplinary certificate programs or special focus areas
- Electives not offered during the summer semester
- A break from school during the summer months
- Retaking core BSW courses in which they earned a grade of B– or below
-

Eleven-Month Advanced Standing Program

The [Eleven-Month Advanced Standing](#) Program enables qualified BSW graduates to earn a master's degree in one year. Students begin the program in the fall semester and complete the program the following summer.

During the **fall, spring and summer semesters**, students enroll in specialized courses in their areas of concentration and complete specialized field education requirements. Because the program can be completed in just three semesters, there is less flexibility in curriculum and electives. Courses include advanced socio-behavioral theory, advanced research, advanced methods, and advanced policy. The total credit hours required for this program is 45.

The Eleven-Month Advanced Standing Program is open to admitted students who have a Bachelor in Social Work (BSW) degree from an accredited social work program completed within the past seven years. Grades of B or better must have been attained in all core social work courses and field education.

Because of the short time frame for completing the Eleven-Month Advanced Standing Program, dual degrees, individualized plans, certificate options and the school social work emphasis are not available in this program. However, eleven-month advanced standing students who wish to pursue a certificate in addition to the degree may do so, but are required to transfer to the Sixteen-Month Advanced Standing Program.

Sixteen-Month Advanced Standing Program

Advanced standing students who are not enrolled in the Eleven-Month Program generally follow a sixteen-month pattern of enrollment: **fall, spring, and fall semesters**, graduating in January. On average, about one-third of advanced standing students are directed to or select to attend for sixteen months instead of eleven, to take advantage of the following:

- One of the multi-disciplinary certificate programs or special focus areas

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- Electives not offered during the summer semester
- A break from school during the summer months
- Retaking core BSW courses in which they earned a grade of B– or below

Senior Year in Professional Studies Program

Note: This program is available to students at Case Western Reserve University, Hiram College, The College of Wooster, Baldwin-Wallace University, John Carroll University, and Fisk University by joint agreement with these institutions. Interested students from other institutions are encouraged to speak with the director of admissions.

Undergraduate students of superior ability and achievement may be admitted to The Mandel School at the end of their junior year. The [Senior Year in Professional Studies](#) Program enables qualified college seniors who are majoring in social work-related fields to begin their first year of graduate study during what would normally be their last year of undergraduate work. Exceptional undergraduate students who are firmly committed to social work as a profession can earn both their undergraduate and graduate degrees in five years.

A student in the Senior Year in Professional Studies Program is permitted to substitute the first year (30 semester hours) at the Mandel School for the last year of undergraduate work. The bachelor's degree will be granted by the undergraduate college when the student has successfully completed their first year at the school.

Part-Time Program

Students may opt to complete their degree on a part-time basis during the first year. During the second and third years, students complete their field education requirements and carry full-time or nearly full-time loads.

Students enrolled in the Part-Time Program work with their academic advisor to select classes from the full-time weekday schedule. Courses meet once a week for two or three hours. Employed social workers may participate in this program provided they can arrange flexible work schedules for courses and field education.

The Part-Time Program may be completed in three years but no more than five years. Students granted advanced standing may complete the program in fewer semesters. Part-time students are required to register for a minimum of six credit hours per semester in their first year.

Students begin their generalist field education placement in the second year of this format. The specialized placement is completed during the fall and spring semesters of the third year.

Non-Degree Study

Some designated courses may be taken on a non-degree basis with the permission of the Associate Dean for Academic Affairs or a Designee. A maximum of 15 hours earned on a non-degree basis may be counted toward requirements for the master's degree if the student is subsequently admitted as a degree candidate.

Students may register for designated generalist courses based on the availability of space. Since financial aid is not available for courses taken on a non-degree basis, payment is required at the time of registration. A bachelor's degree is required for enrollment. For more information, please visit: <http://msass.case.edu/academic/certificates/>.

Case Western Reserve University Employees

Students in the master's program who are also CWRU employees are required to complete all courses and requirements for Field Education. This often necessitates that the employee negotiate work release time from the job to allow him or her to be placed in an appropriate site. *CWRU employees considering the master's program must consult with the Office of Field Education as part of the admissions process.*

Intensive Weekend Program

The [Intensive Weekend](#) Program is designed to provide professional graduate level education to employed social service workers to pursue the MSSA while maintaining full- time employment.

Classes meet one weekend per month throughout the calendar year. Students are required to attend all classes. Students complete six courses each year, and complete all program requirements in three years. Courses consist of four distinct components:

- A four-week preparation period that includes readings and a written assignment. Course materials for this phase are e-mailed to students. Students provide evidence of completion of reading assignments as directed by the course instructor.
- Two weekends of classes, one month apart.
- A four-week study period between class weekends, during which time additional readings and written assignments are completed.
- A final study period of approximately three weeks, during which time the final course assignment is completed and materials for the next course are received.

Students who are enrolled in the Intensive Weekend Program may specialize in Direct Practice. The Direct Practice Concentration is further divided into the following specializations: Substance Abuse Disorder Recovery; Children, Youth, and Families; and Mental Health (adult track). Students enroll for a maximum of two courses plus field education during a semester.

Students with full credits of advanced standing enter the Intensive Weekend Program in the fall and complete their studies in the summer of their second academic year.

SPECIAL FOCUS AREAS, PROGRAMS AND CERTIFICATES

Gerontology

Students with an interest in serving the needs of the aging may be interested in the multidisciplinary graduate certificate program offered through the [University Center on Aging and Health](#). This program is meant for gerontological researchers, educators and practitioners. Participating faculty are from the Mandel School and the Case Western Reserve University Schools of Medicine, Dental Medicine, Nursing, and Arts and Sciences.

To obtain the certificate with an MSSA, students must be enrolled in the Aging specialization at the Mandel School. An interested student should first discuss the program with their academic advisor, and then contact the University Center on Aging and Health directly to submit a notice of intent to pursue the certificate. This program can be completed only by two-year and sixteen-month students (not eleven-month students).

For additional information, please contact:

Aloen Townsend, PhD

Professor

Jack, Joseph and Morton Mandel

School of Applied Social Sciences

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aloen.townsend@case.edu

<https://case.edu/nursing/research/centers-of-excellence/university-center-on-aging-health>

School Social Work

The [School Social Work](#) Program is designed to train school social workers and provide them with the competencies to practice in a variety of traditional and non-traditional primary and secondary education settings. Such competencies include assessing the needs of school children, designing and implementing interventions, and making referrals to other professionals and agencies as needed. School social workers are able to function collaboratively with other professionals and assist the school and the community in mobilizing necessary resources on behalf of children and adolescents.

The School Social Work Program educates masters' level social work students for practice in

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school settings. The program is (a) consistent with State of Ohio regulations and professional standards developed by the National Association of Social Workers (NASW), and (b) a cooperative offering between the Mandel School at Case Western Reserve University and the Division of Education at Baldwin Wallace University.

Students in the program complete a specialized curriculum of graduate coursework, three graduate education courses at Baldwin Wallace University, and field practicum in an approved school social work setting. After completion of all required coursework and field education as well as graduation and licensure, a student is eligible to apply to the State of Ohio Department of Education to receive school social work credential.

For more information, please contact:

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Senior Instructor

Jack, Joseph and Morton Mandel

School of Applied Social Sciences

Case Western Reserve University

sarah.andrews@case.edu

<http://socialwork.case.edu/school-social-work-currently-enrolled-mssa-students>

Certificate in Global Health

Global Health is the broadest concept of public health, focusing on international aspects of disease transmission, diagnosis, treatment, policy, and prevention. The overall objective of this interdisciplinary certificate is to support the Mandel School students with interests in “health problems, issues, and concerns that a) transcend national boundaries, b) may be influenced by circumstances or experiences in other countries, and c) are best addressed by cooperative actions and solutions.” Current participating departments and schools include

Mathematics, Medicine, Public Health, Anthropology, Nursing, Bioethics, Epidemiology, Biostatistics, Biology, Engineering, and the Mandel School – <http://www.case.edu/orgs/cghd/>

The requirements to receive the certificate differ by discipline and emphasize discipline- specific and interdisciplinary coursework. For the Mandel School students this would include completion of two required interdisciplinary courses and an additional Mandel School elective. The certificate is most appropriate for students who choose to complete Community and Social Development or the Health or Aging specializations in Direct Practice.

For more information, please contact:

Sharon Milligan, PhD, MPH, MSW, MS, LISW-S

Associate Professor,
Associate Dean of Academic Affairs and Student Services
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Master of Science in Social Administration/ Certificate in Nonprofit Management

The [Certificate in Nonprofit Management](#) (CNM) allows students to pursue 12 academic hours of focused coursework designed to prepare individuals for managing and leading a range of social welfare settings. The certificate is available to all MSSA students regardless of concentration or specialization, and can be completed within the normal master's framework. Students take courses in Perspectives in Management & Leadership, Supervision & Leadership, Budgeting & Finance, and two 3-hour electives.

For more information, please contact: Rob Fischer, PhD
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robert.fischer@case.edu

THE MASTER OF NONPROFIT ORGANIZATIONS (MNO)

The revised [Master of Nonprofit Organizations](#) (MNO) degree curriculum builds on nearly 25 years of expertise in delivering nonprofit management education at Case Western Reserve University. The MNO degree can be completed in 3 semesters of full-time work over 11 months (June to May). Instruction in the degree program draws on a world-class faculty representing a range of disciplines as well as high-level practitioners from the nonprofit sector.

MNO Format

The MNO is a 39-hour degree program comprised of 27 hours of required coursework and, 12 hours of electives. Courses are taught in the evening or intensive weekend format, suitable for individuals with part-time work or family commitments. On-campus students take 7 credit hours in the summer semester and 16 credit hours each in the fall and spring semesters.

MNO Course Content

The required coursework for the MNO includes nine courses. In addition, students take 12 hours of electives from the approved listing. Courses include History of the Nonprofit Sector; Nonprofit Public Policy and Advocacy; Needs Assessment and Program Evaluation; International NGOs, Program Design in NPOs; Trusteeship: Governance of NPOs; Marketing for NPOs; Legislative and Political Processes; Strategic Alliances; Study Abroad. Students may also propose an elective not on the listing and these may be taken with approval of their academic advisor.

Students may elect to take a practicum at a community based non-profit organization. The practicum is completed in 200 hours for one semester and provides students the opportunity to develop hands-on practical experience in a work setting. Students without prior management experience in a non-profit setting may seriously consider the practicum as a way to integrate your classroom experiences.

For more information about the MNO program at the Mandel School, please contact:

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Case Western Reserve University

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robert.fischer@case.edu

FELLOWSHIP PROGRAMS

Louis Stokes Fellowship in Community Practice for Social Change Program

Louis Stokes Fellowship in Community Practice for Social Change Program provides full tuition scholarships for five students admitted to the Intensive Weekend Program.

The Honorable Louis Stokes has been our representative in Congress and a tireless community leader in Northeast Ohio for more than forty years. In his honor, the United States Congress has established a National Merit Scholarship in graduate social work education with a specialization in Community Organization and Development. All scholarships are for the **Intensive Weekend program only**.

The goals of the Louis Stokes Fellowship Program are to:

- Support the graduate professional education of outstanding students from universities

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- with Hispanic students and students from traditionally Black colleges
- Attract a greater number of African-American and Hispanic students to advance social work education to help meet the need for more diversity in the social work profession
- Foster future leadership in community building, community development, and housing

For more information, please contact:

David L. Hussey, PhD, LISW-S

Associate Professor

Jack, Joseph and Morton Mandel

School of Applied Social Sciences

Case Western Reserve University

david.hussey@case.edu

The Mandel Leadership Fellows Program (LFP)

The [Mandel Leadership Fellows](#) Program seeks to attract exceptional student scholars who manifest significant potential to be preeminent social work leaders. The Leadership Fellows Program heralded its first cohort of five students in August, 2012. The program is for full time on-campus master's level students who are either in the direct or community practice concentrations. This highly competitive scholarship program provides a small number of students with enhanced educational experiences including specialized courses and seminars, innovative field placements, informal group activities, mentoring relationships, and a capstone project. The program assists students to develop leadership skills by providing them with an advanced level of training in evidence-based practice and implementation science. The culminating capstone project dealing with evidence-based practice is presented during the spring semester of the second year and is completed in conjunction with a specialized course (SASS 538) on evidence-based practice.

Candidates are selected based on stellar undergraduate educational performance, distinguished human service work or volunteer experiences, and demonstrated leadership potential. The esteemed *Louis Stokes Fellowship in Community and Social Development*, established in honor of Cleveland civil rights pioneer and former Congressman Louis Stokes, is awarded to a top minority Fellow in each cohort.

For more information, please contact:

David L. Hussey, PhD, LISW-S

Associate Professor

Director of the Mandel Leadership Fellows Program

Jack, Joseph and Morton Mandel

School of Applied Social Sciences

Associate Director for Research

Begun Center for Violence Prevention Research and Education

Case Western Reserve University

11402 Bellflower Road | Cleveland, OH 44106

216.368.0476 | [dxh@case.edu email address]

begun.case.edu | f: [BegunCenter](#) | t: [@BegunCenter](#)

INTERNATIONAL EDUCATION OPPORTUNITIES (STUDY ABROAD)

The Mandel School believes that social work education must recognize and integrate a global perspective. Understanding the world and its many cultures is an integral part of course work, student and faculty interaction and field experience.

The Mandel School faculty includes experts in international social work and social policy research who carry out research abroad, serve on international committees and organizations, and teach courses related to international social work at the school. The Mandel School also receives numerous international on-campus students, visiting scholars, and researchers, many of whom present at lectures and discussions that are open to the entire community.

To further this commitment to international education, there are a number of opportunities for students to extend their learning through for-credit courses that involve short-term immersion in another country. As a result, the Mandel School was the recipient of the 2007 Award for Outstanding Contributions to advancing International Social Work Education by the Council on Social Work Education.

The [short-term immersion courses](#) are often multi-disciplinary and include students from across the university and even other universities. Courses have included in-depth studies in Bangladesh, China, El Salvador, Ghana, Greece, Israel, Kenya, Switzerland, Turkey and Ukraine. Courses are currently offered in Ecuador, Ghana, Guatemala, India, the Netherlands, Nicaragua, Poland and South Africa. Students meet in country with community and neighborhood leaders, researchers, teachers, public policy-makers and others, and participate in discussions about social issues and policies.

For more information, visit the program's website at: <http://msass.case.edu/studyabroad/> or contact:

David B. Miller, PhD, MSW, MPH

Associate Professor and Director of International Education Programs

Jack, Joseph and Morton Mandel

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DUAL DEGREE PROGRAMS

Dual Social Work and Law Program (MSSA/JD)

The dual degree program offered by the Mandel School and the University's [School of Law](#) makes it possible for On-campus students to pursue an integrated program of study and receive both degrees. This program allows completion of both degrees within four years rather than five years.

[MSSA/JD](#) students develop an understanding of the methods, language, knowledge base, research, and ethics of law and social work. Potential careers include public interest or family law, administration, supervision or direct service, public policy, politics (elective office and legislature or administration support), and individual or family practice.

Dual degree students should apply to both schools simultaneously and prior to beginning the program in order to assure acceptance into both schools. To be considered a dual degree student and receive the benefits of cross-credit allowance, a student must follow a curriculum that pursues both degrees simultaneously. The Law school website for Admissions is:

<http://law.case.edu/Admissions/Apply>

For additional information, please contact: Sarah Andrews, MA, MSSA, LISW-S

Senior Instructor

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School of Applied Social Sciences

Case Western Reserve University

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<http://msass.case.edu/academic/masters/dualdegree/ldp/>

Dual Social Work and Management Program (MSSA/MBA)

The dual degree program for the [MSSA/MBA](#) is designed for candidates who wish to prepare for specialized social work practice in a variety of direct practice and community and social development settings, while developing the skills to assume management responsibility within

those settings.

Candidates must apply separately to the Mandel School and the [Weatherhead School of Management](#). The Weatherhead website for Admissions is <http://weatherhead.case.edu/mba>.

The candidate must complete all application requirements of both schools, indicating on both applications the intent to join the dual degree program. Admissions decisions are made independently by each school.

For more information, please contact:

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<http://msass.case.edu/academic/masters/dualdegree/mba/>

Dual Social Work /Bioethics and Medical Humanities (MSSA/MA)

The dual degree program for the [MSSA/MA](#) in Bioethics is designed to enable students to obtain graduate preparation in both fields, while also contributing to the integration of ethics in advanced social work practice and increasing the availability of expertise in ethics to the social work community.

Candidates must apply separately to the Mandel School and the [Bioethics Department of the Medical School](#). The bioethics website for this dual degree is <http://case.edu/med/bioethics/masters.htm>

The candidate must complete all application requirements of both schools, indicating on both applications their intent to complete the dual degree program. Admissions decisions are made independently by each school.

Students in this dual degree program should plan on two years plus one summer of graduate study.

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<http://msass.case.edu/academic/masters/dualdegree/jdbiosa/>

Dual Social Work and Management of Nonprofit Organizations (MSSA/MNO)

This dual degree program offered by the Mandel School is designed for individuals without previous graduate training in social work or management who have set their sights on becoming managers of human services organizations. Students may pursue direct practice or the macro concentration in the MSSA degree. [MSSA/MNO](#) students in micro and macro concentrations receive credit toward both master degrees for nine hours of coursework, allowing the dual degree program to be completed in 81-84 hours of total coursework.

Students beginning their studies in the MSSA program must apply to the MNO program prior to completing 16 credits of the Mandel School courses. Students beginning their course work in the MNO program must apply to the MSSA degree before completing 15 credits of MNO coursework. Students must finish one complete year in either the MSSA or MNO program (in either order) before they blend courses from both programs. Students should anticipate 2-1/2 years of study to complete this dual degree. Students must receive the MSSA and MNO degrees simultaneously to receive the double counted credits for course work described here.

For more information on this dual degree program, including a detailed list of required courses, please contact:

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Phone: 216-368-2711

robert.fischer@case.edu

<http://msass.case.edu/academic/masters/dualdegree/mno/>

Master of Science in Social Administration and Public Health (MSSA/MPH)

This "Side by Side" Dual Degree program leads to both the Master of Science in Social Administration (MSSA) and the [Master in Public Health](#) (MPH). The MSSA/MPH program prepares graduates with flexibility for professional leadership in a broad range of health and social services within communities and organizations. Areas of study include prevention, program planning, development, and evaluation.

The impetus for this Dual Degree program arises from a growing societal recognition that issues once thought to represent individual-level interventions, such as family violence, substance use, and mental illness, are multi-level problems demanding multi-level interventions for their amelioration. The MSSA/MPH Degree Program equips students with a broader set of skills and perspectives to address such issues.

This degree option is open to on-campus students, only, due to the sequencing of courses. Applicants must apply separately and meet the admission requirements of both professional programs, and are encouraged to apply simultaneously to both schools. Dual Degree students must receive the MSSA and MPH degrees simultaneously to be granted credit for specific courses taken in the other program.

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FIELD CURRICULUM

Field Education Goals, Roles and Responsibilities, Policies and Procedures

Field Education Introduction

This manual is intended to serve as a guide to the content, purpose, expectations and requirements of the Mandel School Field Education Program and the roles and functions of field placement agencies, Field Instructors, Task Supervisors, Agency Liaisons, Field Faculty Advisors and students.

All students are expected to review and be familiar with the contents of this manual prior to beginning Field Education placements. Any questions regarding the contents of the manual should be directed to the assigned Field Faculty Advisor or the Director of Field Education.

Competency-Based Integrated Learning

This manual was developed by the Field Education Department to describe and outline field related policies and procedures for use by students, Field Instructors, and faculty of the MSSA

and MNO programs. It is designed to be used in conjunction with the Mandel School Student Handbook. All policies contained in that Handbook also apply to field education.

Field education is an integral component of the Mandel School curriculum that is actualized through a collaborative relationship between the university, community organizations and institutions, and students. Field education experiences are designed to offer students meaningful practice opportunities to integrate the core knowledge, skills, values and cognitive & affective processes inherent to the social work and non-profit management professions. *The Field Education Learning Plan* is a critical tool in field education. The Learning Plan is developed and evaluated by students and Field Instructors in each field period and reflects the concurrent learning experiences available to students within the classroom and in the field placement setting. The Mandel School's competency-based learning environment is the structure utilized for the development of the Learning Agreement. The Mandel School has established core competencies in the MSSA and MNO programs that form the basis of the student's classroom and field experiences. The integration of classroom learning and field practice knowledge is an essential component of curriculum and of each student's educational experience.

The Ten Competencies that form the core of the Social Work (MSSA) curriculum are:

1. Demonstrate Ethical & Professional Behavior
2. Engage Diversity & Difference in Practice
3. Advance Human Rights & Social, Economic and Environmental Justice
4. Engage in Practice-Informed Research & 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

The Eight Competencies that form the core of the Management of Nonprofit Organizations (MNO) curriculum are:

1. Financial Resource Development & Management
2. Foundations & Management of the Nonprofit Sector
3. Governance, Stewardship, & Advocacy
4. Legal & Ethical Decision Making
5. Program Development & Evaluation
6. Human Resource Management
7. Communication, Marketing & Public Relations

8. Nonprofit Leadership

The integration of classroom and field occurs through many efforts, experiences and methods. Theoretical and skill-based learning are connected through the field education program to form the foundation of each student's educational experience, synthesizing theory and practice. Field education serves as the link between knowledge gained in the classroom and the practice of social work from both a generalist and specialized perspective. Students are given course assignments which relate to their practicum experiences and conversely, are requested to provide copies of their course syllabi to Field Instructors. In addition to the syllabi, Field Instructors are provided with an overview of the Mandel School curriculum during orientation and ongoing trainings that alert them to specific assignments that must be carried out in the field. Field Instructors work directly with students to reinforce and support the MSSA and MNO core competencies, including evidence-based practice and the integration of theory and practice. Field Faculty Advisors support and guide this critical function of field instruction during field conferences held each semester.

Field Education Mission Statement

The Mission Of The Field Education Department Is To Partner With Community Practitioners And the Mandel School To Provide Students With Opportunities For Academic Integration In A Dynamically Oriented Practice Arena.

Field education affords students opportunities to apply theoretical concepts from the classroom to professional practice sites structured to provide opportunities for progressive skill development and application. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners.

Field Education Goals

Field education provides a unique forum for students to integrate the knowledge, skills, values, behaviors, and cognitive & affective processes that comprise the core of the professional social work practice with a self-identity as competent beginning professionals. The field placement setting affords students opportunities to apply didactic theory to practice, give and receive feedback regarding skill development, and experience the realities of the social work profession. There is the potential for a mutual exchange of practical and theoretical knowledge that may serve to enhance innovative change in both the organizational and academic venues. The Field Education Department endorses this expansive view of the opportunities that students and Field Instructors share to redefine both social work education and social work practice for the future.

The core competencies form the structure of the Field Education Learning Agreement, which is developed each semester through a collaborative process involving students, Field Instructors and Field Faculty Advisors. This agreement captures the field learning opportunities essential to maximize the integration of the academic and practice experiences central to graduate social work education. Students are encouraged and expected to articulate and incorporate the skills necessary for successful field performance in the Learning Agreement. Opportunities for the development of critical thinking skills, self-assessment, offering and receiving professional feedback and flexibility of approach are valued elements inherent to the field site.

Case Western Reserve University defines education as a “transforming” opportunity. Field education provides students with the contextual format for this transformation to be realized.

Field Education Objectives

Generalist Field Practicum

At the end of the first year or generalist field education practicum, students will be able to demonstrate competency within all required competency areas and generalist practice behaviors. It is expected that satisfactory progress in developing competence is achieved by the conclusion of the first semester in the program. Generalist field education courses include SASS 601, SASS 602 and their equivalents.

Specialized Field Practicum

During the specialized field practicum, students continue to develop generalist practice behaviors and skills but also refine and advance the quality of social work practice. Students synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge, skills and professional values. Specialized practitioners are effective in all specialized level competencies; suiting each action to the organizational context and relying upon research-informed practice, experience, advanced knowledge, and self-reflection. Specialized field education courses include SASS 603, SASS 604 and their equivalents.

The Mandel School Field Education Department provides graduate level social work and nonprofit management students with field related opportunities to develop full competency with all required areas of practice. In addition to the above stated objectives, we strive to support each student in achieving the following objectives:

- To develop a unique professional identity as a social worker or nonprofit management professional.
- To work effectively with diverse client populations, organizations and communities.

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- To incorporate a community based perspective in all areas of practice.
- To understand the organizational context of practice, including the dynamics of social and organizational change.
- To apply and fully integrate coursework and field practice.
- To consider and apply the values and ethics of the profession in every aspect of practice.
- To develop a professional career as a life-long learner.
- To recognize the value of self-care and develop a plan to consistently incorporate personal self-care strategies into practice.

Field Education Outcomes

- Incorporate, analyze and apply the NASW Code of Ethics, Mandel School Code of Conduct and field education policies to practice.
- Develop and implement a Learning Agreement for each semester of field placement reflective of the core competencies and each student's unique learning objectives.
- Actively integrate classroom theory and knowledge to the field placement setting and vice-versa.
- Incorporate a strengths-based perspective in field assessment and planning activities.
- Value the contributions of evidence-based practice.
- Consistently demonstrate a professional and purposeful use of self in all field interactions.
- Maintain and demonstrate sensitivity to issues of diversity, discrimination and oppression.
- Maximize the learning opportunities available through field instruction and consultation.
- Understand and utilize the resources available in the community to benefit the field organization and its consumers.

The Field Education Placement Curriculum

Generalist Year:

The generalist year field education courses and field placement setting provide the student with the appropriate opportunities to begin acquiring knowledge and skills through the actual delivery of service in an agency practice setting. This generalist approach also encompasses a range of theoretical concepts and models in order to establish a broad base for professional practice. The generalist experience is defined to include both direct and indirect services to individuals, families, groups, organizations and communities. Students must be provided with the requisite opportunities to develop and practice skills at all stages of the social work process, including engagement, assessment, intervention and evaluation. The Generalist Learning Agreement is developed to identify and structure field education assignments, tasks and objectives in all areas of competency and to specifically address each required generalist practice behavior.

Generalist field education courses include:

- SASS 601 Field Education I (2 credits)
- SASS 602 Field Education II (3 credits)
- SASS 655 Dual Degree Field Practicum II (3 credits)

Specialized Year:

The specialized year field education courses and field placement focus on the development of specific knowledge and skills needed for beginning professional practice in a designated area of concentration. This specialized year experience is designed to build on the foundation of the generalist year coursework and field placement. Students work to develop skills and knowledge within their selected area of concentration, and both the academic courses and the field experiences are organized around that particular field of practice or specialization. There are two primary concentrations for MSSA students: Community Practice for Social Change and Direct Practice. The Direct Practice concentration is comprised of seven specializations: Aging; Substance Use Disorders & Recovery; Children Youth and Families; Health; Mental Health-Adult; Mental Health Child and Adolescent, and School Social Work. The Specialized Learning Agreement is developed to identify and structure field education assignments, tasks and objectives within all areas of competency and to specifically address each required specialized practice behavior.

Specialized field education courses include:

- SASS 603 Field Education III (3 credits)
- SASS 604 Field Education IV (3 credits)
- SASS 656 Dual Degree Field Capstone III (3 credits)
- SASS 657 Dual Degree Field Capstone IV (3 credits)

The Field Education Seminar:

Traditional MSSA students are required to take the Field Education Seminar (SASS 495) during the first semester of the generalist year. The field seminar is taught by Field Faculty Advisors, who most often also serve as the student's assigned Field Advisor. The seminar introduces the student to professional social work; strengths based perspectives, organizational contexts, evidence based practice models, and professional values, ethics and use of self. Students in seminar discuss personal and professional values; look at issues of diversity and culturally sensitive practice; and apply theory to actual work with clients through case presentations, role-plays, and case discussions. This context serves to support the foundation of each student's integration of field experiences and academic coursework. The seminar sessions focus on providing sustained small group experiences to encourage self-examination, participation in group learning experiences, and problem solving activities.

The Field Education Seminar course is:

- SASS 495 Field Education Seminar (1 credit)

The MNO Practicum:

Students in the MNO program may complete a one-semester practicum experience which provides the opportunity to practice and engage in activities that will support their success as nonprofit professionals. The practicum is designed to be flexible, allowing students to develop specific skill-based and/or project-based assignments focused on a defined area of practice, such as: finance, marketing, governance, human resources, advocacy or leadership.

The MNO Practicum Course is:

- SASS 501 MNO Field Practicum (3 credits)

Concurrent Model of Field Education

The Mandel School curriculum features a concurrent model in which students registering for field education courses must be simultaneously enrolled in the appropriate academic courses based upon the Pattern of Enrollment (POE). Field education courses are taken with accompanying methods, theory, practice, research, and policy courses. The concurrent model provides for optimal integration of coursework and field practice. The curriculum has been carefully constructed to promote a continuous process of reciprocal learning; connecting classroom to field and field practice to classroom. This progressive integration of theory, knowledge, practice and skill development provides the student with the optimal foundation for professional practice. Each field education course/period is a prerequisite for the next.

Should students experience a disruption in their field placement, the Field Faculty Advisor will consult with the Academic Advisor and other members of the student's educational team to revisit the Pattern of Enrollment to accommodate adherence to the concurrent model. The Mandel School does not grant field education course credit for life experience or work experience.

MSSA Field Education Sequencing

On-Campus Format:

- **Advanced Standing On-Campus** students hold a bachelor's degree in social work (BSW) from an accredited program and must be granted Advanced Standing status at the time of admission. They are typically exempted from the Field Seminar SASS 495 and from Field Education SASS 601. Each student's individual Pattern of Enrollment may vary. Advanced Standing students begin field education with SASS 602 in the fall semester

and generally complete three semesters of field placement in the same setting related to their area of concentration. Students may consult with their assigned Field Faculty Advisor regarding the option of a second, one semester placement during the final field period of the program. Students interested in pursuing a second placement must schedule a meeting with their assigned Field Advisor no later than the beginning of the second semester to discuss and identify potential options. Advanced Standing students complete a minimum total of 900 hours of field education. Field placements are generally completed consecutively during the fall, spring and summer semesters or over the fall, spring and the subsequent fall semester, depending on the Pattern of Enrollment.

- **Traditional On-Campus** students must enroll in generalist field education courses, including the Field Education Seminar (SASS 495) and Field Education SASS 601. Traditional students complete a minimum total of 1,050 hours of field education, typically over four semesters. The first two field periods provide generalist content and experiences. The third and fourth field periods serve as specialized placements in areas that correspond with the selected area of concentration.

Part Time Program:

- **Part-Time** students are provided flexibility in completing the requirements for the degree. The schedule for field placement varies and is coordinated by the student and Field Faculty Advisor in consultation with the Academic Advisor and in accordance with each student's completed Pattern of Enrollment.

Overview of Required Field Hours:

Field Period	Field Hours in Agency	Professional Development Hours	Total Required Hours	Average Weekly Hours
SASS 601	144	6	150	12-15
SASS 602	294	6	300	20-24
SASS 603	294	6	300	20-24

SASS 604	294	6	300	20-24
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MNO Practicum Sequencing

MNO students may complete a one semester practicum experience within a non-profit organization. Students enroll in SASS 501 and complete a total of 200 hours of practicum, of which, 150 hours must be completed in the agency, up to 40 hours can be spent in off-site related activities* and 10 hours of Professional Development. MNO students that have prior professional experience in a nonprofit setting may request a waiver for SASS 501. In order to be considered for a waiver, the student must complete the Request for Waiver of MNO Practicum form.

Field Period	Field Hours in Agency	Professional Development Hours	Total Required Hours	Average Weekly Hours
SASS 501	190*	10	200	12-14

Intensive Weekend (IW) Format

The Intensive Weekend format at the Mandel School is designed to provide professional graduate level education to employed social workers. Students are eligible to complete field education requirements within their place of employment, providing the employer site is approved by the Field Education Department and all field education program requirements can be met. Students must have field education assignments and tasks that are completely differentiated from their usual work activities and specifically designed to provide new learning opportunities. The student's employment supervisor may not serve as the Field Instructor. Please refer to the section of this manual titled **Field Agency Employment** for additional information and requirements regarding employment based field placements.

For students in the Intensive Weekend format, the field period for SASS 601 is one semester. The field periods for SASS 602, 603 & 604 are conducted over the course of two semesters. This allows Intensive Weekend students to complete field education hours at a rate that is more conducive to maintaining full time employment (10-12 hours per week).

The first field education practicum period for Traditional Intensive Weekend students without Advanced Standing begins in January. Traditional students are required to take the Field Education Seminar (SASS 495) in the first semester of the program.

Traditional Intensive Weekend students are required to have a field placement approved by October 1st of the first semester in the program. Intensive Weekend students with Advanced Standing are required to have an approved field placement by the start of the first fall semester of the MSSA program.

Intensive Weekend Field Education Sequencing

Traditional Intensive Weekend (IW) students without Advanced Standing are required to complete a minimum total of 1,050 hours of field education, typically over the course of seven (7) consecutive semesters. Intensive Weekend students with Advanced Standing complete a minimum total of 900 hours of field education, typically in six (6) consecutive semesters. Each field education course/period is a prerequisite for the next.

Field Period	Hours Required	Professional Development Hours	Average Weekly Hours	Total Required Hours	Schedule
SASS 601	144	6	10-12	150	January – April
SASS 602	294	6	10-12	300	May – Dec
SASS 603	294	6	10-12	300	January – Aug
SASS 604	294	6	10-12	300	Aug – Apr

Field Period	Hours Required	Professional Development Hours	Average Weekly Hours	Total Required Hours	Schedule
SASS 602	294	6	10-12	300	Aug – Apr
SASS 603	294	6	10-12	300	May – Dec

SASS 604	294	6	10-12	300	Jan – Aug
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Field/Practicum Hours

Students registered for Field Education SASS 601 are required to complete a minimum of 150 field hours. Students spend an average of 10-15 hours per week in their field placement site to complete the required number of hours over the course of the semester. Six (6) of the required 150 hours during this field period are designated for Professional Development, which include attendance at colloquia, agency sponsored training, or other approved educational opportunities. Students may refer to the **Professional Development** section of this manual for additional guidance regarding Professional Development.

Students registered for Field Education SASS 602, 603 and 604 are required to complete a minimum of 300 hours per field period. Students in the On-Campus format spend an average of 20-24 hours per week in their field placement site to complete the required number of hours over the course of the semester, while students in the Intensive Weekend format complete an average of 10-12 hours per week over the course of two semesters. Six (6) of the required 300 hours during this field period are designated for Professional Development, which include attendance at colloquia, agency sponsored training, or other approved educational opportunities.

Student registered for SASS 501 in the MNO program are required to complete a minimum of 200 field hours. Students spend an average of 12-14 hours a week in their practicum placement site to complete the required number of hours over the course of the semester. Ten (10) of the required 200 hours during the field period are designated for Professional Development, which includes attendance at colloquia, agency sponsored training, or other approved educational opportunities.

The delineation of field practicum time in hours instead of days intentionally allows students and Field Instructors the ability to structure field placement experiences to conform to a schedule compatible with the student's class schedule and the needs of the organization.

Evening and Weekend Hours

Students may be expected to complete field hours in the placement setting at least one evening per week. This may also include time on the weekend. Flexibility in scheduling is often necessary to meet client and/or organizational needs. Students should expect to work with their Field Instructors and/or Task Supervisors to adjust field placement schedules as needed to

accommodate some evening and weekend hours, but not exceed a total of 20 to 24 hours of field education per week.

A minimal amount of field related assignments completed at home may be permissible with prior written approval from the Field Instructor/Practicum Supervisor and Mandel School Field Faculty Advisor. Field hours completed at home without written prior approval will not be eligible for credit towards course requirements.

Field Education Admission Criteria

In order to be successfully admitted to the field education program, students must meet all applicable admissions criteria for the Mandel School. Once students are admitted to the On-Campus or Intensive Weekend formats, the Field Education Department receives the student's application information and a Field Faculty Advisor is assigned. Student application information, including the personal essay and resume, is reviewed by the Field Advisor in preparation for work with the student on the initial field placement process.

The field education placement process for incoming On-Campus and Intensive Weekend students occurs during the summer months prior to the first semester of classes in the fall. The assigned Field Advisor contacts the student to schedule an in-person, phone or virtual interview to discuss the contents of the application and essay, address areas for skill development, and identify learning styles & professional goals. All students enrolled in the On-Campus format as well as Intensive Weekend students with Advanced Standing begin field education practicum courses at the start of the first fall semester in the MSSA program. Traditional Intensive Weekend students begin completing field education requirements by enrolling in the Field Seminar, and then begin to accrue field hours in SASS 601 during the following spring semester.

Students in the Intensive Weekend format are typically employed in a social work or community service organization.. Students may elect to utilize their employment setting as a field placement providing the setting meets all program requirements, but must perform field education functions and tasks that are fully differentiated from employment responsibilities. If electing an employment based field placement, Intensive Weekend students are required to submit a Field Education Proposal that includes a detailed description of proposed field related activities other than the student's regular employment responsibilities to be performed over the course of the program, and submit a signed Agency Agreement and job description. The proposal must be reviewed and approved by the Field Education Department. An individual other than the student's employment supervisor who has met all of the Mandel School's requirements to provide field instruction must supervise the student. The identified Field Instructor should also not occupy a dual relationship with the student. In the event a dual relationship exists, the student must immediately disclose the nature of the relationship to the

Field Faculty Advisor. The Field Advisor must approve any deviations or changes from the approved field proposal, field site or plan for field instruction prior to implementation. The Field Education Department retains the right to grant employment-based exceptions for students who change employment prior to beginning the Intensive Weekend format. New employment may not meet the necessary criteria for social work learning for the student or the requirements of the Field Education Department. Students should not assume that new employment will be automatically approved as a field site.

Field placement interviews are initiated through a collaborative process between the student and assigned Field Advisor. Potential field placement sites are identified using factors that include the student's past experience, future educational and professional goals, and areas of concentration/interest. Students receive contact information for each potential site and discuss ways to optimize their interviews with their Field Advisor. Several potential organizations are identified for placement interviews. The Field Advisor serves as a liaison between the student and field organization.

Determining the field placement setting is a mutual process involving the student, Field Advisor, Field Instructor and field placement organization. The Field Advisor serves as a facilitator and consultant to all parties involved in the placement selection process. Once the student has completed the necessary field placement interviews, the Field Advisor is contacted and provided the choice rankings for field placements. The Field Advisor then contacts the field organization to determine if a match has occurred. The Field Advisor confirms field placements with students and field organizations and initiates the necessary documentation through the Field Education Department.

The Field Advisor will work closely with the student to assist with interview preparation and to identify and ameliorate any barriers to obtaining a field placement. However, during the placement interview process, the interviewer may determine a student is not a good fit for the organization or conversely, the organization is not a good fit in meeting the student's educational needs. When this occurs, the student and Field Advisor will further consult to facilitate a more conducive match.

In the event a student is not accepted for placement after completing a minimum of three field placement interviews, the assigned Field Advisor will discuss the rationale for the decision with each placement site. The Field Advisor will also discuss the reasons for each placement site's decision with the student, assist the student in identifying potential barriers impeding field placement assignment and as necessary, develop a written plan to address the concerns or issues. Should a student be unsuccessful in securing a field placement after three or more independent placement site interviews, the Field Advisor may petition the Dean's Consultation

Committee for review and advisement. Additional planning for field placement may not begin until a Dean's Consultation Committee meeting is held or an alternative action plan is developed as determined by the Field Education Department. Students without an approved field placement may be unable to move forward with the MSSA program.

Field Education Program Model

On-Campus Format

Traditional MSSA students without Advanced Standing have the opportunity to select two field placement settings. Students spend the first two semesters in one placement setting and select a second setting for the final two semesters of field placement. The selection process for the second year, specialized placement setting begins in the early spring of the first year. Students may request to remain in the same placement setting for the specialized placement, providing the required learning opportunities are available. Students interested in this option should consult with their Field Faculty Advisor. Refer to the section of this manual titled **One Placement Option (On-Campus Format)** for additional information.

Students with Advanced Standing frequently completed field education requirements in one placement setting. Students may request a second, one semester placement for the final field period. Students interested in pursuing a second placement must schedule a meeting with their assigned Field Advisor no later than the beginning of the second semester to discuss and identify potential options.

Students may not terminate or switch field placement settings at any point without the prior written approval of the Field Education Department. Students are not permitted to have more than two placement field placement sites during the MSSA program. Exceptions are made only in extenuating circumstances and with the prior approval of the Field Education Department. Please refer to the section of this manual titled **Field Placement Reassignment** for additional information.

Intensive Weekend Format

The Intensive Weekend format is structured with a one placement field education model, in which students remain in the same placement setting throughout the MSSA program. Students may not terminate or switch field placement settings without the prior written approval of the Field Education Department. The student's Field Faculty Advisor must approve any deviations or changes from the approved field proposal, field site or plan for field instruction prior to implementation. New employment may not meet the necessary criteria for social work learning for the student or the requirements of the Field Education Department. Students should not assume that new employment will be automatically approved as a field site. Please refer to the section of this manual titled **New Employment/Job Reassignment or New Field Placement**

Field Placement Agency Selection & Monitoring

Selection

The Mandel School Field Education Department is affiliated with hundreds of agencies across the United States. Agency availability for student field placements changes continually in response to a number of factors, including funding, staffing, capacity for student supervision & field instruction, and the needs and service priorities of each organization. As a result, a number of field placement settings may not be available in any given year.

The Mandel School is always actively engaged in the process of identifying and recruiting high quality, diverse field placement agencies (MSSA) or practicum sites (MNO) for our students. As such, field placement/practicum agencies may be identified in a number of ways: Agencies may request to become a field placement site; students, faculty members, or community representatives may recommend an agency; or the Field Education Department may actively recruit agencies. Agencies are selected based on the agency's ability to meet the School's criteria and according to the following guidelines:

- Investment in social work/nonprofit management education, including the importance of helping students integrate classroom and field learning.
- Evidence of sufficient and appropriate learning opportunities within all required social work or nonprofit management competency areas A wide range of progressively advancing learning opportunities are required to continuously support student learning and professional development. The Field Education Department expects students to become involved in supervised practice activities within two to three weeks of the start of the placement. Early work with clients, groups, committees, or projects provides students with the necessary opportunities to begin integrating learning from the classroom and field. This also enables the Field Instructor/Practicum Supervisor to begin the educational assessment of the student and helps to inform the development of Learning Agreement goals and assignments.
- Capability to provide students with the required opportunities to develop skills at the generalist and specialized levels of social work practice. (MSSA)
- Capability to provide students with opportunities to develop and practice skills at all stages of the social work process, including engagement, assessment, intervention and evaluation and across levels of intervention; with individuals, families, groups organizations & communities (MSSA). Students must be directly observed in practice by the Field Instructor during each field period.
- All students are required to have consistent, in-person contact with clients and constituencies. Opportunities for occasional phone or digital contact with clients may be

- provided as a supplement to in person contact but are not permitted as a substitution.
- Professionals qualified and available to provide consistent, high quality, in-person field instruction. A minimum of one hour of dedicated field instruction is required per student each week. Participation in group supervision does not meet the requirements for weekly individual field instruction meetings.
- Evidence of accreditation by appropriate certifying organizations, if applicable.
- Additional considerations may also apply in the agency selection and approval process as determined by the Field Education Department.

Mandel School students are expected to spend the majority of field placement time actively engaged in practice activities, such as:

- Face-to-face contacts with clients and constituent groups
- Preparation for practice activities, home visits, family meetings, team meetings and case conferences
- Participation in committee or community group meetings
- Resource development, telephone contacts, and recruitment for groups or client activities.

Should a student identify a potential field placement site that is not already affiliated with the Mandel School, we ask that they provide the contact information to the Field Faculty Advisor. The Field Advisor or another assigned representative of the Field Education Department will begin the process of vetting the agency. This process typically involves scheduling a site visit. A formal assessment is conducted as to the range of activities available to students and ability to provide appropriate field instruction and comply with the requirements mandated by the Council on Social Work Education (CSWE) & the Mandel School. Not all potential field placement sites will be vetted. The Field Education Department makes the determination if a potential site will be considered for a new field placement.

Each new potential field placement site must also complete an electronic Agency and Field Instructor/Task Supervisor Application. The designated Agency Liaison/contact will complete the Agency Application and each prospective Field Instructor & Task Supervisor is required to complete an application. Both applications identify key demographic and professional information including the organizational context, credentialing/licensing information, prior field experience, scope of practice and opportunities available for students.

If approved, the agency, Field Instructor and Task Supervisor (if applicable) information is then entered into the Field Education Department's web-based Intern Placement Tracking (IPT) system. The Field Education Department will send a letter via the email contact information provided on the electronic application to assign approved Field Instructors and Task Supervisors

a Case Western Reserve University Affiliate ID and instructions for enrolling into IPT. Additional information is also sent regarding required Field Instructor training. Training events are offered several times throughout the year on campus and via livestream for remote participants. Additional individualized orientations may be provided by Mandel School Field Advisors during the course of the academic year.

Should a formal Affiliation Agreement between the Mandel School and field placement agency be required, the agreement must be reviewed and approved by the University's Office of General Counsel and executed by the University Provost, or designee. The Mandel School does not require an Affiliation Agreement be established for all field placement sites, however having the agreement in place helps to clearly outline the responsibilities and requirements of each party. A standard Affiliation Agreement template will be provided by the Field Education Department for review by the proposed field placement agency. Questions regarding the Affiliation Agreement template or process should be directed to the attention of the Director of Field Education. Refer to the section of this manual titled **Affiliation Agreement** for additional information.

Monitoring

Monitoring the quality of field instruction and field placement settings is a continuous process. Field Advisors maintain phone, email, face to face and/or virtual meeting contact with Field Instructors and Task Supervisors throughout the year. A field conference is held during each field period and provides a structured and individualized opportunity for the student, Field Instructor, Task Supervisor (if assigned) and Field Advisor to discuss and assess the specific assignments under each competency area and the student's overall progress in meeting identified learning objectives. An agency evaluation is completed by the student at the conclusion of the generalist and specialized field periods. General student feedback is collected and considered throughout the year regarding field placement site experiences. In turn, Field Instructors monitor the field education program and student experiences through their feedback to Field Advisors and the Field Education Department.

Mandel School Field Advisors monitor and assess the quality and scope of the student's learning experience, the quality of communication between the field placement setting and the Field Education Department, and program or personnel changes within the field placement setting that may impact student learning.

Support and training is provided through the Field Education Department and faculty to assist Field Instructors and organizations in providing consistent, high quality practice experiences to students. The quality and scope of student assignments and experiences are monitored through student and Field Instructor contact and feedback, field conferences, the Learning

Agreement and monthly field education time sheet submissions. The Field Education Department provides updates to Field Instructors regarding Mandel School curriculum changes that affect student learning. An emphasis is placed on open and ongoing dialogue between students, Field Instructors, Task & Practicum Supervisors and Field Advisors to promote quality field education experiences and outcomes.

Field Instructor/Practicum Supervisor Qualifications & Requirements

The Field Instructor/Practicum Supervisor has a pivotal role in planning, implementing and evaluating each student's educational program. Field Instructors/Practicum Supervisors are expected to meet the following minimum qualifications and expectations:

MSSA Qualifications:

- A Master's degree in Social Work (MSSA/MSW) from a CSWE accredited school of social work.
- Two years post-master's social work experience.
- If required by the state licensure board, maintain licensure at Licensed Independent Social Worker (LISW or LISW-S) level, license eligible at the LISW or LISW-S level or its equivalent for out-of-state Field Instructors. Unless otherwise indicated, licensure is not a prerequisite for a Field Instructor.
- Ability to provide consistent, high quality, in-person field instruction to students. A minimum of one hour of in-person, dedicated field instruction is required per student each week.
- Ability to observe students in practice multiple times over the course of each field period in order to assess, evaluate and support student learning.

MNO Qualifications:

- The agency/organization must be incorporated as a 501(c)3.
- The Practicum Supervisor should possess a Master's degree plus three-year postmaster's experience at a management level. Senior management level experience is preferred.

or

- The Practicum Supervisor should demonstrate at least ten years' experience at a management level. Senior management level experience is preferred.

Requirements:

- Complete a Field Instructor/Practicum Supervisor Application.
- If requested, provide a resume and copy of Master's degree.
- Provide the student with sufficient work space and equipment (i.e. desk, phone, computer, etc.) to perform social work related tasks.
- Ensure that each student receives the necessary agency and safety

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- orientation/trainings.
- Provide the student with a broad array of field practicum assignments. Mandel School students must be provided with the required opportunities to develop skills at the generalist and specialized levels of social work practice. All students are required to have opportunities to develop and practice skills at all stages of the social work process, including engagement, assessment, intervention and evaluation and across levels of intervention; with individuals, families, groups organizations & communities (MSSA).
- Students must be observed in practice by the Field Instructor during each field period.
- Maintain compliance with the policies, programs and procedures of the Agency and Mandel School Field Education Department.
- Remain current with curricular developments at the Mandel School.
- Attend required Field Instructor orientation and training.
- Demonstrate an interest in and time to fulfill teaching responsibilities of Master's level social work students.
- Demonstrate practice competence or experience in the student's social work method concentration.
- Demonstrate a willingness and ability to provide instruction within more than one practice modality.

Field instruction is an essential part of a student's experience in field education. Mandel School Field Instructors serve a critical role in planning, implementing and evaluating the student's educational program and professional development. Field Instructors are required to provide 60-90 minutes of weekly supervision to students. Although administrative issues are a component of supervision, the educational, developmental and supportive aspects of field instruction should be the primary focus of supervision. Supervision meetings are to include components such as role plays, discussion of process recordings/analyses, discussions of ethics and ethical dilemmas, application of relevant theories and research that are raised through the work that the student is doing and other activities that support the student in developing and achieving competence. Group supervision opportunities do not fulfill the weekly individual supervision requirements for MSSA students. Observation of the student's practice and immediate feedback from the Field Instructor are essential elements of field education and should also be incorporated into supervision meetings.

A Field Instructor may be employed either within or outside of the student's primary placement agency. In instances where the Field Instructor is not employed by the agency, a Task Supervisor is must be designated as the individual responsible for a limited portion of the student's placement. These responsibilities help to structure the weekly activities of the student in placement and are often limited in terms of scope and time. The Field Instructor retains the primary and overall responsibility for the student's supervision, learning, evaluation

and connection with the school. All MSSA students are required to have a Field Instructor.

Field Instructor and Task Supervisor training opportunities are provided annually through the Field Education Department. Several training dates are offered each year for new and experienced Field Instructor/Task Supervisors to review field education program requirements and expectations and to support Field Instructors in providing effective supervision to students. Field education training events are typically approved for continuing education units through the Ohio Social Worker, Counselor and Marriage & Family Therapist (CSWMFT) Board. Participants are provided with content, case discussion and examples to support students in developing assignments within each required component of social work practice. Trainings also include information regarding the School's philosophy, curriculum, and current issues related to field education. Participants are instructed in the use of the Learning Agreement and student evaluation. The Director of Field Education facilitates campus-based training opportunities in conjunction with Mandel School Field Advisors, faculty and invited presenters.

Field Instructors and Task Supervisors that are unable to attend on campus trainings due to scheduling conflicts or that are located out of state have access to virtual training events and recorded presentations. Mandel School Field Advisors also play a critical role in supporting and training Field Instructors and Task Supervisors. Individualized support and training are provided through visits to field placement settings, phone and virtual meetings.

Approval as a Field Instructor/Practicum Supervisor provides access to Mandel School library privileges and other useful resources. Field Instructor information and resources can be accessed at <http://msass.case.edu/fieldedu/field-instructor/>.

Field Education Roles and Responsibilities

Field education distinguishes itself from employment in several specific ways. The Mandel School endorses a concurrent curricular model where field education and academic course work provide the forum for maximum learning integration and the development of professional competence. While exposure to various professional and workplace experiences enrich the student's overall learning, guidelines relevant to issues of liability, accessibility and workload require specific consideration and reflection in the Learning Agreement. The Mandel School's competency-based learning environment is the structure utilized for the development of the Learning Agreement. The competencies form the basis of the student's classroom and field experiences. The Learning Agreement captures the field learning opportunities essential to maximize the integration of the academic and practice experience central to graduate social work education. Students are encouraged and expected to articulate and incorporate the skills necessary for successful field performance in the Learning Agreement. Opportunities for the development of critical thinking skills, reflection, self-assessment, offering and receiving

professional feedback and flexibility of approach are valued elements inherent to the field site.

The Student:

Students enrolled in MSSA field education or MNO practicum courses. Their roles and responsibilities include:

1. Participate in scheduled agency orientation provided by the field organization. If the orientation is scheduled prior to the official start of the field period there must be an agreement reached collaboratively between the student, Field Instructor/Practicum Supervisor and Field Faculty Advisor addressing potential liability issues and accommodations for accumulated field hours.
2. Respect and articulate the distinction between student learner and agency/organization employee. Be an active participant in field supervision by creating an agenda for meetings and clearly defining learning goals and objectives.
3. Proactively schedule the field conference with the Field Instructor/Practicum Supervisor and Field Faculty Advisor during each field period to review the Learning Agreement, discuss progress, and identify any barriers to learning.
4. Perform the identified tasks and activities documented in the Learning Agreement by the deadlines agreed upon with the Field Instructor/Practicum Supervisor and Field Faculty Advisor.
5. Be attentive to and address and ameliorate dual and/or multiple relationships. Seek consultation and direction from the Field Instructor and/or Field Advisor as needed.
6. Proactively identify and discuss problems or barriers to learning, receiving supervision, completing field hours or other field education requirements with the Field Advisor and Field Instructor.
7. Practice, demonstrate and adhere to the Mandel School Code of Conduct and Field Education policies/expectations in all interactions.
8. Report any field placement safety concerns to the Field Instructor and Field Advisor.
9. Demonstrate professional and responsible behavior, dress and conduct within the field placement setting.
10. Communicate in a professional, effective and timely manner in interactions with other students, faculty, Field Instructors, Task Supervisors, staff, clients and client systems, and other professionals involved with the field education placement and experiences.
11. Respect and comply with the protocol of the field organization to support and promote the agency's mission.
12. An Ohio Social Work Trainee (SW-T) credential, background check/fingerprinting or health/drug screenings may be required by certain field organizations for students. It is the student's responsibility to inquire about the need for background checks/fingerprinting, health and drug screenings or other required pre-placement requirements during the placement interview or prior to accepting a placement. The

student may be required to pay for any background checks/fingerprinting or screenings required by the field organization, depending on the policies of the organization. The Mandel School is not responsible for fees related to field placement organization screening, health or background check requirements. Failure to complete or pass required background checks, health or drug screenings may prevent a student from obtaining a field placement and moving forward with enrolling in or completing field education courses.

- Additional information regarding the Ohio SW-T can be found at:
<http://cswmft.ohio.gov/Social-Workers/Social-Work-Trainee>.
 - Background checks/fingerprinting can be obtained through the CWRU Division of Public Safety <https://case.edu/publicsafety/services>.
 - Certain health and drug screenings can be obtained through University Health and Counseling Services
<https://students.case.edu/wellness/services/prices.html>
13. Provide the Field instructor/Practicum Supervisor with copies of course syllabi to be utilized in support of the integration of learning and the collaborative development of the Learning Agreement.
 14. Complete all field education course requirements in their entirety by the established due dates indicated in course syllabi.
 15. Retain a copy of all field education documentation, including all monthly time sheets, Learning Agreements and related information.
 16. Access the Intern Placement Tracking (IPT) system after being provided instructions by the Field Education Department (www.runipt.com). Maintain system access and password.
 17. Should a student be terminated or requested to leave a field placement organization, the student is responsible for immediately reporting this to the assigned Field Advisor.
 18. Student conduct or performance issues may result in field hours being suspended, either temporarily or permanently.

The Field Agency Liaison:

The Agency Liaison is a staff member of the placement agency who coordinates and monitors the selection and placement process of students. The liaison may be a Field Instructor or other identified individual. The roles and responsibilities of the liaison may include:

1. Advise and assist in placement selection congruent with student's interests and learning needs, and the agency's needs.
2. Monitor student field placement experiences through student and Field Instructor/Practicum Supervisor feedback and Field Advisor consultation. Provide support in addressing any systemic issues that impact student learning.
3. Supplement student learning through the coordination of presentations, provision of

- information and referrals to additional resources.
- 4. Liaison between student and Field Instructor/Practicum Supervisor and address issues of concern that may impact the learning process and to facilitate problem solving.
- 5. Assist in mediating any conflict between the student, agency and the Mandel School

The Field Instructor (MSSA)/Practicum Supervisor (MNO):

The Field Instructor/Practicum Supervisor is an agency-based supervisor and instructor responsible for orienting the student to the agency, assigning and teaching relevant and appropriate practice experiences, and evaluating student performance. Their roles and responsibilities include:

1. Provide or facilitate a timely and comprehensive orientation to the agency and/or department.
2. Provide regularly scheduled supervision to the student (a minimum of 60-90 minutes weekly for MSSA students). Monitor and provide ongoing performance feedback as indicated.
3. Actively participate in the development of the Learning Agreement and the field conference each field period.
4. Attend Field Instructor trainings provided by the Mandel School (MSSA).
5. Maintain an open dialogue with the student's Field Faculty Advisor to discuss issues relevant to and impacting the field education experience.
6. Provide the required student learning and practice opportunities to support the development of competence at both the generalist and specialized levels (MSSA).
7. Observe students in practice during each field period. Provide timely feedback to support student learning.
8. Access the Intern Placement Tracking (IPT) system after being provided instructions by the Field Education Department (www.runipt.com). Maintain system access and password (MSSA).
9. Complete the Learning Agreement Evaluation collaboratively with the student to meet the specified deadline for submission.
10. Respect and articulate the distinction between student learner and agency/organization employee.
11. Be attentive to and address and ameliorate dual and/or multiple relationships.

The Task Supervisor:

A Task Supervisor is designated as the primary contact person and manager of the student's learning when the Field Instructor is not employed by the field placement agency, is off-site or located in another department. The Task Supervisor does not replace the role of the Field Instructor but does need to be well informed of educational objectives and understand his/her role in the student's learning. Task Supervisors may be qualified Field Instructors, other social

workers, or members of other disciplines. Their roles and responsibilities include:

1. Utilize staff with professional competence in supporting the learning activities the student is to undertake.
2. Provide day-to-day management and oversight of the student's activities.
3. Meet with the student in weekly individual conferences.
4. Maintain communication with the Field Instructor to coordinate the student's overall field assignments and learning experiences.
5. Participate in field conference(s) and provides oral/written input to evaluate the student's performance.
6. If the Task Supervisor is not a social worker, the Field Instructor should identify professional issues and differences between the social work profession and other disciplines and help the student integrate the Task Supervisor's contributions into the overall educational experience.
7. Respect and articulate the distinction between student learner and agency/organization employee.
8. Be attentive to and address and ameliorate dual and/or multiple relationships.
9. Access the Intern Placement Tracking (IPT) system after being provided instructions by the Field Education Department (www.runipt.com). Maintain system access and password.

The Field Faculty Advisor:

The Mandel School Field Faculty Advisor coordinates all aspects of field education including planning, coordination of agency/student placement, managing the student placement, recruiting Field Instructors and placement agencies, teaching the field seminar, providing support to students, and evaluation and grading of student performance. Their roles and responsibilities include:

1. Develop working relationships with students and field organizations.
2. Provide general advice and professional guidance regarding all social work practice related issues and concerns.
3. Participate in the field conference with the student and Field Instructor during each field period.
4. Explore and develop new field sites.
5. Teach the field education seminar.
6. Evaluate and review field education policies and procedures.
7. Work collaboratively with faculty and other University administrators as a member of the student's educational team.
8. Maintain accessibility to students and field organizations.
9. Facilitate and offer consultation in all aspects of the field placement process.

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10. Serve as the instructor for assigned field education courses and assign student grades.
11. Provide written feedback to students relative to field performance and the implementation and utilization of field education documentation.
12. Respect and articulate the distinction between student learner and agency/organization employee.

The Field Placement Agency:

1. Reserve the right to determine the number of students accepted each year.
2. Conduct interviews of students referred to the agency by the Field Faculty Advisor
3. Complete all necessary procedures related to the acceptance of the student as an intern at the agency.
4. Provide the student with orientation and training to the agency, including policies and procedures, Health Insurance Portability and Accountability Act (HIPAA) requirements, safety protocols and all other performance expectations.
5. Provide the Field Education Department with descriptive agency information.
6. Model and teach the values and ethics of the social work profession throughout the agency.
7. Provide a Field Instructor (MSSA) who minimally has a Master's Degree in social work plus two year's post-graduate experience or a Practicum Supervisor (MNO) with 10 years of management experience.
8. Arrange for the appropriate scheduling or workload accommodations that will allow the Field Instructor/Practicum Supervisor sufficient time each week to supervise student placements. MSSA students are required to receive 60 minutes per week of field instruction/supervision.
9. Provide the Field Education Department with all required education and licensure documentation of the Field Instructors(s) and/or Task Supervisor(s) upon request. Such information includes but is not limited to: graduate diploma, license, disclosure statement, and resume.
10. Take all reasonable measure to ensure student safety.
11. Ensure that students are provided with the required opportunities to develop skills at the generalist and specialized levels of social work practice. (MSSA)
12. Ensure that students are provided the required opportunities for in-person contact with clients and constituencies within several weeks of beginning placement and on a continuous basis thereafter. (MSSA)
13. Comply with all policies and procedures outlined in the Field Education Manual and the Family Educational Rights and Privacy Act (FERPA).
14. Provide access to the necessary tools, space and resources (e.g. telephone, computer, office supplies, and adequate space) for the student to effectively work in the field.
15. Maintain an open dialogue with the Mandel School to discuss any issues affecting the

agency's organizational structure that may impact the student's field education experience.

The Mandel School:

1. Provide a general orientation to Field Instructors, Practicum Supervisors and Task Supervisors regarding the policies, procedures and practices of the Mandel School Field Education Department.
2. Instruct students to comply with all required health screening, immunizations, criminal background checks and all other pre-employment requirements of the agency.
3. Monitor and address identified student conduct and performance issues.
4. Provide the agency with the necessary forms and documentation required by students and Field Instructors.
5. Provide opportunities for membership on the Mandel School Field Education Advisory Council as available.
6. Provide opportunity for Field Instructors, Practicum Supervisors and Task Supervisors to attend training seminars, field presentations and colloquia.
7. Maintain compliance with the regulations, policies and procedures of the Council on Social Work Education (CSWE).
8. Provide proof of negligence/malpractice insurance coverage to cover the student's field related activities.
9. Provide a designated Mandel School Field Advisor to discuss all issues relevant to and impacting the field education experience.
10. Provide the agency with timely notification of any changes in the procedures and policies governing the Field Education Department.
11. Monitor the quality of the field instruction to ensure compliance with departmental, School, and University policy.
12. Provide Field Instructors with access to designated library services of the Mandel School.
13. Facilitate and offer consultation in all aspects of the field placement process.

Student's Field Education Rights

Mandel School students have the right to:

- A field placement assignment that meets the requirements of the student's educational needs as defined by the Mandel School and affords each student the opportunity to master program competencies.
- Weekly individual meetings with the Field Instructor.
- Assigned field education tasks specifically enumerated in the Learning Agreement which serve an expressed educational purpose.
- Expect that no field education task will be assigned that violates the ethics and values of the profession.

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- Due process if a problem arises related to the student's performance or behavior in the field. The Field Faculty Advisor is responsible for guiding the problem-solving activities. This may be done in consultation with the Director of Field Education, Dean's Consultation Committee or other Mandel School officials as indicated.
- Participate in the field evaluation process and the opportunity to discuss the evaluation with the Field Instructor.
- When substantial differences exist in an evaluation between student and Field Instructor, the student may submit a written statement of explanation and request that it be attached to the evaluation.

Affiliation Agreement

As required, the Mandel School will enter into an Affiliation Agreement with agencies accepted for educational partnership with the University. Agreements may be initiated by the field placement agency or the Mandel School. All agreements are submitted for review and processing to the Director of Field Education. Agreements must be reviewed and approved by the University's Office of General Counsel and executed by the University Provost or designee. The Affiliation Agreement clarifies the responsibilities of each party and protects the educational purposes of the practicum. In circumstances in which an Affiliation Agreement is required by the field placement agency, the student may not begin placement until a fully executed agreement has been established.

External Field Instructors

The Mandel School recognizes there are number of social service agencies that could serve as quality field placement sites, but do not have the prerequisite credentialed professional (MSW/MSSA plus two-years post graduate experience) on staff to provide field instruction. Under such circumstances, the Field Education Department will attempt to work collaboratively with the agency to identify a qualified Field Instructor not directly employed by the agency to provide instruction. The individual may or may not be affiliated with the agency as a current or former Board member, volunteer, ex-employee, employee of a partner agency or contractor. Professionals not associated with the agency but having knowledge of the scope of services provided and client population served by the agency can also be explored. Generally, an agreement to provide supervision by an External Field Instructor is done at no cost and demonstrates a commitment to the agency, student and profession. In rare instances, and when warranted a small one-time honorarium may be paid to the External Field Instructor for their time and effort. The External Field Instructor assumes the role and responsibilities as listed above. The availability of External Field Instructors as facilitated by the Field Education Department is limited and cannot be guaranteed.

Field Instructor, Practicum & Task Supervisor Benefits

Persons serving as Field Instructors, Task Supervisors and Practicum Supervisors for the Mandel School are valued and greatly appreciated. In return for their dedication and service to our students, they are also eligible for the following benefits:

- Partnership with a nationally ranked school of social work;
- Receive free annual CEU training offered through the Field Education Department;
- Obtain a CWRU affiliate ID and Case email account;
- Gain access to all on-campus libraries and electronic resources;
- Ability to work collaboratively with Mandel School research faculty;
- Energize your staff and department with new ideas;
- Access to educational and professional resources; and
- Access to hire highly qualified and prepared social workers and nonprofit management professionals.

Field education resources for Field Instructors and Task Supervisors can be found at <http://msass.case.edu/fieldedu/field-instructor/>.

Field Instructor & Task Supervisor Training

The Field Education Department is responsible for providing training opportunities for new and experienced Field Instructors and Task Supervisors each year. New Field Instructors are required to complete the orientation training during the first year they provide field instruction.

Sample topics covered in new Field Instructor and Task Supervisor training include:

- The Mandel School Philosophy
- Integration of Classroom and Field Learning
- Roles and Responsibilities
- Policies and Procedures
- Safety in the Field
- The Learning Agreement
- Intern Placement Tracking
- Evaluation Process
- Effective Supervision
- Supporting the Development of Student Competence

Training for experienced Field Instructors is also offered. Some topics include, but are not limited to: Supporting International Students; Ethics; Improving the Supervisory Process; and Integrating the Curriculum with Field Practice. Other topics are developed based upon requested interest and programmatic need. Additionally, at the conclusion of each academic year, the Field Education Department hosts an appreciation training and recognition luncheon for Field Instructors, Practicum and Task Supervisors. Free CEUs are provided upon completion

of most trainings. Most training opportunities are also offered virtually to provide access for remote participants. Information regarding current and past Mandel School Field Education training events can be found at <http://msass.case.edu/fieldedu/field-instructor/>.

Field Instructor Advisory Committee

The Mandel School values the input and expertise of Field Instructors and welcomes their participation on a number of curricular committees. As such, Field Instructors are invited to participate on a number of Mandel School committees, including the Curriculum Committee and the Committee on Students. The Field Education Department also appreciates the knowledge and perspective of Field Instructors, Task & Practicum Supervisors and invites their participation on the Field Instructor Advisory Committee. The purpose of this committee is to provide insight and guidance to the Director of Field Education and other field faculty on programmatic and policy matters related to field education. The Committee is made up of no more than 12 members and meets on an ad hoc basis when issues arise that require consultation.

Professional Liability Coverage

Case Western Reserve University extends professional liability protection to students while acting on behalf of the University in the good faith performance of their assigned educational duties. Case Western Reserve University is responsible for the educational component of the field site while the field site is responsible for client care. Requests for proof of professional liability coverage for Mandel School students should be sent to the attention of the Director of Field Education.

Occasionally, a field placement site may require students to have their own individual malpractice insurance. The National Association of Social Workers (NASW) offers student members professional liability protection. Individual coverage protects the student directly as the policyholder. Mandel School MSSA students obtain membership to NASW and may elect to obtain additional liability insurance at their own expense. To learn more about this malpractice insurance, contact NASW Insurance Trust at: <http://www.naswinsurancetrust.org/>.

Intern Placement Tracking (IPT) System

The Intern Placement Tracking System (IPT) is a web-based data management system that allows the Field Education Department to manage student, Field Instructor/Task Supervisor and agency data. IPT helps to facilitate the placement matching process and provides a forum to communicate general information to students, Field Instructors and Task Supervisors. As a data management system, current students will have access to a listing of field placement sites for selection.

IPT allows students and Field Instructors to access a customized detail page of demographic information, review agency lists and descriptions, and to mutually view and complete the Learning Agreement in real time. A computer and web browser are required to access the Learning Agreement throughout the semester. All Learning Agreements/Evaluations are assigned and completed by the student and Field Instructor in IPT.

Every student will receive IPT instructions via email and during field orientation. The instructions explain in detail the process for accessing and using the IPT system.

- An IPT tutorial for students is available at http://msasswww.case.edu/ipt_training/StudentIPTFolder/index.htm
- A Field Instructor tutorial can be accessed at http://msasswww.case.edu/ipt_training/FieldInstrIPTFolder/index.htm

Second Year/Specialization Placement Selection (On-Campus Format)

The process involved in obtaining a specialized field placement begins early in the spring semester of the first year for MSSA students in the On-Campus format. Students in the Intensive Weekend format do not select a second placement. The second year/specialization placement process typically begins with a meeting hosted by the Field Education Department for all first year students to review the process. Students then meet with their current Field Advisor to discuss the accomplishments and experiences of their generalist year placement and to begin to define learning objectives for the specialization year. Specific attention is focused on the educational opportunities related to the student's concentration/area of specialization, as well as developing competencies in the areas each student defines as requisite for their professional development.

Students complete and submit a brief electronic placement request form and select potential agencies from among the database in IPT. The Field Advisor reviews each student's preferences for potential placement sites prior to meeting individually with the student. Additional field placement recommendations and considerations are discussed with the student at the meeting to finalize the placement interview options. After meeting with the Field Advisor, students begin the interview process which occurs during a specific timeframe provided by the Field Education Department.

At the completion of all interviews, students prioritize their ranked choices for field placement settings in an electronic form provided by the Field Education Department. Field organizations also submit their feedback and rankings for students interviewed during this process to the field advisor. The field education faculty meets collectively to review students' and organizations' selections and confirm specialized field placements. Students and field placement agencies then receive notification of field placement assignments. The selection process is reinitiated if there is not a suitable placement match for a student. It is important for

students to be proactive in following the Field Education Department process and timeline for the interview and specialization placement selection process. Students who delay meeting with their Field Advisor and/or initiating the interview process may have limited field placement selections.

Students with Advanced Standing frequently completed field education requirements in one placement setting. Students may request a second, one semester placement for the final field period. Students interested in pursuing a second placement must schedule a meeting with their assigned field advisor no later than the beginning of the second semester to discuss and identify potential options.

Traditional students without Advanced Standing may request to remain in the same placement setting for the specialized placement, providing the required learning opportunities are available. Students interested in this option should consult with their Field Advisor. Refer to the section of this manual titled **One Placement Option (On-Campus Format)** for additional information.

Failure to Secure a Field Placement

In the event a student is not accepted for placement after completing a minimum of three field placement interviews, the assigned Field Advisor will discuss the rationale for the decision with each placement site. The Field Advisor will also discuss the reasons for each placement site's decision with the student, assist the student in identifying potential barriers impeding field placement assignment and as necessary, develop a written plan to address the concerns or issues. Should a student be unsuccessful in securing a field placement after three or more independent placement site interviews, the Field Advisor may petition the Dean's Consultation Committee for review and advisement. Additional planning for field placement may not begin until a Dean's Consultation Committee meeting is held or an alternative action plan is developed as determined by the Field Education Department. Students without an approved field placement may be unable to move forward with the MSSA program.

Field Placement Reassignment/Change of Placement Request

If at any time after the student has started the field placement, the agency, Field Instructor or student raises questions or concerns regarding the viability of the placement, the information is reviewed by the Field Advisor in consultation with the Director of Field Education and all involved parties. A meeting may be convened to facilitate the problem solving or decision-making process. In some circumstances, a decision may be made to move the student to a different field placement setting. When a field placement is changed, the student may be delayed in completing field education hours and course requirements. In this circumstance, the student and Field Advisor will work to identify possible next steps and options. Students who

do not have the opportunity to develop the required field education competencies or that have not successfully completed a minimum of three-quarters (75%) of the field hours required for their respective course may not be permitted to register for the subsequent field period. Refer to the section of this manual titled **Field Education Grading Criteria** for additional information.

Students may not terminate or switch field placement settings at any point without the prior written approval of the Field Education Department. Students are not permitted to have more than two placement field placement sites during the MSSA program. Exceptions are made only in extenuating circumstances and with the prior approval of the Field Education Department.

New Employment/Job Reassignment or New Field Placement (Intensive Weekend Format)

The Intensive Weekend format is structured with a one placement field education model, in which students remain in the same placement setting throughout the MSSA program. The Field Education Department recognizes that there are circumstances that may necessitate a change in an Intensive Weekend student's field placement. They include:

- A change of agency;
- A change of job responsibilities;
- A change of Field Instructor; or
- Loss of employment due to layoff or termination; or
- Agency/employment do not meet the necessary criteria for social work learning for the student.

In the event any of these circumstances should arise, the student should immediately contact the assigned Field Advisor to discuss alternatives. Students may not terminate or switch field placement settings without the prior written approval of the Field Education Department. The student's Field Advisor must approve any deviations or changes from the approved field proposal, field site or plan for field instruction prior to implementation. New employment may not meet the necessary criteria for social work learning for the student or the requirements of the Field Education Department. Students should not assume that new employment will be automatically approved as a field site.

After receiving the approval of the Field Advisor, students in the Intensive Weekend format may request a new agency to be approved as a field site. The following minimum criteria must be met:

- Agency must be an approved or an approved eligible field site according to criteria outlined in this manual.
- A new Field Education Proposal (a detailed description of field related activities), job

- description, Field Instructor Application and an Agency Agreement must be submitted to the Field Advisor for final approval.
- Field Education hours cannot be accrued until the plan is approved in writing by the Field Education Department.

One Placement Option (On-Campus Format)

MSSA students in the On-Campus format have the opportunity to select two field placement settings. Students typically spend the first two semesters in one placement setting and select a second setting for the final two semesters of field placement. Students may request to remain in the same placement setting for the specialized placement, providing the required learning opportunities are available. The Specialization Learning Agreement must focus on new and specialized competencies based upon the foundation of the generalist first year placement and courses. The Field Education Department will evaluate each student's request and specific educational needs on an individual basis. Students interested in this option should consult with their Field Advisor.

Students with Advanced Standing frequently completed field education requirements in one placement setting. Students may request a second, one semester placement for the final field period. Students interested in pursuing a second placement must schedule a meeting with their assigned Field Advisor no later than the beginning of the second semester to discuss and identify potential options.

Block Placements

The block placement option provides an opportunity for field education to be completed as a stand-alone experience, separate from concurrent course work. The block placement expands the opportunities for students to have an in-depth learning experience in diverse settings. Students who have successfully completed SASS 602 may be considered for approval to complete their SASS 603 or 604 course requirements as block over the summer or at another time. All proposals for block placements must be approved by the Director of Field Education and are evaluated on an individual basis by the quality of the learning opportunities and experiences available to the students. The Mandel School requires a concurrent model of field and academic coursework; therefore block placements are a unique exception typically reserved for international field education experiences endorsed by the School. Block placement requests are not considered on the basis of student scheduling needs.

In electing the block placement model, the student typically commits to an agency for a minimum of 30-32 hours per week for approximately ten weeks, or until the student has accrued the required 300 hours for the specialization level field periods.

The Director of Field Education has the right of final approval on all block placement requests. Appeals to the decision of the Director of Field Education must be provided in writing to the Office of the Associate Dean of Academic Affairs within five (5) days of the date of written notification.

State of Ohio Social Work Trainee (SW-T)

Students completing field placements in the State of Ohio may apply for or renew the Social Work Trainee (SW-T) through the Ohio Counselor, Social Worker and Marriage & Family Therapy (CSWMFT) Board. The Field Education Department does not require students to automatically obtain the SW-T, however many Ohio field placement sites do require it for students. While there is no cost for the SW-T itself, the application does require the student to obtain a criminal background check.

- SW-T Application instructions can be accessed at <http://cswmft.ohio.gov/Social-Workers/Social-Work-Trainee/SW-T-a>.
- Background checks/fingerprinting can be obtained through the CWRU Division of Public Safety <https://case.edu/publicsafety/services>. Students are responsible for all costs related to obtaining the background check.

Students should consult with their Field Advisor with questions regarding the SW-T. Students in the Intensive Weekend format residing outside of Ohio should contact the social work licensing board within their state of residence to determine the need for training credentials.

Conflict of Interest

To avoid any conflict of interest, students are not permitted to complete the field placements in an agency, institution or organization that is owned, or partly owned, by a family member. Additionally, a student's family member may not serve as a Field Instructor, Task or Practicum Supervisor for the student. Students are obligated to notify their Field Advisor if a family member, quasi-family member or close personal friends are employed in any capacity with the placement agency or institution. This disclosure may not automatically preclude a placement, but is necessary to build in safeguards to maintain appropriate boundaries between the parties.

Mandel School Field Education Orientation

Beginning a new field placement can be an exciting but anxious time for students. Field education orientation is held for all incoming students as a component of the larger orientation process of the Mandel School. Field education orientation is designed to provide students with general information regarding their upcoming field placement experiences. Students receive continued orientation regarding the field education process within the field seminar, through field education course resources and through other meetings and supports provided through

the Field Education Department and Field Advisors. Throughout the semester, additional opportunities are offered by field faculty to further orient students and resolve common questions and concerns. The field education faculty and staff are always available to answer questions and provide ongoing support to students regarding the field education process.

Agency Onboarding Process

An Ohio Social Work Trainee (SW-T) credential, background check/fingerprinting or health/drug screenings may be required by certain field organizations for students. It is the student's responsibility to inquire about the need for background checks/fingerprinting, health and drug screenings or other required pre-placement requirements during the placement interview or prior to accepting a placement. The student may be required to pay for any background checks/fingerprinting or screenings required by the field organization, depending on the policies of the organization. The Mandel School is not responsible for fees related to field placement organization screening, health or background check requirements. Failure to complete or pass required background checks, health or drug screenings may prevent a student from obtaining a field placement and moving forward with enrolling in or completing field education courses.

- Additional information regarding the Ohio SW-T can be found at: <http://cswmft.ohio.gov/Social-Workers/Social-Work-Trainee>
- Background checks/fingerprinting can be obtained through the CWRU Division of Public Safety <https://case.edu/publicsafety/services>
- Certain health and drug screenings can be obtained through University Health and Counseling Services <https://students.case.edu/wellness/services/prices.html>

Mandel School students are not permitted to miss any class or course requirement in order to participate in any field related activity, including field placement agency onboarding or orientation activities. Field education hours may not be accrued for agency onboarding activities. Students may accrue field hours for required on-site field placement agency orientation and training.

If the orientation is scheduled prior to the official start of the field period there must be an agreement reached collaboratively between the student, Field Instructor/Practicum Supervisor and Field Advisor addressing potential liability issues and accommodation for accumulated field hours.

Field Agency Employment

At the Mandel School, our collective focus is to support students in defining and maximizing learning needs and goals within the context of their specific field setting. Therefore, to avoid the potential conflict of roles and responsibilities, students in the On-Campus format are

discouraged from accepting employment by their field placement agency, in any capacity, during the course of their field placement. Students in the On-Campus format are also discouraged from completing the field placement in an existing place of employment.

An approved employment based placement is not a situation in which a student gets credit for work experiences. It is a field placement with an educational focus that occurs under specific circumstances within the student's place of employment. Students are not permitted to receive field education credit for new or existing work-related experiences or responsibilities. In the event a student should accept employment at their field placement agency, the student and Field Instructor should consult with the Field Advisor. The consultation will be designed to implement proper procedures to avoid any conflicts of interest, ethical concerns or boundary issues and develop a plan to ensure work activities are clearly differentiated from field related activities. The Mandel School fully appreciates the demands of organizations and is committed to working collaboratively to meet the mutual interests of our students and field placement agency partners.

Students who wish to have employment based field placements considered for approval must submit a copy of their job description prior to having the placement setting approved. The employment setting must meet all agency and Field Instructor requirements and expectations as outlined within this manual. An individual other than the student's employment supervisor who has met all of the Mandel School's requirements to provide field instruction must supervise the student. The identified Field Instructor should also not occupy a dual relationship with the student. In the event a dual relationship exists, the student must immediately disclose the nature of the relationship to the Field Advisor. Field placement time must be spent within a clearly delineated student role, in which field education tasks and assignments are completely different from employment responsibilities and the appropriate supports for competency focused social work learning are in place. The Mandel School Field Education Department must approve all field placement settings before a student may begin completing field hours.

Field Education/Course Work Conflict

Mandel School students are not permitted to miss or be excused from any class time or other course requirement in order to participate in any field related activity, including field agency trainings or orientation activities.

Release of Information

As a part of the field placement process, the Field Education Department may need to share student placement materials and other relevant information with potential agencies and field Instructors/Practicum Supervisors. This includes discussions with the prospective Field Instructors/Practicum Supervisors, sending a copy of the student's goal statement, resume,

remediation plan and prior placement evaluation, if applicable/requested. These materials enhance the matching process, which generally benefits the student and the Field Instructor. Field Instructors and Task Supervisors (as applicable) are considered part of the student's educational team.

Home Visits

Home visits are a regular part of many field placements. Even if they are not, a home visit may be clinically indicated in certain situations. All field placement agencies are expected to take appropriate measures to ensure the safety of all students. At a minimum, the same safeguards provided to staff must be provided to students. Students may also require additional support and security provisions. Students are expected to receive the appropriate training and preparation before engaging in any home visits. When completing home visits or other off-site field placement activities, students must be able to access to the Field Instructor or another agency supervisor by phone. The field placement agency must always be aware of the student's location when conducting home or community based activities. Refer to the section of this manual titled **Safety in the Field** for additional information regarding expectations and precautions for students completing home or off-site visits as part of the field placement.

Transportation and Reimbursement

Depending upon the nature of services provided by the field placement agency, students may be required to transport clients as part of their field experience. Some agencies provide agency vehicles for this purpose, for which students may need to provide driving record information and proof of driver's license. In these cases, the agency should provide insurance. In instances when students use their own vehicles, they are expected to have their own personal liability insurance policy. An Insurance Rider may be required. Students are encouraged to contact their insurance carrier for policy and cost information. The University does not provide such coverage and will not be responsible for injuries to students or agency clientele involving personal vehicles or the transportation of clients.

Students are responsible for their own transportation costs to and from the agency and may be required to pay for parking. The agency is responsible to reimburse students for mileage and travel expenses incurred as part of required field education assignments. Students should discuss the reimbursement policies of the agency with the Field Instructor or other appropriate agency personnel prior to beginning placement.

Safety in the Field

Because of the populations served within certain field placements and/or the location of certain field placements, students may encounter risks to their personal safety or property during their field placements. These dangers may include the risk of personal injury or property damage

from accidents, incidents involving clients, or crime committed by third persons. While the Mandel School will make every effort to assist students in averting and handling dangerous situations, the Mandel School or the University cannot control the actions of third persons. To significantly minimize any risk to students or clients or client groups, the Mandel School prohibits students from engaging in the following activities:

- Students are not permitted to restrain clients under any circumstances nor should they be placed in a situation that would necessitate performing a restraint.
- Students are not permitted to be on-call for clinical or administrative emergencies.
- Students are not permitted to conduct home visits without being accompanied or having a specific predetermined safety protocol in place. Students must receive appropriate training prior to completing home visits and must have phone access to the Field Instructor or an agency supervisor while completing home visits or other off-site activities. The field placement agency must always be aware of the student's location when conducting home or community based activities.
- Students are not permitted to work for extended and prolonged periods of time where there is no other agency staff present.
- Students are not permitted to handle or distribute medications.
- Students are not permitted to drive clients in their personal or agency automobiles without the proper insurance coverage.
- Students are not permitted to work with potentially violent clients without the proper supervision and oversight.
- Students are not permitted to work with clients who have demonstrated a history of violence or aggression towards staff.
- Students are not permitted to engage in any activities, responsibilities or duties that extend beyond the scope of practice of social work.

Social work students work with clients in a wide variety of settings and situations. Some of these settings include work with individuals dealing with overwhelming emotions and stressors that may result in behaviors that are or appear to be threatening in nature. Examples of these behaviors may include swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behavior.

Field placement agencies should have written policies to address any work situation that entails potential risk, such as home visits, services conducted outside the agency in isolated or high crime areas, services provided at night or on weekends, services to clients who may become volatile, or who may be intoxicated or under the influence of controlled substances, and services that are politically sensitive which may result in threats of violence.

Each site is responsible for orienting students to the safety policies and procedures of that

setting during the agency orientation, as well as in supervision. Agencies are required to immediately notify any safety incident involving a student to the Mandel School Field Advisor. If the Field Advisor is unavailable, notification should be made to the Director of Field Education or the Assistant Dean of Student Services.

All students should be provided with timely information on basic safety, medical, health and emergency procedures during orientation to the field placement agency. These procedures should be carefully discussed with the students, and reviewed periodically. Students are advised to take advantage of any additional specialized trainings provided by the field placement site and to take all necessary precautions to protect their personal safety and property during field placements. Students should also be informed of and trained in health precautions and protocols appropriate for the setting. Procedures for the student(s) to follow in the event of a safety or security problem or potential health risks should be reviewed. The Learning Agreement should include information about the agency's safety orientation and training opportunities provided to students to support the development of skills and knowledge that will maximize safe practice.

These additional tips are good safety precautions when in the field:

- Students should read and be familiar with the safety policy and procedures of the School and of the field placement agency and abide by health precautions and protocols related to the specific agency setting.
- Students should not see clients alone unless they have clearly demonstrated the knowledge and skills to do so.
- When conducting office based meetings, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit.
- When in the field, students are reminded to carry cell phones, notify their supervisor of their whereabouts and refrain from carrying valuables or wearing expensive jewelry.
- When conducting home visits, students should be aware of their surroundings and who is in the house. Be aware of exit locations and do not allow a path to an exit location to be blocked.
- When conducting home or community based field placement activities, students should be aware of parking locations. Do not allow another vehicle to block your own in a driveway or other location.
- Lock vehicle doors and do not leave any valuables in sight. Valuables should be stored in a locked location, preferably in the field placement agency.
- Students should carry a cell phone while in the field, in order to call for help in the event of an emergency or to contact the Field Instructor or another agency supervisor for support if needed. The field placement agency must always be aware of the student's location when conducting home or community based activities.

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- When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel.
- It is helpful to wear sturdy, flat walking shoes for safety reasons.
- It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination.
- Be aware of people and animals in the immediate area.

Students have a right and responsibility to refuse any assignment where they feel physically at risk or in which they deem too dangerous to pursue at the time. Students should immediately report any dangerous or adverse situations or incidents encountered during field placement to their Field Instructor/Practicum Supervisor and Field Faculty Advisor.

Use of Technology in Social Work Practice

The Mandel School encourages students to carefully review the NASW, ASWB, CSWE & CSWA Standards for Technology in Social Work Practice, which can be located on the NASW website at https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf. This document outlines a uniform set of standards for professional social workers to use as a guide to the use of technology in practice. The standards were developed using the NASW Code of Ethics and the ASWB Model Social Work Practice Act, and incorporate a humanistic framework to ensure ethical social work practice can be enhanced by the appropriate use of technology (NASW, ASWB, CSWE & CSWA, 2017). The document is an excellent resource for students in field education. Students are encouraged to discuss the guide with their Field Instructors in the field placement setting. All students must review, understand and adhere to the technology policies of the field placement agency.

Social Media Policies

Students are expected to understand and adhere to the social media policies of the field placement agency. The Standards for Technology in Social Work Practice specifically address the need for social media policies, to “inform clients regarding their social worker’s professional use of social networking sites, email, text messaging, electronic search engines, smart phone applications, blogs, business review sites and other forms of electronic communication” (2017). A carefully constructed social media policy that social workers and agencies share with clients can enhance protection of private information and maintain clear boundaries.

Students are expected to maintain professional boundaries at all times in field education. Personal contact with clients of field placement agencies on social media is prohibited by the School and most field placement agencies. Students are encouraged to seek direction from the Field Instructor and/or Field Advisor should they have questions regarding appropriate use of social media as it relates to the field placement setting or clients.

Student Dress Code

The Mandel School respects individual expression and self-determination. However, appropriate attire in the field placement site is an essential element of professionalism and demonstrates respect for colleagues, clients, organizations, communities and self. Students must follow the same dress code that is required of agency staff. Field placement agency policies including, but not limited to, dress, tattoos, and/or piercings, must be strictly adhered to by students.

Nondiscrimination Statement

The Mandel School's Field Education Department does not discriminate unlawfully on the basis of race, color, national origin, age, sex, sexual orientation, or disability in the selection, placement, support and evaluation of students and all other activities related to its program.

Disability Accommodations

The Mandel School and Case Western Reserve University do not discriminate on the basis of disability in admission or access to its programs and activities. The Mandel School 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 resources or accommodations in order to achieve this objective.

Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, students should contact the Office of Disability Resources (ESS, Sears 470). The staff there will work with each student to verify the need for specific accommodations. When an accommodation is approved, the Office of Disability Resources will provide the student with the appropriate information to share with the Field Faculty Advisor. Once receiving an accommodation, the student should make an appointment to meet with the Field Instructor/Practicum Supervisor and Field Faculty Advisor privately to discuss the supports that may be required within the field placement setting or in field education courses.

Accommodations must be shared by the student and discussed with the Field Faculty Advisor and Field Instructor/Practicum Supervisor in order to apply to field education courses or field placement activities and requirements. The Field Faculty Advisor and Field Instructor/Practicum Supervisor will work collaboratively with the student to develop a plan to best meet the identified learning needs. Information regarding the nature of a student's disability is confidential and is not shared by the Office of Disability Resources with the Field Faculty Advisor or Field Instructor/Practicum Supervisor.

Accommodations cannot be implemented retroactively; therefore, it is in the best interest of

the student to notify the Field Advisor and Field Instructor/Practicum Supervisor of approved accommodations in a timely manner. For additional information regarding disability resources and the process of obtaining an accommodation, please contact the Office of Disability Resources or visit: <https://students.case.edu/academic/disability/>.

The Learning Agreement

The Learning Agreement serves as the guide for each student's field education experiences. The Learning Agreement captures the development of the student's concurrent learning experiences in the classroom, field placement setting and community. The student, Field Instructor/Practicum Supervisor and Task Supervisor (when applicable) collaborate in defining and endorsing the learning opportunities reflected in this document. The Mandel School's competency-based learning environment (MSSA and MNO Core Competencies) provides the structure for the development of the Learning Agreement. The Learning Agreement must meet the following requirements:

- A Learning Agreement must be developed and completed for each field period. All Learning Agreements are made available to students and assigned Field Instructor/Task Supervisors in the Intern Placement Tracking System (IPT).
- The Generalist Learning Agreement is assigned for SASS 601, 602 and 655.
- The Specialized Learning Agreement is assigned for SASS 603, 604, 656 and 657.
- The MNO Learning Agreement is assigned for SASS 501.
- The student and Field Instructor/Practicum Supervisor collaborate to develop the major learning goals/"assignments" and implementation plans under each of the ten competency areas and required practice behaviors. This information is guided by the student's unique learning goals and needs.
- All ten competencies & related practice behaviors in the Learning Agreement must be addressed for each field period.
- Each field period, the learning goals and implementation plans outlined in the Learning Agreement are discussed and confirmed in the field conference with the student, Field Advisor, Field Instructor/Practicum Supervisor and Task Supervisor (if applicable). The Learning Agreement is developed early in each field period and is reviewed and updated as indicated. The document must be developed prior to the field conference. The Field Advisor also serves as a resource for students in the development of the Learning Agreement.
- Learning goals and implementation plans for each practice behavior should be reviewed during field supervision throughout the field period to assure that learning is progressing.
- Near the conclusion of each field period, the student and Field Instructor/Practicum Supervisor each assess and evaluate the student's learning and progress.
- Only those assignments documented within the Learning Agreement can be reflected in

- the field education monthly time sheets and counted as approved field hours.
- The Learning Agreement is a primary requirement of each field period. Failure to complete or meet deadlines for the completion of the Learning Agreement by the due dates outlined in the syllabus may result in the suspension of field hours.

Students in the MSSA On-Campus format and Intensive Weekend format complete four (4) Learning Agreements (SASS 601, 602, 603 and 604). MSSA Advanced Standing Students and Advanced Standing Intensive Weekend students complete three (3) Learning Agreements (SASS 602, 603 and 604). Students in the MNO program complete one (1) Learning Agreement (SASS 501). Students in the joint degree MSSA/MPH Program complete four (4) Learning Agreements (SASS 601, 655, 656 and 657). The MSSA/MPH documents include competencies from the MSSA and MPH Programs and incorporate the requirements for the MPH Capstone project.

Weekly Field Instruction/Supervision

Field instruction/supervision is an essential component of each student's experience in field education. Weekly meetings with the Field Instructor provide a forum for the student to reflect upon and analyze their own practice and explore alternative or advancing methods to broaden their practice repertoire. Such risk taking can only occur in an open environment where free expression is positively sanctioned and new ideas are encouraged, rewarded and valued by the student and Field Instructor/ Practicum Supervisor. Along with integrating theoretical perspectives into practice, risk taking is necessary for learning in the field and cannot occur in an atmosphere that is judgmental or punitive.

Field Instructors serve a critical role in planning, implementing and evaluating the student's educational program and professional development. Although administrative issues are a component of supervision, the educational, developmental and supportive aspects of field instruction should be the primary focus of each weekly supervision meeting. The student should develop an agenda and discussion topics generated from the previous week of field related activities. There should also be a mutual review of the student's progress towards the goals outlined within the Learning Agreement. To achieve this focus, Mandel School students are required to receive 60-90 minutes each week of uninterrupted individual time and space with the Field Instructor.

Supervision meetings are to include components such as role plays, discussion of process recordings/analyses, discussions of ethics and ethical dilemmas, application of relevant theories and research that are raised through the work that the student is doing and other activities that support the student in developing and achieving competence. Observation of the student's practice and timely feedback from the Field Instructor are essential elements of field education and should also be incorporated into weekly supervision meetings. Students should

be directly observed in practice by the Field Instructor during each field period.

Just as the Mandel School does not expect students to miss class time with their professors each week, field supervision should be conceptualized as classroom instruction (in the field) and revered as vital to the student's learning and continuous development.

The Field Conference

The field conference serves two primary functions between the student, Field Instructor/Practicum Supervisor and Field Advisor. The first function is educational, to support students in learning and developing their skills. The second function is administrative, ensuring that students are accountable to the agency for completing field placement activities and all of the necessary requirements for each field period, and that the agency is providing the student with the appropriate learning opportunities and supervision.

The field conference is conducted each field period after the Learning Agreement has been developed and is ready for review. It is primarily the student's responsibility to schedule the field conference. The scheduling process should be initiated by the student in a proactive manner by the required due dates outlined in the course syllabus and in Canvas. Finding a date that will be acceptable for all parties may be difficult when not initiated early in the semester. During the field conference, all parties will review the Learning Agreement to ensure the student's learning objectives are being met by the assigned tasks. Students also have the opportunity to raise and discuss any issues or concerns regarding the field placement or the field education process during this time. Students should feel comfortable to speak freely about their concerns, as the conference is the forum to support and validate the student's experience. Specific information regarding the due dates for scheduling the field conference each field period is provided within each field education course syllabus and in Canvas.

Field Education Grading Criteria

Towards the conclusion of each field period, the student and Field Instructor will evaluate the student's performance based upon competency demonstrated within each required competency area and practice behavior. An overall rating is then tabulated for each core competency. The Learning Agreement Evaluation provides for both a quantitative and qualitative measure of performance. The quantitative rating is based upon a 5-point Likert scale measuring the student's performance on each task. The scale is represented in the following tables:

Generalist Rating Scale: The generalist rating scale is used for students in the first two field practicum periods, including SASS 601, SASS 602 and their equivalents.

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Rank	Rating Scale	Rating Scale Definitions
4	Demonstrates <u>advanced</u> competence at the GENERALIST level	Consistently demonstrates an <u>advanced level of competence</u> at the generalist level of social work practice. Activities are consistently managed at an advanced level beyond what would be expected of a generalist level student. The student exhibits advanced levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.
3	Demonstrates <u>competence</u> at the GENERALIST level	Demonstrates <u>competent performance</u> at the generalist level. Activities are managed in a competent manner consistent with what would be expected of a generalist level student. The student exhibits the appropriate levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.
2	<u>Developing</u> competence at the GENERALIST level	<u>Developing competence</u> or beginning to perform at the generalist level. Some activities are managed in a competent manner consistent with what would be expected of a generalist level student. The student has not yet demonstrated consistent knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction or supports may be necessary to promote competence.
1	Demonstrates <u>inconsistent</u> competence at the GENERALIST level	Demonstrates <u>inconsistent competence</u> and performance at the generalist level. Activities are managed with some difficulty consistent with what would be expected of a student at the generalist level. The student has not demonstrated performance of relevant knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction and supports are required to develop competence. Corrective action may be initiated.
0	<u>Does not demonstrate</u> competence at the GENERALIST level	<u>Does not demonstrate competence</u> and performance at the generalist level of social work practice. Activities are not managed in a competent manner consistent with what would be expected of a student at the generalist level. The student exhibits substandard levels of knowledge, skills, values, cognitive and affective processes and behavior. Additional training and corrective action are required.

Specialized Rating Scale: The specialized rating scale is used for students in the specialization field practicum periods, including SASS 603, SASS 604 and their equivalents.

Rank	Rating Scale	Rating Scale Definitions
4	Demonstrates <u>advanced competence</u> at the SPECIALIZED level	Consistently demonstrates an advanced level of competence at the specialized level of social work practice. Activities are consistently managed at an advanced level beyond what would be expected of a specialized level student. The student exhibits advanced levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.
3	Demonstrates <u>competence</u> at the SPECIALIZED level	Demonstrates competent performance at the generalist level. Activities are managed in a competent manner consistent with what would be expected of a specialized level student. The student exhibits the appropriate levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.
2	<u>Developing competence</u> at the SPECIALIZED level	Developing competence or beginning to perform at the specialized level. Some activities are managed in a competent manner consistent with what would be expected of student at the specialized level. The student has not yet demonstrated consistent knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction or supports may be necessary to promote competence.
1	Demonstrates <u>inconsistent</u> competence at the SPECIALIZED level	Demonstrates inconsistent competence and performance at the generalist level. Activities are managed with some difficulty consistent with what would be expected of a student at the specialized level. The student has not demonstrated performance of relevant knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction and supports are required to develop competence. Corrective action may be initiated.
0	<u>Does not demonstrate</u> competence at the SPECIALIZED level	Does not demonstrate competence and performance at the specialized level of social work practice. Activities are not managed in a competent manner consistent with

		what would be expected of a student at the specialized level. The student exhibits substandard levels of knowledge, skills, values, cognitive and affective processes and behavior. Additional training and corrective action are required.
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The qualitative summary is used to provide evidence for the quantitative ratings and is designed to summarize performance and mastery of the core competencies. Students are responsible for the submission of a completed Learning Agreement and Evaluation and all accompanying documents to the Field Faculty Advisor by the required due date specified each semester. Each completed document is then assessed and reviewed by the student's Field Faculty Advisor. The Field Advisor assigns grades for each field period. The final grade is earned by the student based on a synthesis of:

- Successful completion of the Learning Agreement and Evaluation by the required due date.
- Student's self-ratings, assessment and evaluation.
- Field Instructor's ratings, assessment, evaluation and recommendation.
- Field Advisor's assessment and recommendation, including overall evaluation of competence at both the generalist and specialized levels.
- Satisfactory completion of all field hours.
- Submission of all signed monthly time logs by the required due date.
- Satisfactory completion of all Professional Development hours.
- Timely scheduling and completion of field conferences.
- Level of professional demeanor/behavior, conduct and development.
- Participation in all required Interprofessional Education (IPE) Workshops (*1st year On-Campus students only*) and related course activities.
- Successful completion of all other required field education course assignments and activities as outlined within the course syllabi.

Modal Learning Agreement Ratings:

Students are expected to continually advance their skills and areas of competence over the course of each field period. During the generalist year, students take the first two field education practicum courses, SASS 601 and SASS 602 or their equivalents. Students begin to develop the required generalist skills and competencies in SASS 601. Modal ratings that reflect emerging competence range from 0-2, as described in the table above. By the conclusion of SASS 602, students are required to have achieved competence at the generalist level. The modal rating that reflects competency at the generalist level is a 3, as described in the above table and dependent on each student's individual progress and performance.

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During the specialized year, students take field education practicum courses SASS 603 and SASS 604 or their equivalents. Students begin to develop the required specialized skills and competencies in SASS 603. Modal ratings that reflect emerging competence range from 0-2, as described in the table above. By the conclusion of SASS 604, students are required to achieve competence at the specialized level. The modal rating that reflects competency at the specialized level is a 3, as described in the above table and dependent on each student's individual progress and performance.

The grading rubric for each field period is as follows:

Pass (P)	Meets or exceeds expectations in all areas of field education
No Pass (NP)	Does not meet the expectations for field education

The student receives the Field Advisor's written feedback following the submission of each Learning Agreement/Evaluation. The completed Learning Agreement and related documentation are included as a part of the student's official transcript upon graduation and are archived for future reference. Failure to submit all required documents or to successfully meet all field education course requirements by the scheduled due date may result in a grade of No Pass "NP".

The student may request an "Incomplete" grade only under the following circumstances:

- A. The student has been unable to meet the requirements of the field period due to compelling, unavoidable and extenuating circumstances, and there is agreement between the Field Instructor/Practicum Supervisor and Field Advisor that submission of a Request for Incomplete form is appropriate.
- B. Field performance is determined to be of sufficient concern to warrant a remediation plan to provide additional evidence of at least satisfactory performance in the field placement before a final grade can be assigned. This course of action must be determined by the Field Advisor.

The Request for Incomplete form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements. The Field Instructor/Practicum Supervisor and Field Advisor must agree to the plan. The Director of Field Education provides final approval of all remediation plans and requests for Incomplete grades. The Request for Incomplete form is not approved until signed by the student's Field Advisor. Students must comply with all conditions and dates specified in the Request for Incomplete form as well as the requirements of the field education period in order to receive a grade. Students will receive a grade of No Pass "NP" and be required to repeat the field period if the requirements are not fulfilled by the agreed upon date. An Incomplete in any course cannot extend beyond one

additional semester.

Students who have not satisfactorily completed at least three-quarters (75%) of their field hours prior to a Request for Incomplete may not be permitted to register for the subsequent field period. Evidence of successful completion of field education requirements and all evaluative and remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of Incomplete to be converted to a final grade required for students to proceed to the next field period. The Field Education Department follows the Mandel School policy regarding Incomplete grades and the conversion of grades from Incomplete to a final grade. This policy can be found in the MSSA On-Campus Student Manual. The Request for Incomplete form can be located on the Office of the Registrar webpage: <http://msass.case.edu/registrar/>.

Field Education Monthly Time Sheets

All field education monthly time sheets must be completed and submitted in the Intern Placement Tracking system by the 5th of each month. The monthly time sheet must accurately reflect the student's field placement hours, activities and weekly supervision dates. Each time sheet must be electronically signed by the student, Field Instructor/Practicum Supervisor and Task Supervisor (when applicable). All field education activities documented on the time sheet must be directly related to the goals and objectives outlined in the Learning Agreement. On each monthly time sheet, students must:

- Record daily field hours;
 - Summarize weekly activities;
 - Designate the date of weekly supervision; and
 - Obtain the signature of the Field Instructor and *Task Supervisor
- (*if applicable)

Time sheets delinquent by more than 30 days may result in a suspension of field education stipends and/or a suspension of field hours for On-Campus students and in the suspension of field hours for Intensive Weekend students. Any accumulated hours subject to suspension cannot be reinstated. Therefore, students will need to make up all suspended hours.

Religious Holidays

Students do not attend field placement on agency holidays but do attend on some School holidays if the agency is open on the usual day in the field. During winter and spring break and over Thanksgiving, students are not required by the Mandel School to attend field education, but may do so to maintain a continuity of care for field placement clients and assignments. A plan should be discussed and developed in advance with the Field Instructor and Field Advisor if

indicated.

It is the policy of the Case Western Reserve University and the Mandel School to respect its members' observance of their major religious holidays. When scheduling conflicts prove unavoidable, no student will be penalized due to religious reasons but will make up the hours missed at another time within the term. If a suitable arrangement cannot be worked out between the Field Instructor/Practicum Supervisor and student, the Field Instructor/Practicum Supervisor should consult the Field Advisor.

Professional Development (PD) Hours

All students are required to participate in the completion of Professional Development (PD) activities to satisfy the mandated number of field education hours for each field period. Students enrolled in SASS 601 spend 144 hours at the field site with 6 hours of additional Professional Development activities for 150 total hours. Students enrolled in SASS 602, 603 and 604 spend 294 hours at the field site with 6 hours of additional Professional Development activities for a total of 300 total hours for each field period. MNO students enrolled in SASS 501 complete 10 hours of Professional Development.

The rationale for establishing this requirement supports the development of the student as a "life-long learner" and recognizes the richness of opportunities available within field organizations, academic environments, and the community. Students are encouraged to pursue a diverse range of activities to satisfy this requirement, thus fostering exposure to practice areas beyond the scope of their particular field experience or area of concentration.

Examples of potential Professional Development activities include:

- Attendance at professional conferences
- Meetings, trainings, presentations and colloquia at field organizations, the Mandel School, other university settings as well as the community.

There must be an interactive learning component available to maximize the learning and integrative benefit of the activity and to satisfy the requirement for Professional Development hours. Therefore, web-based or online workshops are not eligible for PD credit, unless they have been approved for Continuing Education Units (CEUS) in the area of social work through an approved CEU provider.

Students may also earn up to 6 Professional Development hours for participation in international travel and study experience for which they are NOT enrolled as a course. Presentations and other activities required as part of coursework are not eligible for PD credit.

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Students may earn up to 3 Professional Development hours during each field period for participation in volunteer opportunities that meet the criteria for Service Learning. Service Learning is a “teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (Source: Learn and Serve America National Service Learning Clearinghouse).

Members of the Mandel Council and Executive Members of Student Organizations may earn up to 6 PD hours in each field period for activities related to the Mandel Council. Students may also petition the Director of Field Education for approval of PD hours for other student sponsored events. All student sponsored PD events must have an interactive learning component that involves a professional member of the community or faculty member facilitating the discussion or activity.

Student requests for PD approval for all student, school or university sponsored events must be submitted in advance via email to mandelschoolevents@case.edu. Events may be not considered approved for PD hours until a request has been received and approved through this process.

Students requesting approval for PD events that are external to the school or university, such as within the community or field placement agency, should request approval directly through their assigned Field Faculty Advisor.

Students record all Professional Development activities in the Learning Agreement. Professional Development hours cannot be used as field hours and should not be reflected on the monthly time sheet. Students should maintain proof of their Professional Development activities. Students do not need to provide verification at the end of the field period, unless requested by the Field Faculty Advisor.

Banking Hours

Students in the On-Campus format may complete additional hours beyond the required field hours when registered for the subsequent field period with the approval of the agency, Field Instructor, and Field Advisor. Acquired hours accumulated in a field period may be applied to satisfy the mandated hours of the subsequent field period. Students may bank hours **ONLY** in accordance with the rules governing the banking of field hours and depending upon their program of study:

- On-Campus students may carry over a maximum of forty (40) field hours and 6 PD hours for the generalist level placement (SASS 601 to 602 field periods) and the specialist level placement (SASS 603 to 604 field periods);

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- Advanced Standing students may carry over a maximum of forty (40) field hours and 6 PD hours from the fall to the spring semesters (SASS 602 to 603) and/ or spring to summer (SASS 603 to 604) semesters. Hours may not be banked between the spring and subsequent fall semesters.
- Intensive Weekend students are not permitted to bank field hours.
- MNO students enrolled in the one semester SASS 501 practicum do not bank hours.

Students, Field Instructors and Field Advisors must agree on the most efficacious way to address learning and practice needs when considering the impact of banking hours.

Many students will choose to continue to maintain some field placement assignments during the protracted winter break to ensure continuity of services for clients/client groups and to maximize their educational experience. Many agencies appreciate and value students' willingness to be attentive to the needs of the organization and its consumers. Students should discuss and develop any plan to complete field hours during the winter break with their Field Instructor and Field Advisor. Students should be afforded the opportunity to take time away from the field placement setting during the winter break.

While banking hours will afford students some flexibility in the subsequent field period, students may not complete their field placement more than two weeks prior to the official last day of field period as delineated by the Mandel School's calendar. Students complete field placement requirements in accordance with the calendar and the course dates stipulated in the University Student Information System (SIS).

Field Absences

All absences from field must be made up in order to reach the required hours necessary for the completion of each field period. Students who are absent from their field placements for any reason must incorporate a plan to address the deficit hours. Reasons for absences may include circumstances such as illness, death of a family member, family emergencies, school or agency closings due to weather, administrative closings, etc. A plan to make up missed field hours must be developed with and approved by the Field Instructor. In any situation where a student will be absent from the field site, the specified agency contact(s) must be notified by the student at the earliest possible time in order to arrange for coverage. Students who are habitually absent from the field placement or who do not appropriately notify the placement of plans to be absent may be suspended or dismissed from the placement and may be referred to the Dean's Consultation Committee and/or the Committee on Students based on review of the circumstances by the Field Advisor and Director of Field Education.

Any student requesting a long term absence or leave from field education for medical or

personal reasons must notify the Field Advisor and the Assistant Dean of Student Services in writing. The student will then receive follow up communication that outlines the appropriate next steps based on individual circumstances and student needs.

Culturally Competent Practice

A major objective of field education is to prepare students to practice in a culturally competent manner and with cultural humility and self-reflection. The goal is to educate students to be attentive to the spectrum of human diversity, which includes; race, ethnicity, culture, ability, age, gender, and sexual orientation. Field education is a key setting in which these skills are applied and mastered. Therefore, it is important that Field Instructors assign students a diverse array of clients/client groups and provide supervision that addresses the student's progressive development of knowledge, skills, values and cognitive and affective processes within this critical domain of practice.

Mandatory Reporting/Duty to Warn

The State of Ohio has laws which cover the mandatory reporting of child or elder abuse and the duty to warn if a client is harmful to him/herself or others. Field Instructors are responsible for educating all students with regard to these laws. It is the expectation of the Mandel School, should a student be required to report, they should do so with the proper supervision and guidance of their Field Instructor. The Field Instructor should provide such guidance while ensuring that all field placement policies, regulations, laws, and ethical obligations are followed.

Students completing field placements outside of the State of Ohio should consult with the Field Instructor regarding the laws governing the State in which the field placement agency is located.

Difficulty in the Field

There are several ways in which the Mandel School supports students who experience difficulty in the field. The major effort is through consultation, advising and support. In the field placement setting, students experiencing difficulty are encouraged to discuss concerns directly with the Field Instructor and Task Supervisor (as appropriate), and in the School setting: the Field Faculty Advisor, Director of Field Education, Director of International Affairs or the Associate Dean of Student Services.

When a Field Instructor/Practicum Supervisor has attempted to work with a student around a practice or performance issue and has seen little progress in resolving the identified concerns, the student's Field Advisor should be contacted immediately for additional consultation. The Field Advisor will work with both the student and Field Instructor, sometimes jointly, to clarify the issues of concern and suggest strategies to work towards resolution. If there is no

resolution at that level, the next step in the process is to notify the Director of Field Education.

The Mandel School has a responsibility to the profession and to the future clients of their students to maintain high professional standards. Though infrequent, there are occasions when the Field Advisor and Director of Field Education may conclude that a student is not able to provide competent, ethical service to clients or other constituents. When a determination of this magnitude is made, the Director of Field Education will consult with the Dean's Consultation Committee and if deemed appropriate, the Committee on Students.

Student Performance Issues

When students encounter difficulties in field education, the first step is for the student to raise the issue with the Field Instructor. The Mandel School encourages student self-advocacy. However, if the student's efforts do not lead to a resolution of the problem, the student should notify the Field Advisor to receive guidance, support and coaching, as well as to discuss problem-solving strategies.

When there are serious concerns about a student's field performance, the Field Advisor should be notified by the student and the Field Instructor/Practicum Supervisor. The Field Advisor has the responsibility to coordinate a meeting to develop a plan of action. The result of a this meeting often takes the form of a written Remediation Plan with specific, time sensitive performance expectations for all parties. All parties should review the recommendations and a timeframe for reassessment of the identified concerns. Issues addressed by a remediation plan might include, but are not limited to the following:

- Failure to prioritize duties, responsibilities, and complete assignments.
- Unsatisfactory progress towards completing learning objectives, required field practicum hours or in acquiring the required social work competencies.
- Inadequate concern and sensitivity for human needs.
- Violating professional boundaries with clients/client groups and/or staff.
- Inability to integrate theoretical concepts into practice.
- Failure to demonstrate the ability to effectively regulate a range of emotions.
- Demonstrating inflexibility in working with agency and School personnel.
- Failure to work as part of a collegial network.
- Failure to seek appropriate resources to help insure that personal issues do not interfere with field performance.
- Failure to communicate in a professional, effective and timely manner in interactions with other students, faculty, Field Instructors, Task Supervisors, staff, clients and client systems, and other professionals the student may come in contact with in the field education placement and related experiences.
- Demonstrating inappropriate attitudes toward diversity.

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- Demonstrating inadequate professional awareness, insight and social consciousness.
- Inadequate professional responsibility to placement site.
- Excessive tardiness or absenteeism or failure to notify the field placement site in a timely manner of absences.
- Terminating the field placement without the advanced written permission of the Field Education Department.
- Failure to demonstrate professional assertiveness.
- Failure to recognize and resolve ethical conflicts and dilemmas within social work practice.
- Advocating for change in an inappropriate, unprofessional and/or unproductive manner.
- Inability to follow agency policies, procedures and directives.
- Violation of NASW and State Licensing Board Codes of Ethics and/or the Mandel School Code of Conduct.

In some cases, a significant extension of time in the field placement may be indicated to appropriately address a remediation plan. If performance indicates the need for an extension beyond the end of the semester, a grade of Incomplete may be requested at the end of the semester, in accordance with Mandel School policy. The Request for Incomplete form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements. The Field Instructor/Practicum Supervisor and Field Advisor must agree to the plan. The Director of Field Education provides final approval of all remediation plans and requests for Incomplete grades. The Request for Incomplete form is not approved until signed by the student's Field Advisor. Students must comply with all conditions and dates specified in the Request for Incomplete form as well as the requirements of the field education period in order to receive a grade. Students will receive a grade of No Pass "NP" and be required to repeat the field period if the requirements are not fulfilled by the agreed upon date. An Incomplete in any course cannot extend beyond one additional semester.

Students who have not satisfactorily completed at least three-quarters (75%) of their field hours prior to a Request for Incomplete may not be permitted to register for the subsequent field period. Evidence of successful completion of field education requirements and all evaluative and remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of Incomplete to be converted to a final grade required for students to proceed to the next field period. The Field Education Department follows the Mandel School policy regarding Incomplete grades and the conversion of grades from Incomplete to a final grade. This policy can be found in the MSSA On Campus Student Manual. The Request for Incomplete form can be located on the Office of the Registrar webpage: <http://msass.case.edu/registrar/>. Refer to the section of this manual titled **Field Education Grading Criteria** for additional information.

Severe circumstances or student behaviors may warrant an immediate suspension of field hours or dismissal from placement. Field placement agencies are able to terminate students from placement at their discretion, although these decisions should only be made in severe circumstances. Termination is regarded as a last resort in problem-solving. Once the decision has been made to terminate the placement, the student is expected to formally disengage from the agency. This may include turning in keys and agency property, removing personal items, etc. and is completed in cooperation with the agency. It is the responsibility of the student and Field Instructor to provide a final evaluation of the student's performance and account for the number of hours completed.

The Director of Field Education may temporarily or permanently suspend or remove students from placement as a result of serious performance, behavioral or conduct concerns. A decision to suspend field hours or remove a student from placement is made in consultation with the Field Advisor, Field Instructor/Practicum Supervisor and agency. Students suspended or removed from placement will be referred to the Dean's Consultation Committee and/or the Committee on Students for further consultation and action.

Any circumstance involving student falsification of field hours, activities or field education documentation will result in an immediate referral to the Dean's Consultation Committee and/or the Committee on Students

Change of Field Advisor Request

Students requesting a change in their assigned Mandel School Field Advisor must make the request in writing to the Director of Field Education. A request for a change of advisement assignment is predicated on a serious problem or concern that can be remedied only by a change in the assignment. The written request must clearly stipulate the reasons for requesting the change. The Director will consult with the student and Field Advisor prior to making a final decision to determine if both parties are in agreement with the request to change. The procedure for change is as follows:

1. The student and Field Advisor will meet to discuss the need for a change of advisement before making the written request to the Director of Field Education. This step must occur before a written request for a change will be considered.
2. The student must submit a written request for a change in Field Advisor to the Director of Field Education.
3. If the request for a change is granted, the Director will inform the student, the current Field Advisor, and the newly assigned Field Advisor of the change. The current and new Field Advisors will consult with each other regarding the advisement that has occurred. Approved changes in Field Advisors can only be implemented at the conclusion of a field period, as Field Advisors serve as the instructors for field education courses. Instructors

- may not be changed while a course is in progress.
4. If the request for a change is denied, the Director will notify the student and Field Advisor of the decision and the rationale for preserving the original assignment.
 5. An appeal of the Director's decision must be made to the Office of the Associate Dean in writing within five days of notification.

Field Placement/Practicum Withdrawal

Field education is distinct from most other courses in that field placement in the community entails not only the educational objectives of student, but also professional responsibilities to clients, organizations and the community. When students engage clients, organizations and communities and assume service responsibilities, there are ongoing professional, educational and ethical responsibilities to be considered. Also, considerable time and effort is spent on the part of the Field Instructor/Practicum Supervisor to balance the educational needs of the student with those of the placement agency and the clients, client groups and communities that is serves.

Students withdraw from courses for many reasons, including educational considerations, serious illness or personal crisis and performance problems. Should a student need to withdraw from field education for any reason, the student should notify the Field Advisor and the Field Instructor/Practicum Supervisor to discuss the intent to withdraw. Together, the student, Field Advisor and Field Instructor/Practicum Supervisor must develop a plan to terminate from the agency in a clinically and administratively appropriate manner. Should a student withdraw from a field course, the course will need to be successfully completed before moving onto subsequent field periods. The student should follow the policies and procedures governing the withdrawal process as stated by the Mandel School Registrar's Office.

ACADEMIC AND STUDENT SERVICES POLICIES AND PROCEDURES

ACADEMIC STANDING AND ACADEMIC DIFFICULTY

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.

Probationary Leave

If a student accumulates three or more grades of "Incomplete," he/she/they 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.

Dismissal Based on Academic Performance

A student will not be permitted to continue in the program if he, she, or they 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) less than 2.0 in any one semester; or
- 3) A cumulative grade point average (GPA) less than 2.0; or
- 4) A cumulative grade point average (GPA) less than 2.8 entering the final semester; or
- 5) 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.

**For part-time, Intensive Weekend, and online students, the first two semesters of enrollment are combined for consideration under this policy. The dismissal policy will apply as written in all subsequent semesters.*

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

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

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

Dismissal Based on Non-Academic Performance

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, staff, clients (at school or field placement) will be the basis for nonacademic termination.

Course Repeat Policy

Students may repeat a maximum of two courses during their degree program in order to improve their performance. A course can only be repeated once. When a course is repeated the first and second course grades appear on the transcript, and the two grades are included in the calculation of the cumulative grade point average and the grade point average for the semester in which it was earned, regardless of whether the new grade is higher or lower than the first grade.

The course repetition may be exercised according to the following conditions:

1. The course repeat option can only be used on courses in which a C or lower was earned. Courses with a grading basis of P/NP are not eligible under this policy
2. A student may not use the Pass/No Pass option on a course that is being repeated
3. A student may only use the repeat option on the same course.
4. The course repeat option may not be exercised after a degree has been awarded.
5. Approval of the academic adviser and the Associate Dean for Academic Affairs must be obtained.
6. An academic action, including but not limited to dismissal or probation, that occurred under the earlier grade is neither reversed nor removed from the record as a result of a change in the semester or cumulative averages that result from the repetition of one or two courses
7. All grades earned at Case Western Reserve University will be applied to the scholarship GPA that is reviewed in order to determine scholarship retention scholarships.
8. The tuition and associated fees for a repeated course is the responsibility of the student. Scholarship funds must not be utilized to repeat a course.

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 the 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 Mandel School Registrar by the instructor. This form can also be printed from the Mandel School Registrar's website at: <http://msass.case.edu/registrar/> **The extension may not go beyond the end of the subsequent term (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, the student forfeits the privilege of completing the course for credit and the instructor must give a grade of F. For exceptional situations in which there are extenuating circumstances, the student and advisor may request, in writing, an extension beyond one semester from the Assistant or Associate Dean for Academic Affairs, with the instructor's approval.
 4. If a student accumulates three or more grades of "Incomplete," the student 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.

Exceptions to the above stipulations of the policy is under the discretion of the Associate Dean.

Incompletes in Field Education

Incompletes for fieldwork should be 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.

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/she/they 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.

CANDIDACY FOR THE DEGREE

On the recommendation of the faculty of the Mandel School, Case Western Reserve University confers the degree upon all candidates who have successfully completed the following prescribed minimum requirements:

For the Master of Science in Social Administration (MSSA)

- 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 1,050 clock hours of field practice, and nine (9) credit hours advanced standing students, equivalent to 900 clock hours of field practice.
- The degree must be completed within five years
- Acceptable standards of professional conduct and ethics in accordance with the standards of professional conduct, is a prerequisite to practice in social work.

For the Master of Nonprofit Organizations (MNO)

- Thirty-nine (39) credit hours
- Must have a 3.0 overall grade point average (GPA) or higher to graduate

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- The degree must be completed within five years
- Acceptable standards of professional conduct and ethics in accordance with the standards of professional conduct, is a prerequisite to work in a nonprofit setting.

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 residence at the Mandel School. Graduates must present their degrees to employers as the MSSA, which is an equivalent MSW.

COMMENCEMENT

The University-wide Commencement is held the third Sunday in May. The Mandel School graduation is a two-part process involving the Case Commencement Exercise (which is held in the morning) and the Mandel School graduation ceremony (which is held at an appropriate site in the afternoon). The Mandel School 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 Mandel School graduation ceremony, degree candidates are conferred by the Dean to receive their degree. The name of each graduate is announced as their hood is affixed. Each graduate receives their diploma and is photographed with the Dean.

Diplomas can be picked up in the Registrar's Office (Mandel School, Suite 140) 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.

PRE-GRADUATE COMMENCEMENT PARTICIPATION

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. The six credits may not extend beyond the subsequent summer and fall semesters. 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.

CLASS ATTENDANCE

Absence/Attendance Policy

Students are expected to attend all classes. If a student is unable to attend class, he/she/they must let the instructor know in advance. A message on the instructor's voice mail or e-mail is sufficient if it is sent before the class meets. Attendance will be taken at all class sessions. If the student misses a class, the student is responsible for making up any missed work and for obtaining any other information that was disseminated in class. Students who miss more than 20% of class meetings, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it or receive a grade of F.

In the Intensive Weekend program, students may not miss more than 6 class hours. In the full-time and part-time programs, students may not miss more than three classes. Instructors have the discretion to establish a stricter policy and list it in the course syllabus. Instructors may permit exceptions, with prior consultation from the Assistant Dean for Student Services and with a written plan signed by both the student and instructor of how time missed from class will be made up. Please note, it is not generally possible to make up missed time because of the nature of most courses.

Flexible Attendance

Due to the seminar style, highly interactive and participatory nature of the Mandel School's courses, flexible attendance accommodations are not applicable. Courses in the online format are 8 weeks in length; traditional weekly courses are 14-15 weeks; and Intensive Weekend format courses are 4-5 days (two Saturday and Sundays, or weekends).

If you are a student with a disability, and have concerns regarding meeting the attendance requirements for this course, please reach out to the staff in Disability Resources (disability@case.edu or 216-368-5230) to discuss your accommodations.

Approved 08/2018.

For more information, please contact:

Andrea Porter

Assistant Dean of Student Services

Jack, Joseph and Morton Mandel

School of Applied Social Sciences

Case Western Reserve University

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216-368-8529

CLASS SCHEDULING

Full Time and Intensive Weekend

On-Campus Program

Classes in the On-Campus MSSA Program are offered Monday, Tuesday, Wednesday, and Thursday. Classes are scheduled from 8:30am to 8:30pm with a lunch break from 12:45pm to 2pm. Three credit hour classes meet for two hours, one day a week with the exception of SASS 477 and SASS 478. These foundations courses meet for three hours, one day a week. Students in some specializations/concentrations may be required to take some courses in the Intensive Weekend format. Syllabi are posted on Canvas four to five weeks prior to classes so students can purchase texts online and prepare for the first class.

Classes in the MNO Program are offered Tuesday, Wednesday and Thursday from 2:00pm to 8:00pm, with many courses being held from 6:00pm to 8:00pm. A number of courses are also offered in the Intensive Weekend format. Three credit hour classes meet for two hours, one day a week. Students may enter the program during any semester and courses may be taken in any order as there are no prerequisites. Courses are offered in the fall, spring and summer semester.

Intensive Weekend Program

In the Intensive Weekend program, classes are typically held one weekend per month. Students are required to attend all classes (please see "Absence from Class/Attendance" policy). Classes meet from 9am to 6pm and must fulfill 7.5 contact hours each day. Please see the sample weekend course shown below:

WEEKEND #1

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Saturday (7.5 class contact hours)	Sunday (7.5 class contact hours)
Morning session: 9am to 12pm (10:30 - 10 to 15 minute break) Lunch: 12 to 1:00pm Afternoon session: 1:30 to 6:00pm (3:00 - 10 to 15 minute break)	Morning session: 9am to 12pm (10:30 - 10 to 15 minute break) Lunch: 12 to 1:00pm Afternoon session: 1:30 to 6:00pm (3:00 - 10 to 15 minute break)

WEEKEND #2

Saturday (7.5 class contact hours)	Sunday (7.5 class contact hours)
Morning session: 9am to 12pm (10:30 - 10 to 15 minute break) Lunch: 12 to 1:00pm Afternoon session: 1:30 to 6:00pm (3:00 - 10 to 15 minute break)	Morning session: 9am to 12pm (10:30 - 10 to 15 minute break) Lunch: 12 to 1:00pm Afternoon session: 1:30 to 6:00pm (3:00 - 10 to 15 minute break)

Intensive Weekend students complete six courses per academic year. The Intensive Weekend schedule is planned one year in advance, making it possible for students to know their yearlong commitments early in order to make personal and professional arrangements accordingly. The course schedule for the academic year can be found on the Mandel School Registrar's [web page](#). Syllabi for Intensive Weekend courses are posted on Canvas four weeks before the first class in order to allow for purchase of texts and preparation for the first weekend of classes.

Each Intensive Weekend course includes, **at a minimum**, the following: 1) a pre-class assignment. This assignment ensures the students are prepared for active participation in the course through readings, papers, exercises, and/or self-assessments. This assignment may or may not be graded and may be sent to the instructor prior to the first day of class or be due at the first class meeting; and 2) a final paper or project due about two weeks after the final class meeting. Faculty generally require more assignments than this to ensure course material is sufficiently covered and mastered by students, and has the equivalent workload as the same course taught in the On-Campus format.

Please also see "Registering for Courses" in this Manual for other specific information related to curriculum, courses, and registration policies and procedures.

COMMITTEE ON STUDENTS

Goals

The Mandel School 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 the Mandel School, 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 the Mandel School.

The following three educational components should help students have a successful experience at the Mandel School and will be used to evaluate 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 their educational needs by arriving at a fair decision in those instances where the student's ability to perform satisfactorily is in serious question.

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 MSSA/MNO 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 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 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.

Consultative Duties and Procedures

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 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 their 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 their 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 their 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 their opinion, there is a continuation of the problem.

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 their 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 appear before the Committee to present their view of the problem; or
 - b) The student 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 their 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.

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.

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.

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

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 itself 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:

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- 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 Mandel School Professional Code of Conduct Policy found in the MSSA Program Instructor's Manual and MSSA and MNO 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 MSSA Program Instructor's Manual and the MSSA and MNO 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.

Membership

The Dean's Committee on Consultation is chaired by the Assistant Dean for Student Services and Director of Student Services or their designee. The committee includes the Assistant Dean for Academic Affairs or their designee and the Director of Field Education or their 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 Advisors may be asked to meet with the committee. Other members of the academic team may be asked to meet with the committee, as needed.

COURSE EXEMPTION POLICIES AND PROFICIENCY EXAMINATIONS

Proficiency Examinations

Students without a BSW degree are eligible to take the proficiency examinations for the following core courses:

SASS 426	Research Methods in Social Work
SASS 440	Human Development in Context I: Child and Adolescent
SASS 441	Human Development in Context II: Adult
SASS 470	Social Policy Service & Delivery
SASS 484	Theories of Oppression and Social Justice

Proficiency exams must be taken no later than 14 days prior to the beginning of the semester the course is offered. Testing dates are noted on the academic calendar and the Mandel School website: <http://msass.case.edu/registrar>. Credit hours are not granted for passing proficiency exams. Successful completion of the exam(s) exempts the student from the requirement to complete the course(s). Elective courses may be substituted in order to earn the required credit hours needed for graduation.

There is no fee or penalty associated with taking proficiency exams. However, each exam may be taken only once. Students must make reservations to take these exams with the Office of Student Services.

TRANSFER CREDITS

Courses presented for transfer credit must have been taken from an accredited institution authorized to grant graduate degrees, must be applicable to graduate degrees at the institution, and must have been completed with a grade of "B" or better earned within the last 7 years.

Students who have completed graduate-level social work courses or graduate level courses in a related field other than social work may request an evaluation of coursework for approval of eligible /comparable courses with a grade of B or better (3.0 on a 4.0 scale) earned within the last 7 years .

Materials needed to evaluate transfer credit(s) must be submitted at the time of admission but no later than six weeks prior to the beginning of the semester seeking admission. Courses taken at another institution after a student has matriculated at the Mandel School are not eligible for

transfer credit unless approval is granted by the Associate Dean of Academic Affairs.

Transfer Credits from Other Graduate School of Social Work

Students who are applying to transfer to the Mandel School from another **accredited graduate school of social work** may apply for **transfer credit for up to one full year of academic work and field education (30 credit hours)**. Transfer students from other social work programs must submit fieldwork evaluations, **number of clock hours required/earned**, final official transcripts, and course syllabi.

- In addition, students applying to transfer from other schools of social work must submit:
- A final transcript of all graduate social work education completed to date. If work is still in progress at time of application, applicant should send a list of additional courses to be completed.
- An evaluation of first-year field experience performance from the dean, field education director, or faculty advisor of the school.
- Request for Evaluation of Transfer Credit form

There will be no additional credit approved separately or in combination, beyond the maximum of 30 credit hours.

No transfer credits can be granted for course(s) taken at international universities.

Transfer Applicants from Other Graduate Programs

- A maximum of six (6) hours of transfer credit may be given for related, but non-social work coursework completed within the last seven years taken from an accredited institution authorized to grant graduate degrees.
- Credit hours **may not** have been applied toward a previous graduate degree.
- Students must have received a **grade of B or better (3.0 on 4.0 scale)** in any course for which transfer credit is sought.
- Student must submit official transcript, official description of course (course catalog or institution bulletin), and course syllabi.
- Course syllabus must show evidence that course content, activities, readings, requirements and methods are commensurate with the standards of ***graduate level education***.
- The Request for Evaluation of Transfer Credit form must accompany all materials.

ADDITIONAL

- Courses approved for transfer credit are not used in computing the student's grade point average.
- Quarter hours will be converted to semester hours.

COURSE REGISTRATION POLICIES

Registering for Courses

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

When a student registers, he/she/they 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 end of the first week of classes.

The Mandel School Registrar will contact currently enrolled students by email with registration dates. Students can use SIS to make course adjustments, subject to University policies and deadlines after the registration deadline has passed.

Students are admitted to specific programs (On-campus; Intensive Weekend; Online) and must register for classes in their own program. Exceptions to this rule are 1) when otherwise designated on registration materials as a course open to all programs; or 2) with prior permission from the Assistant Dean of Student Services. Such a request must be submitted ten weeks before the semester in which the course will be offered. In no case should a student request a syllabus or begin a course assignment unless registered for the course. Only on rare occasions will a full-time student be granted permission to take a weekend course not intended for all students.

Most Mandel School students currently enrolled may pre-register for the next semester. A student may not register early if he/she/they is a) a non-degree student; b) a student newly admitted to the Mandel School; or c) a student with academic or financial holds. New, incoming students are registered during Orientation for their first semester.

Please consult the Mandel School Registrar's webpage for registration instructions, dates, and deadlines <http://msass.case.edu/registrar>.

REGISTRAR'S WEBPAGE FOR CURRENT STUDENTS

The Mandel School Registrar and staff maintain academic records for all Mandel School 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> includes all curricular information needed by current students. Please become familiar with the information on this page. Links include the following;

- Academic Calendar
- Master's Courses
- Doctoral Courses
- Course Descriptions
- Patterns of Enrollment
- Case Directory Information
- Drop/Add Period
- E-mail
- Enrollment Verification
- Incomplete Grades
- Independent Study
- Loan Deferments
- Name or SSN change
- New Advanced Standing Students
- Proficiency Exams
- Official Transcripts
- Withdrawal

PERMIT FOR CLOSED COURSES

Students wishing to register for a class that is closed or for which they do not have the pre-requisite, they should e-mail the instructor of the course. It is the instructor's decision whether or not to admit the student to the course, and the approval or rejection of the request must go through the Student Information System (SIS). **The Mandel School Registrar does not manage course permits**; this may only be determined by the instructor.

INDEPENDENT STUDY AND INDEPENDENT RESEARCH

Students interested in pursuing an Independent Study (SASS 598) or Independent Research (SASS 536) as an elective should go to <http://msass.case.edu/registrar> for instructions and forms to submit to the Registrar. At registration, an approved proposal signed by the faculty instructor

must be submitted. Only full time faculty may supervise an independent study.

AUDIT A COURSE

Students who wish to attend class regularly without receiving credit should register as auditors. A student may audit a course with the Dean's approval and the consent of the Instructor of the course. Students who wish to audit a class must pay the full tuition rate for the course. For more information on auditing a course, please contact the Associate Dean of Academic Affairs and Student Services, Dr. Sharon Milligan at: sem@case.edu

WITHDRAWAL

Dropping a Course

A student may drop a course using SIS. A student who drops a course or courses after the normal drop/add period without completely withdrawing from the University is not entitled to a tuition refund for the course(s) dropped. This rule applies to fall, spring, and summer semesters. The Mandel School amends this policy for Intensive Weekend students to allow for cases in which, because of unforeseen and unavoidable circumstances, the student must drop a course or courses but does not wish to withdraw completely.

University Withdrawal Schedule

A student who completely withdraws from a fall or spring semester must pay a percentage of the tuition charge. The percentage charged is based on the number of weeks classes have been in session at the time of withdrawal.

Week of Class	Amount of Charge
1-2	0%
3	25%
4	50%
5	75%

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

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

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

Withdrawing 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 their 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. (See the Academic Calendar on page 6 for withdrawal deadline and Withdrawal Schedule of tuition charges). For more information, visit: <https://case.edu/ugstudies/academic-policies/registration-and-enrollment-changes>.

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. Please visit the following link for more information: <https://case.edu/gradstudies/about-the-school/policies-procedures>.

GRADES IN ACADEMIC COURSES AND FIELD INSTRUCTION

Grading Policy

(Approved by the Mandel School faculty on March 24, 2008)

Grade	Points	Meaning	Explanation
A	96-100	Outstanding/Superior	Exceptional performance; consistently exceeds expectations

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A-	92-95	Excellent	Strong performance; often exceeds expectations
B+	89-91	Very Good	Consistently meets and occasionally exceeds expectations
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. Please visit: <http://msass.case.edu/registrar/> for more information about the current grading policy.

Course Evaluations

Students will receive an email one week prior to the last day of classes reminding them that the end-of-semester evaluations will soon be available on line. The email will also specify the timeframe for completion. The link for completing evaluations is:

<https://its-services.case.edu/course-evalus/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.

Students and faculty may also see past evaluations from other courses by visiting the link above.

THE MANDEL SCHOOL GENERAL INFORMATION

Access to the Mandel School

The building is open from 8:00 a.m. to 6:00 p.m. (at which time the doors are locked by security) during the academic year. MSASS students and adjunct faculty may use their University ID to access the building after posted building hours.

Access to the Mandel Community Center

The Mandel Community Center is open from 7:00 a.m. to 9:00 p.m. (at which time the doors are locked by security) during the academic year. The lounge is available starting at 8:00 a.m. The Mandel School students and adjunct faculty may use their University ID to access the building after posted building hours.

Bulletin Boards

Information about student organizations and student events, professional development opportunities, University and the Mandel School activities can be posted on the Student Bulletin Board (across from the elevator), the Mandel Council for Community Leadership Bulletin Board (Student Lounge) and "mini" boards on the doors of restrooms and in the student mailroom. Guidelines for posting are as follows:

- Posting must be approved and date stamped by the Assistant Dean in Office of Student Services, Room 140
- Materials should not cover or obstruct other notices or be stapled to the board
- Postings are not permitted on walls, windows, elevators.

Official Communication with Students

Official communications from the University will always be sent electronically using the student's University-assigned e-mail address. The University expects students to read official University communications in a timely fashion. Students who choose to forward e-mail from their University account to another e-mail address remain responsible for receiving and reading official University communications.

Emergency Management

In the event of an emergency (medical or otherwise) within the building or on campus, **call Case Security at 216-368-3333**. White campus phones are located under the lectern in each Mandel School classroom. **After** calling emergency services, contact staff in Mandel School, Suite 140 – Student Services or Academic Affairs to report the concern. For more information, please visit: <http://case.edu/publicsafety/>.

Rave Alert System

In case of a major campus emergency, Case Western Reserve University will utilize the [Rave alert system](#), among other methods of communicating with faculty, staff, and students. This emergency notification capability is an opt-in system. This system alerts the campus community about important notifications such as a crisis on campus, cancellation of classes due to weather, street closures, or any other type of event where information needs to be disseminated quickly. Alerts are sent using many different means, such as email, text, voice (phone messages), social media and website banners. Go to <http://getrave.com> to subscribe to the alerts or for more information, visit <https://case.edu/publicsafety/emergency-preparedness/rave-alerts>.

Faculty Office Hours

Faculty Office hours are posted on their course syllabi. The posted hours are the best times to reach faculty in person or by phone to address academic matters. Email faculty to arrange a meeting time.

Mailboxes

Faculty and Staff

Faculty/adjunct faculty/staff mailboxes are located on the first floor. Students do not have access to faculty mailboxes. Students must leave messages and papers (to be submitted to faculty) with the receptionist at the front desk, who will put the document(s) into the mailboxes.

Students

Student mailboxes will be located in the Student Services/Academic Affairs Suite, Rm. 140. Students should check their mailboxes each time they are in the building. If you do not have a mailbox, please inform Student Services as soon as possible.

Opportunities for Student Input and Feedback

The Dean holds open forums for all students during fall and spring semesters and meets regularly with students by appointment. Dates and times are announced to students via email.

Parking

Parking in University parking lots requires a permit; this includes Lot 52B located behind the Mandel School building. Adherence to this policy is strictly enforced at all times by Standard Parking and the Case Police. There is no free parking evenings or weekends. Parking hangtags may be purchased from Access Services located in the basement of Crawford Hall. Procedures and rates can be found at <https://case.edu/access-services/parking>.

The University offers a special parking rate for graduate students. Cost is \$15 a month for nights and weekends only, from 4:30pm to 7:30am, Monday-Friday, and 24 hours Saturday and Sunday in a variety of lots. Visit <https://case.edu/access-services/parking> for a full list of discounted parking options.

Photocopy Machine

Photocopying and printing are available just outside of the Lillian & Milford Harris Library. Nominal fees will be charged, and a variety of payment methods are accepted. Please see the Harris Library Circulation Desk for assistance.

SAFETY AND SECURITY AT THE MANDEL SCHOOL

Security and Building Access Policy

Front doors to the building are manually opened by Case Security/Access Services at 8am during the week and for Intensive Weekend classes, and doors are locked at 6pm. Master's students, who are currently enrolled, have ID card swipe access to the building from 7am to 9pm seven days a week. Faculty and adjunct instructors have universal access to the building, although Mandel School policies prohibit giving adjunct instructors keys to Mandel School offices or classrooms.

The Mandel School front door stays open on delay to allow time for a wheelchair to enter, so we ask faculty to remind students when they enter the building in the evening to ensure the front door closes and locks behind them. Back doors to the building automatically lock from the outside and are never to be "propped open" allowing access to the building.

Safety in the Building

There is no security person regularly in the building on weekdays although the front information desk is staffed during daytime business hours. On Intensive Weekend Saturdays and Sundays, security is present from 8am to 6pm, either at the front desk or making rounds. Security will

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unlock classrooms and the first floor copy room at 8am and lock front doors at 6pm. If you have an immediate emergency, always call [University Security](#) at 216-368-3333. For non-emergency question or help, call 216-368-3300.

When meeting with a student or other person, faculty should keep the office door open and alert those in nearby offices if feeling concerned about safety. Security will also respond with a plainclothes officer to sit in the atrium or area of the meeting, when requested in advance. If at any time someone is in your space you do not know or do not want there, call Security at 216-368-3300. **Never confront someone you do not know.**

Emergencies

The white phone under the lectern in each classroom in the Mandel School building may be used to summon Case Security assistance for emergencies (216-368-3333). SECURITY SHOULD BE CALLED **FIRST** IN THE EVENT OF ANY CLASSROOM EMERGENCY, MEDICAL OR OTHERWISE. Security will dispatch immediately and will decide what action next to take. Some instructors also routinely take their cell phone to class to have available, if needed. In the event of a power outage or loss of electricity to the building, immediately call Security at 368-3300 to report. Flashlights are available at the front desk in the lobby for use if there is a power failure. These are checked and maintained by Facilities Services.

Community Speakers for Evening Classes

Because front doors are locked at 6pm, we suggest instructors take their cell phone to evening class and ask the guest speaker to call when they are approaching the front door at the Mandel School. This enables the instructor to send a student to let the guest into the building and to ensure the door closes and locks.

Safe Ride Program and Escort Service

In early 2009, Case introduced the Safe Ride program for students and staff who request escort services during evening hours. The program provides transportation in a specially marked security van around campus, as well as University Circle. The service is available from 7:00pm until 3:00am, daily. To request, visit <http://safe.ride.case.edu> or call 216-368-3000. There is also a student escort service available around the clock. Either a student auxiliary or uniformed officer will walk students anywhere in the University Circle area. To request, call 368-3300.

Smoking

The university has accepted the opinion of the Surgeon General that smoking is the largest preventable cause of illness and premature death. Since the university has substantial commitments to health-related research and teaching, it has a parallel commitment to protect the health environment of students, employees and guests. Therefore, and in compliance with

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the State of Ohio smoking ban set out in Chapter 3794 of the Ohio Revised Code, the university does not permit smoking in any of its buildings or structures, including in residence halls or in university vehicles.

In addition, all outside walkways and grounds of university property are smoke-free, except for specific university-designated smoking areas. The medical, dental and nursing schools and the health sciences podium and the health sciences garage are entirely smoke-free and do not have any university-designated smoking areas. For more information, please visit:

<http://students.case.edu/policy/substances/smoking.html>.

Telephones

The University campus telephone is located in the main lobby. Students are able to contact any campus office from this phone by dialing the last four digits of the telephone number.

Transportation

Shuttle Service

Shuttle Service is provided and coordinated by Case Campus Services, Standard Parking, and The Greater Cleveland RTA. Information regarding shuttle times can be found at:

<http://case.edu/access-services/shuttles/>.

Parking and Transportation

Student parking permits range in cost, depending on location of the assigned lot. Free shuttle buses operate day and night on a regular schedule around the campus. Parking is paid in advance at the start of each semester. Bus passes can be purchased each semester at Case Access Services, located in the lower level of Crawford Hall. Please consult Access Services for more information: <http://www.case.edu/access-services/>

Vending Machines

Snacks, sandwiches and salads, and hot and cold beverages can be obtained from the Mandel Market located on the first floor of the Mandel School. Vending Machines are located on the first floor of the Mandel Center. In addition to the kitchen, food and drink may be consumed in the atrium and first floor lounges at the Mandel School and Mandel Community Center, respectively.

Use of the Mandel School Facilities

A Mandel School student may request the use of a room by contacting the receptionist at the front desk. Please check with the front desk personnel at the Mandel Center for availability and restrictions.

Weather Statement/University Closing

Every effort will be made to keep the university open during difficult weather conditions to allow for regularly scheduled classes, food service, ongoing research activities, and normal office and business operations. Case will remain open unless official information to the contrary is disseminated. For up-to-date closing information, subscribe the Rave alert system at <http://getrave.com>, tune into Cleveland radio and television stations, or go to the university homepage: <http://case.edu>.

Visitors/Unregistered Persons in Class

Prompted by the University's need to know and be accountable for who is in classes, only persons who are officially registered for a class are permitted to attend the class. Any person who attends class but is not listed on the class roster should be directed to see the Mandel School Registrar to resolve any registration problems, and should not be admitted to the classroom until formally enrolled. Unregistered persons should never be permitted to take part in laboratory or classroom activities. The University values family life and is supportive of families. However, safety and supervision are the primary concerns when considering the presence of children on campus. The following guidelines apply: 1) A child cannot be left unattended while the parent or guardian is attending class or conducting any other business or social function at the school; 2) Children are not allowed in classrooms while classes are in session; 3) Children are not to be brought to school in lieu of childcare.

SOCIAL WORK LICENSING

When Mandel School students or recent graduates (within two years) sit for an Ohio social work licensing examination, we recommend they take the basic level examination (LSW) and wait to take the advanced or clinical examination when they qualify for the LISW.

According to the Ohio Counselor Social Work and Marriage Family Therapy Board, new MSSA (MSW) graduates are no longer permitted to take the clinical or advanced exam until they have completed two years of post-graduate supervision. Further, the Mandel School strongly encourages students to take the Mandel School Social Work Licensing Examination Review Course before they sit for a licensing examination. Further, the Mandel School strongly encourages students to take a Licensing Examination Review Course before they sit for a licensing examination. Information about the Licensure Review Course can be found at: <http://www.naswoh.org/?page=428>.

For complete information about all levels of social work licensing in Ohio, go to <http://cswmft.ohio.gov>. The Ohio Counselor Social Work and Marriage Family Therapy Board

has updated its LSW application instructions. Go to the Social Work Licensing Instruction to find the forms and publications: <http://cswmft.ohio.gov/MFTs/Marriage-Family-Therapist/MFT-Application-Instructions> and visit: <http://cswmft.ohio.gov/Social-Workers/Licensed-Social-Worker> to read more about social work licensing. **Students considering licensure in other states should contact <http://aswb.org> to view those states' requirements for licensing at all levels.**

STUDENTS WITH DISABILITIES

Disability Accommodations

Office of Disability Resources (ODR)
Educational Services for Students (ESS)
402 Sears Library
216-368-5230
disability@case.edu
<http://students.case.edu/academic/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.

Visit <http://students.case.edu/academic/disability/policies> for the policies and procedures that provide specific information on how to obtain accommodations, including what kind of documentation is necessary. These procedures are applicable to the Mandel School students.

STUDENT CODE OF ACADEMIC AND PROFESSIONAL CONDUCT

Academic Integrity

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 Mandel School Code of Conduct Policy (Student Handbook); and,
- The policies and practices of field placement agencies Students can violate the Mandel School's policy of integrity on four levels:

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- **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 Mandel School academic integrity policy and the NASW and the Mandel School 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 <http://students.case.edu/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 Mandel School students are also required to attend an academic integrity workshop as part of new student orientation. The Mandel School course syllabi also include information relative to consequences in individual courses.

Code of Professional Conduct

The following framework guides the policy on professional conduct for Mandel School 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 (at school 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 Code of Ethics for social work or nonprofit management, i.e., NASW (National

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Association of Social Workers) Code of Ethics, Code of Practice and Professional Conduct for Social Work Licensure in Ohio and/or Association for Research in Nonprofit Organizations (ARNOVA);

- 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 at the Mandel School:

Professional Commitment

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

Professional Behavior

- Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws in classroom, field, and community.
- Appearance and personal demeanor reflect a professional manner.
- Uses sound judgment in decision-making.
 - Shows 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 criticisms in a positive manner.
 - Shows 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 criticisms in a positive manner

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- Works and communicates effectively with others, regardless of level of authority.
- Advocates for self in an appropriate and responsible manner and uses proper channels for conflict resolution.
- Shows a willingness to receive and accept classroom feedback and field supervision in a positive manner and uses such feedback to enhance professional development.
- Exhibits appropriate professional and respectful interpersonal behavior towards colleagues, faculty, and staff in class and field.

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
 - Placing in jeopardy the best interests of those to whom the student has a professional responsibility (as outlined in the Code of Ethics by the National Association of Social Workers and the Ohio State Board of Social Workers Examiners for Social Work Licensure and tenets of the nonprofit sector)

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
- Violation of behavior or conduct outlined in policies of the University
- Behavior that is construed as a nuisance, including prank phone calls or abusing or harassing another user through electronic means

Multiple Relationships at the Mandel School

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.

The Mandel School Policies:

The following policies pertain to multiple relationships of the Mandel School 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 Mandel School 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.
- An annual disclosure form regarding multiple relationships shall be filed with the Dean’s office by each member of the Mandel School faculty, staff, and administration.
- The parties involved in a multiple relationship, in collaboration with the Mandel School 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.

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- Individuals shall not be involved in the supervision or the evaluation of the individuals with whom they have multiple relationships.
- Students shall not enroll in classes taught by faculty with whom they have multiple relationships. This means that the School will first try to find another faculty member to teach a course, if a multiple relationship with a member of the faculty occurs. If this is not possible, other alternatives to provide a student with the same educational content shall be sought.
- Hiring of individuals in multiple relationships as members of the faculty, staff, or administration must be conducted through established University hiring processes.

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

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

First draft discussed by Steering Committee on January 8, 2007;

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

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/she/they 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 the Dean's office if any question arises.

Student 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 their 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 their 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/she/they 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 their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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.

The Mandel School 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,

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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 (216-368-2420). 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 [2017 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 or by visiting <http://case.edu/publicsafety/reporting/crime-security-reports> for a full archive of security reports and crime logs.

STUDENT SUPPORT SERVICES AND RESOURCES

Barnes & Noble Bookstore

University Bookstore

Career Center

229 Sears Building

Monday thru Friday, 8:30 to 5:00

Phone: 216-368-4446 | 1-800-277-4289

careers@case.edu

<http://students.case.edu/departments/careers/>

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.

CaseLearns

Kelvin Smith Library

Phone: 216-368-3506

<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.

Counseling Services & Health Services

Health Services

2145 Adelbert Road

Phone: 216-368-2450

Counseling Services

220 Sears Library

Phone: 216-368-5872

For service hours, visit: <http://students.case.edu/departments/wellness>

During school, students face new challenges and undergo significant personal and social changes that can affect their academic performance, career plans, personal lives or their relationships. Understanding and adjusting to these challenges and changes is not always easy, and students often seek help from others. University Health & Counseling Services (UH&CS), part of the Division of Student Affairs, offers help to students who experience a variety of difficult personal and interpersonal challenges. The office is staffed with psychologists, psychiatrists, social workers, counselors and doctoral-level counseling trainees who specialize in helping students adjust to these changes and to college life in general.

Appointments are available at 220 Sears Building or the Center for Collegiate Behavioral Health located at 2145 Adelbert Road. To schedule a session at Sears Building, call 216-368-5872. Urgent counseling and consultation for emergency situations are available without an appointment. Call 216-368-5872 for information on how to use this service. An on-call counselor is available for emergencies after hours, on weekends and holidays. Call 216-844-8892 and ask to speak with the University Counselor on call.

Lillian and Milford Harris Library

Room 175

Hours: Vary; available on website

Phone: 216-368-2302

Fax: 216-368-2106

harrisref@case.edu

<http://msass.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) 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 120 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 listed in a course syllabus 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 Canvas 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

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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.

Copyright Questions

Any questions regarding copyright and purchasing rights to streaming videos should be directed to the Harris Librarians at 216-368-2302. Videos on DVD and VHS are available for in-class or student use, and may be borrowed for seven days. Videos are reserved on a first come, first served basis by contacting the Harris Library circulation desk at 216-368-2302. Late fees are \$5 per day.

Printing & Photocopying

The Harris Library maintains the WEPA cloud campus print station located directly next to the library's main window. Printing can be done in a variety of ways, and from a variety of devices. The WEPA prints in both color and black and white. In order to receive the best value in printing, it is highly recommended that students load money onto their WEPA account prior to printing. Please ask library staff for assistance and refer to <http://students.case.edu/services/wepa> for more information.

The Harris Library also maintains the Xerox photocopier, located next to the WEPA printer. The vending unit accepts nickels, dimes, quarters, \$1 and \$5 bills. Please ask library staff for assistance with any photocopying concerns.

Questions

If you have any questions, comments, or would like any further information, please call the Harris Library staff at 216-368-2302 or email us at harrisref@case.edu. We look forward to working with you!

Information Technology and Computing Services

The Mandel School 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.

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The Mandel School 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 Mandel School classrooms, offices, and in the library, allowing students to access the network with laptop computers. Laptop computers are available (from the library) to Mandel School 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 <https://case.edu/utech/departments/information-security/policies/i-1-acceptable-use-of-information-technology-policy-aup> 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.

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.

Canvas

Canvas is the online course management system used at Case Western Reserve University. It facilitates teaching and learning in both On-campus and distance-learning courses, and provides online access to course materials, assignments, and class discussions.

Instructors are asked to post their syllabi and all other course documents on Canvas.

The discussion board, email functions, and other collaborative tools enhance communications between students and the instructor, allowing course discussions to continue outside the traditional classroom venue. Other tools Canvas offers include the following:

- Online quizzes and surveys with automated grading and statistics
- Online file exchange
- A Grade Center to manage and access grades
- Option to time release of quizzes and other course materials

To log into Canvas, follow these steps:

1. Go to <http://canvas.case.edu/>
2. Type your Case ID and password in the appropriate fields on the Single Sign-On page.
3. Click the Login button.

The home page, displays course information, class times and dates, pending announcements from the instructor, lists the courses and organizations that the user is affiliated with, and contains links to quick tutorials. For students who first log on to Canvas, the "Dashboard" area will be empty unless an instructor has added you to their course site. Faculty will have to create their course site using an online tool called the Canvas Wizard for every course they teach.

For more information and instructions on using Canvas, please contact the University Help Desk at 216-368-HELP during the evenings and weekends. Online instructions and tutorials are also available on Canvas or on UTech Canvas page: <https://case.edu/utech/canvas>.

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/>.

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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 (4357)

E-mail: help@case.edu

<http://help.case.edu>

Saving Electronic Files

All electronic files, including learning contracts, assignments, and other information relative to your course and field work should be saved on an external source such as a USB or thumb drive, or in a cloud technology like DropBox, Google Drive or Box.net. Saving assignments, contracts, and school work is important for protecting your work and ensuring that your data is safe. Also, saving work on an external drive minimizes the time and effort spent on replicating lost work and data.

International Student Services (ISS)

Tomlinson Hall, Room 143

Phone: 216-368-2517

E-mail: international@case.edu

<https://case.edu/international/international-student-services/>

The mission of the Office of International Student Services (ISS) is to enhance the international student experience and promote intercultural exchange at Case. This office also works closely with other administrative and academic departments.

The Mandel School Office of International Affairs

The Office of International Affairs provides social and academic support to all international students. For more information please contact the Director of International Affairs, Kimberly McFarlin (kms46@case.edu or 216-368-5879). The office provides the following:

- A focal point for international alumni, students, faculty, and staff regarding international activities
- Special orientation programming for incoming international students
- Ongoing support, mentoring, and guidance to international students to facilitate their adjustment and academic success

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- Advisement to the student organization, [Local InterNational Konnections](#) (LINK), and its numerous activities
- Coordination for international visitors and scholars visiting the Mandel School

LGBT Center/Safe Zone Project

The Case Western Reserve University LGBT Center officially opened during Alumni Weekend, 2010. Located in the new Tinkham Veale Center, the LGBT 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 <https://case.edu/lgbt/> for more information.

Case also sponsors the Safe Zone Project <https://case.edu/lgbt/safe-zone> 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 Mandel School 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 Mandel 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 \(BSA\)](#)

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- 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), 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 has more than 7,500 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, fundraising, administration, and advocacy.

The Association's mission statement reads:

The Alumni Association of the Mandel School is an organization of graduates of the School

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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 the Mandel School by offering workshops in career development, continuing education events, sponsoring several student/alumni social events and providing names and addresses of alumni in particular geographic locations for the purpose of job networking. Moreover, the Alumni Association donates the majority of funding to the School's Annual Fund, 100% of which goes toward providing scholarships for students. Finally, the Alumni Association 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 the Mandel School. They are liaisons between the Mandel School 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 link with University Alumni Relations at case.edu/alumni/resources and sign up for CWRU Connect, a secure director and social networking site for all CWRU alumni.

Office of Veterans Benefits

Yost Hall, Room 135

Phone: 216-368-4310

<https://case.edu/registrar/forms-services/veterans-education-benefits>

All students planning to receive veterans education assistance from the Department of Veterans Affairs (VA) must provide enrollment information to the Veterans Certifying Official, 135 Yost Hall, phone 216-368-4310. To be certified for benefits, veterans must be officially register 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 Business Cards

Students can now have their own sharp-looking business cards in Case's official colors (blue/gray), imprinted with the Case logo and all of their pertinent information. Students who would like to order business cards should visit Fed Ex Office (Case's Printing Services) online store at <https://case.edu/printing/order-printing> and register as a new user. You can also call 216-229-2111 for more information.

Student ID Cards

The University ID card is the student's official identification card. It provides access to everything, including checking out library books, entering the Mandel School building during non-business hours, and eating at campus dining areas. Incoming students can obtain a University ID card during the New Student Orientation Program. Please note that students must bring proof of registration (e.g., schedule of classes). For more information, please visit:

<https://case.edu/access-services/>

University Health Services

2145 Adelbert Road

Phone: 216-368-2450

<https://students.case.edu/departments/wellness/>

The University Health Service (UHS) is supported through tuition dollars. All Case students who are registered for one or more credit hours are eligible to make use of the services offered within UHS.

UHS is staffed by professionals, who share an interest in college health. These include physicians, nurse practitioners, psychologists, psychiatrists, social workers and registered nurses. A number of the physicians are affiliated with University Hospitals of Cleveland and with the Case School of Medicine.

Students are seen on an APPOINTMENT BASIS ONLY, except in cases of emergency where a walk-in clinic is available daily from 3:00 to 4:00 pm at the Sears Building location. Schedule an appointment online here:

<https://students.case.edu/wellness/myhealthconnect/appointments.html>.

For medical or mental health emergencies after business hours, weekends or holidays, a nurse, physician and member of the counseling staff are always available by calling (216- 368-2450). This service assists students and resident advisors in making decisions about illnesses, injuries and the use of emergency services.

Each new student should receive in the mail a copy of the Medical History and Immunization forms. They should complete these and return them to Health Services by the deadline noted on the form (it would be helpful to keep a copy of the Immunization History for your future records, for travel abroad, etc.). The Immunization History may be completed by a family physician, or students may send a copy of their school immunization record.

A tuberculin skin test (Mantoux) is required of all students in the healthcare profession

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(medicine, dentistry, nursing, applied social sciences, podiatry) as well as all international students. These will be provided without charge after arrival on campus, unless appropriate testing within the past 6 months is documented by a physician. Students must be retested yearly.

Students who have not been immunized because of illness or religious beliefs should document that for our records. In some instances, they might be excluded from classes and residence halls in the event of an outbreak of a vaccine-preventable disease.

Writing Resources

Writing Skills

The Case Writing Resource Center

104 Bellflower Hall

Phone: 216-368-3798

<http://writingcenter.case.edu/>

The Case Writing Resource Center offers one-on-one writing consultation to students at all levels of the university. Services available to Mandel School students include polishing prose; reviewing paper organization and structure; examining research and documentation using APA format; and general writing assessment and structured consulting. Recurring appointments and structured tutoring are available; the Writing Center is not a proofreading service.

ENGLISH 180 – WRITING TUTORIAL is a one-credit writing tutorial course. Mandel School students can take it to receive course credit for weekly writing consultation sessions. Students work one-on-one with writing faculty and receive individualized assignments relevant to their course of study. Contact the Writing Center for more information; see the Mandel School Registrar to enroll in the class. It is generally offered both fall and spring semesters and is strongly recommended for students who need to strengthen their writing skills.

ENGLISH 148 – INTRODUCTION TO COMPOSITION is a three-credit writing course appropriate for both native speakers and those for whom English is a second language. Writing and reading are emphasized; classes are small; and much individual tutorial work is provided along with the formal instruction.

APA Tutorials

Papers written for courses at the Mandel School must adhere to the format created by the American Psychological Association (APA) 6th edition. Go to:

<http://msass.case.edu/harrislibrary/> for multiple links to help you with American Psychological Association (APA) writing format and referencing. For additional assistance, please contact a

Transcripts and Grades

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).

<https://case.edu/registrar/grading-transcripts/request-a-transcript>

Accessing the 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. The Mandel School faculty and staff never manually compute student grade point average.

TUITION AND FEES

Financial Aid

To help students meet educational costs, the Office of Financial Aid serves as a clearinghouse for information on financial assistance through the University and from outside sources. Financial aid includes scholarships, grants, federal and private loans, and federal work study (stipend) funds earned through full-time student field placements.

During the academic year, Mandel School students are permitted to work at an on campus job for up to 15 hours per week. On-campus students who receive stipends associated with their field work will still receive their full stipend.

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

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- Grant and scholarship awards through the Mandel School
- Refund eligibility

Go to: <http://msass.case.edu/finaid> or

contact: Matthew Colver at matthew.colver@case.edu, 216-368-1108

The Mandel School Tuition

New students accepted into the program are charged a \$100 (non-refundable) tuition deposit. On-campus 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.

121 Fitness Student Membership

Graduate and professional students will be automatically enrolled as members of the 121 Fitness Center, an on-campus fitness center providing personal training, massage therapy and special programs, at a discounted rate. Please visit 121 Fitness for more information about student rates: <https://case.edu/onetoone/>

With permission, students may use financial aid to pay for this membership fee. If you do not wish to use this benefit, you may opt out by the end of the drop/add period (the first week of September). At the end of the registration process, students will see an announcement of the 121 Fitness Membership fee below the Health Waiver button. For more detailed instructions on how to keep the membership and use financial aid, or how to opt out, please visit:

<https://case.edu/onetoone/sites/case.edu.onetoone/files/2018-04/How-to-Choose-Enrollment-and-Use-Financial-Aid.pdf>.

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 their

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- 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>

Note: Students must enroll for a **minimum** of 3 credit hours to qualify for federal loans, federal work study, and Mandel School financial aid. Some loan deferments require students to be enrolled full time (12 credit hours). Students are encouraged to contact their lenders for information on credit hour requirements. Loan deferment forms should be submitted to the University Registrar: registrar@case.edu or 216-368-4310.

Refunds

Refunds due to overpayment will be issued only after all charges are paid in full. The refund process will not begin until the drop/add period has concluded. Refunds will be mailed to the student's current address in SIS. Special arrangements must be made with the Office of University Financial Aid for refunds to be sent to the cashier's office for student pick up. Students must present their Student IDs. Student refunds will not be given to anyone other than the payee.

Refund Advance: A refund advance may be requested prior to the start of each semester. Contact the Mandel School Office of Financial Aid for a request form.

While the University's Student Accounts Receivable Office processes all student bills, Mandel School students are encouraged to bring their billing questions to the Mandel School Office of Financial Aid, where explanations can be provided and corrections expedited.

Student Medical Plan/Health and Wellness Plan

The Student Medical Plan is offered as a supplement to the excellent care available to all Case Western Reserve University students from the University Health Service and the University Counseling Services. The Student Medical Plan is sponsored by Case Western Reserve University. The plan extends eligibility to The Cleveland Institute of Music, The Cleveland Institute of Art, and Special Programs.

The University also offers the Optional Dependent Medical Plan for those students who wish to purchase coverage for their dependent spouse, domestic partner and/or children. A separate summary plan description is available with enrollment and payment information. Our intent is to provide you with the opportunity to obtain efficient and effective medical coverage that responds to your individual needs.

The University Health and Wellness Fee is applied to student accounts each semester. Graduate and Professional students will also receive this fee. **Opting out** instructions can be found here: <https://students.case.edu/wellness/medicalplan/waiver/process.html>

For additional information about the Student Medical Plan, go to <https://students.case.edu/wellness/medicalplan/> or telephone at 216- 368-2450. All students should receive a brochure about the current Student Medical Plan yearly. Additional copies may be obtained by calling 216-368-2450.

The University Medical Plan is automatically charged on a per semester basis to students registered for one or more credit hours. Students who have health coverage are eligible to waive the Medical Plan. Students can waive the medical fee online in SIS. SIS can be accessed through the CWRU webpage under "QuickLinks" or at <http://sis.case.edu>.

Limited Dental services are provided at the Case Western Reserve University School of Dental Medicine by both pre-doctoral and doctoral students. Appointments are necessary and may be made by calling the Case Western Reserve University Dental Clinic at 216-368-3200. More information on types of coverage is available at <https://case.edu/dental/patients-clinics/cwru-employee-dental-care-plans>.

Please Note: The Case Western Reserve University School of Dental Medicine closes periodically throughout the year. Oral cleanings are not provided when the clinic is closed. Emergency care is limited at this time but can be accessed by calling 216-368-3200.

UNIVERSITY POLICIES

Alcohol Use and Guidelines

The University conforms to all state and local laws controlling the sale and use of alcoholic beverages. It is illegal to sell, provide, or serve beer, wine, or liquor to anyone who is under the legal consumption age of 21. Servers of alcohol and sponsors of social events must beware of and comply with all state statutes and with Case policies and procedures.

The University expects responsible behavior of students who choose to drink alcoholic beverages and requires an environment free of coercion for those who choose to abstain. Therefore, students must adhere to guidelines provided by the University for responsible and legal consumption of alcoholic beverages. Individual students must accept responsibility for their own behavior and should demonstrate a concern for the safety and well-being of others in the University community.

For more information, please visit: <https://students.case.edu/policy/alcohol/>

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 their supervised employee,
2. if between a faculty member and their student (including without limitation graduate students),
3. if between a supervising staff or student (including graduate student or teaching assistant) and their 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: <https://case.edu/hr/policy-manual/standards-of-excellence/consensual-relationships>

Drugs

The use or possession of drugs is illegal except when prescribed by a physician. The University cannot protect students from prosecution for violation of federal or state laws.

Case Western Reserve University does not condone the illegal possession, consumption, provision, or sale of drugs. The University, however, has a strong obligation to make readily available to students full information about the use and effects of all drugs, and even more important, to make available sources of counseling to those who are using or have used drugs. Definitions of controlled substances are available as part of the Ohio Revised Code and are included in the University's Drug Free School Notification.

The following rules have been adopted by the University:

1. Illegal possession or consumption of drugs is an offense that may be subject to penalty proportional to the seriousness and extent of the offense.
2. The illegal provision or merchandising of drugs, including prescription medication may result in expulsion.
3. Possession and/or use of drug paraphernalia, including, but not limited to, hookahs, pipes and bong, on University premises is prohibited and will be confiscated, even if the paraphernalia is not being used for consumption of drugs.

If you have any questions regarding this policy, visit: <https://students.case.edu/policy/drugfree/>

Felony Statement

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. The Mandel School 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:

<https://students.case.edu/policy/sexual/>

Telephone “Safe Line”

Students can call the Survivors and Friends Empowerment (SAFE) Line for privileged and confidential conversations about sexual assault and relationship violence at 216-368-7777. The service is available 24/7.

This centralized phone number was developed as a result of student feedback that CWRU needed one phone number dedicated to response. All individuals responding to calls on this line have been trained by campus and community experts, and all responders are privileged reporting sources; this retains students’ rights to determine their best course of action and choice in reporting and accessing services.

More information is available at <https://students.case.edu/policy/sexual/resources.html>. The line is coordinated among the Flora Stone Mather Center for Women, University Counseling Services, University Health Service, Cleveland Rape Crisis Center and the Domestic Violence and Child Advocacy Center.

Weapons Policy

Unauthorized carrying or possession on university property of any weapon with which injury,

death, or destruction may be inflicted is prohibited. The university strictly prohibits the possession of firearms and the selling, discharging, igniting, or exploding of any type of firearms. These firearms include: air guns, BB guns, airsoft type pellet guns, clubs, knives, kitchen utensils not used for their intended purpose, swords, ammunition, explosives of any sort, and chemicals. Possession of a weapon may lead to immediate removal from housing, interim separation or possible permanent expulsion from the university.

University Policy Regarding Holidays

Any student who is unable to attend classes or participate in any examination, study, or work requirement on a particular day because of his or her religious beliefs is excused from any such activity. The student will be given the opportunity to make up the examination or work that is missed, provided that the make-up work does not create any unreasonable burden upon the University. When possible, students should give notice to instructors early in the semester about missing class because of a religious observance.

Source: Office of Student Affairs

Faculty should accommodate any student who is unable to attend class or participate in any examination, study, or work requirement on a particular day because of his or her religious beliefs. The student will be given the opportunity to make up the examination or work that was missed, provided that the make-up work does not create an unreasonable burden upon the University. Faculty should request that students give notice to instructors as early as possible in the semester. (*Source: Faculty Handbook, Chapter 4, Article XVII*)

To assist faculty and students in the planning of courses, assignments, and other activities, we provide the following links to information about the dates of religious holidays:

"Interfaith Calendar" at: <http://www.interfaith-calendar.org>

"Calendar of Religious Holidays and Observance" from the University of Washington at: <http://www.washington.edu/students/reg/religcal.html>

In making plans, please note the following:

- There may be some religious traditions not represented on these calendars.
- In some religious traditions, holidays begin at sundown on the evening before the dates given.
- In some religious traditions, local and regional customs may create some variation in the date of observance of certain holidays, or the dates may not be fixed but rather based on actual sighting of the moon.
- Not all of the holidays and observances listed are associated with work restrictions that will interfere with class attendance.

Members of the CWRU community are expected to act in good faith when seeking

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accommodations and when responding to those requests. The following link provides more information regarding absences for religious holidays:

https://case.edu/facultysenate/sites/case.edu.facultysenate/files/2018-05/Faculty%20Handbook%202017-2018%20rev05012018_3.pdf (page 180).

MANDEL SCHOOL ADMINISTRATION

Grover C. Gilmore, PhD

Dean and Professor

Sue Ambro

Director, Research Administration

Rachel Anderson

Office Manager

Assistant to the Associate Dean of Academic Affairs & Student Services

Valerie Beard

Front Desk Receptionist

Rachel Blake

Director, Finance

Wendy Boerger

Department Administrator, Begun Center

Ina Brand

Department Assistant, Finance and Administration

Dionne Broadus

Associate Dean of Advancement

Rashonda Clay-Douthit

Associate Director of Field Education

Samantha Cocco

Marketing, Communication, and Events Specialist

Matt Colver

Assistant Director of Financial Aid

Nada DiFranco, MNO

Director of Alumni Relations and Development

Dawn Ellis

Department Assistant, Research

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

Circulation & Access Services Coordinator

Carmelo Franchina, BA

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Director, Office of Information Technology

Carmel Gambatese
Department Assistant, PhD Program

William Haller
Facilities Manager

Andrea Hess, MSSA, MNO
Assistant Director of Admissions

Megan Holmes
Director, Center on Trauma and Adversity

June Hund
Technical Services & Reference Librarian

David L. Hussey, PhD
Associate Director, Begun Center for Violence Prevention Research and Education

Rick Jennings, MA
Student Services Specialist

Henrietta Jones
Administrative Assistant, Field Education

Tiffany Jones
Application and Enrollment Coordinator

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

Karoline Kramer
Web Master

Ric Kruszynski
Director, SAMI Consultation & Training, Center for EBPs

Paul Kubek
Director of Communications, Center for EBPs

Marianne Lax, MSSA
Senior 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

Nalini McCargar
Admission and Recruitment Specialist

Kimberly McFarlin, MSSA, MNO

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Director, International Affairs

Natia McKnight

Online MSSA Enrollment and Application Coordinator

David Miller

Associate Professor

Director for International Education Programs

Sharon E. Milligan, PhD

Associate Dean for Academic Affairs and Student Services

Chair, MSSA Program

Associate Director, Center on Urban Poverty and Community Development

Sonia Minnes

Associate Professor

Chair, Doctoral Program

Debora Morris

Administrative Library Assistant

Michael Olenik

Technician, Office of Information Technology

Melissa Persensky

Director of Marketing and Communications

Andrea Goodloe Porter, MSSA, ACSW

Assistant Dean for Student Services

Caitlin Proctor-Frazier

Implementation Project Coordinator

Valerie Rambin

International Education Program Manager

Tatiana Riedel

Assistant Director of Research Administration

Valerie Robinson

Executive Aide to the Dean

Patricia Ross Martin

Department Assistant, Center for Innovative Practices

LaShon Sawyer, PhD

Director of Online Education

Richard Shepler

Director, Center for Innovative Practice

Diane Shoemaker

Department Assistant, NIMC

Richard A. Sigg, BS

Director, Recruitment and Enrollment

Mark I. Singer, PhD

Deputy Director, Begun Center for Violence Prevention Research and Education

Samantha C. Skutnik, M.L.S.

Director, Lillian & Milford Harris Library

Crystal Smith

Department Administrator, Research

Kristina Soja

Curriculum & Instruction Manager

Gerald A. Strom, MSW

Director, Intensive Weekend Program

Melissa Van

Assistant Director, Human Resources

Edna Wade

Department Assistant, Dean's Office

Lauren Welch

Assistant Director of Communications

Scott A. Wilkes, JD, PhD

Assistant Dean for Academic Affairs

Zoë Breen Wood, PhD

Director, Office of Educational Assessment

Craig Zullig, MBA

Associate Dean, Finance and Administration

CURRICULUM "GO TO" PEOPLE

CONCENTRATIONS

I. Community Practice for Social Change

Mark Chupp, mark.chupp@case.edu

II. Direct Practice

Aging Specialization

Aloen Townsend, aloen.townsend@case.edu

Substance Use Disorders and Recovery (SUDR) Specialization

Kathy Farkas, kathleen.farkas@case.edu

Mental Health Specialization: Child and Adult

David Hussey, david.hussey@case.edu

Children, Youth, and Families Specialization

David Crampton, david.crampton@case.edu

Jerry Strom, gerald.strom@case.edu

Early Intervention

Jerry Mahoney, gerald.mahoney@case.edu

School Social Work

Sarah Andrews, sarah.andrews@case.edu

Health Specialization

David Miller, david.miller@case.edu

III. Dual Degrees

MSSA/JD

Sarah Andrews, sarah.andrews@case.edu

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MSSA/MA Bioethics

Sarah Andrews, sarah.andrews@case.edu

MSSA/MBA

Sarah Andrews, sarah.andrews@case.edu

MSSA/MPH

David Miller, david.miller@case.edu

MSSA/MNO

Rob Fischer, fischer@case.edu

IV. Certificates

Gerontology

Aloen Townsend, aloen.townsend@case.edu

Global Health

Sharon Milligan, sharon.milligan@case.edu

School Social Work

Sarah Andrews, sarah.andrews@case.edu

V. Other Contacts/Specialty Areas

Academic Affairs

Scott Wilkes, scott.wilkes@case.edu

Academic emphasis in Internationalizing Social Work

Sharon Milligan, sharon.milligan@case.edu

Child Welfare Fellows

Victor Groza, victor.groza@case.edu

Committee on Students

Daniel Flannery, daniel.flannery@case.edu

Doctoral Program

Sonnica Minnes, sonnica.minnes@case.edu

Field Education

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Amy Korsch-Williams, amy.korsch@case.edu

Financial Aid and Field Stipends

Matt Colver, matt.colver@case.edu

International Education (short-term study abroad)

David Miller, david.miller@case.edu

International Affairs

Kimberly McFarlin, kms46@case.edu

Intensive Weekend

Jerry Strom, gerald.strom@case.edu

Interprofessional Education (IPE)

Scott Wilkes, scott.wilkes@case.edu

Leadership Fellows

David Hussey, david.hussey@case.edu

Mandel Council (student organization)

Renee Smolinski, renee.smolinski@case.edu

Non-Degree Students

Sharon Milligan, sharon.milligan@case.edu

Part-time Program

Scott Wilkes, scott.wilkes@case.edu

Registrar

Debra Fields, debra.fields@case.edu

Student Services

Andrea Porter, andrea.g.porter@case.edu

Rick Jennings, rick.jennings@case.edu

Undergraduate Student Minor

Dean Grover "Cleve" Gilmore, msassdean@case.edu

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)

Adrianne M. Crawford Fletcher, PhD

(Loyola University, Chicago)

Assistant Professor

Assistant Dean of Diversity and Inclusion

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)

Professor, Psychology and Social Work

Dean of the Mandel School

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

Director, Center on Trauma and Adversity

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

Jeffrey Iciek, MSW

(Michigan State University)

Clinical Instructor, Online Field Faculty Advisor

Child welfare; Child & family advocacy

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

Assistant Director, Center on Trauma and Adversity

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 Professor, Social Work

Associate Dean for Academic Affairs and Student Services

Chair, Master's Program

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

Chair, Doctoral Program

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)

Clinical Instructor, Social Work

Assistant Dean, Student Services

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)

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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

Deputy 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; Professor, Social Work

Director of Case Complex Systems Biology Center

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

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

Jody Timko, MSW

(Cleveland State University)

Clinical Instructor, Online Field Faculty Advisor

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

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 Professor, Social Work

Assistant Dean, Academic Affairs

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 across the lifespan, maintaining health and functioning of elders and grandmothers, family care-giving of persons with serious mental illness, substance abuse and dementia

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