

SPRING 2023

# *action*

The Magazine of the Mandel School

## A New "First Year"

The fight against infant mortality  
joins forces with the Mandel School



JACK, JOSEPH AND MORTON MANDEL  
SCHOOL OF APPLIED SOCIAL SCIENCES

CASE WESTERN RESERVE  
UNIVERSITY

# CONTENTS



**10 A new First Year**  
An organization fighting to reduce infant mortality in Cleveland joins the Mandel School



**16 Teamwork, service and the social good**  
Health sciences and social work students work on service-learning projects in the community



**4** School News  
**8** Research News  
**20** Alumni News  
**21** Class Notes  
**24** In Memoriam  
**26** Spotlight

# action

The Magazine of the Mandel School

Spring 2023

*action* is published by the Jack, Joseph and Morton Mandel School of Applied Social Sciences at Case Western Reserve University 10900 Euclid Ave. Cleveland, Ohio 44106-7164

[case.edu/socialwork](http://case.edu/socialwork)  
216.368.2270

**Dexter Voisin, PhD, LCSW**

Jack, Joseph and Morton Mandel Dean in Applied Social Sciences

**Office of Institutional Advancement**

Anne Marie Kollander (WRC '80)  
Associate Dean of Development and External Affairs  
216.368.2311  
[akollander@case.edu](mailto:akollander@case.edu)

**Editor and Director of Publications**

Lauren Marchaza

**Contributing Writers/Editors**

Nada DiFranco  
Melanie Klass  
Emily Mayock  
Colin McEwen  
Carey Skinner Moss

**Photographers**

Roger Mastroianni  
Matt Shiffler

**Design**

Blue Star Design

Send alumni news and death notices to Nada DiFranco at [Nada.DiFranco@case.edu](mailto:Nada.DiFranco@case.edu). Send comments, story ideas and all other inquiries to [Lauren.Marchaza@case.edu](mailto:Lauren.Marchaza@case.edu).

Cover by Roger Mastroianni

**On the cover:**

From left: First Year Cleveland's Executive Director Angela Newman-White, Administrative Director of Operations Stacy Hren and Project Manager Julie Hewitt. First Year Cleveland joined the Mandel School in July.

# From the Dean



## Dear Mandel School alumni and friends,

I hope your spring has been rejuvenating. I would like to share a few exciting highlights with you from this semester.

After launching at Case Western Reserve University School of Medicine in December 2015, First Year Cleveland (FYC) transitioned to the Jack, Joseph and Morton Mandel School of Applied Sciences last summer. A coalition of community, foundation, city and state partners, alongside CWRU, FYC is a community movement organization that is committed to reducing maternal and child infant death rates. The transition allows FYC to better address various aspects of structural racism that perpetuate higher infant deaths in Black families. We are among the first schools of social work and nonprofit organizations to lead such an important city-wide initiative. Read more about FYC and its new executive director in the cover story on p. 10.

Additionally, **Victor Groza, PhD**, the Grace F. Brody Professor of Parent-Child Studies, was inducted as a 2023 Fellow of the American Academy of Social Work and Social Welfare earlier this year (joining colleagues **David Biegel, PhD, Claudia Coulton, PhD, Grover "Cleve" Gilmore, PhD, Mark Singer, PhD, Elizabeth Tracy, PhD**, and myself). **Nancy Rolock, PhD**, the Henry L. Zucker Professor in Social Work Practice, and I were elected to the 2023 Class of Fellows of the Society for Social Work and Research.

You can learn more about these stories and read several others in this edition of *Action* magazine. If you have any thoughts or comments, please get in touch. I look forward to hearing from you soon, and I thank you for your partnership and support.

Best regards,

**Dexter R. Voisin, PhD**

Jack, Joseph and Morton Mandel Dean in Applied Social Sciences

## Re-envisioning social work education

Faculty see progress after implementation of new MSW curriculum

As they analyzed the social work field, faculty members at the Jack, Joseph and Morton Mandel School of Applied Social Sciences quickly realized the changing standards, intervention methods and trends in the job market were creating something new: opportunity.

So in 2020, using input from students and practitioners, they undertook a monumental task: overhauling the Master of Social Work curriculum. They rebooted the course load at all levels, including the advanced and specialized areas, and created a new generalist curriculum for students with undergraduate degrees in areas other than social work.

"It was an unusual level of curricular rethinking because of the effort, understanding and time involved," said **Marji Edguer, PhD (WRC '80; SAS '85; GRS '17, social welfare)**, assistant professor and co-chair of the curriculum committee at the Mandel School.



Edguer

Students without an undergraduate degree in social work begin the curriculum with the Change Agent Intensive, a weeklong transformational immersion in which they explore the profession's identity, history, values and philosophy.

"It really makes them see all of the possibilities and understand the field as a whole, to really think about where they fit in that field as they look at those possibilities," said Edguer.



Photo by Matt Shiffer

*Master of Social Work students engage with the instructor in the classroom*

After their week is complete, they join students who do have undergraduate degrees in social work in the revamped advanced and specialized curricula, which now emphasize themes of social justice and leadership. They learn more deeply about theory, research, policy and practice, exploring their particular areas of interest through a specialized practicum experience and more opportunities to take elective courses.

"We tell our students their MSWs are remarkably flexible," said **David Hussey, PhD (SAS '79; GRS '92, social welfare)**, associate professor and co-chair of the curriculum committee. "And this is really just the beginning."



Hussey

### Seeing results

It's been three years since the new curriculum launched. In that time, **Zoe**

**Breen Wood, PhD (GRS '12, social welfare)**, associate professor and director of the school's Office of Educational Outcome



Wood

Assessment, has observed areas of progress in the more than 300 students who have completed it, such as improvements in their overall preparation, group work abilities, research skills and understanding of the continuum of practice.

But there's still room to learn from the students themselves, as Hussey, Edguer and Wood continue to elicit feedback.

"We're constantly trying to improve," said Hussey. "We never get to the point where we say 'OK, we got it.' There are always better ways to do it, and we learn quite a bit about that from our students."

# In the media

Mandel School faculty members and researchers are often sought for their insights on urgent and emerging topics in the social sciences. Here are just some of their latest thoughts as captured by media outlets near and far.

““ It takes a community approach to say ‘Hey, are we going to decide to do better, or are we going to decide to say it’s OK to not be OK?’ ””

—**Ivan Conard (SAS ’21)**, research associate, to **News 5 Cleveland** following the death of Stephen ‘Witch’ Boss, the DJ and dancer from The Ellen DeGeneres Show



““ The reason [the clubhouse model] works is that it creates an enriched environment and provides an opportunity to get back to the things that [patients] had set for themselves and goals they had for themselves, before they started experiencing mental illness. ””

—**Jessica Wojtalik, PhD**, assistant professor, to **News 5 Cleveland** about a new partnership with Magnolia Clubhouse (see p. 8 for full story)



““ ...Having state-level laws and regulations that make it easier to purchase, own and carry a weapon without registration, without training, without declaration—that’s not going to lead to a reduction in firearm injury, morbidity and mortality; it’s going to lead to an increase. ””

—**Dan Flannery, PhD**, director of the Begun Center for Violence Prevention Research and Education, to **cleveland.com** regarding the weakening of gun laws in Ohio



““ We built these support systems, like food stamps, that don’t change quickly even when you see this huge increase in food costs. When people cannot do anything else to stretch their dollars, they end up at the pantries. ””

—**Robert Fischer, PhD**, associate professor and co-director of the Center on Urban Poverty and Community Development, to **Signal Cleveland** about the impact of inflation on food prices



““ Now is the time to empower those impacted by infant mortality, close racial gaps in health outcomes, and ensure that every family—regardless of race, finances or neighborhood—has real opportunities for optimal health and well-being. ””

—**Angela Newman-White**, executive director of First Year Cleveland, to **Crain’s Cleveland Business** about the organization’s mission (see p. 10 for full story)



## A call to action

### Clinic offers students and alumni chances to learn and give back

Every other Saturday, people in need of basic healthcare—from teeth cleanings to flu tests to depression screenings—walk through the doors of Case Western Reserve University's Student-Run Health Clinic (SRHC) at Neighborhood Family Practice (NFP) on Cleveland's near west side.

There, graduate students from the medical, nursing, social work and dental schools at Case Western Reserve (including Cleveland Clinic Lerner College of Medicine) greet and treat them. Overseen by licensed practitioners, these students provide high-quality, comprehensive healthcare to underserved populations across the greater Cleveland community, regardless of their ability to pay.

Key to this holistic care approach: social work. Each week, first- and second-year social work student volunteers assess patients through screenings and exams. They look for signs of depression, alcohol and drug use, and advocate for patients, connecting them with caregivers or treatment options.



Holt

"Patients are really appreciative of our services," said **Grayson Holt**, director of social work for the SHRC, and an undergraduate studying psychology while also pursuing



*Students from the medical, social work, nursing and dental schools meet with a patient at the Student-Run Health Clinic (photo taken prior to COVID-19 pandemic)*



Evans

master’s degrees in social work and bioethics and medical humanities. “They’re just happy to be listened to.”

Lending a compassionate ear to patients is among the key requirements for the volunteer role. **Sydney Evans**, who recently completed her run as the director of social work for the SRHC, said each student needs to “be an

active listener, have empathy for patients and lead with authenticity.”

### “Never sweat alone”

By far, social work students describe the ability to work alongside other students from the medical, dental and nursing schools as a highlight of the experience.

“Everybody’s voice in the room is equally important,” said SRHC clinical coordinator **Caroline Spikner**, who is pursuing a social work and nonprofit management dual degree at the Mandel School.



Spikner

Holt, who hopes to attend graduate school after he completes his studies here, has learned the strengths of the social work curriculum.

He’s picked up different skills and values from each profession—a central tenet of the SRHC experience.

**Lisa Navracruz, MD**, assistant professor at the School of Medicine, is faculty preceptor at the clinic and practices separately at NFP as a physician. She was also the student clinic director when she was in medical school.

“Their interprofessional mission is just as important as their patient care mission,” said Navracruz. “My med school mentor’s No. 1 rule was ‘never sweat alone.’ So you have people to share that burden.”

For Evans, the interdisciplinary work was a highlight of her time with SRHC. “We’re only as strong,” she said, “as our ability to problem-solve together.”

## OPPORTUNITY FOR ALUMNI TO MAKE A DIFFERENCE

Mandel School alumni—and others in the field—can make an impact with the Student-Run Health Center (SRHC) by becoming preceptors. The time commitment is flexible, and the only requirements are a Master of Social Work or Master of Science in Social Administration, and two years of post-graduate work experience.

School of Medicine Assistant Professor **Lisa Navracruz, MD**, who’s now in her 10th year as a faculty preceptor at the clinic, encourages social work professionals—alumni and otherwise—to volunteer as preceptors.

“It’s just super rewarding,” she said. “It really gives you a booster shot for why you got into this in the first place.”

“Mentorship is sorely needed,” said SRHC director of social services **Grayson Holt**, referring to the relationships that students and preceptors often forge at the SRHC. “We are forming our social work identities during these years, and this is a really profound and compelling way for alumni to give back.”

**The Student-Run Health Clinic is accepting student and preceptor volunteers. For more information, contact [Grayson.Holt@case.edu](mailto:Grayson.Holt@case.edu).**



## Studying the clubhouse model

Researchers take a closer look at an approach to improving mental health

To many people in Northeast Ohio, Magnolia Clubhouse is a high-end resale shop replete with upscale furniture, artwork and collectibles in a stately historic mansion amid institutions of higher education and arts and culture in Cleveland's University Circle.

But for those struggling with mental illness, Magnolia Clubhouse is a haven of friendship, employment, support and recovery.

Now, Magnolia Clubhouse has a new partner in research: the Jack, Joseph and Morton Mandel School of Applied Social Sciences at Case Western Reserve University. **Jessica Wojtalik, PhD**, assistant professor, is leading a study on an approach to improve mental health that has become known as the "clubhouse model."



Wojtalik

day—463 total members in 2022—for activities that include working in the resale shop, cooking in the kitchen and producing content in the state-of-the-art media center.

"This place fills a critical void in the area's mental healthcare system," said Magnolia Clubhouse Executive Director Lori D'Angelo.

"This is a reciprocal relationship" with the members, she added. "We share the goal of helping people with mental illness live a happy life, full of purpose."

### A treasure trove of data

Mandel School researchers will assess how members of Magnolia Clubhouse are functioning and collect data measuring their satisfaction, quality of life, recovery and overall health. In other words, they will find out what's working at Magnolia—and why it's working so well.

"We like to understand why participation helps to improve social relationships and employment

opportunities," Wojtalik said. "When I came [to Magnolia Clubhouse] for the first time, I saw people hustling and bustling. I thought to myself, 'People are probably improving their thinking skills, just from being here.' That's part of what we'll be looking at."

Wojtalik said one of their first projects—which she hopes will continue for years to come—is to access and study the organization's vast collection of data, which has never been used for research purposes. Researchers will examine the impact of clubhouse participation on cognition, mobility, self-care, interpersonal relationships, community participation, and life and leisure activities. They'll also attempt to understand why some people engage with the clubhouse and others don't.

"We want to work together to increase the evidence base of this model," Wojtalik said, "and ultimately expand access to it."

—Colin McEwen

### Filling a "critical void"

The clubhouse model is community-centered, participative, structured to end isolation and focused on wellness. It serves as a resource for its members who want to return to work or school.

Originally founded as Hill House in 1961, Magnolia Clubhouse is one of 330 organizations around the world that uses the clubhouse model. It provides its members opportunities for employment, housing, education, and access to medical and psychiatric services in a caring and safe environment. Members and staff work alongside each other to operate the clubhouse. More than 70 members pass through its doors each



The Magnolia Clubhouse in Cleveland

Originally founded as Hill House in 1961, Magnolia Clubhouse is one of 330 organizations around the world that uses the clubhouse model.

Photograph courtesy of Magnolia House



# Data science in action

## Begun Center partnership helps local nonprofit serve residents with low incomes

In 1904, the Hebrew Free Loan Association of Northeast Ohio (HFLA) began providing interest-free loans to residents with low to moderate incomes. Back then, the lending institution didn't have data to determine how to optimize its services.

Today, it has plenty—including trends in loan defaults and what factors affect a borrower's ability to repay loans. But HFLA leaders realized they needed help making sense of all of this information to better serve their clients.

Enter: the Partnership for Evaluation, Research and Implementation (PERI) at the Begun Center for Violence Prevention and Research at the Jack, Joseph and Morton Mandel School of Applied Social Sciences.

PERI offers evaluation services and support to local nonprofits. Through funding from The George Gund Foundation, agencies selected to work with PERI pay only a fraction of project costs, with the remainder provided by the Begun Center and other foundations.

**Ashley Bukach**, PERI's assistant director, said nonprofit agencies such as HFLA want to improve their services but often lack staff, time, resources or expertise to evaluate themselves effectively.

With HFLA, PERI's first step is calculating repayment rates of loans provided to residents who lack access to traditional capital, Bukach explained.

"Identifying default trends in the past will provide HFLA with insights into how to better support clients and



---

**"We have started looking at our data differently and finding new ways to tell our story to borrowers, partners and the greater community."**

—Carrie Miller, acting director of the Hebrew Free Loan Association of Northeast Ohio

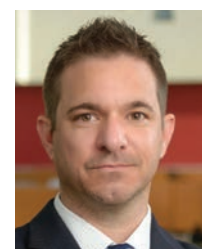
---

increase their likelihood for successful repayment in the future—a win-win for clients and the organization," she said.

Carrie Miller, acting director of HFLA, said her agency plans to use the results of this PERI project to take "a data-informed approach" to develop new lending practices and improve data-management systems to best serve clients.

"Working with the team at PERI has given HFLA an opportunity to ask questions about how we do our work and how we can do it better," Miller said. "We have started looking at our data differently and finding new ways to tell our story to borrowers, partners and the greater community."

**Jeff Kretschmar, PhD**, research associate professor at the Mandel School and PERI's managing director, said work with HFLA fits PERI's mission.



**Kretschmar**

"PERI is about providing low-cost and quality evaluation services to organizations that normally wouldn't be able to afford them," he said. "They're looking out for the community, and we're looking out for them."

—Colin McEwen

# A new First Year





## With a new executive director and \$4.9 million state grant, First Year Cleveland joins the Mandel School to continue its fight against infant mortality

BY DANIEL ROBISON

**A**s she entered the second trimester of an unplanned first pregnancy, 21-year-old Rachel Ashew was scared. She had no insurance and was unsure where to turn.

"I was thinking I wasn't going to be able to do it," said Ashew, of Cleveland.

As a Black woman in Cuyahoga County, Ashew faced a higher likelihood of risks to her pregnancy than a white woman, a trend that reaches back decades. In 2022, Black babies born in Cuyahoga County were three times more likely to die before their first birthdays than white babies, according to county data. Cleveland also had worst overall infant mortality rate in the United States in 2019, according to the Centers for Disease Control and Prevention.

At a family member's suggestion, Ashew visited a mobile van operated by a nearby prenatal care center to receive her first ultrasound. There, she was linked to the Nurse-Family Partnership, a local nonprofit program based at The MetroHealth System, which provides home visitation and other resources to expectant and new mothers. The hospital system is one of nine community partners of First Year Cleveland (FYC), an umbrella organization housed at Case Western Reserve University focused on reducing the infant death rate in the county's Black community.

Its new home represents a shift in focus for the organization toward a more community-centric approach that is rooted in social work-based research and interventions. This new approach will better position FYC to battle the structural racism that drives many of the health inequalities experienced by Black mothers and babies—not only in Cleveland, but across the U.S.



*From left: Stacy Hren, Angela Newman-White and Julie Hewitt of First Year Cleveland*

The experiences of mothers like Ashew suggest that a multipronged approach by a network of services can help create better health outcomes—and that progress can be made in the fight against infant mortality.

As Ashew's pregnancy progressed, her Nurse-Family Partnership caseworker encouraged her to begin seeing a behavioral therapist.

"At first, I was very against going to see [a therapist] to talk about some of the experiences that I've been through. But it helped me and made my pregnancy easier," said Ashew. Ashew's caseworker, a nurse who offered support, advice and information throughout her pregnancy, maintained constant contact. "She talked to me almost every day, like a mother would," said Ashew.

Ava Amore, Ashew's daughter, turned 2 in March. "It's one of the best feelings, taking care of my little girl," she said. "My caseworker made sure, as a first-time mom, I was ready."

### **Leading the change**

For nearly two decades, **Angela Newman-White** has worked in public health and social services, advocating for racial equity and equality, including in maternal and infant health. In early 2023, she became FYC's new executive director.

"The issue is not that Black women don't want to have healthy babies—every woman wants that," said Newman-White. "Whether or not a baby survives has so much to do with a woman's life long before she ever gets pregnant. It's much more than a medical issue."

Pregnant women and mothers who participate in programs offered by FYC's partners have healthier outcomes during pregnancy and lose far fewer babies than the county average, said Newman-White.

Still, multiple peer-reviewed studies have shown that Black women—regardless of their income or education—have higher rates of infant mortality compared to white women. A study published this year from the National Bureau of Economic Research analyzed 2 million births in California and showed that the poorest white women had lower infant mortality rates than the richest Black women.

While many factors contribute to infant mortality, more than half of infant deaths in the United States are attributed to premature birth. Early labor can be driven by heightened levels of stress hormones during pregnancy, among other factors.

The disparity in infant mortality between Black and white mothers is due, in part, to the perpetual toxic stress

of racism, said Newman-White, as discrimination—in overt and covert ways—leaves few aspects of their lives untouched.

“Infant mortality is a symptom of the health and welfare of a community,” she added.

### Empowering partners

When Newman-White took the helm of FYC in January, she found significant resources available to help the organization accomplish its work.

In summer 2022, FYC received a two-year, \$4.9 million grant from the Ohio Department of Medicaid. FYC will distribute funds to nine designated community partner organizations,





including the Nurse-Family Partnership, that provide services directly to expectant and new moms. These services are intended to address causes of infant mortality—such as unsafe sleeping conditions—and also to provide support often found in birthing classes and lactation consultation.

“No one entity can do this work alone. Each partner approaches solving issues in a unique way,” said **Stacey Hren**, who is managing FYC’s transition into the Mandel School, and works on CWRU’s campus with Newman-White and fellow FYC staff members **Julie Hewitt** and **Tyler Nelson**, who manage the organization’s operations.

## INFANT MORTALITY RATE IN CUYAHOGA COUNTY

*per 1,000 live births*

2022*	Black infant mortality rate:		13.0 deaths
	White infant mortality rate:		4.0 deaths
2021	Black infant mortality rate:		12.4 deaths
	White infant mortality rate:		5.2 deaths
2020	Black infant mortality rate:		14.8 deaths
	White infant mortality rate:		3.5 deaths
2019	Black infant mortality rate:		16.3 deaths
	White infant mortality rate:		3.9 deaths
2018	Black infant mortality rate:		15.5 deaths
	White infant mortality rate:		3.8 deaths

\*Data is still preliminary.

In addition to public funds, FYC has attracted significant philanthropic support—from the George Gund Foundation, Mt. Sinai Health Foundation and others. A portion of these funds is distributed to develop or enhance services that emphasize “community-based solutions drawn from the communities they serve,” said Newman-White, “because we know health outcomes for Black patients have proven to be better if their provider looks like them and understands their experience.”

Though diverse in the ways they approach reducing infant mortality, FYC’s community partners share a common charge: to address the conditions that produce such unequal health outcomes for Black people in the first place, said Newman-White.

“What draws us to the work is social justice, equal rights,” she said. “Fixing a broken system that results in too many Black infants dying.”

In 2015, Newman-White—who worked for the Cuyahoga County Board of Health at the time—wrote the first successful Medicaid grant application that helped fund the creation of FYC. For years, infant mortality rates had remained stubbornly high. While “there were little pockets of activity,” she said, there was no overarching organization that coordinated and convened resources to try to lower the rate.

When the overall annual county rate jumped by nearly 30% in 2015, the data proved alarming enough to instigate new urgency among leaders of Northeast Ohio’s hospital systems, foundations and local governments—all of which pledged funds for a new organization to serve as a hub for reducing the infant mortality rate.

Newman-White has remained active as a volunteer in the organization ever since.

“Now, it’s come full circle,” said Newman-White. “I feel great energy around our work. We’re ready to get our hands dirty.”

### Imperfect progress

Newman-White assumed leadership at FYC at a critical time.

While infant mortality rates in Cuyahoga County have declined in recent years, with the gap shrinking between Black and white infant deaths, overall county figures are still much higher than rates found elsewhere in Ohio and the U.S.

According to preliminary data from the county, 2022’s infant mortality rate appears to be its lowest on record for the third consecutive year.

However, for every 1,000 births, 13 Black infants died, compared to four white babies.

“We still have an unacceptably high disparity,” said Richard Stacklin, a data analyst in epidemiology, surveillance and informatics for the Cuyahoga County Board of Health, who provides infant mortality data to FYC. “While we are moving in the right direction, it’s just not as fast or substantial as we’d like.”

### Alumni action

Already, Mandel School alumni have been deeply involved, shaping the organization in its first half-decade.

Among them is **Megan Walsh (SAS '05)**, who credits her time at the Mandel School for focusing her drive to help others—setting in motion a social work career that’s seen her address infant mortality at many levels.

As a community health worker in Cleveland, Walsh worked directly with under-resourced moms. Now, as deputy project director at MomsFirst, a FYC community partner, she coordinates efforts to help mothers at both individual and structural levels.

**“As a community, we need to create better options for moms if we want different outcomes. We are responsible for each other. Each of us has a role, big or small, in making things better.”**

**—Megan Walsh**



“As a community, we need to create better options for moms if we want different outcomes,” said Walsh. “We are responsible for each other. Each of us has a role, big or small, in making things better.”

Last year, Talisa Norman was five months pregnant when a social worker from MomsFirst approached her in the grocery store.

MomsFirst went on to match Norman with a doula, a specially trained coach providing counsel through pregnancy and labor.

Norman's doula persuaded her to stop her occasional smoking and offered guidance on nutrition and breastfeeding—and helped build her confidence.

"My doula made me realize I couldn't help my family unless I had myself together," said Norman, who delivered a healthy baby boy in October. "She talked to me like a woman, about personal things. She felt like part of the family."

### **Doula boon**

In recent years, doulas in Cuyahoga County—through organizations like Birthing Beautiful Communities, another community partner of FYC—have been an essential component in the many concurrent initiatives to address aspects of infant mortality.

Multiple peer-reviewed studies have shown that doula-assisted mothers have better health outcomes—including a lower likelihood for birth complications and low-birth weights—and are more likely to breastfeed, and for longer.

"Moms have powerful experiences with their doulas," said **Jazmin Long (MNO '15, SAS '15)**, CEO and president of Birthing Beautiful Communities, an adjunct instructor at the Mandel School and a certified doula. "They empower moms to make the right choices for their bodies and babies, each step of the way."

Since starting as a pilot project in Cleveland's Hough neighborhood in 2015, Birthing Beautiful Communities has expanded its reach—so far training more than 100 doulas and serving more than 1,000 mothers in Northeast Ohio. Its services are provided to mothers free of charge.

Doulas are paired with moms as early as eight weeks into a pregnancy, and remain involved until the child turns 1. They help develop birth plans and attend medical appointments to "ensure moms understand what doctors are saying," said Long, and are also present for labor and delivery.

"We know we make a difference. We see it every day," said Long, who is also a member of FYC's steering committee—a group of health, government and nonprofit leaders who guide the organization's policy and projects. "There's a lot of joy in the work we do."

### **A model in a movement**

As FYC has grown in size and impact, so has its scope—and goals.

FYC's first years were marked by an emphasis on improving access to medical care and critical treatment for

**"Moms have powerful experiences with their doulas. They empower moms to make the right choices for their bodies and babies, each step of the way."**

**—Jazmin Long**



moms and babies. When its approach widened to include interventions from community-based organizations, "it became clear that the Mandel School was the appropriate home," said **Dexter R. Voisin, PhD**, the Jack, Joseph and Morton Mandel Dean in Applied Social Sciences.

Mandel School faculty are getting involved, too. This spring, the first grants from a fund established by university Provost Ben Vinson III are supporting research, evaluation or other faculty projects with FYC.

"We are deeply committed to this work," said Voisin. "The work of addressing high infant mortality rates is a marathon, not a sprint. With FYC embedded within the Mandel School, together we are committed to working on this important issue, alongside our broad coalition partners."

Voisin believes that FYC and its partners are well-positioned to become strong, significant voices in advocating for policy changes at the local and state levels, a sentiment echoed by Newman-White, Long and others.

There is also confidence among FYC's leadership that the organization—and its coalition of partners, including the Mandel School, community providers, foundations, and the city and state—will eventually serve as a national model for making headway in reducing infant mortality.

"We have a chance to leverage our collective strength to take on an issue that has taken root over hundreds of years," said Newman-White. "No woman ever deserves to lose her baby. So, we have a lot more work to do."



*Mandel students and faculty learn about Collaborative Practice I projects during the showcase event in 2022 in the Mandel School lobby*



# Teamwork, service and the social good

University-wide course pairs social work and health sciences students for service-learning projects with local nonprofits

BY DANIEL ROBISON

**E**ach week, more than 500 health sciences and social work students at Case Western Reserve University gather to learn how to work together—all while benefiting the community.

They are future nurses, doctors, dentists, social workers, genetic counselors, psychologists and other health professionals who will influence their respective fields for decades.

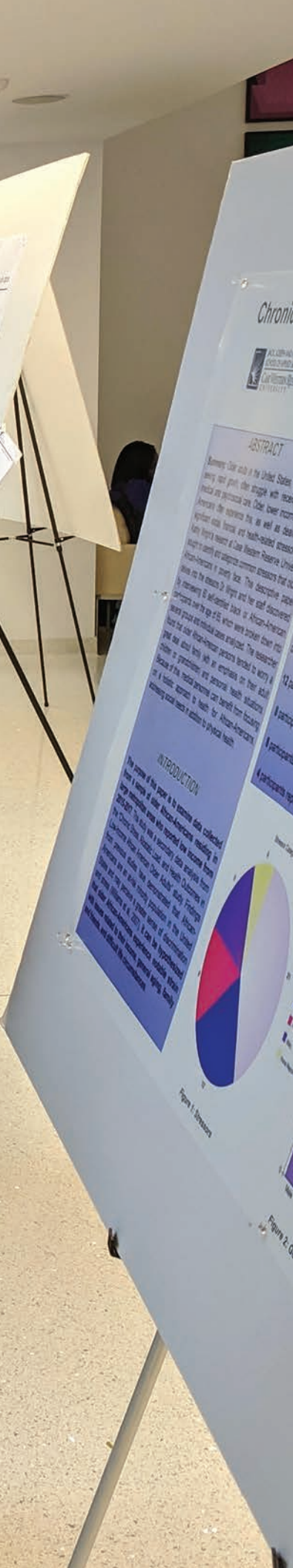
“When students from different professions collaborate, they gain a deeper appreciation of the different values, mindsets, and cultures of each other’s professions—and the people they will be serving,” said Tyler Reimschisel, MD, founding associate provost of interprofessional and interdisciplinary education and research.

Since 2020, first-year health sciences and social work graduate students, as well as fourth-year undergraduate nursing students, have enrolled in Collaborative Practice I (CPI), an immersive mandatory yearlong program. Together, they practice approaches to interprofessional teamwork in the classroom—and through substantive service-learning projects with community organizations.

“Students get into the community, many times working with people who may have different backgrounds than them, to complete an authentic project together,” said Reimschisel, who is also co-director of CPI and professor of genetic and genome sciences at the School of Medicine. “Sometimes it’s much more challenging than they realize at first. That’s part of the process, too.”



Reimschisel



For students from the Jack, Joseph and Morton Mandel School of Applied Social Sciences, the course's emphasis on interprofessional collaboration and service are familiar concepts at the core of their future profession.

"Social work is inherently very interdisciplinary so we're always working with different systems with folks from different professions," said **Scott Wilkes, PhD, JD (LAW '94; GRS '13, social welfare)**, assistant dean of academic affairs at the Mandel School, who teaches a CPI module on ethics. "The course is a natural fit for our students, but also a growth and leadership opportunity for them."



*Wilkes*

### Community connections

Students work in teams with a diverse range of community partners—such as food banks, after-school programs, social service providers and others—on projects addressing an equally broad range of issues and needs, including mental health, nutrition, and access to housing, healthcare and transportation. Each student team devotes around 25 hours to a project.

"Our profession is not exclusively health-focused like the others in the course, so social work students bring a unique perspective and value orientation to the projects," said **Amy Korsch-Williams (SAS '04)**, a senior instructor at the Mandel School who teaches a CPI module on cultural humility.



*Korsch-Williams*

"Mandel School students understand how people interact with the larger social environment," said Korsch-Williams. "It's not just what's happening in an exam room—it's what's happening with a person's family and their community and support systems. That approach can be influential to students from other disciplines."

Each team, composed of five to seven students from a mix of fields, is assigned a "champion" from a community organization who acts as a liaison and guide throughout their project.

"The experience has made me feel more hopeful about the future of medical practice," said Carmine Stewart, vice president of



*Stewart*

programming for Seeds of Literacy, which provides free, personalized education to adult students.

As a multi-year CPI champion, Stewart has worked with student teams to produce health literacy lessons—designed to cater to a range of literacy levels—on topics Seeds students deem crucial, including heart attacks, domestic violence and breast cancer, as well as questions to ask during medical appointments.

"CPI students grasped that literacy is health literacy," said Stewart. "If an adult is struggling with literacy, then they are at a disadvantage in learning and advocating for their health."

This academic year, the student team held a focus group with Seeds students to hear firsthand about their challenges with the medical community—and what changes could help make those experiences more productive.

"The CPI team was fired up to make change," said Stewart. "It clicked—they understood that if you're an adult with a low level of literacy, it's often because you were once a child someone didn't advocate for—and that it's not too late for someone to step up."

### Team-working

In classroom sessions, CPI students focus on how to work effectively as teams, with modules on emotional intelligence, psychological safety, collaborative decision-making, conflict management and more.

"There are times in healthcare when things are high stress, and communicating with others requires a lot of thought," said **Grace DiPierro**, a first-year Master of Social Work (MSW) student. "As groups, we talk a lot about establishing psychological safety—feeling like you can be open and share with others—which will help us advocate for clients and patients during our careers."



*DiPierro*

Since CPI launched three years ago, more than 220 community projects have been initiated or completed, involving nearly 1,500 students. This abundance of projects presented student teams several opportunities to practice conflict management and other techniques.

"We always say 'the locus of control is within the team,'" said Reimschisel. "If students are having a challenge, welcome to reality. That's how life works. Faculty will not fix problems teams are having, but we'll coach them on how to approach the challenge."

He added, "Students are typically very willing to talk about and work through issues openly, which shows they value the approach."

**Carlie Shelton**, a first-year MSW candidate focused on gerontology, is part of a team working with Senior Transportation Connection, which offers cost-effective transport to seniors and individuals with disabilities.



*Shelton*

While working on their project, which uses data and visual techniques to demonstrate transportation needs in the region, teammates have deliberately drawn on the interprofessional teamwork strategies taught in CPI.

"The class gives us space to try out new ways to work together and have constructive conversations. It's a low-risk environment that helps us solve problems," said Shelton. "It's up to us to make this work."

In the classroom, students also examine their own implicit biases and often discuss the history of Cleveland, focusing on how past policies and practices created health disparities, especially in communities of color.

This material has helped student teams forge constructive relationships with dozens of community organizations and champions, said Vanessa Jackson, a wellness coordinator at the May Dugan Center, an independent nonprofit that provides food and clothing distribution, educational resources, and behavioral health assistance, among other services, in Cuyahoga County.



*Jackson*

Jackson, who has served as a champion since 2020 and is also a consultant to the CPI program, has seen firsthand how students can grow in their awareness of underserved communities and unmet needs. It's given her reason to hope for a long-term shift in how health professions are practiced.

"As a woman of color, when I go into medical settings, sometimes I'm not treated well," she said. "I feel like the next generation of medical professionals will have more insight into patients and clients. That's very important."

At the end of each academic year, during an energy-filled afternoon across a dozen classrooms at the university, teams present the results of their work at the CPI



*Mandel students present their projects during the Collaborative Practice I showcase event in 2022*

Showcase—displaying deliverables and discussing the challenges and lessons learned along the way.

Attending the showcase was an emotionally powerful experience for Carmine Stewart of Seeds of Literacy.

"It's easy to see how students have developed a heart for folks who struggle," she said, "and will carry that empathy forward."

## CALCULATING COLLABORATION

Collaborative Practice I, since 2020:



**1,499**  
students



**245**  
student teams



**222**  
community projects



**132**  
local organizations



**275**  
champions

## A “personal win”

Alumna draws on past adversity for new role in D.C. mayor’s office



---

“I’m excited to bring a youth-driven focus to this work. If our most marginalized youth are served well, all students will be served well.

—*Brittany (Rabb) McDaniel*

---

**Brittany (Rabb) McDaniel (CWR '19, SAS '20)** has always had to plan ahead.

Having lost both parents by age 14, she lacked parental support as she prepared for college. Receiving the full-tuition Louis Stokes Congressional Black Caucus Foundation Scholarship allowed her to attend Case Western Reserve University, but she still had to work—often four jobs at a time—to pay for everything else.

She enrolled in CWRU’s integrated studies program and, in five years, earned a Bachelor of Arts in Sociology as well as a Master of Science in Social Administration, with a concentration in social work, children, youth and families. Her own experience as a young person without traditional familial support has motivated McDaniel throughout her education and early career, keeping her focused on her primary goal: to help systems-involved youth obtain equal access to education.

The young alumna has been strategic in pursuit of her mission, seeking work that has allowed her to build job skills, collaborate closely with school district leadership, connect policy to practice and employ the trauma-informed perspective she gained from the Jack, Joseph and Morton Mandel School of Applied Social Sciences. She led a variety of

initiatives in her last role as education research analyst with the Washington, D.C., Office of the State Superintendent of Education, including data collection on the implementation of restorative justice practices, monitoring of exclusionary school discipline practices, as well as research and analysis for the Centers for Disease Control’s national Youth Risk Behavior Surveillance Survey.

Now, McDaniel’s passion has brought her to Mayor Muriel Bowser’s Office for Students in the Care of D.C. as policy analyst.

“This is a very personal win for me,” said McDaniel, who is a licensed social worker in both D.C. and Ohio. “I’ll be in a place that can direct funding toward this niche population and I get to bring my lived experience to the work.”

In addition to youth and community engagement, McDaniel is responsible for facilitating collaboration among the various agencies serving students in the juvenile justice and child welfare to improve their education and workforce outcomes.

“I’m excited to bring a youth-driven focus to this work,” she said. “If our most marginalized youth are served well, all students will be served well.”

—*Carey Skinner Moss*

# Class notes

*Reported to the Jack, Joseph and Morton Mandel School of Applied Social Sciences from Oct. 1, 2022, through Feb. 28, 2023.*

**Joan Southgate (SAS '54)** was honored with the Cleveland Heritage Medal, which is granted to those who have made contributions to the City of Cleveland through leadership, collaboration and service. Southgate was chosen for her 30-year career in social work and for establishing Restore Cleveland Hope, a nonprofit dedicated to telling the story of Cleveland's role in the Underground Railroad and preserving one of its stops, the Cozad-Bates House, in University Circle.

**P. Minou Soumekh Michlin, PhD (SAS '69)**, published her autobiography, *I Kept Walking*, and donated a copy to the Mandel School's Lillian and Milford Harris Library for students and alumni.



**Patricia Welch Saleeby, PhD (SAS '96)**, in partnership with Learning, Acting and Building for Rehabilitation in Health Systems—

an international consortium focused on responding to the escalating need for physical rehabilitation services in low- and middle-income countries—released five courses on Physiopedia Plus, an online educational resource for physical therapists.



**Amy Restorick Roberts, PhD (SAS '00; GRS '13, social welfare)**, co-edited the second edition of *Lessons From Abroad: Adapting International*

*Social Welfare Innovations* by **M.C. "Terry" Hokenstad Jr., PhD**, the Ralph S. and Dorothy P. Schmitt Professor Emeritus and Distinguished University Professor Emeritus.

**Adrienne Fletcher, PhD (SAS '05)**, assistant dean of diversity and inclusion at the Mandel School and director of diversity, equity and inclusion for the Supreme Court of Ohio, has been elected one of *Crain's Cleveland Business*' "Notable Executives in Diversity, Equity and Inclusion."

**Kenneth Bielecki (SAS '06)** was honored with the Youngstown State University Bitonte College of Health and Human Services College Appreciation Award in recognition of his five years serving as executive director of the Jewish Family and Community Services of Youngstown.

**Dana Rae Vaughn, PhD (SAS '08, CERT '08)**, completed her dissertation, "Managing Family Secrets in Genealogical and Family History Research: A Triangulated Qualitative Study," and graduated from University of Denver with a PhD in interpersonal and family communication.

**Anycia Grady (SAS '10)** presented at the Cleveland Leadership Center's Accelerate pitch competition, during which individuals present their ideas to make the region a better place. Grady's idea aims to increase the number of licensed mental health professionals, especially those serving in Black communities, by creating an app that will help match those pursuing mental health careers with the supervision required for clinical licensure. The concept was voted "Overall Winning Pitch" and won the competition for initiatives that leverage technology to address a community problem.

**Karen Ishler, PhD (GRS '13, social welfare)**, senior research associate and doctoral instructor at the Mandel School, was recently featured in a *Chronicle of Higher Education*

e-newsletter for her ideas on how to use an assignment in which students write letters to future students.

**Gulnar Feerasta (SAS '16, MNO '16)** was selected as part of The Atlantic Fellows for Health Equity U.S. + Global, a leadership development program that aims to create a global network of committed leaders by training them to recognize, understand and work toward resolving health inequities. The program is part of the Fitzhugh Mullan Institute for Health Workforce Equity, based at the George Washington University Milken Institute School of Public Health.

**Brittany (Rabb) McDaniel (CWR '19, SAS '20)** received the Consortium for Student Retention Data Exchange's Best Practice in Student Retention award for her paper, "Improving Retention and Graduation Rates of Academically At-Risk Students at a Research 1 University: A 10-Year Report on the Emerging Scholars Program at Case Western Reserve." Read more about Rabb, an education research analyst for the Office of the State Superintendent of Education in Washington, D.C., on p. 20.

**Adrian Griffin (MNO '20)** started a new position as the associate director of Goods Bank NEO, a nonprofit in Cleveland that distributes household goods and basic necessities to other nonprofits, schools and faith-based entities. In January, Griffin also became the northeast Ohio program coordinator for SEA Change, a nonprofit that supports entrepreneurs in becoming a part of their local social enterprise ecosystem by helping them develop a sustainable business model, access funding and solidify their meaningful social impact.

## Meet the Mandel School's Office of Institutional Advancement team

Dear valued alumni and friends,

Thank you for all you have done to support the students, programs and mission and vision of the Jack, Joseph and Morton Mandel School of Applied Social Sciences!

Our team's primary goal is to assist you in making your charitable intentions a reality. Whether you desire to support the annual fund, contribute to existing scholarship and program funds, or create an endowed fund in your name or in the name of a loved one, we are here to make your philanthropic journey as easy and impactful as possible.

With our team now fully staffed, we look forward to providing timely stewardship to our donors so they can gain greater insight into the impact and value of their gifts. Additionally, we will raise awareness about the Mandel School in the community, and connect with alumni and colleagues who can be helpful in navigating career paths.

Finally, we are delighted to introduce our newest member, Andrea Ehasz, who joined us in February. Originally a Northeast Ohio native, Andrea attended the University of Akron and has more than 10 years of experience in fundraising at organizations such as Cleveland Animal Protective League and the Robert Wood Johnson University Hospital Foundation. She hopes to continue her goal of making a difference with her career, especially here at the Mandel School.

Andrea—and all of our team members—welcome your questions, suggestions and ideas at any time. We value your partnership and thank you for all that you do for the Mandell School!

—Anne Marie Kollander



**Anne Marie Kollander (WRC '84)**

Associate Dean of Development and External Relations  
amk119@case.edu  
216.368.2311



**Katie Buzard**

Senior Director of Development  
keb164@case.edu  
216.368.5986



**Nada DiFranco (MNO '08)**

Senior Director of Alumni and Donor Relations  
ngd2@case.edu  
216.368.2281



**Andrea Ehasz**

Alumni Engagement and Stewardship Director  
axe303@case.edu  
216.368.5349



**Stephanie Fadorsen**

Development Manager  
sxf488@case.edu  
216.368.0113



**Gabby Misch**

Manager of Special Events  
gxm360@case.edu  
216.368.4204



**Ashley Presutto**

Director of Annual and Special Giving  
amp382@case.edu  
216.368.1193

# Reunited

Reconnect with classmates and friends at Case Western Reserve University Homecoming and Reunion Weekend, **Oct. 12-15.**

In addition to the campuswide events and programming, the **Jack, Joseph and Morton Mandel School of Applied Social Sciences** will host our own celebration—featuring alumni awards and reunion class recognitions—on **Friday, Oct. 13 from 5:30 to 7:30 p.m.**

**Mandel School Reunion Classes of 1973, 1983, 1993, 1998 and 2013 will be celebrated.** To serve as a Reunion Class Agent, contact **Andrea Ehasz** at **[axe303@case.edu](mailto:axe303@case.edu)** or **216.368.5349.**



Please consider a contribution to the Annual Fund—providing immediate assistance to support Change Leaders at the Mandel School—in honor of your reunion class.



*If you wish to start an endowed class scholarship that will ensure your class's legacy in perpetuity, reach out to Katie Buzard at [keb164@case.edu](mailto:keb164@case.edu) or 216.368.5986.*

## In memoriam

*Death notices reported to the Jack, Joseph and Morton Mandel School of Applied Social Sciences from Oct. 1, 2022, through Feb. 28, 2023.*

**Mary Yoder (SAS '50)**, of Pandora, Ohio, died Dec. 14. Yoder worked periodically as a social worker and as a volunteer, supporting Planned Parenthood, environmental projects and relief efforts of the Mennonite Church.

**Lenore Doris Levine (SAS '50)**, of Beachwood, Ohio, died June 23. Levine worked in various aspects of social work, including adoptions at the Bellefaire Jewish Children's Bureau in Cleveland.

**William M. Martin Jr. (SAS '59)**, of Cleveland Heights, Ohio, died Nov. 24. Martin, who earned an undergraduate degree from Duke University and was a United States Army veteran, was a family therapist for more than six decades, and maintained his private practice until shortly before he died.

**Rita Gitson, PhD (LYS '45, SAS '61)**, of Akron, Ohio, died June 17. Gitson worked for various institutions including Beachwood High School, Mt. Sinai Hospital, Case Western Reserve University and Cuyahoga Community College.

**Jay Howard Fuller (SAS '61)**, of Cuyahoga Falls, Ohio, died Dec. 24. Fuller spent the majority of his 30-year career in social work at the Veterans Affairs Medical Center in Cleveland before retiring in 1995.

**Isabel Caraballo Summers (SAS '65)**, of Bay Village, Ohio, died Sept. 14. After graduating from the Mandel School, Summers earned a Master of Arts in School Counseling and worked with Catholic Charities to assist with children leaving Cuba during the communist reign of Fidel Castro. Summers also provided translation services for Spanish-speaking patients at MetroHealth Systems in Cleveland, and was a junior high school guidance counselor for 35 years in the Cleveland Metropolitan School District.

**Claude Smith (SAS '72)**, of Sardis, Ohio, died June 10. Throughout his career, Smith served in the United States Army and worked with veterans in suicide prevention at the Veterans Affairs Medical Center in Cleveland.

**Frederick M. Gang (SAS '75)**, of Winchester, Virginia, died Jan. 16. Gang spent much of his social work career working in mental health and addiction at Northwestern Community Services and Our Health Community Services in Winchester.

**Charlotte Bell (SAS '78)**, of Ashtabula, Ohio, died Jan. 7. Bell was a social worker for Mahoning County for 27 years before retiring in 1997.

**Dolores Sacco (SAS '88)**, of Napa, California, died Nov. 29. Sacco taught in the Cleveland Metropolitan School District for more than 30 years and counseled women with AIDS at MetroHealth Hospital System in Cleveland.

**Mary Mahoney (SAS '88)**, of Cuyahoga Falls, Ohio, died Nov. 14. Mahoney spent her career as a therapist for survivors of trauma and, after retirement, she volunteered with the Summit County Juvenile Court, where she served as a court-appointed special advocate for children in foster care.

**Walter Dychko (SAS '89)**, of Fairview Park, Ohio, died Dec. 20. Dychko focused his career on helping at-risk children at Cuyahoga County Children and Family Services and Ohio Boys Town Inc. Later in his career, he served as president and lieutenant governor of the Cleveland–West Suburban Club of Optimist International, a volunteer organization that supports children. He was commended as an "Honored Citizen" by the Middleburg Heights Chamber of Commerce and received a commendation from Sen. John Glenn, Rep. Steven Latourette and the Ohio House of Representatives.

**Patricia Ann Sandau-Beckler, PhD (GRS '03, social welfare)**, of Las Cruces, New Mexico, died July 1. She was associate professor of social work at New Mexico State University before retiring in 2012. She also maintained a private practice, where she helped coordinate adoptions, and worked with children and families experiencing neglect and abuse.

**Everett Miles Jr. (SAS '05)**, of Raleigh, North Carolina, died Oct. 22. Miles was first a banker, and then took on social work as a second career when he was awarded a Louis Stokes Fellowship while attending the Mandel School. After he graduated, he was a social worker and substitute teacher for 10 years in the Beaufort County School District. He was a chartering member of the Epsilon Mu Boulé fraternity where he was chair of the Social Action Committee.





*Strom*

## A compassionate humanitarian

After an impressive social work career spanning six decades committed to learning and practice, **Gerald Strom**, senior instructor emeritus at the Jack, Joseph and Morton Mandel School of Applied Social Sciences, died at the age of 83.

Since 1989, Strom served in many roles at the Mandel School, including as director of the intensive weekend program, director of field education, and interim director for recruitment and admissions. He taught courses on child, adolescent and adult development, the *Diagnostic and Statistical Manual of Mental Disorders* as well as child abuse and family violence.

For 13 years, Strom was a social work supervisor at MetroHealth Medical Center's nationally recognized program to support victims of sexual abuse. He also served as a clinical consultant to numerous social service agencies and private practitioners and maintained his own private clinical practice for nearly three decades.

Strom was involved in several professional associations, serving as chair of the Cuyahoga County IntraFamily

Sexual Abuse Council, as a member of the American Bar Association Task Force on Sexual Abuse and on the executive committee of the Council on Children, Youth and Families for the Cleveland Federation for Community Planning. He served as president and vice president of the board of directors for Bellflower Center for the Prevention of Child Abuse, was a member of the clinical advisory board of the West-Side Ecumenical Ministry, and was chair of the professional advisory board to the social work department of Ursuline College. Strom also served as the first vice president of the Ohio Chapter of the National Association of Social Work.

His generosity and compassion were felt by his clients, colleagues and students. "Jerry Strom was so patient and encouraging to me when I was first recruited," former student **Rosa Nance (SAS '14)**, who has since passed away, recalled when hearing of Strom's death. "I had a life-changing situation occur in my family that caused me to postpone my matriculation. Two years later, he still remembered my name when I reached out to him. He will never know how much that touched me."

## Applying theory to practice

Field education offers students a window into professional social work



Often referred to as the “bridge” between theory and practice, field education at the Jack, Joseph and Morton Mandel School of Applied Social Sciences is regularly cited as one of the most transformative and impactful components of the Master of Social Work (MSW) program.

With more than 1,000 community partner organizations across the U.S. in areas ranging from child welfare to research and policy, the Mandel School pairs MSW students with field education practicums in which they learn how to integrate and apply theory, skills and concepts on the job.

**Jaylin Crumb** and **Kristen Clark**, for example, are online MSW students completing their degrees—including these field placement experiences—from their hometowns of Fairfield, Alabama, and Springfield, Ohio, respectively.

Crumb works with Grace House Ministries, a Fairfield organization that provides homes to girls in foster care. She helps develop goals and action plans for girls between the ages of 17 and 19 who are aging out of foster care and teaches them independent-living skills such as financial literacy and taking care of their mental and physical health, which will help prepare them to transition into adulthood.



*Crumb*



*Clark*

“My experience at Grace House has been nothing short of amazing,” Crumb said. “I love interacting with and serving the girls through advocacy.”

Crumb and Clark have gained important professional skills and learned the essential elements of social work practice by attending meetings and seminars and working alongside licensed social workers.

Since last year, Clark has been assisting Springfield’s Think Tank Inc. with the Cost of Poverty Experience (COPE) program, an immersive simulation that asks participants to put themselves in the shoes of those in poverty by making tough decisions about life and finances with very limited means. Geared toward educators, nonprofits, social workers and healthcare professionals, COPE aims to help practitioners deepen their understanding of the complexities of poverty so they can better support people with low incomes. She’s also helping Think Tank Inc. to return COPE to in-person meetings and assisting in creating an app for a virtual version of the training, which will launch later this year.

“Getting to dabble in different areas of social work,” said Clark, “that’s really what this education is all about.”



# Certificate Programs

Case Western Reserve University's Jack, Joseph and Morton Mandel School of Applied Social Sciences now offers certificates in the following areas:

- **Data Sciences for Social Impact**
- **Gerontology**
- **Global Health**
- **Nonprofit Management**
- **Trauma-Informed Practice**

The Certificate in Trauma-Informed Practice allows alumni to apply previous coursework toward completion. In less than one year, you'll gain evidence-based skills for effective trauma intervention by learning to identify symptoms and disorders, and preparing yourself to lead in direct or community practice-focused positions in healthcare, schools and community mental health agencies.

Our weekend and evening format is specifically designed for working professionals, allowing you to pursue your passion to affect change without disrupting your career.



Learn more at [case.edu/socialwork/academics/certificates](https://case.edu/socialwork/academics/certificates).



JACK, JOSEPH AND MORTON MANDEL  
SCHOOL OF APPLIED SOCIAL SCIENCES

CASE WESTERN RESERVE  
UNIVERSITY

Office of Institutional Advancement  
Mandel School  
10900 Euclid Ave.  
Cleveland, OH 44106-7164

Address Service Requested



## Leave a lasting legacy

At the Jack, Joseph and Morton Mandel School of Applied Social Sciences, we are proud of our legacy of educating tomorrow's change leaders who help shape the present and future of social work and non-profit practice to drive societal change.

This incredible legacy continues only because of our supporters.

The Case Western Reserve University Luminary Society honors alumni and friends who have made a planned gift that "lights the path" for our university community—helping us to think beyond the possible, and even redefine it.

By making a planned gift to the university, your gift toward scholarship, or programmatic support can impact future generations as they prepare to leave their own indelible mark on our greater community.

Call the Office of Strategic Giving at **216.368.4460** or visit [plannedgiving.case.edu](https://plannedgiving.case.edu) today to learn how to establish your own legacy at Case Western Reserve University.



JACK, JOSEPH AND MORTON MANDEL  
SCHOOL OF APPLIED SOCIAL SCIENCES

CASE WESTERN RESERVE  
UNIVERSITY