# Table of Contents

Jack, Joseph and Morton Mandel School of Applied Social Sciences .......................... 2

- Master of Science in Social Administration (MSSA) & Master of Nonprofit Organizations (MNO) ........................................................ 3
- Dual Degree Programs ........................................................................ 15
- Undergraduate Minor in Social Work ............................................. 16
- Doctoral Programs .......................................................................... 17
- Academic Regulations ..................................................................... 18
- Certificate and Special Focus Programs ....................................... 19
- Faculty .......................................................................................... 21
- Courses .......................................................................................... 24

Index ..................................................................................................... 43
Jack, Joseph and Morton Mandel School of Applied Social Sciences

The Jack, Joseph and Morton Mandel School of Applied Social Sciences (http://msass.case.edu) offers curricula leading to the Master of Science in Social Administration (MSSA) degree in social work, Master of Nonprofit Organization (MNO) and to the Doctor of Philosophy (PhD) degree in social welfare.

Mission and Vision

Our Mission

Advancing leadership in social work and nonprofit education, scholarship, and service to build a more just world.

Our Vision

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

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

A History of Innovation

Ranked among the nation’s top ten graduate schools of social work by U.S. News and World Report, and ranked number one in Ohio, the Jack, Joseph and Morton Mandel School of Applied Social Sciences has always committed itself to learning from and fostering the best in social work practice and to building social work’s knowledge base. Since its founding in 1915 as the nation’s first university-affiliated professional graduate school of social work, the Mandel School has been an innovator in professional education, where educators, researchers and practitioners work side-by-side to investigate, study and disseminate knowledge to bridge the gap between the classroom and communities in which social workers practice.

The Mandel School provides students with a solid foundation designed to build core competencies with its innovative Ability-Based Learning Environment, which allows graduates a great degree of flexibility and portability. Students choose concentrations in either Community Practice for Social Change or Direct Practice, which offers specializations in Aging; Alcohol and Other Drug Abuse; Children, Youth and Families; Health; and Mental Health. Certificate programs include gerontology, global health, management and leadership, nonprofit management and school social work. Dual-degree programs enable Mandel School students to obtain their social work degree concurrently with a master’s degree in bioethics, business, law, nonprofit management and public health.

Founded 30 years ago as one of the first nonprofit management programs in the nation, the MNO program has been at the forefront of training future nonprofit leaders. It provides the essential tools needed to lead a nonprofit, carry out its mission ethically and effectively and contribute to society’s betterment. The Master of Nonprofit Management (MNO) is a 39 hour degree program comprised of 27 hours of required coursework and 12 hours of electives.

The Mandel School believes that advanced practitioners are strategists of change, working in partnership with others to enhance the caring capacity of communities. The concentrations structure cross-trains Mandel School students, who build foundations in both areas that bring a breadth of knowledge to their work lives, allowing them the flexibility to pursue their interests even as they change over time. The school prepares advanced practitioners who become lifelong learners with the abilities needed to practice ethically and effectively with diverse populations and with systems of various sizes and types. Students learn to understand the dynamics of problematic social situations and to identify the strengths and resources in individuals, families and communities that offer the best solutions. The school is committed to a vision of social work practice as a force of social justice, empowerment, and the building of healthy communities. That commitment extends beyond our national borders with the Mandel School’s award-winning program of international study options.

The Mandel School counts among its alumni many prominent educators, government officials, accomplished practitioners, researchers, advocates, public-policy-makers, and chief executives of national and regional agencies. Faculty achievements in professional organizations, research, and agency consultation further extend the school’s reputation as an active participant in the advancement of social work practice.

A Mandel School education is more than preparation. It is an opportunity to join a national network of scholars and practitioners who are shaping the course of social work in communities throughout the world. The Mandel School is ranked seventh in faculty productivity among social work schools by Academic Analytics.

For nearly one hundred years, the Jack, Joseph and Morton Mandel School of Applied Social Sciences has stood at the forefront of social work education, introducing innovations in teaching, research, and practice at every step of the way, with an approach that integrates theory and practice like no other.

Mandel students take their places alongside long-time professionals in a variety of social work and nonprofit management arenas understanding firsthand the challenges of social work and nonprofit management and sharing in its rewards. In a broad spectrum of local and regional organizations, students develop skills in direct practice, policy analysis and development, research, management and community development, and in leading nonprofit organizations.

Accreditation and Licensure

The Jack, Joseph and Morton Mandel School of Applied Social Sciences is accredited by the Council on Social Work Education and the Ohio Chemical Dependency Professionals Board of Ohio.

The Master of Science in Social Administration (MSSA), the social work master’s degree program (MSW for many other programs), at the Jack, Joseph and Morton Mandel School of Applied Social Sciences
is accredited by the Council on Social Work Education, a nationally recognized professional accrediting association for social work graduate and undergraduate programs.

The Jack, Joseph and Morton Mandel School of Applied Social Sciences’ Alcohol and Other Drug Abuse (AODA) curriculum is accredited by the Ohio Chemical Dependency Professionals Board of Ohio. The accreditation indicates that the AODA curriculum meets the formal master’s degree education requirements for the top level of licensed independent chemical dependency counselors in Ohio.


The Master of Science in Social Administration (MSSA) degree fulfills part of the requirements of social work licensure in fifty (50) states in the United States. For further information about various licensing requirements by state, visit the website of the Association of Social Work Boards (ASWB) (https://www.aswb.org).

The Master of Nonprofit Organizations (MNO) Degree Program is a recognized member of Nonprofit Academic Centers Council (NACC).

**Administration**

Grover Cleveland Gilmore, PhD  
*Dean and Professor*

Sharon E. Milligan, PhD  
*Associate Dean, Academic Affairs; Chair, Master’s Program; Associate Director of the Center on Urban Poverty and Community Development*

David Biegel, PhD  
*Chair, Doctoral Program*

Elizabeth M. Tracey, PhD  
*Associate Dean, Research and Training*

Nora Hennesssey, MNO  
*Associate Dean, Development and External Affairs*

Scott Wilkes, PhD  
*Assistant Dean, Academic Affairs*

Andrea G. Porter, MSSA  
*Assistant Dean, Student Services, Director, Student Services*

Karen A. Powers, MBA  
*Assistant Dean, Finance and Administration*

Tracey Bradnan  
*Director of Communications and Marketing*

Claudia J. Coulton, PhD  
*Co-Director, Center on Urban Poverty and Community Development*

Cheryl Croone, MNO  
*Director, Admissions and Financial Aid*

Mark Chupp, PhD  
*Director, International Education Programs*

Nada Difranco  
*Director of Alumni Relations and Development*

Debra Fields  
*Registrar*

Robert L. Fischer, PhD  
*Co-Director, Center on Urban Poverty and Community Development, Director, Management of Nonprofit Organizations Degree Program*

Daniel J. Flannery, PhD  
*Director, Begun Center for Violence Prevention Research and Education*

Carmelo Franchina, BA  
*Director, Office of Information Technology*

Lenore A. Kola, PhD  
*Co-Director, Ohio Substance Abuse and Mental Illness Coordinating Center of Excellence*

Gerald Mahoney, PhD  
*Director, Center on Interventions for Children and Families*

Soad Mansour, MSSA  
*Director, International Affairs for Social Welfare and Non-Government Organizations*

LaShon Sawyer, PhD  
*Assistant Director Virtual Field Education*

Richard Sigg  
*Director of Recruitment and Enrollment*

Mark Singer, PhD  
*Co-Director, Center on Substance Abuse and Mental Illness*

Samantha C. Skutnik, MLS  
*Director, Lillian F. & Milford J. Harris Library*

Gerald A. Strom, MSW  
*Director, Intensive Weekend Program*

Zoe Breen Wood, PhD  
*Director, Educational Outcome Assessment*

Craig M. Zullig  
*Director, Office of Research Administration*

**Master of Science in Social Administration (MSSA) & Master of Nonprofit Organizations (MNO)**

**Master of Science in Social Administration (MSSA)**

The Master of Science in Social Administration (MSSA) program prepares students for advanced social work practice in a variety of settings. The master’s curriculum is designed to address the wide range of skills and functions required of a professional social worker. Mandel School students are instructed on the various theories of individual and group behavior as well as community systems theory. The application of this knowledge, along with the appropriate use of practice principles and techniques, is a major educational objective.

The curriculum is divided into two levels: foundation and advanced. The foundation curriculum (27 credit hours) includes the knowledge, values, processes, and skills essential for the general practice of
social work. It consists of general courses in social work methods, human development theory, social policy, research methods, and an introductory semester of field education. The advanced curriculum (33 credit hours) builds on the professional foundation and provides for advanced knowledge and practice skills in the concentration selected by the student. Concentrations include the following: aging; alcohol and other drug abuse; children, youth and families; health; mental health; and community development. School social work is available as a special emphasis.

**Ability Based Learning Environment (ABLE)**

The MSSA program incorporates an ability-based learning environment that enables students to develop and demonstrate mastery of eight core social work abilities. Classroom courses and field education are designed to help students develop each ability and continuously assess their learning throughout the educational experience. Mastery of the abilities is demonstrated in the field practicum and documented in a cumulative learning portfolio.

- **Identify as a Reflective Professional Social Worker:** Students will demonstrate an 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.
- **Advocate for Social, Economic and Environmental Justice:** Graduates will advocate for human rights and social and economic justice as one of their primary responsibilities.
- **Apply Social Work Methods:** Graduates of the MSASS master’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.
- **Uphold Social Work Values and Ethics:** Students will integrate social work values and ethics into their learning and professional practice.
- **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.
- **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.
- **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.
- **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.

Mandel School faculty place a high priority on the integration of theory with practice. To facilitate this integration, field work is done concurrent with course work. Through field education, students have the opportunity to acquire new skills and apply their classroom learning in their practice setting. The school is affiliated with over 350 agencies in the Greater Cleveland area, creating a vast network of field education as well as employment opportunities. Students are required to complete over 1000 clock hours of field education. The school and the affiliated agency or field setting agree on the content and conditions of field education, including the qualifications of social workers who serve as field instructors. Field placement decisions are based on educational criteria, with student interests and career objectives taken into consideration.

**Concentrations**

- Community Practice for Social Change
- Direct Practice

**Direct Practice Specializations**

- Aging
- Alcohol and Other Drug Abuse
- Children, Youth and Families
- Mental Health
- Health*

*Health specialization is offered only in the full-time format.

**Program Options**

**Full -Time Program**

Approximately one-half of Mandel School students are enrolled in the Full-Time Program. This program takes four semesters to complete. Students enroll for fall and spring semesters and are scheduled concurrently for classes and field work on a full-time basis. This program is demanding in depth and scope of experience. It is not advisable for students to assume extensive employment during their semesters of enrollment.

**Advanced Standing Program**

Advanced standing may be granted to students who have earned an Bachelor’s degree in Social Work (BSW) within the last seven years from an institution accredited by the Council on Social Work Education. Students must have earned a B or better in any social work course for which advanced standing is sought.

**Intensive Weekend Program**

The Intensive Weekend Program is designed to provide graduate-level education toward the MSSA to employed professionals who are maintaining full-time employment. Classes meet one weekend per month throughout the calendar year. Students are required to attend all classes. Students complete five courses each year and all program requirements in three years. Those who have graduated from an accredited BSW program in the last seven (7) years can complete the Intensive Weekend Program in two years.

**Senior Year in Professional Studies Program**

Undergraduate students of superior ability and achievement may be admitted to the Mandel School at the end of their junior year. This program enables qualified college seniors who are majoring in social work related fields to begin their first year of graduate study during what would normally be their last year of undergraduate work. Exceptional
undergraduate students who are firmly committed to social work as a profession can earn both their undergraduate and graduate degrees in five years.

A student in the Senior Year in Professional Studies Program is permitted to substitute the first year (31 semester hours) at the Mandel School for the last year of undergraduate work. The bachelor’s degree will be granted by the undergraduate college when the student has completed his or her first year at the Mandel School.

Students applying for this program must be interviewed by an admissions officer as part of the application process to explore the candidate’s level of maturity, knowledge of social work, and readiness for professional education. Application for this program should be made prior to the second semester of the junior year.

To qualify for this program, students must demonstrate superior academic ability and achievement during their first three years of undergraduate study. All applicants must (a) have sufficient coursework in the social and behavioral sciences by the end of their junior year; (b) hold a cumulative grade point average of at least 3.25; and (c) have successfully completed three-quarters of the major and minor courses in their area of concentration. Acceptance into the Senior Year in Professional Studies Program is contingent upon receipt of a written statement from the dean of the applicant’s undergraduate college, outlining any remaining requirements.

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

Part-Time Degree Program

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

Part-time students select classes from the full-time weekday schedule. These classes meet once a week for two hours. Employed professionals may participate in this program if they can arrange a flexible work schedule.

The part-time program may be completed in three years. Students granted advanced standing may complete the program in fewer semesters. Part-time students are required to register for a minimum of six credit hours per semester. A student must complete all degree requirements in a maximum of five years.

Non-Degree Study

Some designated courses may be taken on a non-degree basis with the permission of the assistant dean of academic affairs and the course instructor. A maximum of 12 hours earned on a non-degree basis may be counted toward requirements for the master’s degree if the student is subsequently admitted as a degree seeking candidate. A bachelor’s degree is required for enrollment.

Online MSSA Program

The Online MSSA Program option is designed to provide online graduate social work education for employed professionals who plan to maintain full-time employment. Classes meet online to complete all program requirements in two years for advanced standing, and three years for non-advanced standing.

Undergraduate Social Work Minor

The Social Work minor offers interdisciplinary collaborative learning that includes service, community engagement, and an exploration of values. Students experience active learning that is practical and applied to real-world settings. The minor integrates social work theory and practice, social policy, socio-behavioral theory and research to understand and address complex social problems of our time, domestically and internationally. Some issues covered in the courses include oppression and privilege, poverty, violence, social justice, alcohol and other drug abuse, social welfare, community development, children, youth, and families. Courses can be taken on campus or through the MSASS international study and travel courses.

Master of Nonprofit Organizations Degree Program (MNO)

The Master of Nonprofit Organizations (MNO) degree program prepares students interested in the nonprofit sector for management and leadership positions, by building their skills, competencies, knowledge and capacity. The MNO degree has five program educational objectives for its graduates: (1) to bring contextual understanding to managerial decision-making; (2) to develop, analyze and apply relevant data; (3) to inspire and engage volunteers and professionals in the creation and implementation of ethically-grounded strategies to advance organizational mission; (4) to develop and implement revenue generation strategies; and (5) to manage human and financial resources effectively, efficiently and ethically.

The full time program consisting of thirty-nine (39) credit hours can be completed in twelve (12) months over three (3) consecutive semesters, with students beginning each year in the summer semester (June 1) and concluding at University graduation in the following May.

The curriculum will provide education that instills analytical skills, knowledge relevant to ethical and entrepreneurial decision-making, and expertise in acquiring and managing resources. Graduates will be trained to enhance organizational effectiveness, harness passion, dedication, and vision, make the best use of available resources and seek new resources. Graduates will gain hard and soft management skills and knowledge needed to address a wide range of issues confronting nonprofits and become professionals who work to influence political and social decisions, create stronger organizations, building the capacity, and advancing the mission.

Students accepted for the MNO degree program must possess a bachelor’s degree from an accredited college or university. They must have a record of excellent academic performance and potential evidenced by grade point average. Applicants with a GPA below 2.7 must take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) as a condition of admission. Students must also show evidence of a strong interest in the nonprofit sector through volunteer activities, internship experiences, or employment in a nonprofit organization.

Advanced Standing Program

The Advanced Standing Program leading to a Master of Science in Social Administration (MSSA) is available to students who obtained a strong academic record in their Bachelor of Science (BSW) program.
Up to 24 credit hours of advanced standing may be granted toward the MSSA degree and students can complete the MSSA program in just 36 credit hours. Your BSW must have been earned within the last seven years from a Council on Social Work Education (CSWE) accredited institution with grades of B or better in all social-work-related courses.

Advanced standing students in any concentration may receive transfer credit for up to 24 credit hours of foundation courses listed below:

### Foundation Courses

<table>
<thead>
<tr>
<th>Transfer Credit Received</th>
<th>OR Enroll at Mandel School</th>
</tr>
</thead>
<tbody>
<tr>
<td># SASS 426: Research Methods in Social Work (3 Crs)</td>
<td># Spring (year:___________)</td>
</tr>
<tr>
<td># SASS 440: Human Development I: Child and Adolescent (3 Crs)</td>
<td># Fall (year:___________)</td>
</tr>
<tr>
<td># SASS 441: Human Development II: Adult (3 Crs)</td>
<td># Spring (year:___________)</td>
</tr>
<tr>
<td># SASS 470: Social Policy (3 Crs)</td>
<td># Fall (year:___________)</td>
</tr>
<tr>
<td># SASS 477: Direct Practice Foundation Methods and Skills (3 Crs)</td>
<td># Fall (year:___________)</td>
</tr>
<tr>
<td># SASS 478: Macro and Policy Practice Skills (3 Crs)</td>
<td># Spring (year:___________)</td>
</tr>
<tr>
<td># SASS 484: Theories of Oppression and Social Justice (3 Crs)</td>
<td># Fall (year:___________)</td>
</tr>
<tr>
<td># SASS 601: Field Education (2 Crs)</td>
<td># Fall (year:___________)</td>
</tr>
<tr>
<td># SASS 495: Field Education Seminar (1 Crs)</td>
<td># Fall (year:___________)</td>
</tr>
</tbody>
</table>

Total Credit Hours from Advanced Standing: ______ (24 possible)

### Pattern of Enrollment: Advanced Standing- Aging

<table>
<thead>
<tr>
<th>Plan of Study</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aging Policy and Service Delivery (SASS 513) (Intensive Weekend Format)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Practice with Older Adults (SASS 581)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work with Death, Grief and Loss (SASS 518) (or another Elective)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year Total: | 15 | 15 | 6 |

### Total Units in Sequence: 36

#### OPTION 2 (Aging)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aging Policy and Service Delivery (SASS 513) (Intensive Weekend Format)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Practice with Death, Grief and Loss (SASS 518) (or another Elective)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year Total: | 12 | 12 |

### Total Units in Sequence: 48

#### Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
</tr>
<tr>
<td>Social Work Practice with Older Adults (SASS 581)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Year Total: | 12 |

### Pattern of Enrollment: Advanced Standing-Alcohol & Other Drug Abuse Plus-Chemical Dependency Professional License Eligibility

#### OPTION 1 (Alcohol)

<table>
<thead>
<tr>
<th>Plan of Study</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Practice in Alcohol and Other Drug Abuse (SASS 564)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Intervent in Co-occurring Mental and Substance Abuse Disor (SASS 562) (or another Elective)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work with Groups (SASS 585) (or another Elective)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol and Other Drug Abuse Policy and Service Delivery (SASS 516) (Intensive Weekend Format)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative Seminar in Alcohol and Other Drug Abuse Treatment (SASS 576) (Intensive Weekend Format)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan of Study</td>
<td>Units</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------</td>
<td>------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Practice in Alcohol and Other Drug</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abuse (SASS 564)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnosis (SASS 547)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work (SASS 549)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol and Other Drug Abuse Policy and Service</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery (SASS 516) (Intensive Weekend Format)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative Seminar in Alcohol and Other Drug</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abuse Treatment (SASS 576) (Intensive Weekend</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format) or Motivational Interviewing (SASS 522)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or another Elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Units in Sequence:</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OPTION 2 (Children)**

**First Year**

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Family System Interventions (SASS 517)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Child and Family Policy and Service Delivery (SASS 529)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total Units in Sequence:</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

**Pattern of Enrollment: Advanced Standing-Community Practice for Social Change**

**OPTION 1 (Community Practice)**

<table>
<thead>
<tr>
<th>Plan of Study</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessing, Building &amp; Organizing Community (SASS</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>567)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical Contexts Shaping Community Practice</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(SASS 534)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonprofit Financial Management (SASS 425) (Intensive Weekend Format)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or another Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Units in Sequence:</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### OPTION 1 (Mental Health-Adults)

#### Plan of Study

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Practice in Mental Health Adults (SASS 583)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Social Work Practice in Integrated Healthcare (SASS 589)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family System Interventions (SASS 517) (or another Elective)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family System Interventions (SASS 517) (or another Elective)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>15 15 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Integrative Seminar in Mental Health: Adults (SASS 587) 3
Elective 3
Field Education IV (SASS 604) 3
Elective 3
Year Total: 15 15 6

Total Units in Sequence: 36

Option 2 (Mental Health-Adults)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Practice in Mental Health Adults (SASS 583)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health Policy and Service Delivery (SASS 514)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative Seminar in Mental Health: Adults (SASS 587)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Units in Sequence: 48

Pattern of Enrollment: Advanced Standing-Mental Health-Children and Adolescent

Option 1 (Mental Health-Children)

<table>
<thead>
<tr>
<th>Plan of Study</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health Policy and Service Delivery (SASS 514)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative Seminar in Mental Health: Children and Adolescents (SASS 584)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social Work Practice in Mental Health: Children and Adolescents (SASS 580) 3
Field Education IV (SASS 604) 3
Elective 3
Year Total: 15 15 6

Total Units in Sequence: 36

Option 2 (Mental Health-Children)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health Policy and Service Delivery (SASS 514)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative Seminar in Mental Health: Children and Adolescents (SASS 584)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Practice in Mental Health: Children and Adolescents (SASS 580)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Units in Sequence: 48

Pattern of Enrollment: Advanced Standing-Children, Youth & Families-School Social Work

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family System Interventions (SASS 517)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children and Families in the School Setting (SASS 519)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child and Family Policy and Service Delivery (SASS 529)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Practice in Mental Health: Children and Adolescents (SASS 580)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work with Groups (SASS 585)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year Total: 12 12 12 12

Total Units in Sequence: 48
EDU 584 online (Pupil Services & Community Resources) 3
EDU 510 online (Educational Studies) 3
EDU 573 online (Children with Special Needs) 3
Year Total: 15 15 9

Second Year

Field Education IV (SASS 604) 3
Trauma Informed Social Work Practice with Children & Families (SASS 550) 3
Year Total: 6

Total Units in Sequence: 69

1 Baldwin Wallace University course

Intensive Weekend Program

The Intensive Weekend program offers human service professionals who are employed full time to pursue a Master of Science in Social Administration (MSSA). Classes meet one weekend per month through the calendar year and students are required to attend all classes. Students complete four courses each year (six during the first year), and complete all program requirements in three years.

Courses consists of four distinct components:

- A three-day weekend of classes (Friday, Saturday, and Sunday, 9:00 a.m.-5:00 p.m.)
- A four-week study period, during which additional readings and written assignments are completed
- A two-day weekend of classes (Saturday and Sunday, 9:00 a.m.-5:00 p.m.)
- A final study period of approximately three weeks, during which the final course assignment is completed and materials for the next course are received.

Alcohol & Other Drug Abuse

First Year

Social Policy (SASS 470) 3
Direct Practice Foundation Methods Skills (SASS 477) 3
Field Education Seminar (SASS 495) 1
Field Education I (SASS 601) 2
Human Development I: Child and Adolescent (SASS 440) 3
Macro and Policy Practice Skills (SASS 478) 3
Field Education II (SASS 602) 3
Human Development II: Adult (SASS 441) 3
Theories of Oppression and Social Justice (SASS 484) 3
Year Total: 7 8 9

Second Year

Problem Identification, Screening and Assessment/Diagnosis (SASS 547) 3
Social Work Practice in Mental Health Adults (SASS 583) 3
Field Education III (SASS 603) 3
Theory/Practice Approaches in Direct Practice Social Work (SASS 549) 3
Alcohol and Other Drug Abuse Policy and Service Delivery (SASS 516) 3
Research Methods in Social Work (SASS 426) 3
Free Elective 3
Year Total: 6 9 6

Third Year

Field Education IV (SASS 604) 3
Practice Evaluation (SASS 530) 3
Social Work Intervent in Co-occurring Mental and Substance Abuse Disor (SASS 562) 3
Social Work Practice in Alcohol and Other Drug Abuse (SASS 564) 3
Integrative Seminar in Alcohol and Other Drug Abuse Treatment (SASS 576) 3
Year Total: 9 6 6

Total Units in Sequence: 66

Children, Youth and Families

First Year

Social Policy (SASS 470) 3
Direct Practice Foundation Methods Skills (SASS 477) 3
Field Education Seminar (SASS 495) 1
Field Education I (SASS 601) 2
Human Development I: Child and Adolescent (SASS 440) 3
Macro and Policy Practice Skills (SASS 478) 3
Field Education II (SASS 602) 3
Human Development II: Adult (SASS 441) 3
Theories of Oppression and Social Justice (SASS 484) 3
Year Total: 7 8 9

Second Year

Family System Interventions (SASS 517) 3
Problem Identification, Screening and Assessment/Diagnosis (SASS 547) 3
### Field Education III (SASS 603) 3
Theory/Practice Approaches in Direct Practice Social Work (SASS 549) 3
Trauma Informed Social Work Practice with Children & Families (SASS 550) 3
Research Methods in Social Work (SASS 426) 3
Free Elective 3
Year Total: 6

### Third Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Work Intervent in Co-occurring Mental and Substance Abuse Disor (SASS 562)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Integrative Seminar in Mental Health: Adults (SASS 587)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mental Health Policy and Service Delivery (SASS 514)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Units in Sequence:** 66

### Intensive Weekend Advanced Standing

The Intensive Weekend program offers human service professionals who are employed full-time to pursue a Master of Science in Social Administration (MSSA). Classes meet one weekend per month through the calendar year and students are required to attend all classes. Up to 24 hours of advanced standing may be granted to students who have completed their bachelor's degree in social work (BSE) in the last seven years from an institution that is accredited by the Council on Social Work Education (CSWE). Grades of B or better must have been attained in all core social work courses.

Intensive weekend advanced standing students may receive transfer credit for up to 24 credit hours of foundation courses listed below:

### Foundation Courses

<table>
<thead>
<tr>
<th>Transfer Credit Received</th>
<th>OR</th>
<th>Enroll at Mandel School</th>
</tr>
</thead>
<tbody>
<tr>
<td># SASS 426: Research Methods in Social Work (3 Crs.)</td>
<td># Summer</td>
<td>(year:_________)</td>
</tr>
<tr>
<td># SASS 440: Human Development I: Child and Adolescent (3 Crs)</td>
<td># Spring</td>
<td>(year:_________)</td>
</tr>
<tr>
<td># SASS 441: Human Development II: Adult (3 Crs)</td>
<td># Summer</td>
<td>(year:_________)</td>
</tr>
<tr>
<td># SASS 470: Social Policy (3 Crs)</td>
<td># Fall</td>
<td>(year:_________)</td>
</tr>
<tr>
<td># SASS 477: Direct Practice Foundation Methods and Skills (3 Crs)</td>
<td># Fall</td>
<td>(year:_________)</td>
</tr>
<tr>
<td># SASS 478: Macro and Policy Practice Skills (3 Crs)</td>
<td># Spring</td>
<td>(year:_________)</td>
</tr>
<tr>
<td># SASS 484: Theories of Oppression and Social Justice (3 Crs)</td>
<td># Summer</td>
<td>(year:_________)</td>
</tr>
<tr>
<td># SASS 601: Field Education (2 Crs)</td>
<td># Spring</td>
<td>(year:_________)</td>
</tr>
<tr>
<td># SASS 495: Field Education Seminar (1 Cr. Hr.)</td>
<td># Fall</td>
<td>(year:_________)</td>
</tr>
</tbody>
</table>

**Total Credit Hours from Advanced Standing:** ______ (24 possible)

### Alcohol and Other Drug Abuse

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Mental Health: Adult

**First Year**  
<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Practice in Mental Health Adults (SASS 583)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol and Other Drug Abuse Policy and Service Delivery (SASS 516)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year Total:** 9 6 6

**Second Year**  
<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Work Intervent in Co-occurring Mental and Substance Abuse Disor (SASS 562) (or another Elective)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Work Practice in Alcohol and Other Drug Abuse (SASS 564)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Integrative Seminar in Alcohol and Other Drug Abuse Treatment (SASS 576)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Year Total:** 6 9

**Total Units in Sequence:** 42

### Children, Youth and Families

**First Year**  
<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family System Interventions (SASS 517)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trauma Informed Social Work Practice with Children &amp; Families (SASS 550)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year Total:** 9 6 6

**Second Year**  
<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Work Intervent in Co-occurring Mental and Substance Abuse Disor (SASS 562) (or another Elective)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mental Health Policy and Service Delivery (SASS 514)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Integrative Seminar in Alcohol and Other Drug Abuse Treatment (SASS 576)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Year Total:** 6 9

**Total Units in Sequence:** 42

### Full-Time Program

The Full-Time program takes four semesters to complete. Students are scheduled for classes and field education concurrently. In the first two semesters, students complete foundation courses which are prerequisites for concentration required courses. Advanced electives are completed in the last two semesters.

### Aging

**First Year**  
<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education I (SASS 601)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Theories of Oppression and Social Justice (SASS 484)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Human Development I: Child and Adolescent (SASS 440)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Policy (SASS 470)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Field Education Seminar (SASS 495)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Direct Practice Foundation Methods Skills (SASS 477)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Human Development II: Adult (SASS 441)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Macro and Policy Practice Skills (SASS 478)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Methods in Social Work (SASS 426)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units in Sequence:** 42
### Problem Identification, Screening and Assessment/Diagnosis (SASS 547)

**Year Total:** 15 15

#### Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530) (or Free Elective)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Aging Policy and Service Delivery (SASS 513) (Intensive Weekend Format only)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Work Practice with Older Adults (SASS 581)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530) (or Free Elective)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Advanced Social Work Practice in Integrated Healthcare (SASS 589)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Year Total:** 15 15  

**Total Units in Sequence:** 60

### Alcohol & Other Drug Abuse

#### First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education I (SASS 601)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Direct Practice Foundation Methods Skills (SASS 477)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Theories of Oppression and Social Justice (SASS 484)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Human Development I: Child and Adolescent (SASS 440)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Policy (SASS 470)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Field Education Seminar (SASS 495)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Human Development II: Adult (SASS 441)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Macro and Policy Practice Skills (SASS 478)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Methods in Social Work (SASS 426)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Year Total:** 15 15  

#### Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Work Practice in Alcohol and Other Drug Abuse (SASS 564)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Work Intervent in Co-occurring Mental and Substance Abuse Disorder (SASS 562) (or Free Elective)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Year Total:** 15 15  

**Total Units in Sequence:** 60

### Children, Youth, and Families

#### First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education I (SASS 601)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Family System Interventions (SASS 517)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Macro and Policy Practice Skills (SASS 478)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Methods in Social Work (SASS 426)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Year Total:** 15 15  

#### Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Policy (SASS 470)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Human Development I: Child and Adolescent (SASS 440)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Field Education Seminar (SASS 495)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Human Development II: Adult (SASS 441)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Macro and Policy Practice Skills (SASS 478)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Methods in Social Work (SASS 426)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Year Total:** 15 15  

**Total Units in Sequence:** 60

### Children, Youth, and Families: School Social Work

#### First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education I (SASS 601)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Practice Foundation Methods Skills (SASS 477)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year Total:** 15 15  

**Total Units in Sequence:** 60
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theories of Oppression and Social Justice (SASS 484)</td>
<td>3</td>
</tr>
<tr>
<td>Human Development I: Child and Adolescent (SASS 440)</td>
<td>3</td>
</tr>
<tr>
<td>Social Policy (SASS 470)</td>
<td>3</td>
</tr>
<tr>
<td>Field Education Seminar (SASS 495)</td>
<td>1</td>
</tr>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
</tr>
<tr>
<td>Human Development II: Adult (SASS 441)</td>
<td>3</td>
</tr>
<tr>
<td>Macro and Policy Practice Skills (SASS 478)</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods in Social Work (SASS 426)</td>
<td>3</td>
</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
</tr>
<tr>
<td>Children and Families in the School Setting (SASS 519)</td>
<td>3</td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
</tr>
<tr>
<td>Trauma Informed Social Work Practice with Children &amp; Families (SASS 550)</td>
<td>3</td>
</tr>
<tr>
<td>Family System Interventions (SASS 517)</td>
<td>3</td>
</tr>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
</tr>
<tr>
<td>Child and Family Policy and Service Delivery (SASS 529)</td>
<td>3</td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
</tr>
<tr>
<td>Social Work with Groups (SASS 585)</td>
<td>3</td>
</tr>
<tr>
<td>Social Work Practice in Mental Health: Children and Adolescents (SASS 580)</td>
<td>3</td>
</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
</tr>
<tr>
<td>Total Units in Sequence:</td>
<td>78</td>
</tr>
</tbody>
</table>

### Community Practice for Social Change

#### First Year

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education I (SASS 601)</td>
<td>2</td>
</tr>
<tr>
<td>Human Development I: Child and Adolescent (SASS 440)</td>
<td>3</td>
</tr>
<tr>
<td>Social Policy (SASS 470)</td>
<td>3</td>
</tr>
<tr>
<td>Field Education Seminar (SASS 495)</td>
<td>1</td>
</tr>
<tr>
<td>Direct Practice Foundation Methods Skills (SASS 477)</td>
<td>3</td>
</tr>
<tr>
<td>Theories of Oppression and Social Justice (SASS 484)</td>
<td>3</td>
</tr>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
</tr>
<tr>
<td>Human Development II: Adult (SASS 441)</td>
<td>3</td>
</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530) (or Free Elective)</td>
<td>3</td>
</tr>
<tr>
<td>Issues in Health Policy and Service Delivery (SASS 511)</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Social Work Practice In Integrated Healthcare (SASS 589)</td>
<td>3</td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
</tr>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Health

#### First Year

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education I (SASS 601)</td>
<td>2</td>
</tr>
<tr>
<td>Direct Practice Foundation Methods Skills (SASS 477)</td>
<td>3</td>
</tr>
<tr>
<td>Theories of Oppression and Social Justice (SASS 484)</td>
<td>3</td>
</tr>
<tr>
<td>Human Development I: Child and Adolescent (SASS 440)</td>
<td>3</td>
</tr>
<tr>
<td>Social Policy (SASS 470)</td>
<td>3</td>
</tr>
<tr>
<td>Field Education Seminar (SASS 495)</td>
<td>1</td>
</tr>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530) (or Free Elective)</td>
<td>3</td>
</tr>
<tr>
<td>Issues in Health Policy and Service Delivery (SASS 511)</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Social Work Practice In Integrated Healthcare (SASS 589)</td>
<td>3</td>
</tr>
<tr>
<td>Theory/Practice Approaches in Direct Practice Social Work (SASS 549)</td>
<td>3</td>
</tr>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
</tr>
</tbody>
</table>
### Mental Health-Adult

#### First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education I (SASS 601)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Direct Practice Foundation Methods Skills (SASS 477)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Theories of Oppression and Social Justice (SASS 484)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Human Development I: Child and Adolescent (SASS 440)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Policy (SASS 470)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Field Education Seminar (SASS 495)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Field Education II (SASS 602)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Human Development II: Adult (SASS 441)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Macro and Policy Practice Skills (SASS 478)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Methods in Social Work (SASS 426)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Problem Identification, Screening and Assessment/ Diagnosis (SASS 547)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Year Total: 15 15

#### Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Education III (SASS 603)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Practice Evaluation (SASS 530)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Field Education IV (SASS 604)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mental Health Policy and Service Delivery (SASS 514)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Work Practice in Mental Health: Children and Adolescents (SASS 580)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Integrative Seminar in Mental Health: Children and Adolescents (SASS 584)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Year Total: 15 15

**Total Units in Sequence:** 60

### Dual Degree Programs

#### Dual and Interdisciplinary Degree Programs

Dual and interdisciplinary degree programs are available to full-time students only.

**Master of Science in Social Administration and Law (MSSA/JD)**

The dual-degree program established by the Jack, Joseph and Morton Mandel School of Applied Social Sciences and the university's School of Law makes it possible for selected full-time students to pursue an integrated program of studies to receive the Master of Science in Social Administration (MSSA) and Juris Doctor (JD) degrees within four years rather than the normal five years. Applicants for the dual-degree program must apply to and meet the admission requirements of both professional schools and are encouraged to apply for admission to both programs simultaneously. Dual-degree students must receive the MSSA and JD degrees simultaneously to be granted credit for specific courses taken in the other program.
Master of Science in Social Administration and Business (MSSA/MBA)

The Jack, Joseph and Morton Mandel School of Applied Social Sciences and the Weatherhead School of Management offer a dual-degree program leading to the Master of Science in Social Administration (MSSA) with the Master of Science in Business Administration (MBA). The program is designed for candidates who wish to prepare for advanced social work practice in a variety of direct practice and community and social development settings, while developing the skills to assume management responsibility within those settings. Candidates must apply separately to each program.

MSSA/MBA students may begin the dual-degree in either Jack, Joseph and Morton Mandel School of Applied Social Sciences or Weatherhead School of Management. Students will continue to register in the school at which they began the program, regardless of the school they are attending. There are 102 credit hours in the dual MSSA/MBA Program (51 credit hours at MSASS, 51 credit hours at Weatherhead), compared with 124 credit hours if both degrees were completed separately. By integrating the course work, completing some course work over the summer, and reducing the elective requirements in each program, dual-degree students may complete the MSSA/MBA in three years, instead of the four years required if both degrees were to be completed separately. Dual-degree students must receive the MSSA and MBA degrees simultaneously to be granted credit for specific courses taken in the other program.

Master of Science in Social Administration and Bioethics (MSSA/MA)

A dual degree established by the Jack, Joseph and Morton Mandel School of Applied Social Sciences and the Department of Bioethics (http://www.case.edu/med/bioethics) in the university's School of Medicine makes it possible for selected students to pursue an integrated program of studies to earn the Master of Science in Social Administration (MSSA) and the Master of Arts (MA) in Bioethics. In a full-time format both degrees may be earned in two years plus one summer semester.

As the number and complexity of ethical dilemmas continue to increase, there is a growing need for social workers knowledgeable of the principles and practices fundamental to bioethics. Graduates of this program may help counsel clients and care providers as well pursuing careers related to policy and practice.

Applicants must apply separately and meet the admission requirement of the both professional programs and are encouraged to apply simultaneously to both schools. Dual-degree students must receive the MSSA and MA degrees simultaneously to be granted credit for specific courses taken in the other program.

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

The “Side by Side” Dual Degree Program leads to both the Masters of Science in Social Administration (MSSA) and the Masters in Public Health (MPH). The MSSA/MPH program will prepare graduates with flexibility for professional leadership in a broad range of health and social services within communities and organizations. Areas of study will include prevention, program planning, development and evaluation.

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

This degree option is open to full-time students only due to the sequencing of courses. Applicants must apply separately and meet the admission requirement of the both professional programs and are encouraged to apply simultaneously to both schools. This dual degree can be completed in 36 months. Dual-degree students must receive the MSSA and MPH degrees simultaneously to be granted credit for specific courses taken in the other program.

Master of Science in Social Administration and Master of Nonprofit Organization (MSSA/MNO)

The dual degree in social work and non-profit organization offered by the Jack, Joseph and Morton Mandel School of Applied Social Sciences prepares students for leadership and management positions in human service organizations. Students may pursue either the Community Practice in Social Change concentration or the Direct Practice concentration. Further, this dual degree will place graduates into nonprofit management, administration, leadership, and research positions, which promises a great potential to influence the well-being of vulnerable groups and improve lives on a greater scale. Dual-degree students must receive the MSSA and MNO degrees simultaneously to be granted credit for specific courses taken in the other program.

Undergraduate Minor in Social Work

Undergraduate Social Work Minor

The Social Work Minor offers interdisciplinary collaborative learning that includes service, community engagement, and an exploration of values. Students experience active learning that is practical and applied to real-world settings. The minor integrates social work theory and practice, social policy, socio-behavioral theory and research to understand and address complex social problems of our time, domestically and internationally. Some issues covered in the courses include oppression and privilege, poverty, violence, social justice, alcohol and other drug abuse, social welfare, community development. Courses can be taken on campus or through the our short term international study and travel courses.

The Social Work minor requires 15 credit hours. Some of the courses include:

- SASS 284- Oppression and Privilege in a Multicultural Society
- SASS 315- Adoption Practice and Policy
- SASS 318- Death, Grief and Loss
- SASS 325- The Netherlands Social Justice: Health and Violence Prevention
- SASS 375B- Mental Health Issues and Practice- The Netherlands
- SASS 355- Drugs and Youth
- SASS 367- Poverty and Children
SASS 369- Social Networking and Community Organizing in the 21st Century
SASS 375/575 Gender and Sexuality Justice-LGBT life/ Dutch Culture
SASS 375/575A- Ecuador: Health, Human and Social Development in Ecuador
SASS 375/575C- Poland: Invisible Groups in a New Poland
SASS 375/575D- Guatemala: Community Development Approach to Child Welfare
SASS 385- Social Welfare Capstone
SASS 390- Independent Study
SASS 391- Seminar on Community Needs and Services

Doctoral Program

Doctor of Philosophy in Social Welfare

The purpose of the Doctor of Philosophy (PhD) in Social Welfare degree program is the preparation of scholars, teachers, and leaders to generate new knowledge on the policies and programs of social welfare and the practice of social work. Accordingly, we emphasize the creative and evaluative skills necessary for independent inquiry. The program prepares students to be knowledgeable in the following:

- Relevant areas of the social and behavioral sciences
- Research design, statistics, qualitative methods, mixed methods, and the philosophy of science
- Theory-building and theories of social welfare
- Methods for the application and transmission of knowledge in the human services

In addition to this foundation knowledge, students develop specialized expertise in policy analysis and program planning or social work practice theory and in one or more substantive areas of social welfare. Effort is made to provide an educational climate in which critical analysis and creative thinking flourish. The program core emphasizes philosophical and scientific approaches to theory development, the content and boundaries of theoretical social welfare, statistics, and advanced research methodologies, and the social and behavioral science foundations underpinning social welfare programs and social work practice.

The area of specialization enables the student to apply social science theory, analytical approaches, and research tools to a social problem or issue in either social welfare policy or social work practice. Students are encouraged to focus on a substantive policy or practice area during the period of specialization. This facilitates the development of a dissertation proposal. Permeating the content of the entire program is a focus on the development and transmission of knowledge as a part of an educational process.

To prepare students for academic careers in social work education an integral part of the educational plan. Teaching mentorships are available.

Students can pursue special interests through individual reading and research projects. In addition, regular course offerings in other departments of the university are available to students.

Doctor of Philosophy in Social Welfare

Full-Time Program

Under this format, full-time students can complete course requirements and individualized research fellowships over two academic years.

Plan of Study: Full-Time Doctoral Program

First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Science and Theory Building (SASS 608)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Theories of Human Behavior: Macro and Micro Dimensions (SASS 610)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Advanced Research Design (SASS 613)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Theories of Social Welfare and Social Justice (SASS 609)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Models of Qualitative Research (SASS 614)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Statistics and Data Analysis (SASS 615)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Regression and the Linear Model (SASS 616)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Intervention Research for Social Work Practice (SASS 620) &amp; Social Welfare Policy (SASS 621)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Individual Reading (SASS 637) (or course outside of MSASS) or Research Project (SASS 632)</td>
<td>1-18</td>
<td></td>
</tr>
<tr>
<td>Measurement Issues in Quantitative Research (SASS 618)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Seminar on Social Work Education (SASS 630)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Specialization Seminar (SASS 617)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designing Mixed Methods Research (SASS 622)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Reading (SASS 637)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Project (SASS 632)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>10-27</td>
<td>9</td>
</tr>
</tbody>
</table>
Dissertation Requirements
Each candidate for the PhD degree must submit a written dissertation as evidence of his or her ability to conduct independent research at an advanced level. The dissertation must present a significant contribution to knowledge in the student’s field, and at least a portion of the content must be suitable for publication in a reputable professional journal or as a book or monograph.

The dissertation prospectus must be completed and accepted within two calendar years after the student has been admitted to candidacy, and the dissertation must be completed and accepted within five calendar years after admission to candidacy. It is to the student’s advantage to make steady progress in his or her research and aim for early completion of the dissertation.

Once a student registers for SASS 701 Dissertation Ph.D., he or she must continue to register each succeeding regular semester (fall and spring) until the dissertation is complete unless granted a leave of absence. The minimum requirement for the dissertation is 18 hours.

All requirements for the PhD degree must be completed within a period of five consecutive calendar years after a student is admitted to candidacy, including periods of leaves of absence.

Admission and Financial Aid
Information about admission and financial aid for the PhD in Social Welfare (http://msass.case.edu/doctorate) can be found on the Jack, Joseph, and Morton Mandel School of Applied Social Sciences website.

Academic Regulations
Non-Degree Study
Foundation courses may be taken on a non-degree basis with the permission of the assistant dean for academic affairs. A maximum of 12 hours earned on a non-degree basis may be counted toward requirements for the master’s degree if the student is subsequently admitted as a degree candidate.

Admissions and Application Information
Admission to the master’s degree program at the Jack, Joseph, and Morton Mandel School of Applied Social Sciences is granted on a selective basis determined by the quality of the total application. An applicant for admission is expected to meet the following minimum requirements:

1. A bachelor’s degree from an accredited college or university.
2. Evidence of capacity to succeed in graduate level education based on undergraduate work and any previous graduate work. Previous work must include courses strong enough to ensure the applicant’s ability to do creditable work at the graduate level.
3. A minimum undergraduate grade-point average is 2.7. A Miller Analogies Test or Graduate Record Exam is required for applicants with less than a 2.7 grade point average. In exceptional cases, applicants who lack the required academic credentials but whose other qualifications are outstanding may be admitted on a probationary basis. Students who enter on probation may not carry more than 15 credit hours in their first semester. Probationary students must achieve at least a 3.0 grade point average in their first semester of course work (minimum of six credits) to have their probationary status removed and continue in the program.
4. Evidence of a combination of personal qualities and values that are considered essential for the professional practice of social work and /or the non profit sector: strong moral character; strong analytical and verbal skills; a caring and compassionate nature; and a personal commitment to social justice, empowering individuals, and serving vulnerable and under-represented groups, communities and organizations.
5. The school may request a personal interview or additional information about an applicant if necessary.

Application Procedures
Application materials for admission to the Jack, Joseph, and Morton Mandel School of Applied Social Sciences can be secured from the Office of Admissions, Jack, Joseph, and Morton Mandel School of Applied Social Sciences, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, Ohio 44106-7164 or by visiting the school’s website (http://msass.case.edu).

Students applying for full-time study in the social work program are admitted in the fall semester. Applications are accepted on a rolling admissions basis but the latest application date is May 15. The deadline for Intensive Weekend Program applications is May 30.
Students pursuing the MSSA in the online format are admitted in fall, spring, and summer semesters. Deadlines for completed applications are as follows: Spring semester: December 1; Summer semester: March 15; and Fall semester: June 15.

Students seeking admission to the Management of Nonprofit Organization (MNO) degree program are admitted in summer, fall and spring. Deadlines for completed applications for Summer semester: March 15; Fall semester: June 15; and Spring semester: December 1.

Although applications are accepted for all programs on a rolling admission basis, applicants are strongly encouraged to apply early.

**Advanced Standing (Social Work Students Only)**

Advanced standing may be granted to students who have earned a bachelor’s degree in social work within the past seven years from an institution accredited by the Council on Social Work Education. Students must have earned a grade of B or better in each social work foundation course for which advanced standing credit hours are given.

**Proficiency Examinations (Non-BSW Social Work Students Only)**

Students without a bachelor’s degree in social work may waive the foundation courses in policy, socio-behavioral theory, and research by passing a proficiency examination. Successful completion of the exam(s) exempts the student from the requirement to complete the course(s). Elective course(s) may be substituted in order to fulfill graduation requirements. There is no fee or penalty associated with taking the proficiency exams. However, each exam may be taken only once. Exams are offered prior to the start of fall and spring semesters. Students must make reservations to take those exams with the Mandel School Office of Student Services.

**Transfer**

Students who are transferring to the Mandel School from another accredited graduate school of social work may apply for transfer credit for up to one full year of academic work and field education. Transfer students from social work programs must submit field work evaluations, course syllabi, and official transcripts. Students must have received a grade of B or better in any course for which transfer credit is sought. Course syllabi, request for transfer form and official transcript must be submitted to the Mandel School Office of Admissions.

**International Students**

Applicants from other countries follow the regular application procedure. International students must have completed available social work training in their own countries, and have had paid experience in the social welfare or nonprofit field prior to entering the professional degree program. International students are required to furnish results of the Test of English as a Foreign Language (TOEFL) (http://www.ets.org/toefl/) or the International English Language Test Service (IELTS) (http://ielts.org) administered by the Educational Testing Service. Results of this test must be forwarded to the Office of Admissions. A student from abroad whose native language is English, who has completed his or her work in a foreign university where English is the language of instruction, or who has studied at or graduated from an American institution, is exempt from this requirement. Federal requirements mandate that all international students on J-1 visas purchase the medical insurance. No exceptions are allowed. All other students are strongly urged to carry health insurance of some kind.

All international applicants must submit to the university’s Office of International Students evidence of funding sources to fully finance the cost of education, housing, and transportation (approximately $13,000) for one year. Living expenses for dependents, if applicable, must also be included, i.e. spouse $6,000 and child $3,000.

All international applicants must submit to the Case Western Reserve Office of International Students evidence of funding sources to fully finance the cost of education, housing, and transportation. Applicants from other countries will be sent an additional form requiring them to provide evidence of financial resources sufficient to cover their anticipated expenses before acceptance can be finalized.

Students holding a BSW from their country of origin may be eligible for advanced standing. Applicants should contact http://www.cswe.org/CentersInitiatives/22207.aspx directly and ask to have their program reviewed.

An international applicant who holds a Master of Social Work (MSW) degree for his or her country may request a credit review for transfer credit. However, the student must complete at least 27 hours of academic credit and three semesters of field credit (9 hours) at the Mandel School.

Please note that material submitted for application cannot be returned to the applicant.

**Financial Information**

**Tuition**

In the 2015-2016 academic year, tuition for the Jack, Joseph, and Morton Mandel School of Applied Social Sciences in the full-time master’s degree program (12-16 credit hours) is a flat rate of $41,550, or $1385, per credit hour.

A non-refundable tuition deposit of $100 is required of all master’s degree candidates at the time of acceptance. This deposit will be applied toward tuition for the degree program. Complete information about academic policies, procedures, and financial aid is available by contacting the Office of Admissions, Jack, Joseph, and Morton Mandel School of Applied Social Sciences at 216-368-1655.

**Special Focus and Certificate Programs**

**Special Focus and Certificate Programs**

**Certificate Programs**

**Global Health**

The Certificate in Global Health (http://www.case.edu/med/cfg/ Certificate.html) focuses on the broadest concept of public health, including international aspects of disease transmission, diagnosis, treatment, policy, and prevention. The overall objective of this interdisciplinary certificate is to support MSASS students with interests in health problems, issues, and concerns that (a) transcend national boundaries, (b) may be influenced by circumstances or experiences in other countries, and (c) are best addressed by cooperative actions
and solutions. Current participating departments and schools at Case Western Reserve University include Mathematics, Medicine, Public Health, Anthropology, Nursing, Bioethics, Epidemiology, Biostatistics, Biology, and Engineering.

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

**Gerontology**

Students with an interest in serving the needs of the aging population may pursue the multidisciplinary graduate certificate program offered through the Case Western Reserve University Center on Aging and Health (http://fpb.case.edu/Centers/UCAH). This program is designed for gerontological researchers, educators, and practitioners. Participating faculty are from the Mandel School and the Case Western Reserve University Schools of Medicine, Dental Medicine, Nursing and Arts and Sciences. Students must be enrolled in the Aging specialization at the Mandel School.

**School Social Work**

The School Social Work program is designed to train school social workers and provide them with the competencies to practice in a variety of traditional and non-traditional primary and secondary education settings. Such competencies include assessing children's needs; designing and implementing interventions; and making referrals to other professionals and agencies, as needed. School social workers function collaboratively with educators and other professionals to assist the schools and the communities in mobilizing resources on behalf of children and adolescents in order to help ensure academic success.

The program is consistent with the Ohio Department of Education, State of Ohio, regulations and professional standards developed by the National Association of Social Workers, and is a jointly offered by the Mandel School of Applied Social Sciences at Case Western Reserve University and the Division of Education at Baldwin-Wallace University. Students in the program complete the Master of Science in Social Administration (MSSA) degree at the Mandel School with a specialization in Children, Youth and Families. As part of the MSSA degree, students complete three required education courses at Baldwin-Wallace University, SASS 519 Children and Families in the School Setting, and a field practicum in an approved school social work setting. After the completion of all required coursework and field education, a student can apply to the State of Ohio Department of Education to receive a certificate in school social work.

This program can be completed only by two-year or eighteen-month students (not twelve-month students). Intensive weekend students can also complete this program if they are able to enroll in some full-time program courses.

**Management and Leadership**

This certificate allows students to pursue a set of focused coursework designed to prepare them for managing and leading in a range of social welfare settings. The certificate is available to all MSSA students regardless of concentration or specialization and can be completed within the normal masters framework. To do so, students forgo taking concentration-related electives and instead undertake the fifteen (15) academic credit courses required for the certificate. These courses include an introduction to management and leadership, supervision, budgeting and finance, and program design. In addition, students select one elective based on their interests from a set of approved courses.

**Nonprofit Management**

This certificate is offered as a credential requiring 15 academic credit hours. The certificate may be done concurrently with the MNO degree, MSSA degree or may be taken as a stand alone credential. The requirements are four 3-hour courses from the approved listing for the Master of Nonprofit Organization and a 3-hour nonprofit dialogues course.

**Special Focus Programs**

**Louis B. Stokes Fellowship in Community and Social Development**

The Louis Stokes Fellows Program in Community and Social Development provides full tuition scholarships to African American and Hispanic/Latino professionals who are currently working in community development. The goal of the Louis Stokes Fellows program is to:

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

**Child Welfare Fellowship**

The primary goal of the Child Welfare Fellows program is to improve the public child welfare workforce in Northeast Ohio. Emphasis is placed on using evidence-based best practices in public child welfare and systems of care principles. The Mandel School’s Intensive Weekend program makes it possible for employed individuals in public child welfare agencies in Northeast Ohio to overcome barriers of time and finances to pursue a Master’s degree in social work.

**Leadership Fellowship Program**

The Leadership Fellows Program focuses on exceptional students who want to assume leadership in clinical practice within an agency context. It is a two-year program of study for direct practice students in aging, alcohol and other drugs, children, youth and families, health or mental health.

**Paul D. Coverdell Fellowship Program for Returning Peace Corps Volunteers**

The Paul D. Coverdell Fellowship Program for Returning Peace Corps Volunteers provides the option for students selecting concentrations in Community Practice for Social Change or Direct Practice. The Direct Practice concentration will allow students to select specializations in aging; alcohol and other drug abuse; children, youth and families; health; and mental health with children, adolescents and adults. Fellows will be able to integrate professional social work education, research and service to promote social justice and community empowerment domestically and internationally.
around the world. Students also have the option of pursuing certificates and dual degrees in several interest areas.

Global Practice Opportunities
At the Mandel School, students have numerous opportunities to explore beyond our own borders. The Mandel School faculty includes experts in international social work and social policy research. The Mandel School also hosts numerous international full-time students, exchange students, visiting scholars and researchers.

Qualified students may choose to participate in a number of multi-disciplinary study abroad opportunities. Many trips occur during winter and spring break. Students are able to familiarize themselves with a variety of social policies of other countries, which have in the past included the Netherlands, Guatemala, China, Bangladesh, and Israel, among others.

Jack, Joseph, and Morton Mandel School of Applied Social Sciences Faculty

Department Faculty
Sarah S. Andrews, MSSA
(Case Western Reserve University)
Senior Instructor, Social Work; Director, Twelve-Month Advanced Standing Program; Director, Virtual Online MSSA Program
Family development, death, loss & bereavement, women’s issues

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

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

Merri Elizabeth Brindo, MSSA
(Case Western Reserve University)
Clinical Instructor, Social Work; Field Faculty Advisor
Child welfare

Mark G. Chupp, PhD
(Case Western Reserve University)
Assistant Professor, Social Work: Director of International Education Programs
Inter-group dialogue and conflict transformation, citizen participation, community building, community organizing, appreciative inquiry, service learning

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

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

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

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

Daniel J. Flannery, PhD
(The Ohio State University)
Research Professor, Social Work
Violence prevention, mental health, program evaluation

Mark S. Fleisher, PhD
(Washington State University)
Research Professor, Social Work
Violence prevention, mental health, program evaluation

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

Kathleen J. Farkas, PhD
(Case Western Reserve University)
Clinical Instructor, Social Work
Community and social development

Kathi l. Overmier Gant, MSSA
(Case Western Reserve University)
Clinical Instructor, Social Work
Community and social development

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

Ravashonda Clay-Douthit, MSW
(University of Maryland)
Virtual Field Education Faculty Advisor
Social work methods, social welfare
Victor K. Groza, PhD
(University of Oklahoma)
*Grace G. Brody Professor of Parent-Child Studies*
Child welfare workforce and systems, older child and sibling group adoptions, intercountry adoption, international child welfare

Peter J. Haas, PhD
(Brown University)
*Abba Hillel Silver Professor of Jewish Studies; Chair, Department of Religious Studies*
Judaic studies, anthropology of religion

Timothy F. Hagan, Honorary Doctor of Law
(Cleveland State University)
*Distinguished Visiting Faculty for Public Policy*
Politics and policy, children’s issues

Megan Holmes, PhD
(University of California, Los Angeles)
*Assistant Professor, Social Work*
Domestic violence, alcohol use and child maltreatment, research

David Hussey, PhD
(Case Western Reserve University)
*Associate Professor, Social Work*
Substance abuse, violence, social and behavioral science, psychopathology

Leila West Jackson, PhD
(John Hopkins University)
*Assistant Professor, Epidemiology and Biostatistics, Environmental Health Sciences, and Social Work*
Lifestyle, environmental and occupational impacts on reproductive and prenatal health, endocrine disrupters, heavy metals exposure assessment

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

Jeffrey Janata, PhD
(Case Western Reserve University)
*Associate Professor, Psychiatry UH*
Behavioral Medicine, Health Psychology, Obsessive-Compulsive Spectrum Disorders, Pain Disorders, Outcomes Measurement

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

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

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

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

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

Jeff M. Kretschmar, PhD
(Miami University of Florida)
*Assistant Professor of Research, Social Work*
Violence and aggression, suicide, victimization, mental health and substance abuse

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

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

Soad Mansour, MSSA
(Case Western Reserve University)
*Clinical Instructor, Social Work; Director of International Affairs*
Management, policy, international social work, community development

David B. Miller, PhD
(University of Pittsburgh)
*Associate Professor, Social Work*
African American fatherhood, violence as a public health problem, child maltreatment, adolescent resiliency factors, treatment of individuals exposed to violence
Sharon E. Milligan, PhD
(University of Pittsburgh)
Associate Dean for Academic Affairs; Chair, Master's Program; Associate Professor, Social Work; Associate Director, Center on Urban Poverty and Community Development
Evaluation of community-based initiatives, community and social development practice and urban poverty research

Meeyoung Oh Min, PhD
(Case Western Reserve University)
Research Assistant Professor, Social Work
Substance-using mothers and their children, childhood trauma and its correlates/consequences, research methods and statistics

Sonia Minnes, PhD
(Case Western Reserve University)
Associate Professor, Social Work
Behavioral and mental health outcomes of prenatally drug-exposed children

Diana Morris, PhD
(Case Western Reserve University)
Florence Cellar Associate Professor of Gerontological Nursing; Executive Director, Case Western Reserve University Center on Aging and Health
Geriatric mental health, aging and quality of life, family care giving, science of unitary human beings

Nancy V. Neuer, MSSA
(Case Western Reserve University)
Clinical Instructor, Social Work
Clinical social work, health

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

Lori Longs Painter, MSSA
(Case Western Reserve University)
Clinical Instructor, Social Work
Social work practice

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

Christina M. Delos Reyes, MD
(Case Western Reserve University)
Associate Professor of Psychiatry; Director, Addiction Psychiatry Fellowship, University Hospitals Case Medical Center Department of Psychiatry
Substance abuse, mental health

Francisc Richter, PhD
(Oklahoma State University)
Research Assistant Professor, Social Work
Economic behavior

Robert J. Ronis, MD
(Case Western Reserve University)
Douglas Danford Bond Professor and Chair, Psychiatry; Professor, Social Work
Addiction psychiatry, public health, community mental health, co-occurring disorders

LaShon Sawyer, PhD
(Case Western Reserve University)
Associate Director of Virtual Field Education, Clinical Instructor, Social Work: Interim Director of Field Education
Mental health, juvenile justice

Mark I. Singer, PhD
(Case Western Reserve University)
Leonard W. Mayo Professor in Family and Child Welfare; Co-Director, Center on Substance Abuse and Mental Illness; Deputy Director, Begun Center for Violence Prevention Research and Education
Adolescent mental health, adolescent substance abuse, youth-related violence

Sree N. Sreenath, PhD
(University of Maryland, College Park)
Professor, Electrical Engineering and Computer Science; Director of Case Complex Systems Biology Center
Sustainable development, population behavior, modeling and control of multibody systems

Louis Stokes, JD
(Cleveland Marshall Law School)
Distinguished Visiting Professor
Government, public policy, social change, community development

Gerald Strom, MSW
(Howard University)
Senior Instructor, Social Work; Director, Intensive Weekend Program
Child abuse, growth and development, sexual abuse investigation and treatment, clinical practice

Jody Timko, MSW
(Cleveland State University)
Clinical Instructor, Social Work
Medical, residential and community services to children, families, and adults

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

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

Chenobia Webster, DSW
(University of Tennessee -Knoxville)
Virtual Field Education Faculty Advisor
Anxiety, depression, chronic mental health, Acceptance and Commitment Therapy (ACT), Motivational Interviewing (MI)
James J. Werner, PhD  
(Case Western Reserve University)  
Assistant Professor of Family Medicine, School of Medicine  
Health behavior change, methods for mental health service delivery and direct practice in primary care, practice-based research networks, clinician education

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

Rhonda Y. Williams, PhD  
(University of Pennsylvania)  
Associate Professor, History; Director, CWRU Social Justice Institute  
Social justice, race/ethnicity, urban activism

Shanika Wilson, DSW  
(University of Tennessee-Knoxville)  
Virtual Field Education Faculty Advisor  
Clinical practice and leadership, mental health and substance abuse

Zoe Breen Wood, PhD  
(Case Western Reserve University)  
Assistant Professor, Social Work  
Adoption, child welfare, policy and practice, social work methods, international travel and study, leadership, ability based learning

Jaclene A. Zauszniewski, PhD  
(Case Western Reserve University)  
Kate Hanna Harvey Professor in Community Health Nursing  
Treatment and prevention of depression across the lifespan, maintaining health and functioning of elders and grandparents, family caregiving of persons with serious mental illness, substance abuse and dementia

SASS 315. Adoption Practice and Policy. 3 Units.  
This course covers the concepts, knowledge, skills, and policies associated with contemporary adoption practice. The practice method reflects a constellation perspective, meaning that adoption is examined from the viewpoints of birth families, adoptees, and adoptive families. Exemplars and case studies are presented for illustration purposes. Consideration of constellation members' needs at different life cycle stages are presented. Ethical issues and dilemmas related to adoption are emphasized throughout the course in each content area. Course content is covered via lectures and classroom discussions, as well as appropriate guest speakers. Students are expected to participate fully through field trips and classroom discussions.

SASS 318. Death, Grief, and Loss. 3 Units.  
This course provides students the opportunity to become informed, aware citizens understanding human issues related to end-of-life decision making, dying, and experiencing grief and loss. Topics focus on death and grief across the lifespan; the role of death in American culture; understanding individual and family challenges with decision making at the end of life; and the experience of grieving across life stages, cultures, gender, and spiritual difference. The course provides exposure to the experience of death as it relates to the self of the student; the terminally ill person, and the bereaved. Students will gain insight into their own values and beliefs in this area, as well as understanding the needs of terminally ill people, those who need support in their grief and mourning, and persons dealing with challenging life and death decisions regarding self or loved ones. Creation of a personal learning objective is an additional focus. Course content is implemented via lectures, class discussion, individual and small group work, audio-visuals, and guest speakers.

SASS 325. The Netherlands Social Justice: Health and Violence. 3 Units.  
Social justice issues including violence prevention and health care services/policies will be explored via agency visits, lectures, and discussion with Dutch experts. The pervasive use of a harm reduction policy in the Netherlands will be examined. The course will help students develop the analytical skills necessary for evaluating social policy and practice issues related to a range of health care services as well as social justice issues that pertain to health care, prostitution and substance use. Students will familiarize themselves with the United States and Dutch social policies and practices related to issues such as: right to die, euthanasia for terminally ill, those in chronic pain or severely ill newborns; access to healthcare and health disparities; addictions; and prostitution. The manner in which a society treats its citizens least capable of taking care of themselves reveals many of the core values of its cultural system of social justice and approaches to health care.

SASS 350. Seminars in Applied Social Sciences. 3 Units.  
Survey of special subject areas. Topics vary in response to faculty and student interests. Small group discussion. Prerequisite depends on content.
SASS 355. Drugs and Youth. 3 Units.
Drug abuse is a more acute problem and more widespread than in any previous era of our country. Just as technology continues to evolve, drug use follows similar paths of evolution. Today, there are thousands of new drugs available that are used for medicinal purposes, recreational purposes, and other uses that affect the health of our citizens. The impact of drug use and/or abuse on the lives of ordinary people will be explored both through academic readings as well as biographies of young people who have dealt with the problem of drug abuse. Material will be presented from a wide range of disciplines and theoretical perspectives highlighting the bio-psycho-social nature of the problem—both the etiology as well as the effects of addiction. The impact of both macro (society) and micro (family and friends) on drug use of both licit (alcohol, over the counter drugs, and prescription) and illicit (marijuana, hallucinogens, and cocaine) on various subcultures such as sports/athletics, college students, women, adolescents, etc. will be explored. Course content will be covered via lectures, classroom discussions as well as appropriate guest speakers.

SASS 367. Poverty, Wealth Building, and Social Entrepreneurship. 3 Units.
With poor communities and individuals across the world aspiring for higher standards of living and quality of life, monolithic development strategies are proving to be insufficient. Microenterprise and social entrepreneurship are among the latest strategies for poverty alleviation. New strategies that are grass-roots, multi-dimensional, entrepreneurial, and engage stakeholders as partners are gaining ground. They seek to fundamentally transform the roles and relationships of the stakeholders in the economy. While social entrepreneurship is revolutionizing the practice of development work, the micro-enterprise sector plays an important role for some of the poorest sectors of society who gain employment, connection to the market, and opportunities for innovation through it. In this course, we will examine social entrepreneurship, the change it brought about in how development is viewed, conceived, and implemented. Some of the examples that will provide core content include economic development strategies that promote asset building among the poor; Mandragon in Spain (and other similar institutions from across the world), Greyston Bakery (and other similar examples from around the United States) and Evergreen Cooperative (and other relevant local examples).

SASS 356. Whatever it Takes: Creating Paths Out of Poverty for Children. 3 Units.
This course will examine current community based strategies for providing young people living in high poverty, multiple needs, urban areas with the educational, social and economic support they need for a stronger future. The course will begin with a review of the debated root causes of poverty in the United States and an exploration of the short and long term effects of poverty on children. Students will understand how poverty differentially affects different populations and geographic areas across the United States and globally. Special attention will be given to the complexity of urban poverty issues and the corresponding need for holistic interventions. The course will further explore the concepts and strategies underlying innovative community-based initiatives being implemented across the country including the theories, programming content, inclusion criteria and outcomes of these efforts. Students will have to critically think through the cost/benefits of this programming considering economic, political and social justice issues. Special attention will be given to the Harlem Children Zone’s (HCZ) model. The HCZ has achieved successes in boosting college attendance and closing the racial and socioeconomic achievement gap among youth in a high-poverty target area in New York City. The HCZ is the model for the Obama Administration's Promise Neighborhoods Initiative to support comprehensive neighborhood development programs for children and youth. It includes efforts for social, educational and medical support designed sequentially to keep up with youth's developmental needs. Students will critically analyze this model and its applicability across other geographic areas and populations. Students will also learn from local best practice Initiatives in education attempting to provide a path out of poverty for Cleveland's children through site visits at local schools. This will include experiential opportunities for firsthand contact with program staff and youth.

SASS 369. Social Networking and Community Organizing in the 21st Century. 3 Units.
This course will examine the changing nature of place, given increased mobility and diversity in communities within the United States and the emergence of a truly global economy and communication network due to the revolution in information technology. Community itself is being redefined as many members of society consider their most important relationships are primarily virtual in nature. The forms of engaging citizens are also changing as old models of community organizing give way to new approaches that focus on connectivity through social networks. This course will examine various new approaches to engagement, from political or campaign organizing to social networking around mutual interest to mobilizing people for a cause. We will examine the Obama presidential campaign as an example of a new mobilization strategy that emphasizes choice, flexibility, value, and the ability to influence through organic informal networks. The course will also explore case studies, such as network centric organizing as developed by Bill Traynor and Lawrence (MA) Community Works. Special attention will be given to controversial efforts criticized by the right or the left, such as the ACORN voter registration initiative. Students will also explore the changing nature of community in Northeast Ohio and how this new approach might lead to social change and economic development for greater Cleveland.
SASS 375. International Travel and Study Seminar. 3 Units.
The course provides an intensive experiential learning experience that take students to a Non-Western European country for appropriately 10-12 days to explore social and community development issues, policies and practices. There will be at least 42 hours of contact time with the instructors in Cleveland and the Non-Western European country. The program explores innovative approaches to social development and draws parallels to that of the United States. The purpose of the trip is to familiarize students with social development and social policy issues. Topics appropriate to the targeted country, such as poverty alleviation, non-formal education, prostitution, HIV-AIDS, multicultural aspects of healthcare, international adoption, and possible application of information communication technologies in addressing social problems will be addressed. The trip will include guided tours to neighborhoods, field-action project workers, healthcare professionals, government officials, scholars, and researchers will further enhance students' understanding. Students are required to attend a minimum of two pre-trip seminars, write and/or present pre-trip assignment(s), attend a post-trip meeting, and complete a final written assignment. The course requires an additional cost for travel.

SASS 375A. International Travel & Study Abroad: Health, Human and Social Development in Urban & Rural Ecuador. 3 Units.
The study abroad program to Quito, Ecuador and surrounding rural areas will acquaint students with the history and culture of Ecuador, its social, political and economic development, and the impact it has on the delivery of social services. Ecuador's historical and current relationship with the United States will also be explored. This course is designed for students and professionals who are interested in developing an international perspective for the study of social work and related health services. It will expose students to helping modalities within a cultural context and provide opportunities for cross cultural comparison. The course will be taught using both lecture and experiential modalities. Along with interaction with a variety of social service agencies, students will visit historical sites and attend cultural events. They will be introduced to the art and culture of the area and explore the region's economic development. Lectures by guest speakers on topics regarding family systems, culture, and history, social and political issues will provide students with learning opportunities.

SASS 375B. International Travel & Study Abroad: Mental Health Issues & Practice Netherlands. 3 Units.
This 3-credit course will be at least 42 hours of contact time, and include a trip to the Netherlands over Spring Break. The course will acquaint the participant (undergraduate and graduate) with the socio-political factors that influence policy development and the delivery of mental health care and services to the citizens of the Netherlands. The role of the social work profession in mental health care and service delivery will be explored via agency visits, lectures, and discussion with Dutch consumers and experts in the area of mental healthcare. This course will help students develop the analytical skills necessary for evaluating social policy and practice issues related to mental health. Students will familiarize themselves with the United States and Dutch social policies and practices related to specific mental health issues such as: treatment of severe mental illness, community mental health systems and community reintegration of the those with mental illness, psychosocial rehabilitation, the treatment of people with dual diagnoses of substance dependence and abuse and mental illness, homelessness and the mentally ill, psychiatric hospitalization, employment, education and issues of quality of life for people living with mental illness. Prior to the trip, students will attend a pre-trip session, will be expected to become familiar with the literature on concepts in social policy and practices relevant to mental health issues in both countries, and following the trip, meet for a post-trip session.

SASS 375C. International Travel & Study Abroad: Invisible Groups in a New Poland. 3 Units.
This 3 hour Spring Break for the undergraduate and graduate students introduces students and faculty to Polish culture and Polish social policies and practices concerning those social groups that are disenfranchised, stigmatized, and disempowered, including the poor, the unemployed, the homeless, the elderly, victims of domestic violence, and people affected by substance abuse and mental health problems. In cooperation with the Institute of Sociology at the University of Poznan, students and faculty will examine the issues of multiculturalism, social integration, feminism studies, and determinants of social exclusion in the context of the economic and social forces that are shaping a new Poland. The trip includes guided tours of neighborhoods and social institutions and daily lectures and workshops with government officials, practicing social workers, and many of Poland's most prominent scholars in residence at the University of Poznan. The experience will challenge students to recognize how the recent political and economic transformation of the country has affected the entire society and how certain groups have paid a higher price. Students and faculty will also participate in cultural events to gain a greater understanding of Polish society. Prior to the trip, students will attend two pre-trip sessions, will be expected to become familiar with the literature on concepts in social policy and practices relevant to social welfare issues in both countries, and following the trip, meet for a post trip session.
SASS 375D. International Travel & Study Abroad: Child Welfare in Guatemala. 3 Units.
This program is designed to familiarize participants with child welfare issues, social services, and indigenous community development, particularly women cooperatives. The plan is for participants to learn Spanish each morning, followed by guided tours of various programs. The experience challenges participants to compare Guatemala with the United States, and to understand the strengths and weaknesses of social policies and human services in both countries. This course acquaints participants with the socio-political factors that influence the development of child welfare programs in the nongovernmental sector (private, nonprofit) and governmental sector in Guatemala. The role of the helping professions in child welfare are explored via agency visits, lectures, and collaboration with Guatemalan professionals. The program is an intense small group experience in living, learning, traveling, and studying.

SASS 375E. International Travel & Study Abroad: Microcredit, Microfinance, and Social Development in Bangladesh. 3 Units.
This international travel/study course to Bangladesh is taught by SUIC School of Social Work, Case Western Reserve's Mandel School of Applied Social Sciences (MSASS), and Independent University, SUIC School of Social Work, Case Western Reserve's Mandel School of Applied Social Sciences (MSASS), and Independent University, Bangladesh. Many international scholars and leaders will be involved, including 2006 Nobel Peace Prize winner Muhammad Yunus, as well as other officials in Bangladesh. The program will provide an intensive learning experience that will take students to Bangladesh for 12 days. The course to Bangladesh will be focusing on the role of Micro-credit and Microfinance and Social Developments to alleviate poverty and nurture social entrepreneurship. Students will spend 8 days in Dhaka, the Bangladesh capital, and 4 days in the villages visiting field projects. The program will provide lectures and field trips involving social, political, economic and developmental aspects of Micro-Credit and Micro-Finance. The trip will explore the basic ideas behind the Microcredit revolution in Bangladesh, its historical precedence, and will study it’s relation to health, finance, management, politics, social entrepreneurship and development. Student will learn about the mechanisms of micro-credit in social development and execute the knowledge in their own practice.

SASS 375F. Gender and Sexuality Justice: LGBTQ life in Contemporary Dutch Culture. 3 Units.
This experiential and hands-on course explores the Dutch concept of "tolerance" through the lenses of sexuality, gender identity and gender expression. The course will investigate the Dutch concept of "tolerance" as it applies to non-heteronormative sexualities, as well as the range of gender identities and expressions outside of a binary of male/female, man/woman. Focusing on, but not limited to, the lesbian, gay, bisexual, transgender, queer (LGBTQ) community, the course will interrogate the ways in which the social discourse of acceptance is complicated by other salient sociopolitical factors present in the Netherlands such as historical and contemporary realities about immigration, religious diversity, age, ethnicity and race.

SASS 375G. Global Health and Social Development in India. 3 Units.
The study abroad program explores the innovative approaches to health and social development in India and draws parallel to that of the United States. The purpose of the trip is to familiarize students with Indian social development and social policy issues in regards to multicultural aspects of healthcare, poverty alleviation, non-formal education, and application of information communication technologies in addressing social problems. The trip will include guided tours to neighborhoods, field-action project sites, health, social and educational institutions and government establishments. Daily lectures by practicing social workers, healthcare professionals, policy advocates, field workers, government officials and eminent Indian scholars and researchers will further enhance students' understanding. This study abroad course will also acquaint students with history and culture of India, its social, political and economic development and the impact it has on the delivery of social services. The course will be taught using both lecture and experiential modalities. Along with visiting a variety of governmental and non-governmental institutions, health care facilities, organizations and projects, students will visit historical sites and attend cultural events.

SASS 375I. Global Issues, Health, & Sustainability in India. 3 Units.
Global Issues, Health, & Sustainability in India is an interdisciplinary social work and engineering collaboration that includes a short-term cross-cultural immersion. This course brings together social work (knowledge, values, and skills) and health care (promotion, education, and community) perspectives to the understanding of technical project assessment, selection, planning and implementation in India. The course is also designed to help students understand culturally relevant community engagement strategies to ensure project acceptance in underserved and developing communities. Many field sites will be visited in order to observe first-hand the community assessment and development of projects that engineers implement. An example of these projects could include infrastructure to support green energy and water (resource planning, development, conservation, and sanitation). This study abroad course will acquaint students with history and culture of India, its social, political and economic development and the impact it has on health and the delivery of social services. Participants will learn about factors affecting the abilities to reach, treat, educate, and equip communities to improve health outcomes. Engineering students will learn the quantitative aspects using a paradigm of hierarchical systems, mathematical modeling, and scenario analysis using a 'reasoning support' system. Together the engineering, social work, and health sciences students in disciplinary-balanced teams will jointly work on real and meaningful projects marrying the descriptive scenarios (that is the 'subjective' aspect) with the numerical scenario analysis based on mathematical modeling (or 'objective' aspect) to form a coherent view of the future. The course will be taught using both lecture and experiential modalities. Engineering students will conduct computer modeling work. Along with visiting a variety of governmental and non-governmental institutions, organizations and projects, students will visit historical sites and attend cultural events. Offered as EECS 342I and SASS 375I.

SASS 385. Social Welfare Capstone Seminar. 3 Units.
This seminar course will revolve around the identification and critical investigation of current social problems. Insights gained from social welfare research will be applied to better understand these problems. Successful completion of the course will require critical analysis of published research, integration of information from social work and different disciplines, an oral presentation and a final written research report including a literature review. Counts as SAGES Senior Capstone.
SASS 390. Independent Study for Undergraduates. 1 - 3 Unit.
Individual study in Applied Social Sciences involving specific programs of reading, research, and special projects. Requires prior approval of faculty member directing the project. Recommended preparation: 12 hours of social science courses; approval of MSASS Associate Dean.

SASS 405. Nonprofit Ethics and Professionalism. 3 Units.
This course is an application of ethical frameworks and analysis to nonprofit organizations. Using cases and essays, the course will help nonprofit managers become better equipped to address ethical problems and dilemmas in their work in the following areas: ethics of boards, ethics and leadership, ethics and organizational culture, professional ethics, and ethics and fundraising.

SASS 406. Nonprofit Public Policy and Advocacy. 3 Units.
This course is an introduction to the institutions and processes that make up the political environment of nonprofit organizations in the United States. The course will examine the role of civil society in a democracy, take a general overview of American political institutions and the cultural beliefs that undergird them, and examine the important elements of the public policy process: the framing of issues, the role of political entrepreneurs and organized interests, elections, the legislative process and strategies for influencing it, and the roles of executive institutions and the courts. Emphasis will be placed on the ways that nonprofit advocates can advance their goals in the public policy process.

SASS 407. Nonprofit Revenue Planning and Development. 3 Units.
Revenue strategy and development are critical in advancing the mission and core work of a nonprofit organization, and are among the most strategic responsibilities held by an executive director and his/her board. Nonprofits face a myriad of revenue options which could be pursued but each of these has implications for how the organization advances its mission and its sustainability. The course will examine how to assess these revenue sources and evaluate how they can contribute to an organization's overall financial vitality.

SASS 408. Nonprofit Philanthropic Fundraising. 3 Units.
This course will provide current and future nonprofit leaders with a detailed survey of the practices, principles, and process of fundraising, enabling them to effectively create, participate in, and manage fund development programs and staff. Successful fundraising is shown to be communication-based and built upon solid relationships with defined constituencies of donors and potential donors.

SASS 409. Nonprofit Strategic Planning. 3 Units.
This is an integrated practicum designed to provide "hands-on" experience in planning for, designing, and conducting strategic planning in nonprofit organizations. Students will learn to assess organizational readiness, facilitate the design of strategic planning processes, create a variety of approaches involving key stakeholders, and finalize a planning design suited to organizational culture.

SASS 410. Nonprofit Databased Decision-Making. 3 Units.
Nonprofit leaders face a wide range of data needs and opportunities to use data to inform strategy and practice. This course is designed to give students a working knowledge of data analysis, statistical concepts, research designs for program planning and evaluation, and techniques for problem solving. By exploring a continuum of decision making opportunities in the nonprofit sector, the course will present methods and frameworks for collecting and interpreting data to inform organizational action.

SASS 411. Nonprofit Leadership Dialogs. 1 Unit.
This course is intended to enable students to learn about major nonprofit leadership issues and trends through interaction and dialog with successful nonprofit leaders. It is also designed to provide outside nonprofit leaders with the opportunity to learn about the quality of the Mandel Center's student body.

SASS 420. Nonprofit Organization and Management. 3 Units.
This course will focus on theories of organizations and general concepts and principles of management, governance, and leadership. Organizational design, behavior, performance, and effectiveness will be studied, and the special character and management problems of nonprofit organizations will be highlighted and analyzed.

SASS 422. Nonprofit Assessment and Program Evaluation. 3 Units.
The course is designed to introduce students to the approaches to organizational assessment and evaluation of organizational issues and problems. The class will explore a variety of ways of viewing organizations, assessing their stage of development, look at factors that influence or interfere with their forward progress, review the dimensions essential to nonprofit organizations and explore some processes useful to enable change. In addition, the course will focus on the process of creating and measuring program outcomes.

SASS 424. Nonprofit Economics. 3 Units.
This course is designed to familiarize students with basic ideas of microeconomic analysis so that they may apply this reasoning to important resource-related decisions facing contemporary nonprofit organizations. This introductory course will orient the student to the role of nonprofit organizations in a market economy, familiarizing the student with basic concepts of microeconomic analysis and how they apply to resource-related decisions, and provide the student with tools and concepts for analyzing pricing, compensation, outsourcing, investment of funds, and engaging in partnerships.

SASS 425. Nonprofit Financial Management. 3 Units.
This course focuses on techniques and principles of financial management including budgeting, finance and investment decision making. Topics include budget formulation, analysis and planning, present value analysis, cost-effectiveness, cash flow analysis, portfolio management, and venture planning. Special emphasis will be given to the unique problems of nonprofits in capital formation, generating earned income, managing endowments, gifts and grants, and tax planning.

SASS 426. Research Methods in Social Work. 3 Units.
This course provides an overview of the basic concepts used in the conduct of scientific inquiry and the tools of research methodology. It introduces students to the issues involved in the design, implementation, analysis and utilization of social research. Students are encouraged to focus on a practice-related research problem in their individual or group research projects, as well as to focus on research issues relevant to their specialization, field of practice, or field of practicum setting. Students are alerted to the risks of cultural bias in research throughout the course through examples and scientific readings.

SASS 427. International Non-Governmental Organizations. 3 Units.
This course examines the role of voluntary associations in the international arena and, in particular, the multiple roles of international non-governmental organizations in affecting international political and economic outcomes. The course also examines the theoretical issues surrounding NGOs and international relations, particularly the relationship between global civil society and international political outcomes.
SASS 428. Trusteeship: Nonprofit Governance. 3 Units.
This elective course deals with the definition, history and concept of trusteeship, the areas of responsibilities of Boards of Trustees, the authority of Boards and the limits on its exercise, the organization of Boards and their committees, and the Board’s relationships with the Executive Director, the staff and the organization’s constituencies. Eligible for M.B.A. credit.

SASS 430. Nonprofit Human Resources. 3 Units.
Theories and principles of managing people in organizations are addressed in this course, including motivation theory and human resource development strategies. Particular attention is devoted to issues critical to nonprofit organizations, such as the management of volunteers, management of professionals, working with trustees, and staff/board relationships.

SASS 432. Nonprofit Marketing. 3 Units.
This course provides students with a comprehensive overview of the principles and techniques of nonprofit marketing and with an understanding of the multiple contexts in which they are applicable--marketing of products and services, marketing to potential funders, marketing of ideas and behaviors (social marketing and advocacy). The focus of the course is on managerial decision-making to achieve organizational objectives and enhance organizational viability.

SASS 440. Human Development I: Child and Adolescent. 3 Units.
This course offers an overview of normal individual development throughout the life cycle. Psychosocial theory, learning theories, and social role theory constitute the theoretical base for this foundation course. Developmentally determined objectives and tasks for every life stage are examined in the context of biological, genetic, psychological, familial, and sociocultural factors. Special emphasis is placed on the impact of gender, health, and minority status, and on community institutions of human development. This course supports the foundation social work methods course by introducing substantive content on human development as a framework for assessment, prevention, and intervention with psychosocial problems. Curricularly related to the advanced sociobehavioral courses on human development and developmental dysfunction, this course provides a basic understanding of normal human development, which can serve as a contextual framework for developmental deviations from the norm.

SASS 441. Human Development II: Adult. 3 Units.
This course builds on SASS 440 Human Development I (child & adolescent) by compassing the general themes of feeling (emotion), thinking (cognition), and acting (behavior) with adult emotional, cognitive, and behavioral development. Students will understand the differences and similarities between earlier (child and adolescent) and later (adult, including older adult) emotional, cognitive, and behavioral development. Students will understand the differences and similarities between earlier (child and adolescent) and later (adult, including older adult) emotional, cognitive, and behavioral development by examining, across the life-span, the idea/concept of: (1) adult development as gains/losses, (2) adult development as plasticity and variation (i.e., development can take many forms and can change), (3) adult development as risks, conflicts, protective factors, and resilience and (4) adult development as context (e.g., family, society, gender culture, ethnicity, social class, discrimination, sexual orientation, and socio-historical (i.e., cohort contexts). Prereq: SASS 440.

SASS 450. Nonprofit Law. 3 Units.
This course provides the student with a basic grounding in the laws and regulations governing nonprofit organizations. Content will include the procedures for incorporating, reporting, and maintaining tax-exempt status as a nonprofit organization, a familiarity with legal principles and research methods, and an overview of the legal, regulatory, and policy issues facing contemporary nonprofit organizations.

SASS 470. Social Policy. 3 Units.
This course provides basic perspectives on social policies related to poverty, health, aging, mental health, substance abuse, and discrimination. An analytical framework is used to systematically identify, define, and analyze social problems and policies. The course also introduces the student to social planning and service delivery.

SASS 477. Direct Practice Foundation Methods Skills. 3 Units.
The goal of this course is to develop culturally competent social work generalist practitioners who are armed with the knowledge and skills necessary to practice ethically with individuals and families in diverse social work practice settings. The course introduces major social work theories (i.e., systems-ecological theory) and intervention approaches (i.e., problem-solving). Understanding and practicing the skills necessary to carry out generalist practice will be a major focus on both lectures and skills lab.

SASS 478. Macro and Policy Practice Skills. 3 Units.
This course focuses on the development and application of practice skills in work with task groups, communities, and social policy institutions. It includes both didactic and experiential teaching and learning. The course is built on first semester foundation learning, particularly in the areas of social policy, diversity, discrimination, and oppression, and the direct practice skills lab. It will also draw on knowledge taught in the second semester course on theories of groups, organizations, and communities. Finally, there will be interaction with the field seminar and the field practicum. Prereq: SASS 477.

SASS 484. Theories of Oppression and Social Justice. 3 Units.
This course provides students with a basis for developing their ability to value a diverse world and to understand how discrimination and oppression operate to limit the life opportunities of members of minority and disenfranchised groups. Students will have the opportunity to develop and enhance their personal and professional awareness of their own cultural identity and to use this as a basis for developing their competence to work with individuals and groups different from themselves. Selected theoretical perspectives will provide a descriptive and explanatory framework for critically analyzing the manifestation of discrimination and oppression and their impact on the affected populations. Social work’s response to discrimination and oppression within the profession and in society at large will also be examined.

SASS 495. Field Education Seminar. 1 Unit.
This seminar prepares students for entry into field education. The course introduces students to a number of topics that are considered basic to beginning the social work field practicum.

SASS 495V. Field Education Seminar. 1 Unit.
The Field Education Seminar provides the support and guidance necessary to assist foundation social work students to identify and finalize a field placement location. This course also prepares students for the upcoming field experience through self-assessments, discussions and reflective activities. This is a 16 week course.

SASS 500. Special Topics in Applied Social Sciences. 1 - 6 Unit.
SASS 501. Nonprofit Practicum. 0 - 3 Units.
The overall goal of this course is to provide MNO students the opportunity to develop a practicum experience in a non-profit organizational setting. The course is designed to enhance knowledge acquired in the classroom by allowing students the flexibility to develop an individualized plan that will integrate professional practice skill development. The students will work closely with their Academic Advisor to determine whether a practicum meets the student's learning needs. The student will also be assigned a Practicum Instructor, who is based at the non-profit setting and provides the direct instruction of the student. Finally, the student will work with the Faculty Advisor, who is based at the School and serves as a link between all parties, oversees the requirements and standards of the School, and participates and consults in the design of the student's learning experience. The Student, Practicum Instructor, and Faculty Advisor all participate in various ways in the evaluation of student's practicum; the Faculty Advisor is responsible for assigning the grade.

SASS 505. Adoption: Practice and Policy. 3 Units.
This course covers the concepts, knowledge, skills, and policies associated with contemporary adoption practice. The practice method reflects a triad perspective, meaning that adoption is examined from the viewpoints of birth parents, adoptees, and adoptive parents. For each topic area, social work roles, activities, tasks, and skills are explored along with policy issues. Exemplars and case studies are presented for illustration purposes. Consideration of triad needs at different life cycle stages are presented. The issues of ethnically competent adoption practice are emphasized throughout the course in each content area.

SASS 506. Perspectives on Management and Leadership. 0 Units.
This course is designed to explore management and leadership capabilities. The class explores personal and organizational aspects of leadership and management examining theoretical perspectives and models, governance, communication, advocacy, ethics and accountability. In addition, the course examines key tools for effective management and leadership to manage risk, challenges, building consensus and collaboration. The course also guides students through a personal leadership development journey. The classroom will serve as an interactive learning environment. Students will learn management and leadership abilities from readings, lecture, group discussion, reflection, assessment, planning and application. The content of the course integrates research across social work, business, the nonprofit sector, and literature to inform a solid perspective to enhance management and leadership capabilities. This course includes activities and feedback for students to facilitate growth and development, and is appropriate for students who want to become effective managers and leaders, growing related abilities and knowledge.

SASS 510. Health Disparities. 3 Units.
This course aims to provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course will be situated contextually within the historical record of the United States, reviewing social, political, economic, cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) will also be included and discussed. Students will be expected to develop a research proposal (observational, clinical, and/or intervention) rooted in their disciplinary background that will incorporate materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields. Offered as CRSP 510, EPBI 510, MPH 510, NURS 510, and SASS 510.

SASS 511. Issues in Health Policy and Service Delivery. 3 Units.
This course examines health care policy issues and options, and highlights the development of health care policy in the U.S., the influence of health policy development, and the role of social work. It also examines the problems, policy, and program issues in the subsidy, financing, reorganization, and regulatory capacity of health policy. National, state, and local issues will be stressed. The course is for students in the health concentration but also welcomes students from other areas. Prereq: SASS 470 or SASS 400-TR.

SASS 512. Legislative and Political Process. 3 Units.
This course focuses on how to deal effectively with legislators, their staff, and legislative systems. The roles of money and information in legislative and political systems are examined. The process through which a bill moves to become law is explored, including critical points of intervention in that process. Lobbying legislators, including presentation of testimony and use of coalitions, is featured. Prereq: SASS 470 or SASS 400-TR.

SASS 513. Aging Policy and Service Delivery. 3 Units.
This course reviews current income, health, and social service policies for older Americans. It also investigates patterns and levels of care for the elderly. Trends and issues in policies and programs for seniors are analyzed in the context of the dimensions and differential characteristics of the aging population in the country. Some cross-national comparisons of services for the elderly are included in this analysis. Prereq: SASS 470 or SASS 400-TR.

SASS 514. Mental Health Policy and Service Delivery. 3 Units.
This course is designed for students preparing for careers as social workers in the mental health field with an understanding of mental health policy and service delivery at the federal, state, and local levels. Through readings, lectures, discussion, and written assignments, the course will aid students in developing a macro-level perspective of mental health policies and programs. Prereq: SASS 470 or SASS 400-TR.
SASS 515. Family Caregiving. 3 Units.
The purpose of this interdisciplinary graduate-level seminar is to explore the theoretical research, policy, and practice issues related to informal caregiving of the elderly. Topics will include the historical and cultural context of family caregiving, theoretical paradigms (i.e., adult development, stress and coping), characteristics of caregivers (i.e., gender, relationship, race, ethnicity, employment status, geographical setting), characteristics of the elderly care-receiver (i.e., type of cognitive and physical impairments), ethics, physical and mental health outcomes, service delivery issues, institutionalization, and bereavement. Through readings, discussions, guest lectures, and paper presentations, students will learn about the complexities of informal caregiving of the elderly from a range of disciplinary perspectives in order to improve assessment and practice skills in a variety of settings. Students are encouraged to focus on issues relevant to their discipline, specialization, or field of practice for their seminar papers.

SASS 516. Alcohol and Other Drug Abuse Policy and Service Delivery. 3 Units.
This course explores selected current alcohol and other drug abuse (AODA) problems using a problem analysis framework. Emphasis is placed on current and past AODA problem definitions as they affect policy and program development. Conceptualization of the problems resulting from AODA patterns of use and abuse, causation theories, the impact of cultural and social diversity as well as discrimination upon all client systems, and the role of local and national institutions which advocate for this population group are reviewed. Prereq: SASS 470 or SASS 400-TR.

SASS 517. Family System Interventions. 3 Units.
This course covers the knowledge, concepts, and skills associated with working families. The practice method will reflect a family systems approach, integrating theories and approaches within a systemic perspective. It will build practice skills in assessing, interviewing, and intervening with families and emphasize a strength-based perspective on intervention with families. Considerations of family issues at different developmental stages will be presented. The issue of ethically competent and community-based social work practice with families will be stressed throughout the course for each content area. Prereq: SASS 477 or SASS 400-TR.

SASS 518. Social Work with Death, Grief and Loss. 3 Units.
This course focuses on the concept of death and related topics from a social work perspective. Such topics include the role of death in American culture; the dying process and its institutions; assessment and intervention strategies; life span and family life considerations; and end-of-life decisions. The course provides both theoretical and experiential exposure to the dying process as it relates to self, the dying person, and the bereaved. Students will gain insight into serving the terminally ill, those who need assistance with mourning and grief, and clients dealing with difficult life-and-death decisions regarding loved ones. Prereq: SASS 477 or SASS 400-TR.

SASS 519. Children and Families in the School Setting. 3 Units.
This course prepares students to be certified school social workers. The course addresses major issues in American schools; a theoretical framework for school social work services; design, deliverance, and evaluation of school social work services; legal and ethical issues; and the roles and intervention strategies of school social workers. It covers student and family problems and areas of need such as disability, truancy, divorce, teen pregnancy, youth depression and suicide, substance abuse, violence, and dropping out of school. This course is required for those participating in a planned program of study leading to state certification as a school social worker. If space permits, other students may enroll if they have or have had school social work experience. Prereq: SASS 477 or SASS 400-TR.

SASS 520. Homelessness Policy and Service Delivery. 3 Units.
This course provides an understanding of homelessness and its incidence and prevalence, its origins, both historical and social, its consequences, and policy-based strategies for its prevention. The course investigates the impact of homelessness on single individuals, families with children, minorities, and vulnerable populations such as the mentally ill and alcoholics. Students, organized into a task force, examine a range of professional and community-based responses to the problem. The task force method enables students to assess the effects of public policy on homeless people, critique the effectiveness and adequacy of local shelter and service programs, and propose community-based strategies to prevent, stop, and better homelessness. Prereq: SASS 470 or SASS 400-TR.

SASS 521. Supervision. 3 Units.
The course focuses on the role of strength-based supervision in improving outcomes clients served in the various social service and nonprofit systems, and on developing the skills necessary for effective supervision and leadership. The course examines the context of contemporary supervision, and presents models of supervision grounded in systems theory, developmental theory, and social justice theory. This course is also designed to build practical skills for organizational leadership, focusing on adaptive leadership.

SASS 522. Motivational Interviewing. 3 Units.
This advanced methods course provides a basic orientation to the concepts in Motivational Interviewing, which is a collaborative, person-centered form of eliciting and strengthening motivation for change. It is a way of working with persons to assist them in accessing their intrinsic motivation to change behaviors that contradict their essential values and interfere with the achievement of their life goals. Motivational Interviewing is both a philosophy and a set of strategic techniques. It is an evidence-based treatment with a broad range of applications. The course will place an emphasis on individuals with severe and persistent mental illness and/or substance use disorders. Specific techniques to recognize, elicit and strengthen change talk, as well as responding to resistance and consolidating a person’s commitment to change will be explored. Exercises and examples specific to the unique practice setting of participants will be incorporated. Students will have an opportunity to practice these techniques in role/real-play and other group exercises as well as measure skill application and provide meaningful feedback to their peers. Prereq: SASS 477 or SASS 400-TR.
SASS 524. Social Work with Military Veterans and their Families. 3 Units.
Military Social Work is an advanced direct practice concentration course designed to educate social workers in the needs of military service members on active duty and during transition to civilian life. SASS 477, SASS 547 and SASS 549 are pre-requisites for this course. The course is based on the guidelines released in 2010 by the Council on Social Work Education (CSWE) and on the NASW educational program for social workers developed as part of the Joining Forces initiative. The course takes the perspective that uniformed forces have a specific culture, rules of conduct, and identifiable bio-psycho-social concerns related to military service. This specificity requires social worker to learn about evidence-based military practice behaviors and core competencies working with members of any branch of the Department of Defense (DoD) and Veterans Affairs (VA). This course will help students to understand military culture, to recognize stressors related to military service and to address mental health problems affecting military personnel and their families. The course will use case materials to illustrate similarities and differences among various populations including minority/ethnic identity groups. Students will have opportunities to work on the following abilities: The Revised MSASS Abilities: 1. Identify as a Reflective Professional Social Worker 2. Advocate for Social, Economic and Environmental Justice 3. Apply Social Work Methods 4. Uphold Social Work Values and Ethics 5. Integrate Cultural, Economic, and Global Diversity 6. Think Critically about Theory and Research Knowledge 7. Communicate Effectively 8. Develop as a Social Work Leader Prereq: SASS 477, SASS 547 and SASS 549.

SASS 525. AIDS Seminar. 3 Units.
This course is designed to provide an understanding of HIV/AIDS. The nature and prevalence of the disease, including its impact upon vulnerable populations such as children and youth, women, gay and lesbian populations, people of color, prisoners, IV drug users, and street people are examined. The course focuses on public policies, programs, and service delivery for HIV/AIDS at local, state, and national levels. Topics include the policy-making role of advocacy groups, the function of AIDS service organizations, and the design of educational and preventive programs. Prereq: SASS 470 or SASS 400-TR.

SASS 527. The Theory and Practice of Leadership. 3 Units.
This course assists students preparing for management and leadership roles in social service organizations to understand theories of leadership and translate them into effective leadership practices. The class explores leadership definitions, tasks and responsibilities, and the development of leadership capabilities. Students also examine their personal values, beliefs, and understanding of ethical principles underlying leadership. Prereq: SASS 440 or SASS 400-TR.

SASS 529. Child and Family Policy and Service Delivery. 3 Units.
This course focuses on major federal legislation impacting children, youth, and families, examined in the context of community based social work policy/practice. It builds upon the foundation course in social welfare policy and enables students to use an advocacy approach to provide policy-informed services and to participate in policy and implementation and change. Prereq: SASS 470 or SASS 400-TR.

SASS 530. Practice Evaluation. 3 Units.
This advanced course prepares direct practice students to examine their own practice with individuals, families, and groups. Attention is given to basic principles of measurement and selection of appropriate measurement instruments for use in direct practice settings. The course is intended to provide students with the technical skills necessary to investigate the components of social work practice and contribute to an empirically validated social work knowledge base. The student is asked to determine the efficacy of his/her practice intervention in field placement by using a suitable design and method. A hands-on project is required using clinical experience from field practice. Prereq: SASS 426 and SRCH 426 or SASS 400-TR.

SASS 531. Collaboration & Strategic Partnerships. 3 Units.
The development of strategic alliances is being used increasingly as a key for nonprofit organizations to carry out their missions. This course is designed to provide students with the conceptual and practical resources necessary for leadership in the formation and maintenance of such alliances. Various models and strategies for creating and sustaining local, community-based, and national relationships are explored. The course is based on “practical theory,” builds on current knowledge about creating mulch-organizational partnerships, and expands capabilities to participate in these efforts. The overarching goals of this course are that students, as members of this “learning community,” will (a) develop a deeper understanding of the core knowledge required for successful collaboration, (b) deepen their appreciation of the values and ethics involved in creating strategic alliances, and (c) enhance their ability to apply acquired skills in the area of inter-organizational relations. Prereq: SASS 477 and SASS 478 or SASS 400-TR.

SASS 532. Needs Assessment and Program Evaluation. 3 Units.
This course covers research methods and analytic tools that are used in communities and organizations to plan, monitor and evaluate programs, projects and initiatives. It builds upon the research methods course in the foundation curriculum and deepens and expands this content at the advanced level. The content prepares students to use quantitative and qualitative research methods to plan and evaluate programs, policies and practices. The class covers the conceptual and technical aspects of conducting needs assessment in and applying the tools and findings to the program, community and organizational development process. The course employs a circle perspective with the goal that students will be able to judge the strengths and weaknesses of various tools and approaches and the degree to which ethical standards have been met. Students are introduced to a variety of methods for community and needs assessment, demographic, statistical and geographic analysis, qualitative and quantitative data gathering methods, and program and policy evaluation designs. The importance of conducting research in ways that respect cultural diversity and are valid across diverse populations is emphasized. The practical aspects of using data to drive decision making, quality improvement, outcomes management and the engagement of partners and stakeholders are also covered in the course. This course is structured to have a strong emphasis on skill development in data gathering, analysis and application. Prereq: SASS 426 or SRCH 426 or SASS 400-TR.
SASS 534. Theoretical Contexts Shaping Community Practice. 3 Units.
The aim of the course is to provide students in the Community Practice for Social Change concentration with a thorough overview and analysis of the range of individual, group, organizational and community-level theories that inform our practice with organizations, neighborhoods, communities, social institutions and policies. The course seeks to help students: (1) develop an appreciation of the main traditions, theoretical debates, experiences and research findings in community practice both as a change process and as an interdisciplinary field; (2) identify the key ideological assumptions underlying these theories with attention to the broader historical, economic, social, demographic, institutional and political influences that affect these assumptions as well as resultant practice both in the United States and internationally; (3) identify, articulate and apply theories of change through the practice of theorizing; and (4) understand and apply logic models for community problem solving. The course emphasizes application of theory to practice settings and developing skills and competencies for community work in diverse settings.

SASS 535. Human Sexuality. 3 Units.
The course addresses sexuality as an integral part of human functioning and human relationships throughout the life cycle. The formation of sexual identity is addressed, including gender identity, sexual orientation, and sexual intention. The physiological and psychological aspects of sexual behavior are covered, including the effects of aging, chronic illness, and sexually transmitted diseases. The course concludes with practical applications for social work, including an overview of assessment and treatment of sexual dysfunction. Prereq: SASS 440 or SASS 400-TR.

SASS 536. Individual Research Practicum. 3 Units.
With instructor and research sequence chair approval, an individual program of supervised research experience may be undertaken. This course allows the student to tailor a program of applied research to a specific practice issue or program. Prereq: SASS 426 or SASS 400-TR

SASS 538. Evidence-Based Practice: Selection, Implementation, and Practice Issues. 3 Units.
This course prepares students to critically assess and reflect on evidence-based practice theory, principles, and practice issues as they relate to social work. Students will integrate knowledge of assessment and clinical treatment theories with the growing research and science base of evidence-based practice. The course will focus on multiple levels of evidence-based practice promotion including the individual level, the programmatic and agency level, and the broader market place contexts. In the beginning of the course, students will be introduced to the history and background of the evidence-based practice movement, including definitions and terms. Students will also examine how to incorporate strategies optimizing client needs and circumstances into the EBP decision-making process, and to think critically about how to ensure that their practice adheres to social work values and ethics. Students will learn issues and strategies for locating, selecting, and evaluating EBP practice research, including the selection of EBPs tailored to a specific client or population. On the programmatic and agency levels, students will examine core implementation components and challenges (e.g., planning, educating, financing, restructuring, managing quality, attending to policy) commonly faced in agency practice by clinicians, supervisors and administrators. As students are exposed to the implementation science literature and research, they will appreciate how key multilevel implementation approaches can be designed and applied to promote health and behavioral health innovation on both the prevention and intervention levels. Finally, students will review that EBP landscape from a broader perspectives including prevention science, and the diffusion of innovations, examining important controversies and market trends that influence and impact contemporary evidence-based practice in social work. Prereq: SASS 477 and SASS 478.

SASS 539. Early Intervention: Theories and Practice. 1 - 3 Unit.
This course both describes the characteristics of young children with disabilities and examines the intervention models and practices that are used to address the developmental and social-emotional needs of these children. The course describes the legislative and philosophical foundations for contemporary early intervention practice. It discusses the meaning of evidence based practice and examines contemporary early intervention practices from this perspective. The readings and assignments for this course have been designed to reflect the course objectives.

SASS 539A. Early Intervention Practicum. 0 Units.
This practicum course is zero academic credit hour for students who have been selected for the Early Intervention Traineeship program. Students will work with the practicum instructor to complete 60 hours of experience in early intervention.
SASS 545. Program Design. 3 Units.
Program design and development are of critical importance in nonprofit organizations. In this course students will gain a practical, hands-on understanding of strategies for designing programs. The course focuses on program development approaches that attempt to maximize a program's relevance to the need being addressed and increase the likelihood that the program will attain its identified outcomes. Emphasis is placed on learning to understand a community's need/problem, reviewing evidence on potential strategies and identifying promising practices, anticipating potential implementation challenges and addressing them, and identifying potential funders. The link between program design and the development of effective program proposals is stressed. Through this course students will have the opportunity to design a program using a specific analytic framework. Students will learn: (1) to address the demands of multiple constituencies and competing values in program development process, (2) skills for developing and implementing programs in the nonprofit sector, and (3) to examine issues of diversity as they affect organizations and community efforts and explore personal values and ethics as these influence programs and interventions.

SASS 546. Poverty Strategies for Social Workers. 3 Units.
This course provides an understanding of poverty. It examines poverty through an exploration of its causes, theory, policy strategies for its amelioration and practice implications. The course investigates the impact of poverty on single individuals, families with children, minorities, and vulnerable populations. The course will examine welfare reform and its impact in bringing people out of poverty. Students, in teams, will examine one facet of poverty—its theories, policies, impacts on individuals and families, potential solutions, and our approaches to the issues as social workers. In addition to assigned texts and readings, the course will be supplemented by practitioners, organizers, and low-income persons addressing the issues of poverty. Prereq: SASS 440 or SASS 400-TR.

SASS 547. Problem Identification, Screening and Assessment/ Diagnosis. 3 Units.
This course will provide a bio-psycho-social approach to identification, screening, assessment and diagnoses of common psychosocial problems/dysfunctions experienced clients. This course introduces the student to the etiology, recognition and diagnoses of these problems in the context of social work practice. Through use of a competency-based model, students will be introduced to techniques used to screen, assess and diagnose problems such as serious mental illness, suicidality, depression and anxiety, substance abuse, child abuse, elder abuse, and exposure trauma. Students will also become familiar with the use of the DSM IV TR in providing axis I diagnostic formulations. A skills-based approach will be used in presenting students with specific screening, assessment and diagnostic protocols. This course is designed to incorporate a range of issues associated with stages across the lifespan from childhood to late life. Prereq: SASS 477 or SASS 400-TR.

SASS 548. International Social Work. 3 Units.
This is an advanced seminar designed for students interested in the international dimensions of the social work profession and social work practice. The seminar focuses on commonalities and differences in the roles and functions of social workers in different nations. It also gives attention to social work as a global profession and social work practice on an international level. Prereq: SASS 477 or SASS 400-TR.

SASS 549. Theory/Practice Approaches in Direct Practice Social Work. 3 Units.
This required, three credit course introduces selected theories and practice approaches commonly used in social work with individuals, families and groups. The course is designed to provide students with knowledge of theoretical explanations and practice frameworks commonly used in direct social work practice. The course also encourages students to apply critical thinking skills to theory and its practical applications. Case presentations, class discussions and assignments will require students to apply various theoretical perspectives to common problems and issues in social work practice. The course will highlight the use of professional social work values and attention to human development issues, diversity and cultural perspectives as they apply in each theory or framework. Prereq: SASS 477 or SASS 400-TR.

SASS 550. Trauma Informed Social Work Practice with Children & Families. 3 Units.
This course builds on foundation direct practice courses and focuses specifically on children, adolescents and families affected by trauma. It uses both a developmental and an ecological systems perspective recognizing that in order to successfully treat trauma, it is important to not only focus on the individual but also on the family and the larger community environment of which the child or adolescent is a part. It is designed to foster an understanding of the neurobiology of trauma as well as to develop specific skills in interviewing children, child assessment including case formulation, selection of appropriate interventions, and using specific intervention strategies at different levels of the trauma system. Rather than teaching one specific intervention model, students will develop an understanding of the importance of using the empirical literature, critical thinking skills, and clinical judgment to determine how to best intervene. The issues of ethnically and culturally competent practice are emphasized throughout the course in each content area. Finally, the impact of secondary trauma on the practitioner is acknowledged and students develop plans for self-care.

SASS 555. Women's Issues. 3 Units.
This course examines theories that are relevant to the development and socialization of women, and discusses issues that are relevant to women's lives within the context of oppression based on sexism, racism, ageism, homophobia, and other forms of discrimination. Emphasis is placed on assisting students in becoming more aware of the issues that are specifically relevant to their own development and socialization, and preparing for effective and sensitive professional practice by increasing knowledge about the issues facing women. Prereq: SASS 440 or SASS 400-TR.

SASS 561. Community Practice Policy: Analyzing and Changing Social Policy. 3 Units.
This course teaches knowledge, values and skills for analyzing and changing social policy. The course uses a policy practice framework to examine the development and implementation of community and social policy and to prepare students to participate in policy change. A Policy Practice Project provides an opportunity for students to develop skills in planning, advocacy, and policy development. Students work in groups to develop and implement a change strategy targeted at the agency or community level. Course content includes policy analysis, logic models, and advocacy methods. The course will also cover essential social policies relevant to community practice including place based and population based policies for improving communities such as community development, employment and housing policies.
SASS 562. Social Work Intervent in Co-occurring Mental and Substance Abuse Disor. 3 Units.
This advanced methods course provides a basic orientation to substance use disorders in persons with mental illness (SAMI). A biopsychosocial framework will be used to explore the etiology, the maintenance and the recovery of both mental and substance use disorders. The historical background of practitioner, programmatic, and institutional barriers that impede the development and application of clinical skills to dually diagnosed individuals will be explored. Emphasis will be placed on strategies for the implementation of services to deal with individuals with co-occurring problems and their families using the evidence-based New Hampshire-Dartmouth Psychiatric Research Center Integrated Treatment (IT) Model. Current assessment techniques and treatment of special populations including, but not limited to: women, minorities, and adolescents will be discussed. Prereq: SASS 477 or SASS 400-TR.

SASS 563. Resources for Community And Social Development. 3 Units.
Students will be able to understand and utilize the methods to identify, garner, and effectively use resources that promote community and social development. These methods can be applied to expanding resources for individuals, families, communities, and society, as well as to generate resources for organizations. While primarily focusing on financial resources, the course will also consider the important means of positioning an agency or organization to attract and receive resources and collaborate with others to put those resources to their most effective use. The skills that students practice in the course will include fund raising, grant development, financing, strategic partnerships and business deals, marketing, etc. The course will introduce proven models, such as low income tax credits, micro-enterprise, individual development accounts, and revolving loan programs. Students will also learn how to analyze and understand key domestic and international policies and institutions (e.g., foundations, banks, businesses, governments, associations) that relate to resources for community and social development.

SASS 564. Social Work Practice in Alcohol and Other Drug Abuse. 3 Units.
SASS 564 is an advanced direct practice concentration course focused upon knowledge, skills and values important for social work practice with people who abuse and/or are dependent on alcohol and other drugs. The content of SASS 564 directly builds upon the foundation direct practice course (SASS 477) and the required advanced course in screening and assessment (SASS 576). SASS 564 takes a bio-psycho-social approach to prevention, assessment and treatment of alcohol and other drug abuse and dependency (AODA) problems. This course introduces the student to the etiology and treatment of alcohol and other drug abuse in the context of social work practice. The historical background and the development of the evidence base of alcohol and other drug treatment interventions, self-help groups, and conceptual models of addiction will be presented. Students will explore their own attitudes and values toward AODA problems and how these affect treatment outcome as well as commonly used prevention and treatment approaches in social work with people who abuse and/or are dependent upon alcohol and other drugs. The course will use case materials to illustrate similarities and differences among various populations including minority/ethnic identity groups. Prereq: SASS 477 or SASS 400-TR.

SASS 567. Assessing, Building & Organizing Community. 3 Units.
This course will examine strategies of community and social development, focusing on community as a means of impacting social change and improving the quality of life for individuals and families in low-income urban communities. Students will learn the history, frameworks and models of community building and community organizing. The course will include critical analysis of the goals, strategies, and the potential and the challenges that these efforts have faced and the lessons learned to date. Students will also learn practice skills in the related social processes in the United State and Internationally, such as strategic planning, participatory action research, consciousness-raising, and direct action. As community and social development models are presented, students will participate in a comparative analysis of the roles played by community organizers, community builders, community-based organizations, and community initiatives. Through real world experience and case studies, students will develop skills in neighborhood assessment, civic engagement, empowerment, leadership development, group work, relationship building, social capital formation, conflict resolution, democratic process, social policy analysis and change, and other methods.

SASS 569. Planning & Implementing Social Change. 3 Units.
This course builds skills for the design, planning and implementation of social change. The focus of this course is on promoting social change through more strategic and impactful planning, positioning and partnerships. The premise of this course is that the impact and sustainability of programs, initiatives and other change efforts can be strengthened through more effective planning, better strategic positioning and organizational adaptation to external circumstances and trends, and stronger collaborations and partnerships. Students will strengthen their ability to work effectively within organizations, in collaborations and coalitions, and within communities and systems. Course content includes the development of theories of change and action, logic, models, strategic planning, organizational assessment, strategic positioning, collaboration and coalition building, systems reform, and effective working relationships with funders and local intermediaries. A service learning assignment with a community partner. Prereq: SASS 567

SASS 574. Legal Issues in Social Work. 3 Units.
This course explores the legal issues that permeate the social work profession. Starting with a historical examination of our legal systems, the course will illustrate how social work is influenced and shaped by constitutional, statutory, and legal policy constructs. Students will learn about the skills necessary to provide testimony and to conduct forensic interviews, and we will discuss the legal foundation of ethical considerations and social work values. Students will also learn basic skills in how to utilize the law and legal processes to best advocate for clients and address larger social justice issues. By the end of the course, students will understand how social workers can competently navigate the choppy waters of the law in an interdisciplinary professional environment.

SASS 575. Travel and Study Seminar. 3 Units.
This course acquaints the student with the socio-political factors that influence the development of social welfare systems in a selected country and the impact of these systems on the development and functioning of individuals, families, groups, or communities. The role of the emerging social work profession in social change is explored via the social welfare system. Topics focus on the health care, mental health, aging, child, and/or educational systems and are oriented towards direct practice, management, or community development.
SASS 576. Integrative Seminar in Alcohol and Other Drug Abuse Treatment. 3 Units.
This course is an advanced level course in the Alcohol and Other Drug Abuse Specialization that provides opportunities for students to increase their knowledge of topics in the areas of assessment, diagnosis and treatment of alcohol and other drug disorders. The seminar builds upon course material in Foundation Methods (477) and in the advanced methods course (SASS 549 and SASS 564). The seminar is intended to help students understand the evidence base for the treatment of substance use disorders and to explore selected areas of social work practice in intervention in the context of that evidence. Community applications of theory and techniques are stressed. The integrative Seminar in AODA Treatment uses a seminar format and provides students the opportunity to interact with treatment professionals from various treatment and practice settings. The seminar format also facilitates individual learning: each student selects his or her own topic to pursue in depth. Each student is responsible for leading a minimum of one seminar presentation. Each student will select the topic for the seminar in consultation with the instructor. Coreq: SASS 477 and SSWM 564 or SASS 564.

SASS 579. Cognitive Behavioral Interventions. 3 Units.
This course acquaints students with the theoretical, conceptual, and skill bases of several cognitive-behavioral approaches to practice. Topics include assessment, use of tasks and homework, coping skills, cognitive restructuring, and problem solving approaches to practice. The course draws upon students' field and work experiences to illustrate the application of the concepts and skills under discussion. Prereq: SASS 477 or SASS 400-TR

SASS 580. Social Work Practice in Mental Health: Children and Adolescents. 3 Units.
This advanced methods course builds on the content from required foundation social work methods, policy and human development courses including Direct Practice Methods and Skills, Mental Health Policy and Service Delivery. This course complements the content of advanced methods courses including Social Work with People Who Have Chronic Mental Illness, Social Work in Child Abuse and Family Violence, and Interventions in Alcohol and Other Drug Abuse. This course develops biopsychosocial knowledge and intervention techniques related to professional settings specializing in child and adolescent mental health: hospitals, child guidance agencies, family service agencies, mental health centers, and residential treatment centers. Students learn to use development and clinical theory to guide interventions while, maximizing individual strengths, social work values and ethics, and empowerment. Social and economic risk factors, such as poverty, discrimination, and oppression, are considered in the intervention process and in the utilization of mental health services. In addition, students learn to think critically about the myriad ways cultural diversity influences parenting, child and adolescent norms and expectations. Students utilize assessment skills, coupled with knowledge of development and clinical theory to explore clinical case studies. Prereq: SASS 440 and SASS 477 or SASS 400-TR.

SASS 581. Social Work Practice with Older Adults. 3 Units.
This course is an advanced methods course that builds on the knowledge gained in Foundation Methods. The content of SASS 581 directly builds upon the foundation direct practice course (SASS 477) and the required advanced course in screening and assessment (SASS 576). It is also a required course in the Aging Specialization for the MSSA. The course will focus on the persistent principles and emerging emphases in direct practice with older adults and their families. Students will be asked to develop a model of practice based on knowledge of this unique population, social work values, and practice concepts. The course includes special issues in assessment, strengths-base case management, and intervention approaches known to be effective with emotional disorders in older adults. Prereq: SASS 477 or SASS 400-TR.

SASS 582. Social Work in Child Abuse and Family Violence. 3 Units.
This course addresses the etiology, investigation, and treatment of child abuse including sexual abuse and the roles of child welfare, health, and mental health agencies. Particular attention is given to direct work with children and adults who have experienced abuse, and to interventions in instances of family violence. Prereq: SASS 440 and SASS 477 or SASS 400-TR.

SASS 583. Social Work Practice in Mental Health Adults. 3 Units.
This advanced methods course builds on the content from required foundation social work methods, policy, and advanced sociobehavioral theory courses including Direct Practice Methods and Skills, Mental Health Policy and Service Delivery, Advanced Child and Adolescent Development and Dysfunction, and Adult Psychopathology. This course complements the content of advanced methods courses including Social Work with People Who Have Chronic Mental Illness, Social Work in Child Abuse and Family Violence, and Interventions in Alcohol and Other Drug Abuse. This course develops biopsychosocial knowledge and intervention techniques related to professional settings specializing in child and adolescent mental health: hospitals, child guidance agencies, family service agencies, mental health centers, and residential treatment centers. Students learn to use development and clinical theory to guide interventions while, maximizing individual strengths, social work values and ethics, and empowerment. Social and economic risk factors, such as poverty, discrimination, and oppression, are considered in the intervention process and in the utilization of mental health services. In addition, students learn to think critically about the myriad ways cultural diversity influences parenting, child and adolescent norms and expectations. Students utilize assessment skills, coupled with knowledge of development and clinical theory to explore clinical case studies. Prereq: SASS 477 or SASS 400-TR.

SASS 584. Integrative Seminar in Mental Health: Children and Adolescents. 3 Units.
Integrative Seminar in Mental Health: Children and Adolescents is an advanced level course, a capstone course in the Mental Health Child and Adolescent Specialization, that provides opportunities for students to increase their knowledge of assessment, diagnosis and treatment. This course builds on the course material in SASS 580, SASS 477, SASS 549, and SASS 576. The seminar is intended to help students integrate theory and practice, especially in the context of public mental health and community-based, social service practice. The integrative Seminar in Social Work Practice with Children and Adolescents uses a seminar format facilitates individual learning and promotes a learning-to-practice, reflective approach. The seminar assumes there are numerous evidenced-based models and practices and focuses student learning on the role of the professional use of self in the implementation of theory, technique, model, or intervention.
SASS 585. Social Work with Groups. 3 Units.
A theoretical formulation of the social group work method as a problem solving process is addressed. Exercises are presented in the use of diagnostic skills to determine individual needs and problems for which groups may be helpful, the worker's role in facilitating group functioning through his/her use of various program media. Attention is given to the significance of goals, agency environment, and policy for direct work with groups. Prereq: SASS 477 or SASS 400-TR.

SASS 586. Social Work with Couples. 3 Units.
This course provides an overview of assessment and intervention methods for working with couples around issues of marriage, divorce, and remarriage. Alternate couple forms are discussed. The course emphasizes systems and social learning approaches, communication and negotiation in problem solving and its relevance to assessment, treatment structure, and techniques. Special attention will be given to problem areas such as commitment, sexual dysfunction, chemical dependency, and destructive communication patterns. Prereq: SASS 477 or SASS 400-TR.

SASS 587. Integrative Seminar in Mental Health: Adults. 3 Units.
The Integrative Seminar in Social Work Practice with Adults is an advanced level course, a capstone course in the Mental Health Adult Specialization, that provides opportunities for students to increase their knowledge of assessment, diagnosis and treatment. This course builds on course material in SASS 583, SASS 477, and SASS 576. The seminar is intended to help students integrate theory and practice, especially in the context of public mental health and community-based, social service practice. The Integrative Seminar in Social Work Practice with Adults uses a seminar format and provides students the opportunity to interact with professionals, from various treatment and practice settings. The seminar format facilitates individual learning and promotes a learning to practice, reflective approach. The seminar assumes there are numerous evidenced-based models and practices and focuses student learning on the role of the professional use of self in the implementation of theory, technique, model, or intervention. Prereq: SASS 583 or SASS 400-TR.

SASS 589. Advanced Social Work Practice In Integrated Healthcare. 3 Units.
The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care settings. Students will become knowledgeable of the roles of behavioral health providers working in healthcare settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention, planning and implementation, and practice evaluation. Because the populations served in primary care settings span the continuum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting diverse patients across a range of health conditions. Prereq: SASS 477 or SASS 400-TR.

SASS 590. Field Practice. 1 - 12 Unit.

SASS 594. Independent Study Abroad. 1 - 12 Unit.
(Credit as arranged.)

SASS 598. Individual Reading. 1 - 12 Unit.
Special written permission needed. See MSASS registrar.

SASS 601. Field Education I. 2 Units.
The overall goal of this course is to provide graduate level social work students with field related opportunities to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. The field instructor is based at the social service setting and provides the direct instruction of the student. The faculty advisor, who is based at the School, serves as a link between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student's learning experience. The field instructor assigns tasks to the student according to the requirements of the School and the educational and experiential level of the student. Student, field instructor, and faculty field advisor all participate in various ways in the evaluation of the student's work; the faculty advisor is responsible for assigning the grade.

SASS 602. Field Education II. 3 Units.
This course is designed to be taken by entering Advanced Standing students in the first semester of their master's program and by Foundation level social work students in the second semester of their master's program. It consists of a field practicum and participation in professional development opportunities. For students entering the program with advanced standing, there is an additional requirement of four logs and an integrative assignment, and periodic meetings with a field faculty advisor in addition to the field conference. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values, and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Students spend 336 hours in field and professional development in SASS 602. Prereq: SASS 601 or SASS 400-TR.

SASS 603. Field Education III. 3 Units.
The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop advanced level competencies in their area of concentration in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Students spend 336 hours in field and professional development in SASS 603. Prereq: SASS 602 or equivalent.
SASS 604. Field Education IV. 3 Units.
This course is designed to be taken by students in their advanced course of study. It consists of a field practicum and participation in professional development opportunities. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop advanced level competencies in their area of concentration in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Student, field instructor, and field faculty advisor all participate in the evaluation of the student’s work; the faculty advisor is responsible for assigning the grade. Students spend 336 hours in field and professional development in SASS 604. Prereq: SASS 603 or equivalent.

SASS 608. Philosophy of Science and Theory Building. 3 Units.
This is a required foundation course. The nature of theory is examined. Inductive and deductive methods for knowledge building are reviewed. Course content draws from philosophy of science as well as empirical and phenomenological research.

SASS 609. Theories of Social Welfare and Social Justice. 3 Units.
This is a foundation course required for all students. Theories of social welfare and social justice are examined. Course content draws from moral philosophy, economics, political science, cultural anthropology, sociology, history, psychology, and social welfare theory and provides students with a broad orientation to the field of theoretical social welfare.

SASS 610. Theories of Human Behavior: Macro and Micro Dimensions. 3 Units.
This is a required, foundation course and is designed to help students acquire a critical and reflective approach to theory in social work research and practice. The course provides a broad overview of theoretical perspectives at the individual, group, community, organizational and/or societal levels and addresses major theoretical perspectives used in social work and social welfare research.

SASS 613. Advanced Research Design. 3 Units.
This foundation course in research methods is required of all students. It is a prerequisite to the quantitative and qualitative courses. Topics covered include operationalization of variables, threats to validity, and experimental, quasi-experimental and non-experimental research design.

SASS 614. Models of Qualitative Research. 3 Units.
This required course introduces students to the principles, approaches, methods, and analytical techniques utilized when conducting qualitative research in the social sciences. Five models of qualitative research design and methodology are studied, including narrative analysis, case study, ethnography, and grounded theory and phenomenology. This course is designed to provide students with the tools to critically evaluate as well as to enhance the academic rigor or “quality” of qualitative data. Prereq: SASS 608 and SASS 613.

SASS 615. Social Statistics and Data Analysis. 3 Units.
This foundation course (or its equivalent) is required of all students. Content includes univariate, bivariate and inferential statistics, and the use of electronic data processing technology to manage and analyze data. Prereq: SASS 613.

SASS 616. Applied Regression and the Linear Model. 3 Units.
This is a required course in the research methods sequence for MSASS doctoral students. At the end of this course, students will be able to apply ordinary least squares regression and logistic regression in the analysis of social science data. They will learn to formulate research questions and hypotheses, specify statistical models, carry out the appropriate analyses, interpret their findings, and communicate their results clearly and effectively. Prereq: SASS 613 and SASS 615.

SASS 617. Specialization Seminar. 3 Units.
This elective course is a graduate level seminar; students and instructors share in the responsibility for presenting information and constructive criticism on the material. Topics include the selection and description of a social welfare topic, the theoretical explanations of that topic and the development of a focused, empirically-based literature review resulting in research questions and hypothesis.

SASS 618. Measurement Issues in Quantitative Research. 3 Units.
This required course covers the operationalization of social science concepts and development of methods for their measurement. Issues covered include index and scale construction, validity, reliability, questionnaire design, factor analysis, measurement error, and missing data. Prereq: SASS 613, SASS 615 and SASS 616.

SASS 620. Intervention Research for Social Work Practice. 3 Units.
This course provides a critical overview of the major theories and the body of research informing contemporary social work practice. Theories will include the foundational, such as psychodynamic, ego-psychological, ecological and systems, along with trans-theoretical and post-modern theories. The course will integrate a discussion of the history of scientific inquiry in social work, particularly focusing on practice or intervention studies, systematic reviews and meta-analyses. Criteria for evaluating individual studies and the evidence base in specific practice areas will be included, along with material on the current state of Evidence-Based Practice. Recommended preparation: SASS 610.

SASS 621. Social Welfare Policy. 3 Units.
This course focuses on the critical review and application of policy analysis frameworks related to social welfare policy. The conceptual, historical, ideological, and political foundations contributing to the development, formulation, implementation, and monitoring and evaluation of social welfare policies will be critiqued. Social welfare policies intended to ameliorate social ills (e.g., poverty, education, housing) will be analyzed using policy analysis frameworks in a critical and comparative fashion. Policy alternatives to respond to current and future social problems will be critically discussed for feasibility, viability and economic effects. Recommended preparation: SASS 610.
SASS 622. Designing Mixed Methods Research. 3 Units.
This advanced doctoral-level seminar is designed to introduce students to the principles, methods, and analytical techniques utilized when conducting mixed methods research in social work and social welfare. The course is designed to provide substantive methodological content for various phases of the research process accompanied by experiential learning opportunities. The purpose of this course is to prepare students to select and implement mixed methods research designs that are appropriate and adequate for answering contemporary social work practice and social welfare policy research questions. Four domains of knowledge are addressed in the course: (1) the historical, philosophical and theoretical foundations of mixed methods research; (2) methods and strategies behind designing mixed methods research studies; (3) the major data collection techniques employed in mixed methods research; and (4) strategies for analyzing, interpreting and reporting mixed methods data. Six models of mixed methods research (convergent parallel design, explanatory sequential design, exploratory sequential design. Prereq: SASS 608, SASS 613, SASS 614 and SASS 615

SASS 630. Seminar on Social Work Education. 3 Units.
This required seminar examines the structure and content of social work education within the context of higher education in American society. Emphasis is placed on curriculum design and course development. The course also is designed to help students develop a strategic approach to teaching based on learning theory. Finally, attention is given to current issues and future directions for social work education.

SASS 631. Job Seekers Seminar. 1 Unit.
This dynamically dated seminar is designed to prepare doctoral students for a successful academic job search. The course objectives include: Obtaining knowledge about where to find academic job postings and how to determine appropriate fit; understanding the job search process; developing application materials; practicing mock interviews and mock job talks; and, developing a strategy for a successful first year as a professor.

SASS 632. Research Project. 3 Units.
This elective course provides students with the opportunity to work with specific faculty engaged in research studies either on an individual or group basis. Prereq: 614 and SASS 615.

SASS 637. Individual Reading. 1 - 18 Unit.
This is an elective individual reading course permitting students to select areas of interest and pursue these interests with specific faculty.

SASS 651A. Field Education I-A. 1 Unit.
This course is designed to be taken by entering Non-Advanced Standing social work students in the first semester of their master's program. Students enrolled in SASS 651A take SASS 495, Field Education Seminar concurrently for the entire field period. The SASS 651A course is 16 weeks in duration. The overall goal of this course is to provide graduate level social work students with field related opportunities to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. The field instructor is based at the social service setting and provides the direct instruction of the student. The faculty advisor, who is based at the School, serves as a link between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student's learning experience. The field instructor assigns tasks to the student according to the requirements of the School and the educational and experiential level of the student. Student, field instructor, and faculty field advisor all participate in various ways in the evaluation if student's work; the faculty advisor is responsible for assigning the grade. Students spend 75 hours in field and professional development in SASS 651A

SASS 651AV. Field Education I-AV. 1 Unit.
This course is designed to be taken by entering Non-Advanced Standing social work students after the successful completion of SASS495V of their master's program. The SASS 651AV course is 8 weeks in duration. The overall goal of this course is to provide graduate level social work students with field related opportunities to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationazle the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. The field instructor is based at the social service setting and provides the direct instruction of the student. The faculty advisor, who is based at the School, serves as a link between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student's learning experience. The field instructor assigns tasks to the student according to the requirements of the School and the educational and experiential level of the student. Student, field instructor, and faculty field advisor all participate in various ways in the evaluation if student's work; the faculty advisor is responsible for assigning the grade. Students spend 75 hours in field and professional development in SASS 651AV. Prereq: SASS 495V.
SASS 651B. Field Education I-B. 1 Unit.
This course is designed to be taken by entering Non-Advanced Standing social work students in the second semester of their master's program. The SASS 651B course is 16 weeks in duration. The overall goal of this course is to provide graduate level social work students with field related opportunities to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. The field instructor is based at the social service setting and provides the direct instruction of the student. The faculty advisor, who is based at the School, services as a link between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student's learning experiences. The field instructor assigns tasks to the student according to the requirement of the School and the educational and experiential level of the student. Student, field instructor, and faculty field advisor all participate in various ways in the evaluation of student's work; the faculty advisor is responsible for assigning the grade. Students spend 75 hours in field and professional development in SASS 651B. Prereq: SASS 651A.

SASS 651BV. Field Education I-BV. 1 Unit.
This course is designed to be taken by entering Non-Advanced Standing social work students in the second semester of their master's program. The SASS 651BV course is 8 weeks in duration. The overall goal of this course is to provide graduate level social work students with field related opportunities to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. The field instructor is based at the social service setting and provides the direct instruction of the student. The faculty advisor, who is based at the School, services as a link between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student's learning experiences. The field instructor assigns tasks to the student according to the requirement of the School and the educational and experiential level of the student. Student, field instructor, and faculty field advisor all participate in various ways in the evaluation of student's work; the faculty advisor is responsible for assigning the grade. Students spend 75 hours in field and professional development in SASS 651BV. Prereq: SASS 651AV.

SASS 652A. Field Education II-A. 1.5 Unit.
This course is designed to be taken by entering Advanced Standing students in the first semester of their master's program and by Non-Advanced Standing social work students in the third semester of their master's program. The SASS 652A course is 16 weeks in duration. It consists of a field practicum and participation in professional development opportunities. For students entering the program with advanced standing, there is an additional requirement of four logs and an integrative assignment, and periodic meetings with a field faculty advisor in addition to the field conference. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values, and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Students spend 150 hours in field and professional development in SASS 652A. Prereq: SASS 651A and SASS 651B or SASS 400-TR.

SASS 652B. Field Education II-B. 1.5 Unit.
This course is designed to be taken by entering Advanced Standing students in the second semesters of their master's program and by Non-Advanced Standing social work students in the fourth semester of their master's program. The SASS 652B course is 16 weeks in duration. It consists of a field practicum and participation in professional development opportunities. For students entering the program with advanced standing, there is an additional requirement of four logs and an integrative assignment, and periodic meetings with a field faculty advisor in addition to the field conference. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values, and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice and confront social injustice as self-reflective, competent, developing practitioners. Students spend 150 hours in field and professional development in SASS 652B. Prereq: SASS 652A.
SASS 653A. Field Education III-A. 1.5 Unit.
This course is designed to be taken by students in their advanced course of study. Advanced Standing social work students take this course in the third semester of their master’s program. Non-Advanced Standing social work students take it in the fifth semester of their master’s program. The SASS 653A course is 16 weeks in duration. It consists of a field practicum and participation in professional development opportunities. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop advanced level competencies in their area of concentration in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, opportunity to integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Student spend 150 hours in field and professional development in SASS 653A. Prereq: SASS 652A and SASS 652B.

SASS 653B. Field Education III-B. 1.5 Unit.
This course is designed to be taken by students in their advanced course of study. Advanced Standing social work students take this course in the fourth semester of their master’s program. Non-Advanced Standing social work students take it in the sixth semester of their master’s program. The SASS 653B course is 16 weeks in duration. It consists of a field practicum and participation in professional development opportunities. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop advanced level competencies in their area of concentration in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with a forum to develop social work skills, opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, opportunity to integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Students spend 150 hours in field and professional development in SASS 653B. Prereq: SASS 653A.

SASS 654A. Field Education IV-A. 1.5 Unit.
This course is designed to be taken by students in their advanced course of study. Advanced Standing social work students take this course in the fifth semester of their master’s program. Non-Advanced Standing social work students take it in the seventh semester of their master’s program. The SASS 654A course is 16 weeks in duration. It consists of a field practicum and participation in professional development opportunities. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop their advanced level competencies in their area of concentration in the eight abilities by helping students apply ethic acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Student, field instructor, and field faculty advisor all participate in the evaluation of the student's work; the faculty advisor is responsible for assigning the grade. Students spend 150 hours in field and professional development in SASS 654A. Prereq: SASS 653A and SASS 653B.

SASS 654B. Field Education IV-B. 1.5 Unit.
This course is designed to be taken by students in their advanced course of study. Advanced Standing social work students take this course in the sixth semester of their master’s program. Non-Advanced Standing social work students take it in the eighth semester of their master’s program. The SASS 654B course is 16 weeks in duration. It consists of a field practicum and participation in professional development opportunities. The overall goal of this course is to provide graduate level social work students with field related opportunities to continue to develop their advanced level competencies in their area of concentration in the eight abilities by helping students apply ethics acquired in the classroom in an agency setting. The periodic meetings with the field faculty advisor are designed to provide students with an opportunity to integrate classroom and field learning. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent, developing practitioners. Student, field instructor, and field faculty advisor all participate in the evaluation of the student's work; the faculty advisor is responsible for assigning the grade. Students spend 150 hours in field and professional development in SASS 654B. Prereq: SASS 654A.
SASS 655. Dual Degree Field Practicum II. 3 Units.
This course is designed to be taken by MSSA/MPH joint degree students as the second field period of their master's program. It consists of a field practicum and participation in professional development opportunities. The Field Practicum is an integral component of the MSASS and MPH curriculums, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, supervised, and evaluated community-based experience. The Practicum is designed to move students beyond the walls of academia, to understand the political, economic, social, and organizational contexts within which social work and public health activities are conducted. These collective experiences provide students with a forum to develop skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. (EPAAS Program Objective M6 and EPAAS Content Area 4.7) The overall goal of this course is to provide graduate level MSSA/MPH joint degree students with field related opportunities to continue to develop foundation level competencies in the eight MSAS abilities by helping students apply knowledge of social work and public health theory, skills, values and ethics acquired in the classroom in an agency setting. Offered as MPHP 655 and SASS 655. Prereq: SASS 601.

SASS 656. Dual Degree Field Capstone III. 3 Units.
The Public Health Capstone Project is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, mentored, and evaluated public health scholarly project. This course is designed to be taken by advanced level students. It consists of a 288 hour field based Capstone experience and participation in 12 hours of professional development opportunities. The overall goal of this course is designed to move students beyond the walls and constraints of the classroom, to understand the political, economic, social, and organizational contexts within which public health and social work activities are conducted. It is also designed to provide graduate level dual degree students with field related opportunities to begin to develop advanced level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to continue to develop and hone social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. (EPAS Program Objective M6 and EPAS Content Area 4.7) Offered as SASS 656 and MPHP 656 Prereq: SASS 655.

SASS 657. Dual Degree Field Capstone IV. 3 Units.
The Public Health Capstone Project is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, mentored, and evaluated public health scholarly project. This course is designed to be taken by advanced level students. It consists of a 288 hour field based Capstone experience and participation in 12 hours of professional development opportunities. The overall goal of this course is designed to move students beyond the walls and constraints of the classroom, to understand the political, economic, social, and organizational contexts within which public health and social work activities are conducted. It is also designed to provide graduate level dual degree students with field related opportunities to begin to develop advanced level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. Offered as MPHP 657 and SASS 657. Prereq: SASS 656 or MPHP656.

SASS 701. Dissertation Ph.D.. 1 - 9 Unit.
This course is intended for students who have passed the qualifying examination and are actively working on their dissertation. Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

SPPP Courses

SPPP 500. Special Topics in Social Work Policy. 3 Units.
This seminar course is intended for students who are interested in exploring advanced topics in social policy.

SSBT Courses

SSBT 500. Special Topics in Sociobehavioral Theory. 1 - 3 Unit.
This seminar is intended for students who are interested in exploring advanced topics of current interest in sociobehavioral theory.

SSWM Courses

SSWM 500. Special Topics in Social Work Methods. 1 - 3 Unit.
This seminar course is intended for students who are interested in exploring advanced topics of current interest in methods. Prereq: SSWM 400 or SASS 477 or SASS 400-TR.
# Index

<table>
<thead>
<tr>
<th>C</th>
<th>Courses .................................................................................................. 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Faculty .................................................................................................... 21</td>
</tr>
<tr>
<td>J</td>
<td>Jack, Joseph and Morton Mandel School of Applied Social Sciences .... 2</td>
</tr>
<tr>
<td></td>
<td>Jack, Joseph and Morton Mandel School of Applied Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Academic Regulations ........................................................................... 18</td>
</tr>
<tr>
<td></td>
<td>Jack, Joseph and Morton Mandel School of Applied Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Doctoral Programs .............................................................................. 17</td>
</tr>
<tr>
<td></td>
<td>Jack, Joseph and Morton Mandel School of Applied Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Dual Degrees ........................................................................................ 15</td>
</tr>
<tr>
<td></td>
<td>Jack, Joseph and Morton Mandel School of Applied Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Special Focus and Certificate Programs ......................................... 19</td>
</tr>
<tr>
<td>M</td>
<td>Master of Science in Social Administration (MSSA) &amp; Master of Nonprofit</td>
</tr>
<tr>
<td></td>
<td>Organizations (MNO) ............................................................................ 3</td>
</tr>
<tr>
<td>U</td>
<td>Undergraduate Minor in Social Work ................................................ 16</td>
</tr>
</tbody>
</table>