Instructor's Manual 2016-2018

Teaching, Field Instruction, and Academic Advising

SUPPORTING STUDENTS FOR SUCCESS

JACK, JOSEPH AND MORTON MANDEL
SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE
UNIVERSITY

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FOREWORD:
WELCOME TO THE 2016-18 SCHOOL YEARS

The purpose of this handbook is to provide faculty, adjunct instructors and field instructors, with information guiding their roles at the Jack, Joseph, and Morton Mandel School of Applied Social Sciences ("The Mandel School"). The Mandel School and/or the University have the right to amend, add, or delete any information herein, including any course of study, program, or regulation of the Mandel School or of the University. Announcements of such changes are made on a routine basis. For a comprehensive discussion of University and the Mandel School policies and procedures relevant to both students and faculty, please refer to the ***MSSA and MNO Student and Faculty Manual, 2016-2018:*** http://socialwork.case.edu/student-resources/current-students/.

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MESSAGE FROM THE DEAN

On behalf of the entire 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 15 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.

It is reflected in the mission statement the faculty adopted in 2014:

The Mandel School advances leadership in social work and nonprofit management education, scholarship, and service to build a more just world.

You, too, have made this commitment and are now an integral part of our mission. You will be teaching within a community-based practice framework that is student-centered to:

- Encourage partnership between faculty and students as "co-learners," seeking how to best help your students master essential concepts and fulfill learning objectives;
- Evoke creative and critical thinking through a rigorous and challenging curriculum;
- Evaluate student strengths and weaknesses; and
- Recognize everyone in class has something to offer and something to gain, as we actively communicate the reality that we are all teacher-learners.

You also now join 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.

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

Grover C. Gilmore

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

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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.

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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.

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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.

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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.

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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 t*hat 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:

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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.

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

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

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 t*hat 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.

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Competency 6–Engage with Individuals, Families, Groups, Organizations, and Communities
Community Practice social workers understand the nature of entering a community or organization, and know how to use methods or techniques for establishing rapport and inspiring engagement. They enhance and extend the generalist perspective by selecting and applying knowledge of relevant theoretical perspectives, based on empirical evidence, client preferences, and client and practice context, to engage with diverse client systems in an area of specialization. Community Practice social workers can develop and apply communication and process skills that facilitate full engagement of community members and community-based organizations in the transformation and revitalization of people and place. They understand the roles, structure, and operational challenges of a range of organizations with which they work. They value the importance of fully engaging community members, community organizations, and stakeholders in community-based efforts, and face the potential and challenges of community building or organizational change approaches with a focus on sustainability. Community Practice social workers can critically assess barriers to effective engagement at the individual, family, group, and agency levels. They recognize the dynamic of relationship, and their role in that dynamic, including understanding how their own privilege, personal experiences, culture, and biases can impact the process of engagement with a specialized population group, and can identify strategies for addressing the challenges that may arise.

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

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

Competency 7–Assess Individuals, Families, Groups, Organizations, and Communities
Community Practice social workers know a variety of assessment tools and strategies, including Rural or Urban Rapid Appraisal, asset mapping, survey research, focus groups, and / or key informant interviews for use in assessing organizations and communities. They can describe and interpret demographic, social, and economic trends in a community, and map community needs and assets. Community Practice social workers value the importance of relating local community and organizational needs to larger societal dynamics and the global economy. They can apply a variety of theoretical frameworks, and models of community building and community organizing to assessment of organizations and communities, and can articulate their reasons for choosing a specific theoretical base from which to proceed in individual situations. Community Practice social workers can present their conceptualizations of issues and strengths from their assessment in ways that are culturally appropriate and sensitive. They understand how their own privilege, personal experiences, culture and biases can impact the process of assessment of communities and organizations, and can identify strategies for addressing the challenges that may arise.

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

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

Competency 8–Intervene with Individuals, Families, Groups, Organizations, and Communities
Community Practice social workers extend and enhance the generalist perspective by integrating specialized knowledge of research evidence, theoretical models, advanced coursework, supervision, professional development activities, and practice context to inform practice decisions. They can identify alternative frameworks in working with organizations and communities, and can select appropriate intervention strategies for working with one or more specific population or problem areas. They know how to implement intervention plans, and monitor client, constituency and system responses and outcomes, in organizations or communities, modifying strategies as needed. Social workers understand how their own privilege, personal experiences, culture, and biases can impact the process of intervention with communities and organizations, and can identify strategies for addressing the challenges that may arise. They value organization and community members as contributors to resolution to their own concerns and those of their community, and as partners in the design, delivery, and oversight of the change process.

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

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

Competency 9-Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Community Practice social workers extend and enhance the generalist perspective through an integration of specialized knowledge of how to use a variety of culturally appropriate strategies to evaluate practice with organizations and communities serving specialized populations or focus areas. Community Practice social workers understand how to use program evaluation and other research methods to assess effectiveness and develop improvements to programs and other interventions. They value the importance of ongoing monitoring of interventions and remaining open to modification of change strategies and intervention processes as appropriate. They value the importance of including the organization, community, and the people they serve in the evaluation of their own progress toward meeting goals. Community Practice social workers are able to use evidence gathered in an evaluation process to think critically about next steps with specialized clients / constituency groups. They understand the affective processes that may be present for both the worker and the client / constituency group in the evaluation and termination process. Community Practice social workers apply critical thinking and analysis to develop strategies for improving their own practice and make recommendations for improvement in agency practice/ protocols.

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

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

Competency10- Develop as a Social Work Leader (MSASS signature competency)
Social work leadership is the communication of vision, guided by the NASW Code of Ethics, to create proactive processes that empower individuals, families, groups, organizations, and communities.

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

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

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

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

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

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

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

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

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THE MSSA AND MNO SYLLABUS

COURSE SYLLABI

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

Emailing your students to let them know the syllabus has been posted is a good idea; ask students to print the syllabus and bring it to the first class. The accurate list of registered students in a course will be found on the Student Information System (SIS) under "Class Roster." Please review this list before classes begin and at the end of the drop/add period (end of first two weeks of class) to ensure accuracy. Compare this class roster to your Canvas list to ensure they are identical. Students are automatically added to your Canvas roster when they register. If they withdraw, you must manually delete them from your Canvas list. Please contact the Registrar at: debra.fields@case.edu as soon as possible if an error in registration is discovered.

ELEMENTS OF A MANDEL SCHOOL SYLLABUS

- Course description—pre-requisites, goals, structure, content, skills (EPAS for MSSA syllabi)
- Course objectives—MSSA syllabus must be related to revised The Mandel School Abilities and CSWE Competencies
- Course topics
- Required and (when applicable) recommended readings
- Methods to attain course objectives
- Instructor responsibilities
- Method to use to contact course instructor
- Student responsibilities

ATTENDANCE POLICY

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

In the Intensive Weekend program, students may not miss more than one day; in the full-

time 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.

Conformity to the Mandel School policies as they pertain to the Professional Code of Conduct, Plagiarism, and Incompletes as stated in the ***Mandel School Student and Faculty Manual 2016- 18,*** http://socialwork.case.edu/student-resources/current-students/

- Professional Code of Conduct – Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, as well as inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies.
- Plagiarism – The submission of work done by another with the intent that it be viewed and evaluated as one's own. Thus, copying on an examination, turning in a research paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.
- Incompletes – A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.

- **Statement on Disability**

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

- **Online Course Evaluations**

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

  The course evaluation serves several important functions. Personally, it allows you to reflect on the course and how it impacted your learning. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall programming for social work practice. Administratively, faculty use the feedback to improve

instruction. Therefore, it plays a significant role in the school, and your full and careful attention is appreciated.

- **Grading Policy**

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

Grade	Points	Meaning	Explanation
A	96-100	Outstanding/Superior	Exceptional performance; consistently exceeds expectations
A-	92-95	Excellent	Strong performance; often exceeds expectations
B+	89-91	Very Good	Consistently meets and occasionally exceeds 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

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

GUIDELINES FOR LEAD INSTRUCTORS

Lead instructors play a central role in facilitating quality and consistency of the master's curriculum. Lead Instructors work closely with the Assistant/Associate Dean for Academic Affairs and with full-time and adjunct instructors to ensure excellence in the classroom.

The role of Lead Instructor is outlined below:

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

- Assist in identifying persons who meet criteria to teach a specific course by reviewing:

  - Prior teaching experience
  - Objective evidence (evaluations) of teaching experience(s)
  - For practice/skill-building courses: prior social work practice experience
  - For all courses: extent of knowledge of the subject/population/intervention/theory

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

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

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

II. Work with full-time and adjunct instructors to

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

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

- Monitor adherence to the master course syllabus among sections

- Facilitate mid-course evaluations and course corrections based upon student feedback
- Take responsibility for revisions to master course syllabus, as necessary

The Mandel School Curriculum Committee Revised April 6, 2009

DEPARTMENT ASSISTANTS/CLERICAL SUPPORTS

Department Assistants (DAs) are available to provide support for faculty. Please complete the Work Request Form http://msass.case.edu/faculty/Resources.html indicating your need for typing, copying, faxing, mailing, etc., and place in Theresa Wilson's mailbox or work basket behind her desk in room 140. During Intensive Weekend, please give your request to Student Services. Work will be completed by department assistants or student assistants. Providing at least several days turnaround for typing and copying is required; other more lengthy projects will require more time. Please email Theresa Wilson at: tlb2@case.edu with questions.

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LILLIAN AND MILFORD HARRIS LIBRARY
Room 175
Hours: Vary; available on website
Phone: 216-368-2302
Fax: 216-368-2106
Email: harrisref@case.edu
Website: *http://socialwork.case.edu/harrislibrary*

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

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

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

Library Resources

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

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

Reserves

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

In addition, the library does not place journal articles on reserve. Instead, instructors may provide

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

Types of Reserve Items

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

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

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.

LCD Projector

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

VPN *(Virtual Private Networking)*

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

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

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

Phone: 216-368-HELP (x4357)
E-mail: help@case.edu
Webpage: https://www.case.edu/its/information-security/duo/overview/

Mobile Computer Lab

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The Mobile Lab is available in the Harris library for instructors to use in Mandel School building classrooms. The Mobile Lab laptops are equipped with standard software and internet access. Faculty and staff can borrow the Mobile Lab for 24-hour periods by reserving it at least a week in advance by calling 216-368-2302. Also, new users are required to contact the Mandel School Classroom Support at 216-368-3945 to schedule a training to use the equipment, and to sign a contract with the Harris Library when borrowing the Mobile Lab for the first time. Only Mandel School instructors, teaching assistants or staff are authorized to borrow the Mobile Lab. 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!

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!

TEXTBOOK ORDERING

Textbooks can be ordered by logging onto http://case.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=16053&catalogId=10001&langId=-1 and click on Faculty to log in or register. Registered faculty/staff members can submit course and book information to the bookstore around the clock; review what books were used for courses in previous terms; write and submit textbook reviews; create and access Favorites list; select new titles; and provide the bookstore with additional information about courses and book needs. For answers to additional textbook questions, contact Joe Gleason, Textbook Manager at the bookstore, at jxg640@case.edu or e-mail sm364@bncollege.com. You can also submit your book adoptions via one of these other methods: Faculty Enlight at https://www.facultyenlight.com/?storeNbr=364, calling (216) 368-1656 or stopping by the bookstore and asking for Joe Gleason.

DESK COPIES

It is the responsibility of each individual faculty member to order a complimentary desk copy of a textbook. Obtain an order form from http://msasswww.case.edu/faculty-resources.

COPY MACHINES

A large-scale copy machine will be located on the first floor of the Mandel School near the faculty office wing and in Rm. 140. There are additional machines on every floor of the Mandel School and on the 2nd floor of the Mandel Community Center.

ELECTRONICALLY ENHANCED CLASSROOMS (Active Learning Classrooms)

All the Mandel School classrooms are electronically enhanced, providing a document camera, VCR and CD/DVD players, computer monitors, live Internet connections and a personal computer. Instructors may also connect a laptop to the system or use a flash drive.

To access the full technology, training in the Mandel School Building and the Mandel Center is

provided by Mike Olenik – michael.olenik@case.edu – with a full introduction to the control panel and its varying functions. Training is required for all new adjunct instructors; please contact Mike for updates, as well, particularly if you have not taught for a semester or two. Access to the classroom technology is via Active Directory Service (ADS) which requires logging in with your Case user ID and Case password. New Adjuncts are added to the ADS list after completing the training. The equipment is very expensive, and remaining fully trained helps prevent expensive errors. Training and password access to the classroom equipment is not provided to students; if students ask to use classroom equipment for course presentations, the instructor must log in and is responsible for equipment use.

A portable videoconferencing cart that has the capability to conduct videoconferencing and distance learning can be reserved at the Mandel Center front desk, after contacting Mike Olenik (if needed).

Training in use of classroom technology at the Mandel Center is also provided by Mike Olenik. **Note: IT can provide special setups for classes or events, but need at least 48 hours' notice**

CLASSROOMS/TIPS FOR USE

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

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

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

Occasionally, we find a projector that has been switched off by standing on a table and physically flipping the switch to the "off" position. Should this occur while the lamp is hot, it could explode causing projector damage and serious personal injury. Under no circumstances, should the projector lamp be turned off in this way. The projector bulb is also thousands of dollars to replace. Contact Instructional Technology (IT) or the Help Desk (368-HELP) to request assistance for whatever problem is occurring; **do not attempt to turn the**

projector on or off yourself. The white phone under each lectern can be used for this.

RESERVING THE INTERVIEW ROOMS

There are four interview rooms where students can record interviews for class assignments. These rooms are 275A, 275K, 275L and 275M, located in the Research Commons on the second floor of the Mandel School. When these rooms are completed, the process for reserving these rooms is as follows:

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

NEW COURSE APPROVAL PROCEDURE

1. New courses may be proposed by any faculty member or Faculty Committee. Proposals should include a complete syllabus along with supporting educational rationale.
2. New course proposals must be reviewed by the appropriate foundation area or concentration/specialization faculty, whose recommendations must be forwarded to the Curriculum Committee in writing. Courses that have no clear affiliation should be reviewed by that concentration specialization expected to recommend the course as an elective.
3. New course proposals must be reviewed and approved by the Curriculum Committee. This review should address the questions outlined in the Curriculum Committee Evaluation of New Courses. Contact the chair of the Curriculum Committee for these questions.
4. New courses can be introduced into the Mandel School curriculum through the oversight and approval processes of the school's Curriculum Committee. New courses must be sponsored by one of the school's existing concentration and/or specialization faculties. Curriculum Committee reviews the course application and the rationale for the inclusion of the new course. Courses approved by the Curriculum Committee must then be approved by the voting members of the Mandel School faculty before the course will be offered in the Mandel School curriculum.
5. All new courses (except as noted in 4 above) must receive final review and approval by the full faculty.

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STUDENT CONTACT INFORMATION

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

STUDENT REQUEST FOR COURSE PERMIT

Instructors may receive requests via email from students wishing permission to register for a class that is closed or for which they do not have the pre-requisite (for example, a student from a graduate program outside of the Mandel School). 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 be through the Student Information System (SIS). The Mandel School Registrar does not manage course permits; this may only be determined by the course instructor.

TAKING YOUR CLASS TO AN OFF-CAMPUS SITE

If an instructor is taking his/her/their class to an off-campus site, the Office of Academic Affairs or Student Services must be notified in writing so that in the event a student's family needs emergency contact, administrators have needed information. Prior to the planned trip, the Instructor is asked to submit an email to Associate Dean of Academic Affairs and Student Services with the following heading: "COURSE SESSION OF CAMPUS". The email should also include the course name and Instructor.

CANCELING CLASS

On-Campus. In the event of personal illness or emergency and the need to cancel a class in the On-Campus program, instructors are asked to contact students as soon as possible via e-mail or Canvas. Please contact Theresa Wilson – tlb2@case.edu – as well, to alert Academic Affairs to the canceled class; Theresa will post a sign in the lobby announcing the closing. Please cancel class only in an emergency, as some of our students commute from a distance to attend class. If known absence will occur during the semester, please arrange to hold class with a guest presenter. The Mandel School expects that instructors will arrange with the class to make up the missed time.

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

GUEST LECTURERS AND GUEST PRESENTERS' PARKING

A $50 stipend is available for one guest per semester per course. Additional lectures must be on a volunteer basis. Payment requisition, W-9, and Supplier Information Form (obtained from http://msasswww.case.edu/faculty-resources) must be completed, signed, and submitted ***after the lecture*** to the Associate Dean for Academic Affairs for approval. Please see procedure for guest parking in this manual under *Adjunct Instructor Parking*.

RETURNING STUDENT ASSIGNMENTS

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Graded course assignments may be returned in class. **Assignments should not be placed into student mailboxes because of FERPA policies regarding student privacy.** If instructors are not able to return student papers in class, they should leave the papers with reception at the front desk of the Mandel Center. Students can pick up their graded assignments at the front desk in the Mandel Center or they can be mailed to the student's home address. When instructors collect plan to mail graded assignments, we ask that they take brown envelopes to class for students to self-address. If you request for students to drop off papers at the front desk, please inform the front desk reception. You will be contacted if there are papers to be picked up. They will not be delivered to your mailbox. No one at the desk should be held responsible for delivering student papers from one building to the next.

Intensive Weekend students who live at a distance and must have materials mailed, are asked to put their mailing information in the envelope. Envelopes are available in the faculty/staff mailroom or office supplies closet (get key from first floor receptionist). Give student papers to be mailed to Theresa Wilson in Room 140. Preferably, all papers and assignments will be graded electronically and submitted to students via email or through Canvas.

SUBMITTING FINAL GRADES/INCOMPLETES

Final grades must be entered and submitted in the Student Information System (SIS), and grades must be submitted on time. Grade due dates are listed on the Academic Calendar as well as on the adjunct instructor contract. Due dates for grades are listed in the class schedule located at the beginning of this document.

If the instructor has granted an Incomplete for extenuating circumstances, the instructor must submit the signed and dated Incomplete form to the Registrar with his or her final grades. The form must have the instructor's authorization (signature), a due date for final submission, and a list of assignments due to the instructor. A date for Incompletion may not go beyond the end of the following semester. http://socialwork.case.edu/registrar/ for information on the Incomplete policy.

Faculty are responsible for tracking the Incompletes they grant to students by collecting materials on time and submitting final grades to the Registrar as soon as the grade is determined. This is critical to computing grade point averages to determine student academic status.

If an Incomplete is granted to a student in a dual degree program, the instructor must provide that information to the student's other academic program. Inquire with Registrar Debra Fields if contact information/academic advisor at the sister school is needed.

OUTCOME ASSESSMENT PROCESS FOR THE MSSA DEGREE (Current Status of Outcome Assessment)

The Mandel School has been a national leader in the development of competency-based curriculum for social work education. Our eight Abilities, developed in the early 1990's, initiated a national discussion led to the development by CSWE of universal competencies or outcomes for all accredited schools of social work. The Mandel School is revising and

strengthening its process for outcome assessment based on our prior experience with outcome assessment, and to assure that our outcomes are aligned with our accrediting body, the Council on Social Work Education (CSWE).

CSWE requires that all social work masters' programs assess their curriculum against core outcomes (competencies) at the foundation and the advanced levels. It also allows programs to develop additional outcomes for assessment. The Mandel School has decided to add a competency related to leadership – *Develop as a Social Work Leader*. Within each outcome there are key practice behaviors (at least two for each outcome) for which we must collect and report data from multiple sources.

For each practice behavior, we collect data from three sources:

- a pre-post self-efficacy scale,
- students' performance in their field education internships, and
- embedded assessments in course assignments.

In AY 2016/2017, we will be collecting data from the entire curriculum. Findings will be reported to the Faculty, Curriculum Committee, and appropriate subcommittees to determine how well we are preparing our students for competent social work practice. These data will also form the basis for our reaffirmation that will take place in 2017.

The Mandel School sees assessment as an ongoing process that includes both outcome assessment related to competency development as well as a component of assessment-as-learning that in which we engage students in the development of integrative experiences such as learning and outcome portfolios, development and presentation of integrative posters, case presentations, and practice philosophy statements. Thus we see ourselves as continually evolving our assessment strategies and using the information in a continuous loop of curriculum enhancement and development of students' competencies.

The Outcome Assessment Subcommittee of the Curriculum Committee, chaired by Dr. Zoe Breen Wood guides this work. For more information or questions about outcome assessment, please contact Dr. Zoe Breen Wood at: zbw@case.edu or 216-368-2689.

DISABILITY RESOURCES/LETTER OF ACCOMMODATION

Students with disabilities are responsible for initiating requests and accommodations through the Disability Resources office in Educational Support Services (ESS) for Students.

Students have the responsibility to present any letter of accommodation to faculty at the student's discretion. The Mandel School recommends faculty contact Assistant Dean of Student Services, Andrea Porter, if/when they receive an accommodation letter in order to help clarify appropriate accommodation for the student. Accommodations can only be provided when an accommodation letter is provided, and accommodations cannot be retroactive. Go to: https://students.case.edu/departments/education/ for more information.

SAFETY AND SECURITY AT THE MANDEL SCHOOL

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Access to the Mandel School Building for Adjunct Faculty
An access schedule will be sent to all adjunct faculty that describes how they can access the Mandel School building. Adjunct faculty will only have early card access during the semester they are teaching. An adjunct faculty member's current contact information should be submitted to the Mandel School Student Services to ensure early access prior to the beginning of the semester. More information will be made available during an orientation to the Mandel School.

Students and Faculty can only access the building with their University ID card at three locations. ID card readers will be installed at:

- The front door to the lobby and classroom
- Faculty NW (back alley off Ford Dr.)
- Student Kitchen (Parking lot)

Mandel School adjuncts teaching in the On-Campus program will have ID access to the Mandel School during the following times:

- Weekdays and weekends from 7:00 a.m. to 9:00 p.m.

Mandel School adjuncts teaching in the Mandel Center will have the following additional *ID card access* to the Mandel Center:

- Weekdays from 7:30 a.m. – 5:00 p.m.

In addition to the above times, adjuncts teaching in the Intensive Weekend program will also have additional access to the Mandel Center:

- Friday access to the lounge will be extended until 9:00 p.m.
- Saturday – Sunday from 7:00 a.m. – 9:00 p.m. full access

The Mandel School operates a Mandel Market where faculty, adjuncts and students can access snacks and prepared foods. The Mandel Market operates as self-service, but adjuncts may have a pre-paid account established. For more information of establishing an account, please contact Rachel Blake at: reb119@case.edu. Adjuncts should also be aware that there are vending machines in the basement of the Mandel Center that can be accessed via stairs or the elevator.

Security and Building Access Policy
Masters' students who are currently enrolled have ID card swipe access to the building from 7am to 9pm seven days a week. Adjunct instructors will also only have access to the Mandel School from 7am to 9pm seven days a week. Faculty have universal access to the building, although Mandel School policies prohibit giving adjunct instructors keys to the Mandel School offices or classrooms or employing the use of a keypad.

Security and Building Access Policy

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Front doors to the building are manually opened by Case Security/Access Services at 8:30am during the week and for Intensive Weekend classes and are locked at 5pm on weekdays. Masters' 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 the Mandel School policies prohibit giving adjunct instructors keys to the Mandel School offices or classrooms or employing the use of a keypad.

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 unlock classrooms and the first floor copy room at 8am and lock front doors at 6pm. If you have any security question or emergency, always call University Security at 368-3333.

When meeting with a student or other person, faculty should keep the office door open and alert those in nearby offices if feeling concerned about safety. Security will also respond with a plainclothes officer to sit in the atrium or area of the meeting, when requested in advance. If at any time someone is in your space you do not know or do not want there, call Security at 368-3333. **Never confront someone you do not know.**

Emergencies

The white phone under the lectern in each classroom 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 368-3333 to report. Flashlights are available at the front desk in the lobby for use if there is a power failure. These are checked and maintained by 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 he/she is approaching the front door at the Mandel School or the Mandel Center. This enables the instructor to send a student to let the guest into the building and to ensure the door closes and locks.

TEACHING SUPPORTS

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The Case Writing Resource Center can work with faculty to develop and present in-class writing workshops to cover a variety of topics including research and documentation, the writing process (planning-drafting-revising-editing), audience awareness, and strategies for selecting and narrowing topics. Workshops can be designed to fit content and assignments specific to your course and can range in length from thirty minutes to two hours. Go to http://www.case.edu/writing/writingcenter.html.
UCITE (The University Center for Innovation in Teaching and Education) http://www.case.edu/provost/UCITE/ is the teaching and learning center at Case. Its purpose is to encourage and support faculty growth in teaching. Established in 1994, UCITE provides weekly programs for full time and adjunct instructors; individualized support for teaching; seminars; grants and fellowships, and a lending library. Regular emails are forwarded to adjunct instructors about lunchtime workshops to promote teaching excellence.

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

Case IT Tutorials
Go to http://www.case.edu/its/ourservices and click on "Academic Technology to access tutorials on Adobe Connect, Second Life, Technology Enhanced Classrooms, Canvas, and more.

Lynda.com is a free video-based training provider offering thousands of training courses on topics such as Google Apps, web development, Microsoft Office and more in easy to use 3 to 5 minute segments. Single sign in under "Training" at http://www.case.edu/its/help.

Faculty Resources
Teaching support is available to adjunct instructors from the Assistant Dean of Academic Affairs either while preparing for teaching or during the semester when concerns arise. Email Scott A. Wilkes at: saw31@case.edu for an appointment. Other faculty resources include the Lead Instructor and Concentration/Specialization Chairs.

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

Anastas, J. (2010). Teaching in social work: An educator's guide to theory and practice. NY: Columbia University Press. *(Mandel School Stacks HVII.A56.2010)*

Ambrose, S., Bridges, M., Lovett, M., Dipietro, M., & Norman, M. (2010). How learning works: 7 research-based principles for smart teaching. San Francisco, CA: Jossey-Bass. (*Mandel*

School Stacks LB1025.3.H68.2010)

Fox, R. (2013). The call to teach: Philosophy, Process, and Pragmatics of Social Work Education. Alexandria, VA: CSWE. (*Mandel School Stacks HV11.F69.2013*)

Friedman, B. D. (2013). How to teach effectively: A brief guide (2nd edition). Chicago: Lyceum Books.

Ko, S. & Rossen, S. (2010). Teaching online: A practical guide. New York: Routledge.

Zull, J. E. (2002). The art of changing the brain: Enriching the practice of teaching by exploring the biology of learning. Sterling, VA: Stylus Publishing. (*Mandel School Reserve LB1057.Z85 2002*)

Zull, J. E. (2011). From brain to mind: Using neuroscience to guide change education. Sterling, VA: Stylus Publishing. (*QP408.Z85.2011*)

TEACHING EVALUATIONS

Mid-term Evaluation of the Course

A mid-term evaluation is highly recommended to give the instructor the students' perceptions of the course. This is particularly important when teaching a course the first few times and as a new instructor or teaching a course for the first time. Students can be asked what is helping them to learn and what interferes with their learning; we recommend this be done anonymously in writing and submitted to the instructor. Subsequently, discussing the student feedback with the class can be important to making helpful changes. In the On-Campus program, we suggest evaluation in the 7th or 8th week of the course; in the Intensive Weekend, students should provide feedback at the end of the first weekend. Examples of mid-term evaluation forms can be found on the Faculty Resource page.

Final Evaluation of the Course and Instructor

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

Instructors teaching undergraduate courses receive their student evaluations personally and not through the Mandel School system. Instructors are expected to share their evaluations with the lead instructor and lead instructors are expected to ask for them.

TEACHING IN INTENSIVE WEEKEND

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Support for classroom technology is available during Intensive Weekends on both Saturday and Sunday from 9am to 5pm with personnel stationed in the **computer lab or in the library of the Mandel School.**

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

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

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

TEACHING PREPARATION TIMELINE FOR INTENSIVE WEEKEND

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

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

Six weeks before class you need to accomplish the following objectives:

- Submit syllabus to Theresa Wilson (tlb2@case.edu) for review and formatting
- Order text books
- Familiarize yourself with technical needs
- Email a welcome to your students

Four weeks before class

- Put syllabus on Canvas
- Put supplemental materials on Canvas
- Develop lecture notes, overheads, and Power Points
- Email students to confirm your availability prior to the first weekend of class

One week before class

- Review *preparations* for class

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- Email students with a welcome and reminder of the location and time of the class
- Remind students that the pre-class assignment is their "ticket" into class

Considerations for Teaching in the 4-Day Format

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

Practical Preparation Issues

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

EARLY DISMISSAL FROM CLASS IN INTENSIVE WEEKEND/4 or 5 DAY FORMAT

The Mandel School policy and CSWE accreditation require that class contact hours be equitable with students in the On-Campus, Intensive Weekend and Online formats. All formats are required to have the same number of class contact hours as students in the On-Campus program. From time-to-time, however, we have reports of "slippage" in the weekend contact hours with students being dismissed from class in early to mid-afternoon.

As the Mandel School Student/Faculty Manual details, weekend classes or 4-day format are scheduled from 9:00am to 6:00pm each day, with a 60-minute break for lunch and a short break each morning and afternoon. The Intensive Weekend Program has a long informal history of students either working through part of lunch or shortening the lunch time on Sunday and then being dismissed at 4:00pm. **This is no longer an acceptable policy,** as students will need to meet the contact criteria.

Problems also mount when instructors allow students to leave early on other days. We ask that instructors maintain the formal school policy. Not doing so can create difficulty for other instructors, who stick to the schedule; it upsets car pool arrangements; and it strays from the class contact requirements. It also undermines the academic integrity of

the program and compromises academic equity between formats.

INSTRUCTIONAL TECHNOLOGY (IT) SUPPORT FOR INTENSIVE WEEKEND

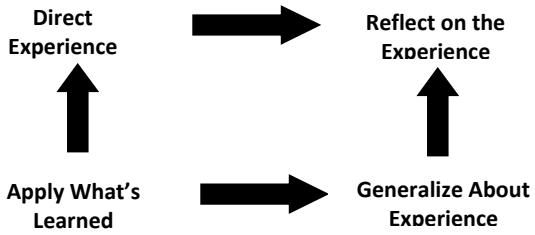
A student assistant is available during Intensive Weekend:

- Saturday, from 9:00am to noon, the assistant is in Student Services;
- Sunday mornings, the assistant is at the first floor information desk;
- Saturday and Sunday, noon to 6:00pm, the assistant is housed in the Harris Library

THE ADULT LEARNING CYCLE

The Adult Learning Cycle offers basic principles for the design of adult education.

The Adult Learning Cycle



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

- **Reflection:** The next step is to reflect on that experience, focusing attention on key aspects of the experience that relate to the new topic.
- **Generalization:** The third step is to generalize about what happened, considering what knowledge, attitudes, or skills they can learn from it and integrating new information into their knowledge base.
- **Application:** Finally, the last step is to apply the new learning to other situations, to see if it holds true in other situations. This final step provides a new "experience," and the cycle begins again.

Cycle Steps	Instructor's Role	Methods	Questions for Students
1. **Have Direct Experience/ Learning Activities**	Structure the experience – present objectives,	• **Small-group work** • **Case scenarios**	What is the purpose of this activity? What else do you need to know to carry out this activity?
	instructions, and time frame	• **Role plays** • **Skills practice** • **Games & large-group exercises**	How is it going? How much more time do you need?

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2. Reflect on the Experience/ Discussion	Help the learner to focus on key points and to share ideas and reactions with others	• **Small-and large group discussion** • **Reporting from small groups** • **Participant presentations** • **Individual exercises**	What happened? How did you feel when … ? What did you notice about … ? How do others feel about … ? Why do you agree or disagree … ?
3. Generalize about the Experience/ Presentation of Content	Guide the learner to new insights based on experience and discussion	• **Large-group discussion** • **Interactive presentations** • **Demonstrations** • **Small group activities**	What did you learn from this? How does all that we're discussing fit together? What are some major themes we've seen here? What are its implications for other issues?
4. Apply What's Been Learned/Skill Practice	Coach the learner by providing feedback, advice, and encouragement	• **Action planning** • **Skills practice and role playing** • **Field visits** • **Discussion**	How can you apply this to your own situation? What do you think will be most difficult when you use this? If you were to use this in your own situation, how would you do it differently? How can you overcome barriers to applying what you've learned?

The Center for Development and Population Activities (CEDPA). Training Trainers for Development. CEDPA, Washington, DC, 1995, p. 28.

FIELD TRIP NOTIFICATION

INTERNATIONAL TRAVEL GUIDELINES FOR MANAGING A CRITICAL INCIDENT

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

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

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

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Prior to the beginning of the trip:

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

1) Transport any students/faculty to the nearest medical facility, or arrange for transport, as deemed necessary by the nature of the incident. Follow insurance and other medical related information guidelines/instructions obtained prior to the trip from the University Office of Risk Management.
2) Gather information about the incident
    a) Faculty should obtain details from those who witnessed the incident or last saw the person to assess the gravity of the situation.
        i) Such details would include the time and location of the incident, recollection of pertinent observations, environmental conditions, and, if relevant, a physical description of any other persons with them at the time.
    b) Discussion among faculty about this information is conducted privately (away from other students) so as to respect the confidentiality of the affected person(s) and to not provoke unnecessary alarm among others as details of the event are gathered and discussed.
3) Develop a plan of action
    a) A comprehensive plan of action will be determined by the lead the Mandel School faculty member and entails attention to relevant issues and concerns outlined. Responsibility for components of the action plan will be assumed accordingly.
    b) Access local and CWRU resources
        i) Ensure that essential phone numbers are available to all faculty members during this process, including cell phones of all site-based faculty, CWRU liaison in Cleveland, and local resources, e.g., police, hospital, local course related contacts, Case insurance information, and the American embassy.
            (1) Alert the Mandel School Assistant Dean for Student Services early in the process so that the nature of the incident and action plan are communicated in a timely fashion, as it evolves.
            (2) Contact Case Critical Incident Committee if their services may be needed to interact with family members or support students and/or staff upon arrival home.
    c) Notify local authorities
        i) In cases of missing persons, notify hotel desk personnel of missing person's name (with passport photo)
            (1) They will likely offer to call police and hospital to provide an alert (name of person; Case faculty point person) as well as to seek any reports from local authorities regarding the person.

ii) Refer to local resources list

d) Communication with students

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

(1) Depending on the nature and gravity of the situation, consider sharing information in sequence, i.e., with most affected students in a small group and then the entire student group, if necessary.

(2) Provide essential information as well as details of an evolving plan to manage the situation to ensure that students are aware that support and care are being provided.

e) Communication with family members

i) Decide on the timing and nature of family contact (as necessary) in concert with the Dean, CWRU authorities, the CWRU Critical Incident Committee, and with the affected person's involvement, if possible.

(1) The content of such disclosure and who will provide the information will be determined in collaboration with the above.

4) Manage student body responses to the incident – Stress Management

a) People respond to incidents within a range that is influenced by their individual coping mechanisms and personal history, including recent personal events. An intense reaction may be influenced more by other personal circumstances in the student's life or history than the incident at hand. Clearly, some individuals possess a natural resistance to extreme stress. Furthermore, many individuals who are traumatized possess natural recovery mechanisms sufficient enough to preclude external psychological support.

b) The response to an incident is typically applied more immediately to the person affected and then in small groups for the other students in a voluntary manner.

5) Discuss the need for a faculty point person to remain behind with the affected person.

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

b) Review local resources contact list.

6) Post-incident debriefing

a) Provide critical incident management discussion with involved faculty members (follow the sequence of a typical Stress Management/debriefing protocol, tailored to fit the needs of each situation).

b) Review the entire response process and protocol with involved faculty members at earliest convenience to evaluate its implementation. Note any suggested changes for future reference. A secondary debriefing may be warranted with CWRU authorities, depending on the gravity of the incident.

c) Submit summary of incident, including action taken, to the Assistant Dean for Student Services, who will share information with appropriate parties.

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

ADJUNCT INSTRUCTORS

ADJUNCT INSTRUCTOR DEFINITION AND TITLE

Adjunct instructors are formally appointed and contracted and teach in class or field education for the Mandel School. Teaching in the Mandel School's Professional Development and Continuing Education Program does not constitute adjunct status. Instructors are considered adjunct during the year of their formal appointment. If they are not teaching or providing field instruction, they are no longer considered adjunct, nor should they present themselves as such.

ADJUNCT INSTRUCTOR APPOINTMENT AND EVALUATION

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

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

Each adjunct instructor receives a written letter of agreement reviewing the nature of the contractual arrangement between the Mandel School and the instructor, specifying the course(s) to be taught, and the necessity of evaluating student performance. The contract also states the instructor's responsibility to follow a master course outline or its equivalent. (If a master course outline is not available, the course developed by the adjunct instructor is reviewed by a full-time faculty person designated by the Associate Dean prior to implementing the course.) The contract also specifies a **Lead Instructor**. This full-time faculty person serves as the content specialist for the course and should be contacted with content-related questions. Lead instructors for some courses with multiple sections

schedule small group meetings for all faculty teaching that course, thus giving instructors the opportunity to share ideas, experiences, successes, and challenges with others. Theresa Wilson tlb2@case.edu can provide names of lead instructors for all courses.

In conversation with students, we ask adjunct instructors to be mindful that his or her agency may not be a current field site and to take care not to refer a student to the agency for field placement consideration; rather, please refer students with interest in a particular field placement back to his or her Field Advisor for further discussion.

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

Students' final online course evaluations will be reviewed each semester. The Associate Dean for Academic Affairs will review evaluation of full time faculty; the Assistant Dean for Academic Affairs will review evaluations of adjunct instructors.

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

ADJUNCT INSTRUCTOR PRE-SERVICE ORIENTATION AND PREPARATION

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

ENTERING THE CASE SYSTEM/CASE USER ID AND PAYROLL

Adhere to the following procedure to enter the Case system.

Payroll

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

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Activate Your Case User ID

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

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

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

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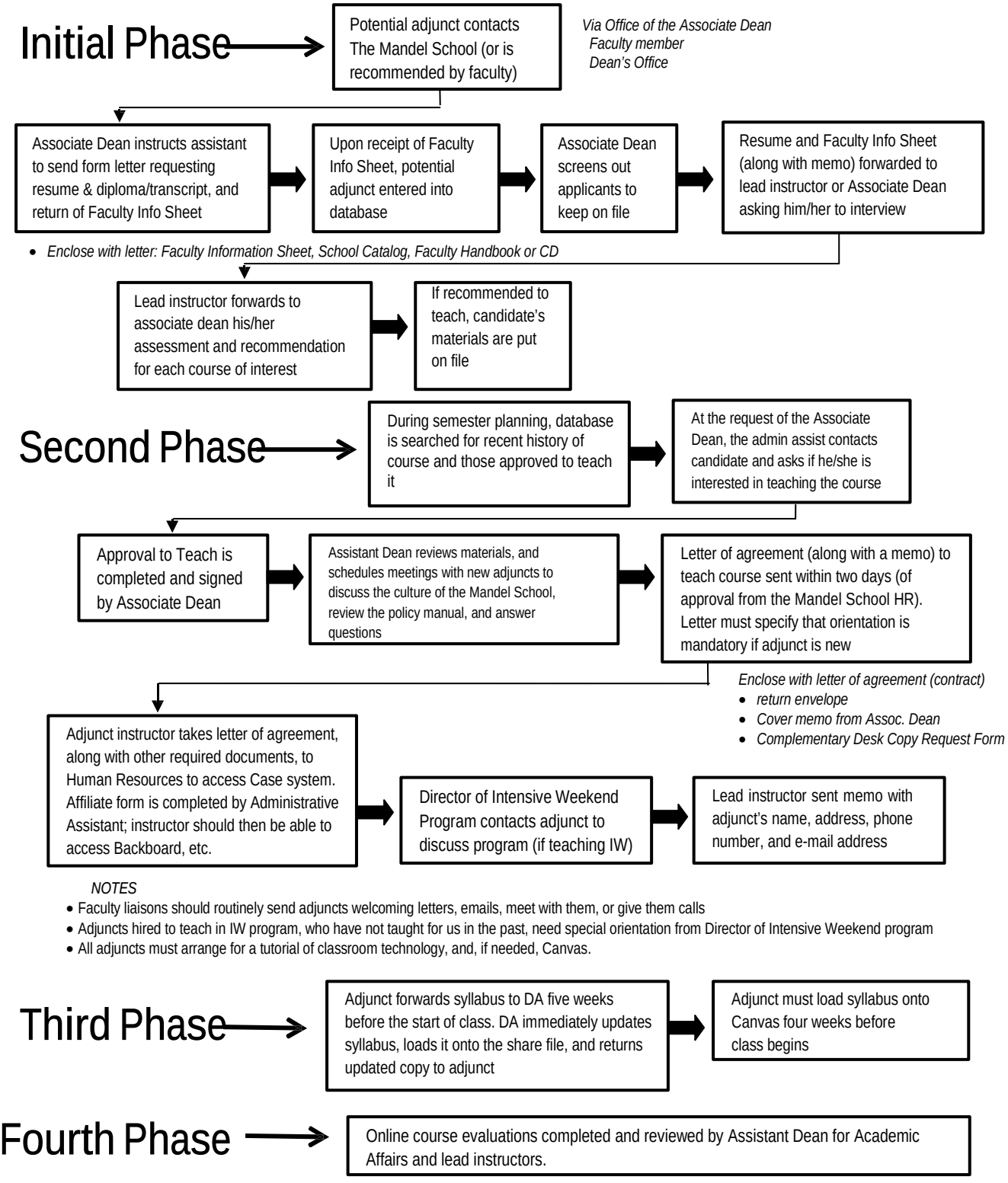
The Four Phases of Adjunct Hiring and Support



http://msass.case.edu/manuals

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ADJUNCT INSTRUCTOR PARKING

Botanical Gardens Parking Garage

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

When you enter the garage you will take an automatically dispensed ticket. Bring the ticket with you to the Mandel Center and have it stamped at the front desk which is typically staffed between 8:30am and 5pm. Occasionally due to illness or otherwise you may find no staff at the desk and your parking ticket cannot be stamped. In that event, please pay for parking and turn in your receipt for reimbursement to Rachel Blake in Administrative Services, Room 315.

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

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

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

Parking Next to the Mandel School Building

Parking in the Mandel School parking lot (SB152) is limited and requires a parking permit. If you attempt to park in this lot, you may be ticketed at any time for using it. The lot is continuously monitored by Standard Parking.

Severance Hall Parking

A third and least desired option is Lot 29 (Severance Hall). Bring your parking ticket with you and present to the receptionist at the front desk to be stamped.

Metered Parking

Metered parking is available on campus and is monitored 24/7 for parking violations. Bring quarters!

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ADJUNCT INSTRUCTOR OFFICE
The Adjunct Instructor's workstations are available in Rm. 140. The space offers a telephone, computer and access to printing.

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

ADJUNCT INSTRUCTOR: FOR HELP WITH, PLEASE CONTACT:
- Content and assignments for your course, contact your Lead Instructor (name is on your contract);
- Interpretation of student accommodation letters, contact Andrea Porter agp8@case.edu;
- Student behavioral concerns, absence, illness, contact Andrea Porter agp8@case.edu;
- Teaching questions/support, academic issues with students, Patterns of Enrollment, academic advising, contact Scott Wilkes, saw31@case.edu;
- Online education LaShon Sawyer lns5@case.edu
- Canvas, contact Kristen Kirchgesler kja13@case.edu in Harris Library or the University Help Desk at 216-368-4357 (HELP);
- Classroom technology training and support, contact Mike Olenik Michael.olenik@case.edu or Tom Franchina cxf34@case.edu;
- Clerical support, typing, copying, syllabi, obtaining Case ID, contact Theresa Wilson tlb2@case.edu;
- Parking pass, contact Front Desk in the Mandel Center Lobby, or call 216/368-2290 24 hours in advance of need;
- Human Resources, contact Melissa Van mxv28@case.edu;
- Field education, contact Amy Korsch-Williams axk130@case.edu
- Overall responsibility for masters programs, contact Sharon Milligan sem@case.edu;
- For Frequently Asked Questions about Student Information System (SIS) go to http://www.case.edu/provost/registrar/sisfaqfac.html or contact Registrar Debra Fields daf3@case.edu;
- Registration, withdrawal, and grades, contact Debra Fields daf3@case.edu;
- Financial aid, contact Matt Colver mfc33@case.edu;
- Request to change Academic Advisor, contact Scott Wilkes saw31@case.edu;
- Classrooms, parking, and the Mandel School facility issues, contact Bill Haller wjh11@case.edu

ADJUNCT INSTRUCTOR PROFESSIONAL DEVELOPMENT
The Mandel School provides educational opportunities each year to support instructor teaching. These programs can create both personal and professional growth as faculty work to foster a student-centered classroom. Through workshops, discussions, and individual

coaching, adjunct instructors are offered the opportunity to reflect on current teaching practices and to learn about other educational initiatives while receiving support and feedback.

ADJUNCT INSTRUCTOR ROLE WITH TROUBLED AND TROUBLING STUDENTS

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

The Mandel School directed the question to the Ohio Counselor, Social Work, and Marriage and Family Therapist Board who replied that Board requirements of confidentiality apply to social workers in their interactions with their clients. Because our adjunct instructors and field instructors are not seeing students as clients, and are functioning in an educational role, they are bound to follow University protocol.

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

ADJUNCT INSTRUCTOR ROLE WITH THE MANDEL SCHOOL STANDING COMMITTEES

Adjunct instructor representatives serve on the Committee on Students, Curriculum Committee, and Library Committee. The Committee on Students provides consultative and administrative functions regarding students who present problems academically, in field, or in professional conduct areas. A complete description of the Committee may be found in ***The Mandel School Manual: Supporting Students for Success, 2017-18***.

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

GRADUATION

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

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FIELD EDUCATION AT THE MANDEL SCHOOL

Field Education is a vital and dynamic component of the Mandel School program. It affords students the venue to integrate theoretical concepts from the classroom to the reality of social work practice in the community. On-Campus students complete a total of 1050 hours of field related activities while placed at their field placements. Advanced Standing students complete a total of 900 hours of field related activities. In accordance with the student's course schedule and Pattern of Enrollment, On-Campus students average between 16 and 20 hours per week, while the Intensive Weekend and Virtual students average between 4 to 10 hours per week.

The mandate for 60 to 90 minutes of protected field instruction/ supervision sessions on a weekly basis constitutes the formalized teaching/ educational component of the Field Education course. In order to maximize the learning opportunities available through field instruction, students are requested to provide their field educator/task supervisor with copies of all course syllabi and to develop an agenda for each supervisory session. We appreciate and acknowledge the time constraints that are now the reality of practice in social work organizations and are cognizant of the mandates to utilize time in the most efficient and meaningful pursuits. Therefore, we stress the importance of developing professional time management and organizational strategies with our students to maximize the benefit of their field instruction with you. By creating an agenda for supervision, students have exposure to prioritizing issues, determining the level of acuity inherent to issues confronted in the field, articulating a supervisory focus and questions to address field challenges and identify areas for future learning.

THE LEARNING CONTRACT/EVALUATION

The Learning Contract is a working document that creates the format and guides the field learning throughout the semester. Referring to this document during supervisory sessions will strengthen the Learning Contract as a dynamic tool to capture diverse learning opportunities, areas of success, challenge and ultimate integration of theory to practice

The Learning Contract guides the development of skills and experiences that provides the structure for each field period. It is the product of a collaborative process involving students, field instructors/task supervisors and field faculty advisors. The document is organized to reflect tasks and opportunities for skill development in each of The Eight Abilities of practice deemed essential for competence upon graduation. The suggested tasks provide a framework of expected skills to be achieved and demonstrated at the completion of the field period. Students, field educators/task supervisors and field faculty advisors offer input to the endorsement of or creation of original tasks to guide each individual student's field experience. The Learning Contract is the catalyst for assessment, critical thinking and exchange of feedback to support and enhance the supervisory/mentoring experience. This document captures the unique experiences and opportunities that students address in their field placements and serves to provide a basis for developing a comprehensive skill based

resume upon graduation. The completed Learning Contract/Evaluation becomes a part of the student's official transcript upon graduation from the Mandel School. Therefore, the document needs to be completed in a professional format, electronically, but with original signatures of all parties participating in its development (student, field educator, task supervisor and field faculty advisor).

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

THE FIELD CONFERENCE

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

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

THE FIELD PLACEMENT PROCESS

We at the Mandel School believe that field education works best when the student and the field educator are involved in a mutual selection process. To that end, the Mandel School does not "place" students without input from both the student and the agency. The process used to establish the On-Campus student's field placement is outlined below.

As part of the application process, incoming students complete designated essay questions related to their background and interests. The application and essay are reviewed and the student is assigned to the field faculty advisor whose areas of expertise matches the articulated interests of the student. This is a starting point. The student and assigned field faculty advisor schedule an interview to review the contents of the planning form and to

begin to articulate learning goals, scope of practice, learning style, optimal learning environment and areas of challenge. Students are encouraged to consider all of these elements when selecting field sites to consider as potential field placements. If during the course of our contact with students, additional interests, skills emerge as relevant the student may be referred to other field faculty for consultation.

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

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

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

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

THE ROLE OF FIELD EDUCATORS/LIAISONS IN THE SELECTION PROCESS

Field Educators/ Agency Liaisons serve a pivotal role in this process. After meeting with the field faculty advisor, the student is given a short list of placement options and asked to schedule an interview with each in order to learn about the organizations selected and determine which setting they believe will best meet their learning needs. We ask that you interview potential students for specific areas of practice at your organization and offer feedback to your field faculty advisor regarding the prospective student's appropriateness to your setting. Our goal is to assure that there is a mutual selection process that occurs between each field site and each student. We do not assign students to field sites. We value

the process that occurs between prospective students and field placement organizations. Field Faculty Advisors appreciate the opportunity to work collaboratively with you to determine the mutual benefits of field education to the organization and the student. It is always helpful for us to be appraised of changes that may impact the student's experience. We welcome your questions and look forward to working with you in a partnership that will provide a mutually rich educational experience for all parties involved.

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

GRADING

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

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

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

FIELD EDUCATOR/TASK SUPERVISOR TRAINING

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

The Field Education Department strongly encourages all field educators & task supervisors to attend training in preparation for your work with students. This year, we will also provide our trainings in an on-line format for those Field Instructors who are unable to attend our campus based training.

ROLE OF THE TASK SUPERVISOR

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

SPECIAL ISSUES IN FIELD

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

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

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

placements exclusively in the State of Ohio may be eligible to apply for a provisional license granted by the State of Ohio Counselor, Social Work and Marriage and Family Therapist Board. The provisional license, known as the Social Work Trainee license (SWT), permits students to bill for selective Medicaid billable services under the supervision of a qualified licensed professional. To be eligible, students must complete an application, submit a background clearance and provide verification of enrollment in a field education practicum course. Students must apply for the license each semester in order to maintain eligibility.

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

Professional Development (PD) Hours

A portion of each student's field hours is to be spent in professional development activities. For students in SASS 601 (SASS 651 for online students), 150 hours are spent at the field site and 6 hours are spent in professional development activities. For students in SASS 602, 603 & 604 (SASS 652, 653, 654 for virtual students), 288 hours are spent at the field site and 6 hours are spent in professional development activities. It is the student's responsibility to work collaboratively with you to identify professional development opportunities of interest and to schedule them so as not to conflict with established field responsibilities. We appreciate your flexibility and help in identifying appropriate PD activities for students and in allowing them to plan attendance at times compatible with field needs. We encourage students to take advantage of diverse PD opportunities outside of their articulated areas of interest/specialization in order to gain a broad exposure to social work issues and practice.

Questions/Concerns

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

Field Education

The Field Education Seminar is designed to be taken by social work students during the first semester of their master's program. The course instructor is the Field Faculty Advisor working with this cohort of students in their field placements. The overall goal of this course is to provide social work students with a solid grounding in learning through field education as well as to provide opportunities to integrate classroom and field learning at the generalist practice level (EPAAS Program Objective M6 and EPASS Content Area 4.7). Each Field

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Faculty Advisor adapts the course syllabus to meet and address the specific needs of the students in the cohort. We welcome your input in augmenting the syllabus to strengthen our program and to help students maximize their individual field experiences.

Finding Forms and Syllabi
All of the forms, policies and field education syllabi may be accessed on the Field Education website http://msass.case.edu/fieldedu.

ONLINE INSTRUCTORS

Student and faculty administrative policies and procedures for campus-based instructors apply to online instructors except where specified in the **Online MSSA Degree Program Student and Faculty Manual: Policies and Procedures 2016-2018.** As well, individual course development or teaching contracts contain information specific to the individual. When developing or teaching an online course, please become familiar with the materials and resources linked below.

COURSE DEVELOPMENT
The **Course Development Timeline** includes information about when each online course is initially developed as well as when each is scheduled to be duplicated or revised. In considering course development or revision, consult the **Pearson Video Production Guide; Recording Do's and Don'ts; and Preparing for Your On-Camera Experience at Media Vision.**

TEACHING A COURSE
The **Online Syllabus Template** is used for designing all online courses. The **Training Schedule for Online Teaching is scheduled prior to the start of each semester and is available to all faculty.** This training is provided by Pearson and includes training in the use of Moodle as well as training for online teaching. Training typically begins three weeks prior to teaching a course. **The Mandel School Registrar Online Calendar** includes dates (when a course begins and ends; when grades are due, and so on).

If instructors or students have problems with technology during the course, consult **Escalation Procedures.** Students and faculty should contact the HELP Desk (1-877-830-7473) as a first step. Then, if it is a student issue, the student should contact Jahlisa Glenn, Program Coordinator, at jahlisa.glenn@pearson.com. If it is a course development issue, the instructor should contact the Lead Instructor for the course.

Instructors interested in additional information about online teaching may reference the Teaching Online Bibliography.

STUDENT WELCOME PACKAGE
All incoming, first semester students receive a **Welcome Package Online MSSA**. Each

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Welcome Package is customized to the student's chosen concentration/specialization and provides information important for students preparing to begin the program. Each Welcome Package is followed by a Welcome Call or Welcome Webinar from program personnel to answer questions and further prepare students to complete their online orientation.

ADMINISTRATIVE
For overall administrative information, please go to **Online MSSA Degree Requirements; Online MSSA Carousel;** and **Pearson Team Contact Information.**

ACADEMIC ADVISING ROLE OF THE ACADEMIC ADVISOR

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. Academic Advising will include several "deliverables" for each student: a completed Pattern of Enrolment (POE), a completed leadership skill inventory, and a brief career development plan; all of which are full detailed in this manual. 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 paired depending upon areas of interest and experience.
- The Mandel School will begin to use "advising holds". Students will 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.
- 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.

As the Case Western Reserve University beings its transition to Canvas, advising will transition as well. The Learning Management System, Canvas, will be used to increase accessibility of advising deliverables as well as key pieces of information needed by faculty advisors. This manual will provide information for how you will increase and streamline the deliverables and management of your advisees.

ADVISING SESSIONS

The advisor/advisee relationship will be strengthened by increased contact and conversation. Advisors are required to schedule face-to-face (individual or group) meetings for students in on-the-ground courses. Virtual technology (i.e. Skype, Adobe Connect, WEBEX or ZOOM) may be used to facilitate the meetings for students who are enrolled but remain off/far from campus. Email correspondence in isolation alone is not sufficient. If a student appears on the advisors roster that has graduated, been dismissed, or you are sure you are not the correct Advisor, please contact the Assistant Dean of Academic Affairs.

Advisors will need to schedule meetings with advisees 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.

Academic Advisors are responsible for assisting students in planning their academic programs to help facilitate academic success, making referrals for other requested campus services, and discussing academic issues related to leadership and career planning. Academic Advisors are not able to compute students' overall grade point average, but this information is available each semester on the unofficial transcript that students can obtain on the Student Information System (SIS) page.

All advising sessions should:

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- 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 learnings from field placement with the student's overall career goals.
- Be a continuation of consistent conversation with the student about how their field placement aligns with their overall career goals.
- Be a discussion about opportunities to demonstrate leadership and develop skills that can be identified and assessed in their Leadership Assessment.

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

ASSIGNING ACADEMIC ADVISORS

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

PATTERN OF ENROLLMENT

Academic Advisors are responsible for assisting students in planning their academic program with the **Pattern of Enrollment**. The Pattern of Enrollment (POE) contains a semester-by-semester layout/list of the coursework (including electives) required for the MSSA degree as approved by The Mandel School faculty. The POE must be prepared with the assistance of the Academic Advisor early in the first semester and submitted to the Mandel School Registrar **by the first week of October.** A master listing of all Patterns of Enrollment can be found at http://msass.case.edu/registrar.

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 On-Campus and Intensive Weekend programs, can be found at http://msass.case.edu/registrar. The student's Pattern of Enrollment, in all program formats (including Intensive Weekend), is due to the Mandel School Registrar by **the first week of October.** The student should submit the original POE to the Registrar and a copy may be retained by the Academic Advisor and by the student

Remind students they must have Academic Advisor permission to make a change on a signed Pattern of Enrollment (POE) and that they are responsible for knowing and meeting all requirements for graduation

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

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

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

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

CHANGE IN ACADEMIC ADVISOR

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

INDEPENDENT STUDY AND INDEPENDENT RESEARCH (SASS 598)

Students interested in pursuing an Independent Study or Independent Research 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.

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

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