# 2021-2022 CWRU SCHOOL OF APPLIED SOCIAL SCIENCES BULLETIN

Jack, Joseph and Morton Mandel School of Applied Social Sciences

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

Case Western Reserve University and the Ohio Department of Higher Education have authorized the Mandel School to offer the Master of Social Work (MSW) degree (https://community.case.edu/click/?linkid=5c443c05-9da6-4375-950b-caedff2e9c19) to all students who matriculate in August 2021 and thereafter. The school has great respect for the MSSA degree name and all it represents, so this decision was not made lightly. In making the transition to a new degree name, the Mandel School is recommitting to its mission of providing exceptional educational experiences for every student.

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. Social Work students choose concentrations in either Community Practice for Social Change or Direct Practice, which offers specializations in Aging; Substance Use Disorders and Recovery; Children, Youth and Families; Health; and Mental Health. Certificate programs include gerontology, global health, nonprofit management, trauma-informed practice, data science for social impact 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, public health as well as a dual degree in nonprofit management and law.

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 (CSWE) and the Ohio Chemical Dependency Professionals Board of Ohio.

The Master of Social Work (MSW), the social work master's degree program 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 Social Work (MSW) 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 is accredited by Nonprofit Academic Centers Council (NACC).

Administration

Sharon E. Milligan, PhD
Interim Dean; Associate Director of the Center on Urban Poverty and Community Development

David B. Miller, PhD
Associate Dean, Academic Affairs and Student Services; Chair, MSW Degree Program

Nancy M. Rolock, PhD
Associate Dean for Research and Training

Craig M. Zullig
Associate Dean, Finance and Administration

Anne Marie Kollander
Associate Dean, Development and External Affairs

Ronald Davis, MSW
Assistant Dean, Field Education & External Relations

Adrienne Fletcher, PhD
Assistant Dean, Diversity and Inclusion

Scott Wilkes, PhD
Assistant Dean, Academic Affairs

Kimberly McFarlin, MSSA, MNO
Assistant Dean, Student Services

Victor Groza, PhD
Chair, Doctoral Program

Rachel Blake
Director, Finance

Mark Chupp, PhD
Director, Community Innovation Network

Matthew Colver
Assistant Director, Financial Aid

Eileen Connell
Director, Information Technology

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Co-Director, Center on Urban Poverty and Community Development

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Director of Alumni Relations and Development

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Co-Director, Center on Urban Poverty and Community Development, Chair, Management of Nonprofit Organizations Degree Program

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

Megan Holmes, PhD
Co-Director, Center on Trauma and Adversity

David Hussey, PhD
Associate Director, Begun Center for Violence Prevention Research and Education, Director, Mandel Leadership Fellows Program

Mark L. Joseph, PhD
Director, National Initiative on Mixed Income Communities

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Cristina Nedelcu, PhD
Director, Online Social Work Program

Lori Longs Painter, MSSA
Director, Intensive Weekend Program

Valerie Rambin
Assistant Director, International Programs

Tatiana Riedel
Assistant Director, Research Administration

Richard Sigg
Director, Recruitment and Enrollment

Mark Singer, PhD
Deputy Director, Begun Center for Violence Prevention Research and Education, Co-Director, Center on Substance Abuse and Mental Illness
The Master of Social Work (MSW) 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: generalist and advanced. The generalist curriculum (27 credit hours) includes the knowledge, values, processes, and skills essential for the general practice of social work. It consists of generalist 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 (Direct Practice and Community Practice) include specializations in aging; substance use disorders and recovery; children, youth and families; health; mental health; and community practice for social change. School social work is available as a special emphasis.

Ability Based Learning Environment (ABLE)
The MSW 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 Mandel School’s 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, fieldwork is done concurrently with coursework. 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*
- Substance Use Disorders and Recovery
- Children, Youth and Families
- Mental Health
- Health*

*Offered only in the full-time format.

**Program Options**
**On-Campus Weekly Program**
Approximately one-half of Mandel School students are enrolled in the Campus-Based Weekly Program. This program takes four semesters
Advanced Standing Program

Advanced standing may be granted to students who have earned a 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 MSW 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.

Online MSW Program

The Online MSW 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.

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.

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 Mandel School 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 may be admitted conditionally. 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 Social Work (MSW) is available to students who obtained a strong academic record in their Bachelor of Science (BSW) program.

A total of 21 credits hours of advanced standing may be granted toward the MSW degree and students can complete the MSW program in just 39 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 the 21 credit hours of foundation courses listed below:

**Foundation Courses**
- SASS 502 Change Agent Intensive 1
- SASS 503 Foundations of Social Policy and Service Delivery 2
- SASS 504 Theories of Human Development and Human Diversity 2
- SASS 507 Community Theory and Practice 2
- SASS 508 Individual Theory and Practice 2
- SASS 509 Group Theory and Practice 2
- SASS 515 Family Theory and Practice 2
- SASS 528 Evidence Informed Practice 2

**Advanced Courses**
- SASS 542 Evaluating Programs and Practice 3
- SASS 547 Problem Identification, Screening and Assessment/Diagnosis 3
- SASS 549 Theory/Practice Approaches in Direct Practice Social Work 3
- SASS 566 Assessing and Engaging Community for Community Change 3

**Total Units**: 27

**Field Education**
- SASS 495 Field Education: Organizational Theory and Practice Seminar 1
- SASS 495A Field Education: Organizational Theory and Practice Seminar II 1
  or SASS 496 Advanced Field Education: Organizational Theory and Practice Seminar 1
- SASS 601 Field Education I 2
- SASS 602 Field Education II 3
- SASS 603 Field Education III 3
- SASS 604 Field Education IV 3

**Total Units**: 13

**Concentration Requirements:**

**Aging**
- SASS 513 Aging Policy and Service Delivery 3
- SASS 581 Social Work Practice with Older Adults 3
- SASS 518 Social Work with Death, Grief and Loss 3
  or SASS 589 Advanced Social Work Practice in Integrated Healthcare 3

**Free Elective**: 12

**Total Units**: 21

**Children, Youth & Families**
- SASS 517 Family System Interventions 3
- SASS 529 Child and Family Policy and Service Delivery 3
- SASS 550 Trauma Informed Social Work Practice with Children & Families 3
<table>
<thead>
<tr>
<th>Free Elective</th>
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<tbody>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>21</strong></td>
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<tr>
<td><strong>Children, Youth &amp; Families: School Social Work</strong></td>
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<tr>
<td>SASS 517</td>
<td>Family System Interventions</td>
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<tr>
<td>SASS 519</td>
<td>Children and Families in the School Setting</td>
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<tr>
<td>SASS 529</td>
<td>Child and Family Policy and Service Delivery</td>
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<tr>
<td>SASS 550</td>
<td>Trauma Informed Social Work Practice with Children &amp; Families</td>
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<tr>
<td>SASS 564</td>
<td>Social Work Practice in Alcohol and Other Drug Abuse</td>
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<tr>
<td>SASS 585</td>
<td>Social Work with Groups</td>
</tr>
<tr>
<td><strong>Baldwin Wallace University Courses</strong></td>
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<tr>
<td>EDU 510: Educational Studies</td>
<td>3</td>
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<tr>
<td>EDU 573: Children with Special Needs</td>
<td>3</td>
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<tr>
<td>EDU 584: Pupil Services and Community Resources</td>
<td>3</td>
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<tr>
<td><strong>Community Practice for Social Change</strong></td>
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<tr>
<td>SASS 534</td>
<td>Theoretical Contexts Shaping Community Practice</td>
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<tr>
<td>SASS 561</td>
<td>Community Practice Policy: Analyzing and Changing Social Policy</td>
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<td>SASS 567</td>
<td>Strategic Power Building with Communities</td>
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<tr>
<td>SASS 569</td>
<td>Planning &amp; Implementing Social Change</td>
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<td><strong>Free Elective</strong></td>
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<td><strong>Total Units</strong></td>
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<tr>
<td><strong>Health</strong></td>
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<tr>
<td>SASS 511</td>
<td>Issues in Health Policy and Service Delivery</td>
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<tr>
<td>SASS 589</td>
<td>Advanced Social Work Practice in Integrated Healthcare</td>
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<tr>
<td><strong>Free Elective</strong></td>
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<td><strong>Total Units</strong></td>
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<tr>
<td><strong>Mental Health with Children and Adolescents</strong></td>
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<tr>
<td>SASS 564</td>
<td>Social Work Practice in Alcohol and Other Drug Abuse</td>
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<tr>
<td>or SASS 582</td>
<td>Social Work in Child Abuse and Family Violence</td>
</tr>
<tr>
<td>SASS 514</td>
<td>Mental Health Policy and Service Delivery</td>
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<tr>
<td>SASS 580</td>
<td>Social Work Practice in Mental Health: Children and Adolescents</td>
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<tr>
<td>SASS 584</td>
<td>Integrative Seminar in Mental Health: Children and Adolescents</td>
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<tr>
<td><strong>Free Elective</strong></td>
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<tr>
<td><strong>Total Units</strong></td>
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### Mental Health with Adults

| SASS 514 | Mental Health Policy and Service Delivery | 3 |
| SASS 583 | Social Work Practice in Mental Health Adults | 3 |
| SASS 587 | Integrative Seminar in Mental Health: Adults | 3 |
| **Free Elective** | 12 |
| **Total Units** | **21** |

### Substance Use Disorders & Recovery

| SASS 516 | Alcohol and Other Drug Abuse Policy and Service Delivery | 3 |
| SASS 564 | Social Work Practice in Alcohol and Other Drug Abuse | 3 |
| SASS 576 | Integrative Seminar in Alcohol and Other Drug Abuse Treatment | 3 |
| **Free Elective** | 12 |
| **Total Units** | **21** |

### Intensive Weekend Program

The Intensive Weekend program offers human service professionals who are employed full-time to pursue a Master of Social Work (MSW). 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 consist of three distinct components:

- A two-day weekend of classes once per month (Saturday and Sunday, 9:00 a.m. - 6:00 p.m.; may vary by course)
- A four-week study period, during which additional readings and written assignments are completed
- A final study period of approximately three weeks, during which the final course assignment is completed and materials for the next course are received.

### Generalist Courses

#### Foundation Courses

| SASS 502 | Change Agent Intensive | 1 |
| SASS 504 | Theories of Human Development and Human Diversity | 2 |
| SASS 507 | Community Theory and Practice | 2 |
| SASS 508 | Individual Theory and Practice | 2 |
| SASS 509 | Group Theory and Practice | 2 |
| SASS 515 | Family Theory and Practice | 2 |
| SASS 528 | Evidence Informed Practice | 2 |

#### Advanced Courses

| SASS 542 | Evaluating Programs and Practice | 3 |
| SASS 547 | Problem Identification, Screening and Assessment/Diagnosis | 3 |
| SASS 549 | Theory/Practice Approaches in Direct Practice Social Work | 3 |
Master of Social Work (MSW) & Master of Nonprofit Organizations (MNO)

SASS 566 Assessing and Engaging Community for Community Change 3

Total Units 25

Field Education Requirements
SASS 495 Field Education: Organizational Theory and Practice Seminar 1
SASS 495A Field Education: Organizational Theory and Practice Seminar II 1
or SASS 496 Advanced Field Education: Organizational Theory and Practice Seminar
SASS 601 Field Education I 2
SASS 602 Field Education II 3
SASS 603 Field Education III 3
SASS 604 Field Education IV 3

Concentration Requirements:
Substance Use Disorders and Recovery
SASS 516 Alcohol and Other Drug Abuse Policy and Service Delivery 3
SASS 564 Social Work Practice in Alcohol and Other Drug Abuse 3
SASS 576 Integrative Seminar in Alcohol and Other Drug Abuse Treatment 3

Free Elective 12

Total Units 21

Children, Youth & Families
SASS 517 Family System Interventions 3
SASS 550 Trauma Informed Social Work Practice with Children & Families 3
SASS 529 Child and Family Policy and Service Delivery 3

Free Elective 12

Total Units 21

Mental Health with Adults
SASS 514 Mental Health Policy and Service Delivery 3
SASS 583 Social Work Practice in Mental Health Adults 3
SASS 587 Integrative Seminar in Mental Health: Adults 3

Free Elective 12

Total Units 21

Online Program
The online social work master’s experience at the Mandel School includes weekly live classes, in-person field education and continuous student support. We designed our online social work master’s program to fit seamlessly into a variety of lifestyles. The rigor of the program is the same as our on-campus and intensive weekend options—the only difference is that the program is delivered entirely online, with no campus visits required.

Generalist Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SASS 495V</td>
<td>Field Education Seminar: Organizational Theory &amp; Practice Seminar</td>
<td>1</td>
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<tr>
<td>SASS 496V</td>
<td>Advanced Field Education: Organizational Theory &amp; Practice Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SASS 651</td>
<td>Field Education I</td>
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<td>Field Education II-B</td>
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<tr>
<td>SASS 653A</td>
<td>Field Education III-A</td>
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<tr>
<td>SASS 653B</td>
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<tr>
<td>SASS 654A</td>
<td>Field Education IV-A</td>
<td>1.5</td>
</tr>
<tr>
<td>SASS 654B</td>
<td>Field Education IV-B</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Total Units 13

Concentrations Requirements:

Community Practice & Social Change
SASS 534 Theoretical Contexts Shaping Community Practice 3
SASS 561 Community Practice Policy: Analyzing and Changing Social Policy 3
SASS 567 Strategic Power Building with Communities 3
SASS 569 Planning & Implementing Social Change 3

Free Elective 9

Total Units 21

Children, Youth & Families

SASS 517 Family System Interventions 3
SASS 550 Trauma Informed Social Work Practice with Children & Families 3
SASS 529 Child and Family Policy and Service Delivery 3

Free Elective 12

Total Units 21
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 517</td>
<td>Family System Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SASS 529</td>
<td>Child and Family Policy and Service Delivery</td>
<td>3</td>
</tr>
<tr>
<td>SASS 550</td>
<td>Trauma Informed Social Work Practice with Children &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td>SASS 579</td>
<td>Cognitive Behavioral Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SASS 582</td>
<td>Social Work in Child Abuse and Family Violence</td>
<td>3</td>
</tr>
<tr>
<td>SASS 585</td>
<td>Social Work with Groups</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**Mental Health with Adults**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 514</td>
<td>Mental Health Policy and Service Delivery</td>
<td>3</td>
</tr>
<tr>
<td>SASS 562</td>
<td>Social Work Intervent in Co-occurring Mental and Substance Abuse Disorder</td>
<td>3</td>
</tr>
<tr>
<td>SASS 564</td>
<td>Social Work Practice in Alcohol and Other Drug Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SASS 579</td>
<td>Cognitive Behavioral Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SASS 583</td>
<td>Social Work Practice in Mental Health Adults</td>
<td>3</td>
</tr>
<tr>
<td>SASS 587</td>
<td>Integrative Seminar in Mental Health: Adults</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**Master of Nonprofit Organizations Degree Program (MNO)**

The MNO program is a 39 credit hour program. Courses are offered in the Traditional and Intensive Weekend formats from which students may choose from.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 405</td>
<td>Nonprofit Ethics and Professionalism</td>
<td>3</td>
</tr>
<tr>
<td>SASS 407</td>
<td>Nonprofit Revenue Planning and Development</td>
<td>3</td>
</tr>
<tr>
<td>SASS 409</td>
<td>Nonprofit Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>SASS 410</td>
<td>Nonprofit Databased Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>SASS 411</td>
<td>Nonprofit Leadership Dialogs</td>
<td>3</td>
</tr>
<tr>
<td>SASS 420</td>
<td>Nonprofit Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>SASS 425</td>
<td>Nonprofit Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>SASS 450</td>
<td>Nonprofit Law</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**Elective Courses (15.0 credits required):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSTY 404</td>
<td>Introduction to the Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>SASS 408</td>
<td>Nonprofit Philanthropic Fundraising</td>
<td>3</td>
</tr>
<tr>
<td>SASS 427</td>
<td>International Non-Governmental Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SASS 428</td>
<td>Nonprofit Board Governance</td>
<td>3</td>
</tr>
<tr>
<td>SASS 430</td>
<td>Nonprofit Human Resources and Volunteer Management</td>
<td>3</td>
</tr>
<tr>
<td>SASS 432</td>
<td>Nonprofit Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SASS 501</td>
<td>Nonprofit Practicum</td>
<td>0 - 6</td>
</tr>
<tr>
<td>SASS 512</td>
<td>Legislative and Political Process</td>
<td>3</td>
</tr>
<tr>
<td>SASS 531</td>
<td>Collaboration &amp; Strategic Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>SASS 532</td>
<td>Needs Assessment and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SASS 545</td>
<td>Program Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Dual Degree Programs**

**Dual and Interdisciplinary Degree Programs**

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

**Master of Social Work and Law (MSW/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 Social Work (MSW) 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 MSW and JD degrees simultaneously to be granted credit for specific courses taken in the other program.

**Master of Social Work and Business (MSW/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 Social Work (MSW) 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.

MSW/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 MSW/MBA Program (51 credit hours at Mandel School, 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 MSW/MBA in three years, instead of the four years required if both degrees were to be completed separately. Dual-degree students must receive the MSW and MBA degrees simultaneously to be granted credit for specific courses taken in the other program.
Master of Social Work and Bioethics (MSW/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 Social Work (MSW) 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 as pursuing careers related to policy and practice.

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

Master of Social Work and Public Health (MSW/MPH)
The "Side by Side" Dual Degree Program leads to both the Masters of Social Work (MSW) and the Masters in Public Health (MPH). The MSW/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 MSW/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 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 MSW and MPH degrees simultaneously to be granted credit for specific courses taken in the other program.

Master of Social Work and Master of Nonprofit Organization (MSW/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. MSW/MNO dual degree students may apply for graduation in the term in which all requirements for the degree have been completed. It is not required that the MSW and MNO be awarded simultaneously.

Master of Nonprofit Organization and Law (MNO/JD)
Being part of a world-class research university means you can combine your nonprofit management education with a Juris Doctor (JD) from Case Western Reserve University's School of Law (http://law.case.edu/). The MNO/JD program is 109 credit hours (JD 88 hours and MNO 39 hours, with 18 hours that double-count) and can be completed in four years. You must apply separately to and be admitted to each of the programs. Alumni with MNO/JD degrees are employed worldwide by leading organizations, including the Bill and Melinda Gates Foundation and the National Center for Transgender Equality.

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS 284</td>
<td>Oppression and Privilege in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>SASS 315</td>
<td>Adoption Practice and Policy</td>
<td>3</td>
</tr>
<tr>
<td>SASS 318</td>
<td>Death, Grief, and Loss</td>
<td>3</td>
</tr>
<tr>
<td>SASS 325</td>
<td>The Netherlands Social Justice: Health and Violence</td>
<td>3</td>
</tr>
<tr>
<td>SASS 355</td>
<td>Drugs and Youth</td>
<td>3</td>
</tr>
<tr>
<td>SASS 367</td>
<td>Poverty, Wealth Building, and Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>SASS 369</td>
<td>Social Networking and Community Organizing in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>SASS 375A</td>
<td>International Travel &amp; Study Abroad: Health, Human and Social Development in Urban &amp; Rural Ecuador</td>
<td>3</td>
</tr>
<tr>
<td>SASS 375B</td>
<td>International Travel &amp; Study Abroad: Mental Health Issues &amp; Practice Netherlands</td>
<td>3</td>
</tr>
<tr>
<td>SASS 375C</td>
<td>International Travel &amp; Study Abroad: Invisible Groups in a New Poland</td>
<td>3</td>
</tr>
<tr>
<td>SASS 375D</td>
<td>International Travel &amp; Study Abroad: Child Welfare in Guatemala</td>
<td>3</td>
</tr>
<tr>
<td>SASS 385</td>
<td>Social Welfare Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SASS 390</td>
<td>Independent Study for Undergraduates</td>
<td>1 - 3</td>
</tr>
</tbody>
</table>

Doctoral Program

Doctoral Program
Founded in 1952 as one of the first doctoral programs in social welfare in America, the PhD program at the Mandel School is designed to develop leaders in social work research, policy and teaching.
The PhD program is a cornerstone of the school, offering doctoral students the unrivaled opportunity to engage with world-renowned faculty, cutting edge research and a creative curriculum— all within a supportive environment committed to student success.

**Doctor of Philosophy in Social Welfare**

**Four Competencies**

A defining characteristic of our Doctoral Program is the identification of the competencies that we want our students to have when they graduate from our program.

- Research
- Social welfare theory
- Teaching
- Leadership

Our curriculum and professional development opportunities are focused on assisting students to meet these four competencies. Student performance on the competencies is assessed annually as part of our faculty’s review of students’ activities and accomplishments.

**Research**

Research involves the mastery of skills needed to design and conduct a systematic, empirical, objective, public and critical investigation of a social welfare problem or issue. Doctoral students graduate with the capacity to frame a question about a social welfare issue or problem that can be evaluated or examined by using social science research methods. Their dissertation research may be descriptive, designed to develop a theory, or intended to test a hypothesis. The typical doctoral student has a prospectus approved within two years of completing coursework and a dissertation defended within five years of completing coursework, although many complete all requirements sooner. Through the dissertation, students demonstrate the ability to conduct independent research and to make appropriate use of quantitative, qualitative, or mixed methods of analytical techniques. The majority of our doctoral students present research at professional conferences and author or co-author a publishable-quality article for a peer-reviewed journal during their time in the Doctoral Program. In the first three years of the full-time program, 20 hours each week are devoted to a paid individualized research fellowship matching a student’s interests with a faculty member’s research projects. Specialized research mentorships are also available for both full-time and part-time students who wish to work with an individual faculty member on a specific research topic.

**Social Welfare Theory**

Students in the Mandel School Doctoral Program acquire the skills needed to use theory and conceptual frameworks in social science research. Upon completion of the program, students will be able to use theory to develop research questions and hypotheses for empirical testing and will possess an understanding of the conceptual nature of theory and the ways theory can be applied to the development of knowledge in social welfare. Through coursework, research fellowships and dissertation work, students apply a theoretical framework in research to a social welfare problem and are able to discuss implications of empirical research findings on theoretical relationships.

**Teaching**

We expect scholars and leaders to be able to effectively communicate with others and to be able to teach. Students can take coursework related to teaching and engage in a teaching mentorship with a faculty member. During the mentorship, students practice didactic, interactive and experiential teaching strategies in classroom settings. They also learn approaches to other forms of knowledge dissemination such as presentations and writing papers for publications.

Teaching involves a conceptual understanding of how people learn and the ability to translate this understanding into constructing and delivering learning opportunities to diverse audiences. Formal coursework on social work education and funded teaching mentorships allow doctoral students the opportunity to develop knowledge of the history and current context of social work education and skills in educational program design, curriculum development, and outcome assessment of educational objectives. Students have an opportunity to participate in seminars on teaching offered by the University Center for Innovations in Teaching Excellence.

**Leadership**

Leadership is a process whereby an individual influences others to achieve a common goal. Leadership in academia is unique in that the organizational structure is more horizontal and shared, while in most organizations it is hierarchical. Students will achieve competency in academic leadership by understanding their and others’ style of leadership and participating in student and professional activities that enhance leadership skills. Students are encouraged to participate in professional social work organizations in their areas of expertise as well as to assume leadership roles in on Mandel School, CWRU and community committees.

**Program Credits**

A total of 37 credit hours of coursework is required, plus 18 credit hours of dissertation credit. A qualifying examination, given after completion of coursework, determines each student’s eligibility for degree candidacy. The degree is awarded following successful completion of the dissertation.

The school reserves the right to require additional courses, which may not be credited toward the doctoral requirements if the faculty believes the student has insufficient knowledge in core areas of the curriculum, or to assist students in their intellectual and professional development.

In response to the different needs and interests of potential PhD students, the Mandel School offers two formats for meeting course and degree requirements. Program requirements under both formats include taking 55 credit hours (28 required, 9 electives, and 18 dissertation credit hours), passing a qualifying exam, and completing a dissertation. The Alternative Program Structures are:

- **Full-Time Program**

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

- **Part-Time Program**

  Part time students are expected to complete the coursework requirements within three years.
Academic Regulations

Faculty Advisers
Each doctoral student is assigned a faculty adviser to assist in the planning of their educational experience. At the appropriate time, a dissertation advisor is selected by the student and in consultation with the Doctoral Program Chair.

Qualifying Examination
The qualifying examination for doctoral candidates is taken after completion of required coursework. The exam is intended to test the student's ability to critically analyze and integrate knowledge.

Admission to Candidacy
Students are admitted to candidacy for the PhD degree after completing all coursework and upon the successful completion of the qualifying examination. To be admitted to candidacy, the candidate also must have maintained a grade point average of 3.0. The Doctoral Program follows the grading policy and GPA Guidelines of Graduate Studies.

Dissertation Requirements
Dissertation Formats
Students may choose one of two different formats for writing their dissertation. Each format should be carefully considered by the student in consultation with their dissertation committee chair.

Traditional Dissertation. The first format is the monograph or "book" format for a dissertation. In this format, the dissertation is organized as an integrated set of chapters written as a logical progression of ideas pertaining to a central topic. Monograph dissertations typically include chapters formatted much like a book, with an abstract, table of contents, introductory chapter(s) addressing literature and theory, a methods chapter, one or more results chapter, a discussion chapter, and a complete reference list.

Three Paper Dissertation. The second dissertation format is a series of three research papers that may differ in topic but are clearly reflective of a coherent program of research. Each paper is a stand-alone manuscript that is intended to be submitted to a high-quality peer review journal. Examples of acceptable paper formats may include: systematic literature review, theoretical or conceptual, or empirical which must contain its own literature review, background, motivation, theory, data, methodology, results, and conclusions. Other types of papers may be acceptable but must be approved by the dissertation committee. The three paper dissertations include the following components: abstract; an introductory chapter addressing the literature and theory of the program of research; three chapters that are the stand-alone manuscripts; a discussion chapter that discusses common implications across the program of research for social work, policy, practice and/or research; and a complete reference list. The student is the sole author of the dissertation, including the three paper chapters. In no cases should the paper chapters be articles that have already been published or submitted for publication prior to the committees’ formal approval of the dissertation. The student can make the choice to co-author any subsequent publications that are derived from or related to the dissertation research. Co-authorship may occur after the dissertation committee has formally approved the dissertation and prior to the paper being submitted for publication.

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 their 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 to the Doctoral Program can be found on the Jack, Joseph, and Morton Mandel School of Applied Social Sciences Doctoral Program Website (https://case.edu/socialwork/academics/phd-social-welfare/).


Academic Regulations
Non-Degree Study
Generalist 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 of Social Work (MSW) and the Master of Nonprofit Organizations (MNO) at the Jack, Joseph, and Morton Mandel School of Applied Social Sciences are granted on a selective basis determined by the quality of the overall application. The application requirements are the same for all program formats. This includes the On-Campus Weekly MSW, Intensive Weekend MSW, Online MSW and MNO program. An applicant for admission is expected to meet the following minimum requirements:

- A bachelor’s degree from an accredited college or university.
- Evidence of capacity to succeed in graduate level education based on undergraduate work and any previous graduate work. Previous course work must include courses strong enough to ensure the applicant’s ability to do credible work at the graduate level.
- A minimum undergraduate grade-point average is 2.7 for general admission. Candidates with a cumulative g.p.a. below 2.7 may be considered for probationary admission.
- Evidence of a combination of personal qualities and values that are considered essential for the professional practice of social work or nonprofit management: 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.
- The school may request a personal interview or additional information about an applicant. For example, a member of the admissions office or Director of International Affairs may interview an applicant from a non-English speaking country to evaluate English
proficiency. The admissions review committee may also request an interview if an applicant discloses a felony or past criminal conviction to discuss the potential implication related to fieldwork and licensure.

- **MSW applicants**: Baccalaureate Social Work (BSW) degree graduates from a CSWE accredited program within the last seven years enter our MSW with advanced standing. Advanced Standing students have demonstrated mastery in the core competencies and will not repeat generalist courses.

The application for admission to the Master of Social Work (MSW) includes the following materials:

- Transcripts from a regionally accredited college or university, recognized by the Council for Higher Education Accreditation (CHEA), that demonstrates completion of a bachelor's degree in any field of study. The Mandel School also requires transcripts from any school a student completed 6 or more credits.

A two-part essay that is a maximum of five (5) typed pages (double-spaced, 12 point font) and is exemplary of graduate-level writing.

- Part one: Discuss significant factors influencing your decision to pursue a Master of Social Work (MSW). Your essay should include information regarding your interest in the Social Work profession, your intended concentration/specialization and career goals. Please reflect on how any past school, community, volunteer, professional work or leadership experiences will contribute to your success as a graduate student. Describe how you see yourself contributing to the vibrancy of our student body and school community. Describe any strengths or limitations that might influence your being successful in your field placement. Finally, please include why the Mandel School is a good fit for their educational goals.

- Part two: Analyze a social justice problem of great concern to you. What do you think are the causes of this problem? Assuming you have power and resources at your disposal, in what ways do you think this problem could be addressed? Please include possible steps for implementation and challenges likely to surface in seeking a solution.

- A current resume highlighting past paid, volunteer, professional work, community service and leadership experiences.

- Three recommendation letters preferably from faculty members, direct supervisors, and/or volunteer coordinators.

- Additional documents that may be required as part of the application:
  - Advanced Standing Applicants: If you are Advanced Standing (baccalaureate degree in social work from a CSWE accredited program within seven years ), please include a description of your field education experience, your role and responsibilities, and key learning objectives. This requirement is in addition to the two-part page essay addressed above. (If you will not have field before applying, please let us know)

- Academic Explanation: An academic explanation is required when an applicant has received an academic disciplinary action or academic dismissal in any previous college level course work. An academic explanation may also be utilized for applicants with a cumulative grade point average below 3.0 overall or a past failing grade.

The application for admission to the Master of Nonprofit Organizations (MNO) includes the following materials:

- Transcripts from a regionally accredited college or university, recognized by the Council for Higher Education Accreditation (CHEA), that demonstrates completion of a bachelor's degree in any field of study. The Mandel School also requires transcripts from any school a student completed 6 or more credits.

A two-part essay that is a maximum of five (5) typed pages (double-spaced, 12 point font) and is exemplary of graduate-level writing.

- Part one: Discuss significant factors influencing your decision to pursue a Master of Nonprofit Organizations (MNO). Your essay should include information regarding your interest in nonprofit management and your career goals in the field of nonprofit management. Please also reflect on how any past school, community, volunteer, professional work or leadership experiences will contribute to your success as a graduate student. Describe how you see yourself contributing to the vibrancy of our student body and school community. Finally, please include why the Mandel School is a good fit for their educational goals.

- Part two: Discuss some of the forces impacting nonprofit organizations today. Imagine you are a nonprofit executive. Identify three things you would do to ensure the success and effectiveness of the programs your organization delivers. Who would you seek to collaborate with to achieve these objectives?

- A current resume highlighting past paid, volunteer, professional work, community service and leadership experiences.

- Three recommendation letters preferably from faculty members, direct supervisors, and/or volunteer coordinators.

- Additional documents that may be required as part of the application:
  - Academic Explanation: An academic explanation is required when an applicant has received an academic disciplinary action or academic dismissal in any previous college level course work. An academic explanation may also be utilized for applicants with a cumulative grade point average below 3.0 overall or a past failing grade.

The application for admission to the Master of Nonprofit Organizations (MNO) program is completed through a secure online portal. The web address for the application is https://applygrad.case.edu/ (https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=case-msass)

**Admission Procedures**

Applicants to the Master of Social Work (MSW) and the Master of Nonprofit Organization (MNO) apply online through a secure online portal on our website. On-Campus MSW, Intensive Weekend MSW and MNO programs apply through the link: https://applygrad.case.edu/ (https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=case-msass)

Instructions on how to apply can also be found at:


Below are the enrollment options and application deadlines for each program and format.
All on-campus and dual degree students begin the program in the fall semester.

- Early decision application and scholarship deadline: Dec. 15
- Priority application and scholarship deadline: Feb. 1
- General application and scholarship deadline: April 15

All intensive weekend students begin the program in the fall semester.

- Priority application and scholarship deadline: February 1
- General application and scholarship deadline: April 15

Social work: Online

Online students may begin the program in the fall, spring or summer semester.

- Application deadlines for the online program vary based on enrollment semester.

Master of Nonprofit Organizations

MNO students may begin the program in the fall, spring or summer semester.

- Fall deadline: July 6
- Spring deadline: Dec. 15
- Summer deadline: April 1

Advanced Standing (Social Work Students Only)

Applicants with a Bachelor’s of Social Work (BSW) from a Council on Social Work Education (CSWE) accredited institution are automatically eligible for Advanced Standing. The Mandel School will also award advanced standing credit to international students that have received official notification from the International Social Work Degree Recognition and Evaluation Service (ISWDRES) that the BSW they earned is equivalent to a CSWE accredited program and recognized by ISWDRES. The advanced standing policy is administered the same for all three MSW program formats: On-Campus Weekly, On-Campus Intensive Weekend and Online.

The BSW must have been earned within the last seven years, from the date of admission, to receive advanced standing. Eligible students will receive 21 advanced standing credits (listed below). Advanced standing students will be required to complete 39 credits to earn the MSW.

Advanced Standing Course Credit

Social work: On-campus, including all dual degrees

All on-campus and dual degree students begin the program in the fall semester.

- Early decision application and scholarship deadline: Dec. 15
- Priority application and scholarship deadline: Feb. 1
- General application and scholarship deadline: April 15

Social work: Intensive Weekend

All intensive weekend students begin the program in the fall semester.

- Priority application and scholarship deadline: February 1
- General application and scholarship deadline: April 15

Social work: Online

Online students may begin the program in the fall, spring or summer semester.

- Application deadlines for the online program vary based on enrollment semester.

Transfer Credit

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

Students who are transferring to the Mandel School from another accredited graduate school of social work may apply for transfer credit for up to twelve (12) credit hours of academic work and field education. Transfer students from social work programs must submit fieldwork evaluations, final official transcripts, course syllabi and the Request for Evaluation of Transfer Credit form.

Transfer credit (6 hour limit) may be given for related, but non-social work, coursework completed within the past seven years. Credit hours must not have been applied toward a previous graduate degree. Students must have received a grade of B or better in any course for which transfer credit is sought. Course syllabi, Request for Transfer Credit Evaluation form and official transcript must be submitted to the Mandel School Office of Admissions.

Students who are transferring to the Mandel School from another accredited graduate school of nonprofit management may apply for transfer credit up to twelve (12) academic credit hours. Final official transcripts, course syllabi for each course transfer credit is requested and Request for Transfer Credit Evaluation form must be submitted to the Mandel School Office of Admissions.

Courses approved for transfer credit are not used in computing the student’s GPA. Quarter hours will be converted to semester hours. Credit hours may not have been applied toward a previous graduate degree.

International Students

In addition to our standard application requirements, international students must also provide the following information:

World Education Service (WES) Report

All international and domestic applicants with a bachelor’s degree earned from a country outside of the United States Educational System are
required to submit a World Education Services (WES) Report for course-by-course credential evaluation upon applying to our program.

If you are an international student with an earned 4-year bachelor's degree awarded from a U.S.-based institution, you do not need to provide a WES Report. If your degree was earned at an institution outside of the United States educational system, you must submit a WES Report.

Students may submit the Mandel School's online applications for admission before the WES Report is received by our office, but student materials will not be reviewed until a WES Report is received.

Demonstration of English Proficiency

If English is not recognized as your country's official language, you will be required to submit a Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) test score. The Mandel School code for TOEFL is 1105.

• The minimum TOEFL required scores are 577 (paper-based) or 90 (internet-based)
• The minimum score for the International English Language Testing System (IELTS) is 7.0

Official results of this test must be forwarded to the Mandel School Office of Admissions.

You are exempt from proficiency testing if you meet any of the following criteria:

• English is recognized as your country of birth's official language according to the CIA World Factbook.
• You have completed work at an international university where English is the language of instruction
• You have studied at or graduated from an American institution

Proof of Financial Support

If admitted to the program, international students must provide proof of financial support. Once admitted, you will be asked to provide original bank documents as evidence of support to cover educational and living expenses for one academic year. This supporting documentation will be required to confirm enrollment and initiate the appropriate immigration and visa process. The proof of financial support can include all scholarship awards from the Mandel School.

Advanced Standing Options for Students that Complete a BSW Outside of the US

Students holding a BSW from their country of origin may be eligible for advanced standing. Applicants should contact International Social Work Degree Recognition and Evaluation Service directly and ask to have their degree 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. The Mandel School may award up to twelve (12) academic transfer credit hours (including field education).

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

Financial Information

Tuition

Tuition for the 2021-2022 academic year is calculated at $1,590 per credit hour for enrollment between 1 and 11 credit hours. Tuition is charged a flat rate of $23,850 per semester for enrollment between 12 to 18 credits. Students enrolled in 19 or more hours during a semester will pay the semester rate of $23,850 and an additional $1,590 per credit hour beyond 18 credits.

Required Fees

• On-Campus Graduate Student Fees:
  • Student Activity Fee: $40.00 per semester
  • Graduate Student Council Fee: $15 per semester
  • RTA Pass fee: $60 per semester
• Online Student Fees (online students only)
  • $20 per credit

Optional fees

• Health Insurance: $1,582* per semester
• One to One Fitness Membership: $136.08 fall semester; $169.56 spring and summer semesters

Social Work Traditional Track: 60 credit hours
Social Work Full Advanced Standing Track: 39 credit hours
Master of Nonprofit Organizations: 39 credit hours

The Mandel School has a dedicated financial aid adviser on staff to answer your scholarship questions, provide one-on-one guidance, and match you with the best financial aid opportunities available. Please contact mandelschool@case.edu.

*“All insurance coverage is subject to applicable state form and rate filing approval and once approved, to the terms of the Master Policy. We have not yet received approval from the state insurance department for the benefits, features and rates described in this document. As part of the approval process, the State may require us to make changes to the benefits, features and/or rates. We will notify you if that happens.”

Confirmation Tuition Deposit

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.

Academic Standing and Academic Difficulty

PROBATION AND DISMISSAL POLICIES

Probation Based on Academic Performance

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

Dismissal Based on Academic Performance

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

A NO PASS (NP) counts as F for purposes of determining academic standing.

Dismissal Based on Non-Academic Performance
Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty or staff (at school or in field sites) will be the basis for nonacademic termination.

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

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

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

INCOMPLETE IN ACADEMIC COURSES

1. A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her/their instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.
2. The student and the instructor must agree on a due date for fulfilling the requirements for the Incomplete. A signed Request for an Incomplete Grade (by both the instructor and student) must then be submitted to the Mandel School Registrar by the instructor. This form can also be printed from the Mandel School Academic Resources (https://case.edu/socialwork/resources-students/academic-resources/#Incomplete%20grades) website. The extension may not go beyond the end of the subsequent term (fall, spring, summer). The form must be specific in what assignment(s) are due and the date(s) by which assignment(s) must be submitted. For administrative purposes, instructors must submit final grades for Incomplete as soon as coursework is submitted and graded.
3. If a student fails to remove the incomplete within the specified time, he/she/they forfeit the privilege of completing the course for credit and the instructor must assign a grade of F. For exceptional situations in which there are extenuating circumstances, the student and advisor may request, in writing, an extension beyond one semester from the Associate Dean for Academic Affairs, with the instructor’s approval.
4. If a student accumulates three or more grades of “Incomplete,” he/she/they may not enroll in the subsequent course or term and will be considered to be “on probationary suspension/probationary leave” from the program. This policy includes grades of “Incomplete” in Field Education. These students will be required to clear all but one grade of “Incomplete” on their records before they will be allowed to re-enroll in school.

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

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

COURSE REPEAT OPTION
Mandel School students may petition the Associate Dean of Academic Affairs to repeat a maximum of two courses during their degree program in order to improve their performance. When a course is repeated, the first grade will remain visible on the transcript but will be removed from the calculation of the cumulative grade point average and the grade point average for the semester in which the course was first taken. The new grade will then be used for calculation of the cumulative grade point average and the grade point average for the semester in which it was earned, regardless of whether the new grade is higher or lower than the first grade. The student’s transcript will show the comment “Repeated: No credit awarded” directly below the original grade. However, if the first attempt of the course resulted in a passing grade, but the second attempt results in a failing grade, then the original grade will remain. Similarly, if a student withdraws from a course that is being repeated, the Course Repeat Option will not be applied and the original grade will stand.

This option may be exercised according to the following criteria:
- The course repeat option can only be used on course in which a grade of C or lower was earned; Courses with a grading basis of P/NP are not eligible under this policy;
- A student may not use the Pass/No Pass Option on a course that is being repeated;
- A student may only use the repeat option on the same course;
- The course repeat option may not be exercised after a degree has been awarded;
- Approval from Associate Dean of Academic Affairs is required;
- The tuition and associated fees for a repeated course will be the responsibility of the student.
READMISSION TO CANDIDACY

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

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

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

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

Special Focus and Certificate Programs

Certificate Programs

Global Health

The Certificate in Global Health 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 Mandel School students with interests in health problems, issues, and concerns that (a) transcend national boundaries, (b) may be influenced by circumstances or experiences in other countries, and (c) are best addressed by cooperative actions and solutions. Current participating departments and schools at Case Western Reserve University include Mathematics, Medicine, Public Health, Anthropology, Nursing, Bioethics, Epidemiology, Bio-statistics, Biology, and Engineering.

The requirements to receive the certificate differ by discipline and emphasize discipline-specific and interdisciplinary coursework. For Mandel School students, this includes completion of two required interdisciplinary courses and an additional Mandel School elective. The certificate is most appropriate for students who choose to complete the Community Practice for Social Change concentration in 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. 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 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 Social Work (MSW) degree at the Mandel School with a specialization in Children, Youth and Families. As part of the MSW 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 and 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.

Nonprofit Management

This certificate is offered as a credential requiring 15 academic credit hours. The certificate may be done concurrently with the MNO degree, MSW 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.

Trauma-Informed Practice

The Graduate Certificate in Trauma-Informed Practice allows for focused and integrated training in evidence-based models designed to address differential responses to trauma alongside the course and fieldwork necessary for a student’s chosen concentration and specialization areas. A total of 15 credit hours is required for this certificate (includes 9 credit hours of required course work and 6 credit hours of elective courses selected from a list of approved electives.

Certificate in Data Sciences for Social Impact (Digitally Credentialed).

Offered by the Jack, Joseph and Morton Mandel School of Applied Social Sciences, CWRU in collaboration with the Case School of Engineering.
Through this 12-credit certificate program students will develop an understanding and fluency in data analytics for social policy and social impact, covering a wide range of current applications of predictive and causal modeling in the areas of health and human services, criminal justice and others.

Certificate earners will be able to navigate and influence this new era of technology and data-driven solutions in social welfare and policy, ensuring that proper ethical guidelines are developed and followed.

The program is offered to degree-seeking students in graduate programs at CWRU and non-degree students from other degree programs in other institutions.

**Special Focus Programs**

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

The Louis Stokes Fellows Program in Community and Social Development provides a full-tuition scholarship to African American and Hispanic/Latino students with an interest in Community Practice for Social Change. 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.

**Leadership Fellows 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, substance use disorders and recovery, 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; substance use disorders and recovery; 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 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 and the beginning of summer semester. Students are able to familiarize themselves with a variety of social policies of other countries, which have included the Netherlands, Guatemala, Ecuador, India, Poland, Ghana, and Israel, among others.

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

**Department Faculty**

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

Mark G. Chupp, PhD  
(Case Western Reserve University)

*Assistant Professor, Social Work*

Inter-group dialogue and conflict transformation, citizen participation, community building, community organizing, appreciative inquiry, service learning

Claudia J. Coulton, PhD  
(Case Western Reserve University)

*Lillian F. Harris Professor of Urban Research and Social Change*

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

Ronald Davis, MSW  
(University of Akron)

*Clinical Instructor, Social Work*

Medical social work, hospice & palliative care, trauma, diversity and inclusion

Marjorie Edguer, PhD  
(Case Western Reserve University)

*Associate Professor, Social Work*

Risk youth

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*

Program evaluation, social/behavioral intervention research, child/family interventions, nonprofit programming, policy studies

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

*Semi J. and Ruth Begun Professor in Violence Research Prevention and Education*

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

Adrianne Fletcher, PhD
(Loyola University)
Assistant Professor, Social Work
Disproportionality in child welfare system and across social institutions, implicit association/bias, issues of diversity, social welfare policy, social justice and advocacy, child welfare and Indian child welfare

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

Kathi I. Overmier Gant, MSSA
(Case Western Reserve University)
Clinical Instructor, Social Work; Field Advisor
Direct practice, adult and adolescent mental health, assessment and diagnosis, criminal justice

Brian K. Gran, PhD
(Northwestern University)
Associate Professor, Sociology
Children’s rights and social policy

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

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

Peter Hovmand, PhD, MSW
(Michigan State University)
Professor, School of Medicine
Center for Community Health Integration

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

Jeoffrey 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

Jennifer King, DSW
(University of Pennsylvania)
Assistant Professor, Social Work
Clinical social work, trauma-informed care, childhood trauma

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, health services research, Medicare and Medicaid programs, cancer-related and other health disparities

Amy Korsch-Williams, MSSA
(Case Western Reserve University)
Senior Instructor, Social Work
Trauma informed care, Field education

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

Kimberly McFarlin, MSSA, MNO
(Case Western Reserve University)
Clinical Instructor, Social Work
Field education, international social work

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

Cristina Nedelcu, PhD
(Case Western Reserve University)
Lecturer, Social Work
Child welfare, immigration & adoption, child and adolescent development, trauma survivors, child and adolescent mental health

Ann Nguyen, PhD
(University of Michigan)
Assistant Professor, Social Work
Gerontology, mental health disparities, informal social support, social networks, subjective wellbeing, African American, Afro-Carribean, religion

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

Nicole Parker, MSW
(Cleveland State University)
Clinical Instructor, Social Work; Field Advisor
Field education, global culture, clinical & community practice

Dana Prince, PhD
(University of Washington)
Assistant Professor, Social Work
Impact of cumulative disadvantage on youth development trajectories, risk behavior and health outcomes, intersectionality of race, class, gender and youth health disparities, youth transitions, school and community-based prevention, program development and evaluation

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

Maureen Riley-Behringer, PhD
(Case Western Reserve University)
Lecturer, Social Work
Global child welfare & well being, human behavior, social policy

Nancy M. Rolock, PhD
(University of Illinois-Chicago)
Henry L. Zucker Professor of Social Work Practice
Child welfare, post permanency and intervention research

J. Richard Romaniuk, PhD
(Polish Academy of Sciences, Warsaw Poland)
Lecturer, Social Work
Neuroscience, immigration, clinical social work

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

Mark I. Singer, PhD
(Case Western Reserve University)
Leonard W. Mayo Professor in Family and Child Welfare;
Adolescent mental health, adolescent substance abuse, youth-related violence

Susan Snyder, MSW
(New York University)
Clinical Instructor, Social Work; Field Advisor
Field education, clinical social work practice

Jody Timko, MSW
(Cleveland State University)
Clinical Instructor, Social Work; Field Advisor
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 Bach-Van Valkenburgh, PhD
(Case Western Reserve University)
Lecturer, Social Work
Adult mental health

Laura A. Voith, PhD
(University of Wisconsin-Milwaukee)
Assistant Professor, Social Work
Intimate partner violence, violence prevention

Chenobia Webster-Hill, DSW
(University of Tennessee - Knoxville)
 Clinical Instructor, Social Work; Field 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

Angela Whidden, EdD
(Argosy University)
Clinical Instructor, Social Work; Field Advisor
Field education, early childhood & family therapy

Scott A. Wilkes, PhD
(Case Western Reserve University)
Assistant Professor, Social Work
Child welfare, mental health, nonprofit management, social work ethics
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. Counts for CAS Global & Cultural Diversity Requirement.

SASS 350. Seminars in Applied Social Sciences. 1 - 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 with 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 365. Victimology. 3 Units.
This course introduces the study of victimology, which is the study of the causes and consequences of victimization, and how victims and the criminal justice system interact. The focus will be on understanding the extent of crime victimization, theories of victimization, and the criminal justice system as it relates to the study of victimology. We will cover topics such as homicide, intimate partner violence, violence exposure, victims’ rights, and sexual violence. This course will help students to understand crime victimization from a variety of perspectives with a particular emphasis on the intersection of social work and criminal justice and the role of social workers in the criminal justice system.

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 368. 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 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. Counts for CAS Global & Cultural Diversity Requirement.

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. Counts for CAS Global & Cultural Diversity Requirement.

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. Counts for CAS Global & Cultural Diversity Requirement.

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. Counts for CAS Global & Cultural Diversity Requirement.
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, 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 its 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. Counts for CAS Global & Cultural Diversity Requirement.

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. Counts for CAS Global & Cultural Diversity Requirement.

SASS 375H. 21st Century Ghana: Culture, Institutions & Development in West Africa. 3 Units.
This two-week study abroad program to Ghana, West Africa will introduce students to the history and culture of Ghana, its social, political and economic development, and current social issues and institutional responses. Among the specific social issues to be examined in the course are health, education and community development. We will pay particular attention to understanding how the role of culture, faith and religion is shaping institutional, community and individual responses to the challenges and opportunities of globalization and development. The course will be taught using a combination of lectures, individual and group exercises and experiential learning, including a community service project, a brief home-stay for each student with a Ghanaian family and a day of work shadowing with a Ghanaian professional. Along with lectures from local academics and interaction with a variety of institutions and agencies, students will visit historical sites and attend cultural events. Counts for CAS Global & Cultural Diversity Requirement.

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 ECSE 3421 and SASS 375I. Counts for CAS Global & Cultural Diversity Requirement.

SASS 375J. International Travel & Study Abroad: Child Development/Child Welfare Nicaragua. 3 Units.
This four-week study abroad program to Nicaragua, Central America will introduce students to the history and culture of Nicaragua, its social, political and economic development, and current child development/health/child welfare issues. The program will focus on Spanish language acquisition or mastery along with substantive study in either child development & health or child welfare, depending on student interest. Counts for CAS Global & Cultural Diversity Requirement.

SASS 375L. South Africa / Social Justice/S.W., International Learning through Community Immersion & Internship. 3 Units.
This three-credit course will be conducted in partnership with Educo Africa in Cape Town, South Africa. The course will provide experiential and service learning social work experiences in a nation still experiencing the lingering effects of decades of apartheid rule as well as the co-existence of developed and developing worlds within the boundaries of the country. Course activities will encourage cross cultural learning experiences to increase knowledge pertinent to South Africa’s social, cultural, environmental, political and historical reality. It will expose students to community development challenges as well as environmental and social justice issues in a South African context. The goal of the course is to increase personal, community and global leadership potential of social work and social development professionals. This course in partnership to Educo Africa will use a community-based context to increase the effectiveness and expertise of students and will support student’s engagement in program development and building international networks and partnerships. Counts for CAS Global & Cultural Diversity Requirement.
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 Units.
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 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. 3 Units.
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 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. Nonprofit Board 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.

SASS 430. Nonprofit Human Resources and Volunteer Management. 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 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 495. Field Education: Organizational Theory and Practice Seminar. 1 Unit.
This course is designed to be taken by social work students in the first semester of their master’s program. Students enrolled in SASS 495 take SASS 601 Field Education I concurrently. The course provides the support and guidance necessary to assist students to begin to integrate professional experiences as developing social work practitioners and to learn how the human service organization influences the delivery of social work services. Students will be introduced to organizational theory and practice through development of an understanding of their field site. Students will also be introduced to their role as a social work intern, the effective use of supervision, and mechanisms to identify and evaluate their learning goals throughout the course.

SASS 495A. Field Education: Organizational Theory and Practice Seminar II. 1 Unit.
This one credit course is designed to be taken by social work students during the second half of their generalist field education experience. Students enrolled in SASS 495A take SASS 602 Field Education concurrently. The course builds on the first seminar and provides additional support and guidance necessary for students to integrate professional experiences as developing social work practitioners. It also continues the focus on how the human service organization influences the delivery of social work services. Students will continue to learn about social work practice with organizations through continued learning about their field site, and will design a brief intervention to be used at the site. Finally, students will develop a more advanced understanding of the learning agreement, the realities of ethical dilemmas and decision making, self-care and self-advocacy, and prepare for furthering their learning in a specialized field placement. Prereq: SASS 495 and SASS 601. Coreq: SASS 602.

SASS 495V. Field Education Seminar. Organizational Theory & Practice Seminar. 1 Unit.
This course is designed to be taken by social work students in the first semester of their master’s program. Students enrolled in SASS 495V take SASS 601 Field Education I concurrently. The course provides the support and guidance necessary to assist students to begin to integrate professional experiences as developing social work practitioners and to learn how the human service organization influences the delivery of social work services. Students will be introduced to organizational theory and practice through development of an understanding of their field site. Students will also be introduced to their role as a social work intern, the effective use of supervision, and mechanisms to identify and evaluate their learning goals throughout the course.

SASS 496. Advanced Field Education: Organizational Theory and Practice Seminar. 1 Unit.
The course provides the support and guidance necessary to assist advanced standing students to integrate professional experiences as developing social work practitioners and to continue to learn how the human service organization influences the delivery of social work services. Students’ learning about organizational theory and practice will be strengthened through applying their understanding to their field site. Students will also be introduced to the specific and unique ways in which the Mandel School approaches social work education including its emphasis on social justice, integration of micro and macro levels of practice, and development of social work leadership skills. The effective use of supervision, and mechanisms to identify and evaluate their learning goals will also be addressed throughout the course.

SASS 496V. Advanced Field Education: Organizational Theory and Practice Seminar. 1 Unit.
This course is designed to be taken by Advanced Standing students in the first semester of Field Education. Students enrolled in this course take SASS 653A concurrently. The course provides the support and guidance necessary to assist students in integrating professional experiences as developing social work practitioners. Students will be introduced to organizational theory and practice in the context of their field sites, conduct an organizational assessment, and propose an organizational intervention. Students will also explore their role as a social work intern and develop an understanding of the learning processes associated with field education. Prereq SASS 400-TR.

SASS 500. Special Topics in Applied Social Sciences. 1 - 6 Units.

SASS 501. Nonprofit Practicum. 0 - 6 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.
This course provides an intensive introduction to the practice and profession of social work. It is styled as an immersive experience for students to work with faculty and their peers to begin to understand the origins of the profession, the social issues and social problems that are central to social work, the values and ethics that guide our work, and the dilemmas faced by practitioners at all levels of practice. By centering learning within the context of greater Cleveland, students will begin to value the importance of community as a means of understanding practice at all levels - individual, family, group, organization, and community. As a foundational course for developing the ability to value a diverse world, this course provides students with an opportunity to enhance self-awareness and critical thinking through a systematic reflection of their own experiences with oppression and privilege. Students also will be challenged to understand and value the worldviews of persons different from themselves and develop the ability to take different perspectives in their work.

This course focuses on ethical dilemmas inherent in social policy issues, the political and organizational processes used to influence policy, the process of policy formulation, advocacy, and the use of ethical reasoning in frameworks for examining social policies in light of principles of social, economic, and environmental justice. It examines the philosophical, historical, and socioeconomic foundations of social welfare and the evolution of social policy and the social work profession in the United States. Students are taught to consider current social policy within the context of historical and contemporary factors that shape policy.

This generalist course examines theories and research on human development and human diversity. The course explores theories and research on biological, social, cultural, and spiritual development over the lifespan, as well as how oppression and privilege manifest at the individual, institutional, and social/cultural levels and how oppression impacts the life opportunities of members of minority and disenfranchised groups. The course stresses interactions between an individual and their environment.

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 prepared 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.

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.

This theory and practice course introduces community (or macro) practice social work. This course advances multiple theories (critical social theory, community capitals theory, conflict theory) and methods of community practice for social workers as agents of social change. Students learn to design and implement a participatory assessment process at a community level and provides foundational theories and assessment methods. Students learn to conduct quantitative research for assessing community needs and assets. Course work focuses on the development and application of practice skills in work with communities and organizations, particularly models and skills in community building. Focusing on real world situations, the course includes both didactic and experiential teaching and learning. The course integrates and applies foundation learning in the areas of social policy, diversity, discrimination with theories of power and empowerment, human capabilities and asset based community development.

This course focuses on theory and practice with individuals. The overarching goal of ITP is to develop culturally competent social work generalist practitioners who are armed with the knowledge and skills necessary to practice ethically with individuals in diverse social work practice settings. This course is structured to include pre-recorded lecture to be viewed before class, and discussion and experiential laboratory learning in a 1.5 hour face-to-face session. In addition to watching the pre-recorded lectures, there is also considerable preparation time required before each class session. The lab portion provides the opportunity for students to practice skills and receive constructive feedback from the instructor and peers.
SASS 509. Group Theory and Practice. 2 Units.
This course focuses on theory and practice with groups, with a particular emphasis on task groups, psychoeducational groups, skill development and remediation groups, and growth groups. The overarching goal of group theory practice is to develop culturally competent social work generalist practitioners who are armed with the knowledge and skills necessary to practice ethically with groups in diverse social work practice settings. This course is structured to include pre-recorded lecture to be viewed before class, and discussion and experiential laboratory learning in a 1.5 hour face-to-face session. In addition to watching the pre-recorded lectures, there is also considerable preparation time required before each class session. The lab portion will consist of student participation in a live support group regarding their experiences in the social work program and provides the opportunity for students to practice skills and receive constructive feedback from the instructor and peers.

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, PQHS 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 400-TR or SASS 470 or SASS 503.

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 400-TR or SASS 470 or SASS 503.

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 400-TR or SASS 470 or SASS 503.

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 400-TR or SASS 470 or SASS 503.

SASS 515. Family Theory and Practice. 2 Units.
This course focuses on theory and practice with families. The overarching goal is to develop culturally competent social work generalist practitioners who are armed with the knowledge and skills necessary to practice ethically with families in diverse social work practice settings. This course is structured to include pre-recorded lecture to be viewed before class, and discussion and experiential laboratory learning in a 1.5 hour face-to-face session. In addition to watching the pre-recorded lectures, there is also considerable preparation time required before each class session. The lab portion provides the opportunity for students to practice skills and receive constructive feedback from the instructor and peers.

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 400-TR or SASS 470 or SASS 503.

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 400-TR or SASS 477 or (SASS 504 and SASS 508 and SASS 515).

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 400-TR or SASS 477 or (SASS 504 and SASS 508 and SASS 515).
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, delivery, 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 400-TR or SASS 477 or (SASS 504 and SASS 508 and SASS 509 and SASS 515).

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 503.

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 400-TR or SASS 477 or (SASS 504 and SASS 508 and SASS 515).

SASS 523. Introduction to Neuroscience in Social Work Practice. 1 Unit.
This course is a one-credit course and provides an introduction to Cognitive Neuroscience principles useful in social work practice. The goal of the course is to explain the biological basis of human behavior in the social environment. Students will learn to recognize mechanisms of perception and cognitive processes and will learn to identify pathways of signal processing, from the body of a single neuron to specialized neuronal structures of the brain. Class discussion will focus on how events of the physical world may affect an individual's behavior, as an individual and as a member of the community. Information gained in this course will help students to understand the complexity of the human adult nervous system in health and disability including trauma and addiction as well as the role of neural processing in cognitive interventions.

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 547 and SASS 549.

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, skills, and understanding of ethical principles underlying leadership. Prereq: SASS 440 or SASS 400-TR.

SASS 528. Evidence Informed Practice. 2 Units.
This course is an introduction to the research methods and tools used in social work. Premised on CSWE competencies #4 and 9 this course provides the foundational skills needed to evaluate evidence-based/ evidence-informed practice interventions. It includes qualitative and quantitative research content that provides understanding of scientific, analytic, and ethical approaches to building knowledge for practice. Social workers employ research in the provision of high-quality services; to initiate change; to improve practice, policy and social service delivery; and to evaluate their own practice.
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 400-TR or SASS 470 or SASS 503.

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 multi-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 400-TR or (SASS 504 and SASS 507 and SASS 508 and SASS 509 and SASS 515).

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 community, program 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 533. Violence: Social Work and Public Health Perspectives. 3 Units.
This course focuses on violence as a public health issue that is important for social workers to address and understand. Violence is a complex social problem that requires a multi-disciplinary approach to prevention and intervention. This class will address violence at multiple levels (individual, family, community) and as it occurs across multiple systems (e.g., mental health, substance use, criminal justice, and education). A public health model examines a particular behavior with respect to prevention and intervention at multiple levels. A public health approach requires an understanding of etiology, developmental course, and outcomes related to risk and protective factors. This course will utilize up to date research on various forms of violent behavior and comorbidities as they occur at the individual, family, and community levels (e.g. gun violence, human trafficking, mental health, substance use). Local, national and international perspectives on violence and violent behavior will be addressed. Because violence perpetration and victimization are most problematic for children, youth and young adults, the focus of the course will be on those age groups, although we will also discuss problems of violence among adults (e.g. sexual violence, offender reentry). Attention will be given to new areas of research such as the neurobiology of violent behavior. Individual differences, culture, and vulnerabilities related to violence perpetration and victimization will be explored. The course will discuss ways that violence affects individuals, families, systems, cultures, and society as a whole and the role of social work and public health in addressing violence of various types.

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 400-TR or (SASS 477 and SASS 478) or (SASS 504 and SASS 507 and SASS 508 and SASS 509 and SASS 515).

SASS 539. Early Intervention: Theories and Practice. 1 - 3 Units.
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 542. Evaluating Programs and Practice. 3 Units.
This course prepares social work students in all specializations to critically evaluate the practice and programs that they are involved in. It builds upon the evidence informed practice course in the generalist curriculum and deepens and expands this content as applicable at the advanced practice level. Students learn to use evidence-based research methodology and findings to inform their social work practice. Students will learn to evaluate their practice within their field setting. Students will learn to use single system design methods to evaluate social work interventions with individuals, families, and groups, learning about specifying the intended outcome of worker intervention, systematically collecting and analyzing client system outcome data throughout service delivery, and using this information to guide clinical and ethical decision making. Prereq: SASS 400-TR or SASS 426 or (SASS 503 and SASS 504 and SASS 507 and SASS 508 and SASS 509 and SASS 515 and SASS 528).

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 400-TR or SASS 440 or (SASS 503 and SASS 504 and SASS 507).

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 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

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 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).
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 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

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 ethically 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. Prereq: 400-TR or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

SASS 554. Trauma Informed Social Work Practice with Adults. 3 Units.
The purpose of this course is to provide students with an in-depth understanding of both trauma theory and the neurobiology of trauma, expanding practice knowledge to include the assessment and treatment of adult survivors of multiple forms of trauma. Different types of traumatic exposure will be explored to understand the impact of trauma symptoms and disorders, providing appropriate trauma informed evidence-based and evidence-supported intervention strategies. An emphasis will be placed on the emotional/behavioral manifestations of trauma as well as the physiological effects of trauma within the body. The course will begin with an overview of different types of trauma and will make a distinction between posttraumatic reactions and the development of posttraumatic stress disorders, with a focus on complex traumatic stress as opposed to “classic” PTSD. Prereq: SASS 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

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 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).
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 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 515).

SASS 566. Assessing and Engaging Community for Community Change. 3 Units.

This course enables the student to become a change agent in their organization and community. This course advances multiple theories (critical social theory, community capitals theory, conflict theory) and methods of community practice for social workers as agents of social change. This course builds on foundational theories and research methods, instructing students on applied community facilitation, planning, and organizing models and skills. We will examine strategies of community building and organizing, focusing on communities and organizations as a means of fostering social change and improving the quality of life for individuals and families, especially in historically marginalized communities. Students will learn frameworks and models of community building and community organizing, focusing on the role of the change agent and the change process in the context of structural racism, privilege, and inequity. Prereq: SASS 400-TR or (SASS 502 and SASS 503 and SASS 504 and SASS 507 and SASS 509).

SASS 567. Strategic Power Building with Communities. 3 Units.

This course will prepare students to design an organizing campaign to build grassroots power among those who have been historically marginalized and among constituents within a community and to effectively use that power to leverage social change. Students will explore and share learnings from several traditions of organizing including those for civil rights, labor, neighborhood work, anti-colonial struggles, and consciousness raising. The course will explore a variety of different approaches including organizing institutions, social movements, and organizing campaigns around specific issues or in conjunction with other approaches for social change. It will also examine the opportunities and ethical considerations of organizing within a variety of important contexts including various community geographies, online/offline, and working with social service participants and agencies.

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.

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 formal 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. Prereq: SASS 516 and SASS 562 and 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 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).
SASS 477) or (SASS 502 and SASS 504 and SASS 508 and SASS 515).

This course addresses the etiology, investigation, and treatment of 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 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 400-TR or (SASS 440 and SASS 477) or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

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 547). 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 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

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 400-TR or (SASS 440 and SASS 477) or (SASS 502 and SASS 504 and SASS 508 and SASS 515).

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 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

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 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 509 and SASS 515).

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 behaviors of 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 400-TR or SASS 477 or (SASS 502 and SASS 504 and SASS 508 and SASS 515).

SASS 590. Field Practice. 1 - 12 Units.
SASS 594. Independent Study Abroad. 0 - 12 Units.
(Credit as arranged.)

SASS 598. Individual Reading. 1 - 12 Units.
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 300 hours in field and professional development in SASS 602. Prereq: SASS 495 and SASS 601.

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 300 hours in field and professional development in SASS 603. Prereq: SASS 602 or equivalent.

SASS 603A. Field Education III. 3 Units.
This course is designed to be taken by students with Advanced Standing entering Field Education in their first semester of their master's program. The overall goal of this course is to provide graduate level social work students with field related opportunities to develop the required specialized level competencies by helping students apply knowledge of social work theory, skills, values, ethics and cognitive & effective processes acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop and refine social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. Prereq: SASS 400-TR.
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 300 hours in field and professional development in SASS 604. Prereq: (SASS 495A and SASS 603) or (SASS 496 and SASS 603A).

SASS 604A. Field Education IV. 3 Units.
This course is designed to be taken by specialized level advanced standing social work students, generally in the third or fourth semester of their master’s program. The overall goal of this course is to provide graduate level social work students with field related opportunities to develop the required specialized level competencies by helping students apply knowledge of social work theory, skills, values, ethics and cognitive & affective processes acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop and refine social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. Prereq: SASS 603A.

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 612. Evaluative Research. 3 Units.
This is an advanced research methods course focusing on the techniques and principles of evaluation research. Emphasis will be on methods of evaluation and research design, instrument development, and data collection techniques within a public/applied setting. Additionally, students will become familiar with the policy implications and consequences of evaluation research. Focus will be placed on using evaluative research to build students’ scholarship/research careers.

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.

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 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 and SASS 615.

SASS 619. Structural Equation Modeling. 3 Units.
This advanced-level, elective statistics course focuses on the family of analytical techniques referred to as structural equation modeling (SEM). SEM covers both measurement models (e.g., confirmatory factor analysis) and structural models. The course covers theoretical and methodological considerations and preliminary data screening necessary to ascertain whether SEM would be an appropriate technique; terminology and notation specific to SEM; statistical assumptions and strategies for assessing and remedying possible violations; use of SEM to conduct confirmatory factor analysis; use of SEM to test structural models, including mediation models; advanced models (e.g., multiple-group, longitudinal, dyadic, to be determined by student interests); how to critique SEM analyses and identify common problems; statistical power; and best practices for reporting SEM analyses and results. AMOS will be used to conduct the SEM analyses and SPSS to conduct preliminary analyses. The course uses a combination of readings, class discussion, lecture, written assignments, and hands-on computer labs. Prereq: SASS 613, SASS 615, SASS 616 and SASS 618.
SASS 623. Research Synthesis & Systematic Review Methodology. 3 Units.
This course will provide advanced skill development of systematic review methodology and will combine didactic sessions with in-class laboratory sessions where students will be taught how to perform each step in a review. Students will conduct their own systematic review resulting in a final product of a systematic literature review manuscript that is ready for submission to a peer-reviewed journal. The purpose of this course is to (1) develop student’s methodological skills in how to conduct a systematic literature review and (2) train students on how to analyze, integrate, and synthesize a body of literature. By the end of the course, students should have achieved the following objectives: - Identify a suitable research topic for the preparation of a systematic review - Systematically search and identify literature - Code and collect data from identified studies - Analyze and interpret patterns of evidence across studies - Write about the body of literature in an integrated and synthesized manner - Present systematic literature review findings in a manuscript format ready for submission to a peer-reviewed journal Students who wish to take this course as a Fellowship Course must follow the School of Graduate Studies policy and submit an application (http://case.edu/gradstudies/currentstudents/forms/). This application requires permission of the instructor, the student’s faculty advisor, and the School of Graduate Studies. Students taking the course as a Fellowship Course are expected to meet all course requirements and prerequisites. Prereq: SASS 613.

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. 3 Units.
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. Prereq: Advanced to Candidacy.

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 - 9 Units.
This is an elective individual reading course permitting students to select areas of interest and pursue these interests with specific faculty.

SASS 638. Integrative Seminar: Research Development for Social Welfare Scholars. 1 Unit.
Social work is, historically, an inclusive and diverse discipline that draws from multiple traditions to focus scholarship and research to address social justice and social change. The field of social work is in a period of critical self-reflection, strategy-setting (e.g. the Grand Challenges), and transformation. Developing scholars of social welfare will enter into an increasingly transdisciplinary research landscape that requires training opportunities that align with trends in the field, including capacity and readiness to engage in team science, interdisciplinary and transdisciplinary teams, translations of research evidence to policy, and partnerships with multiple stakeholders. The purpose of this year-long integrative seminar is to provide a forum for developing social welfare scholars to engage in an active learning community across cohorts. The community is designed to actively engage in developing dimensions of social welfare researchers that are common to all of us, although we have varied research aims, populations, change goals, and disciplinary and/or system/community partners. The seminar uses a range of formats (e.g. invited speakers, discussion panels, and student working sessions) and is designed to offer flexible responsiveness to challenges that doctoral students are experiencing, and beyond the normative bounds of standing courses or project activities. This course is purposefully cross-cohort, from first year students through dissertation active students. The aim is to foster a sense of collegiality, peer mentorship, and doctoral student community.

SASS 639. Independent Study for Early Teaching Support. 1 Unit.
Doctoral candidates are required to complete SASS 630: Seminar on Social Work Education in Fall semester of the second year, and during that semester or immediately following, to complete a non-credit teaching mentorship with a full time faculty. Following the mentorship and with judged readiness to teach independently, the student will request that the Associate Dean for Academic Affairs of the MSSA and MNO Programs, assign the student an undergraduate or graduate course to teach independently. SASS 639: Independent Study for Early Teaching Support is required concurrent with the candidate's first independent teaching experience. The course is offered in fall and spring and does not count toward the 54 credits required for graduation. The course may be repeated during the candidate's first three teaching experiences and is required for each of the first three teaching experiences for students entering Fall, 2016, or later.
SASS 644. Critical Theories in Social Welfare. 3 Units.
This doctoral seminar focuses on the nature and role of theory in contemporary social welfare research and policy, informed by a central commitment to social justice and multiculturalism. It provides foundations in the socially constructed nature of theory and social ‘problems’ and in historical changes in conceptual and theoretical perspectives on human society, interactions, and policy in the social realm. Domains of interest encompass a range of theoretical perspectives and provide the opportunity for exploring the theoretical and meta-theoretical assumptions and models that frame social welfare and social science scholarship, research, and policy. The overarching goal of this course is to help you develop a working knowledge of how theory, including metatheoretical assumptions and mid-level ‘explanatory’ theories shape social welfare and social science scholarship, research, and policy. Reviewing, critiquing, refining, and integrating theories is central to this process and thus we will devote much of the course to these tasks. Also central to this process is the linking of ‘levels of theory’ (i.e. metatheoretical assumptions; grand theory; and mid-level ‘explanatory’ theory) to the applied, i.e. contemporary social work practice and social welfare policy. To this end, the major assignment provides students with the opportunity for in-depth study of theoretical developments in a social welfare research domain of personal interest. Throughout the course, emphasis is placed on critical thinking, collegial engagement, and the conventions of formal scholarly practice.

SASS 651. Field Education I. 2 Units.
This course is designed to be taken by generalist level social work students without Advanced Standing in the second semester of their master’s program. Students enrolled in SASS 651 take SASS 495V, Field Education Seminar concurrently. The overall goal of this course is to provide graduate level social work students with field related opportunities to develop the required generalist level competencies by helping students apply and integrate knowledge of social work theory, skills, knowledge, values, ethics and cognitive & affective processes 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 651AV. Prereq: SASS 495V.

SASS 651AV. Field Education I-AV. 1 Unit.
This course is designed to be taken by entering Non-Advanced Standing or foundation 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 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 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, 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 experiences. 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 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 495V.
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 develop social work skills, 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 495V and SASS 651.

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 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, 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 653A. Prereq: SASS 652A and SASS 653B.

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, 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 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 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 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 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. (EPAS Program Objective M6 and EPAS 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 MSSAS 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) The overall goal of 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 656 and SASS 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, supervised, 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 MPHP 656.
SASS 701. Dissertation Ph.D., 1 - 9 Units.
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.
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