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Executive Summary

The Paul Baerwald School of Social Work and Social Welfare is an independent school, functioning as a faculty at the Hebrew University of Jerusalem. As the first academic social work institute in Israel, the Paul Baerwald School of Social Work and Social Welfare has been, and continues to be, a leading contributor to major developments and improvements in social work education, social services and social welfare policy, and the building of a social work knowledge base in Israel.

Our mission is to advance the causes of social justice, the personal and social wellbeing of individuals, the training of leading professionals, and to play an active role in the social work profession and development of social services and policies for individuals, families, groups, organizations and communities in Israel and across the globe. In our efforts to further this mission, the School seeks to maintain a balance between the research and the applied aspects of social work education. We believe that we meet this expectation in a satisfactory manner, and that we succeed in combining these two elements in research, teaching, training and impact on the community.

One of the strengths of our School, as described in this Report, is a teaching program that offers the over 1000 students in our different programs a balanced curriculum that combines cutting edge knowledge and relevant training and that covers the range of issues and forms of intervention pertinent to social work and social welfare. Operating in a competitive academic environment and seeking to respond to the needs and preferences of our students our teaching program, particularly at the graduate level, has undergone major changes in recent years. It has expanded significantly to reflect our desire to focus more on graduate and post-graduate students. Moreover, in our graduate programs we have expanded the clinical track and our trauma specialization and we have also introduced new specializations (including mental health, policy practice and infant mental health). In addition, our community social work track in the undergraduate program, and our structured doctoral program have all been the focus of much of our attention over the last few years in specific fields. Our field training complements the academic teaching and is both diverse and undertaken by leading professionals. On the whole, we are satisfied that the current training program, as a whole, does indeed reflect our mission and goals and that, to the best of our knowledge, the learning outcomes reflect this. Alongside this, our services to students enjoy particularly high satisfaction rates. The level of applicants, the demand for our programs and the roles of our graduates are indicative of the strength of the training program and our student services.

Our strengths are also our research and the School's contribution to the community. Our faculty are leading international experts in their fields. This is true of the faculty as a whole and is particularly true of fields, such as families and children, violence, gerontology, social policy, early childhood, civil society and mental health. Evidence of all these can be found in research production, publication rates, and grant income. Our

faculty members also seek to influence relevant professional and policy-making communities and there is ongoing evidence of the success of this traditional focus of our activities.

With regard to weaknesses, we are hindered by limited financial resources and a lack of sufficient infrastructure. This has an impact on our teaching, our support for graduate students and our research. We are unable to offer funding for most of our research students, nor are we able to provide them with teaching experience due to the costs entailed in this. In order to deal with these limitations, we are endeavoring to recruit new faculty members and to develop and to make optimal use of the infrastructure that we have. We have also established research centers, introduced a graduate program for students with non-social work undergraduate degrees, and we have identified additional sources of funding. In addition to these, we are concerned with the sense among students that the courses are not always sufficiently intellectually challenging and we are making efforts to improve teaching capabilities and teaching levels in those courses that require attention. Finally, we are concerned that we have not achieved adequate diversity among our students, in particular we are concerned that the proportion of Arab students is smaller than in the past.

As noted below, we adopted a number of steps following the last CHE quality assessment process. We have recruited new faculty members at an accelerated pace, we have introduced new subjects to our curriculum and restructured our doctoral program. In addition, we have upgraded our use of teaching technologies and worked to strengthen the links between academic studies and field training.

While there obviously is room for improvement in various fields of activity, given the level of resources that our School has access to, we are proud of our achievement in research, training and community service. We believe that this is also the conclusion of the Hebrew University and its leadership.

Chapter 1 - The Institution

1.1 General

The Hebrew University of Jerusalem is both Israel's premier university as well as its leading research institution. Founded in 1918 and opened officially in 1925, the Hebrew University is ranked internationally among the 100 leading universities in the world and first among Israeli universities. The university offers a wide array of study opportunities in the humanities, social sciences, exact sciences and medicine; encourages multi-disciplinary activities within Israel and overseas; and, serves as a bridge between academic research and its real world applications. The Hebrew University strives for excellence; it is consistently among the top winners of the European Research Council's competitive grants to young researchers and accounts for one-third of all competitive research grants awarded in Israel.

The university maintains three Jerusalem campuses: the Mount Scopus campus for the humanities and social sciences (comprised of the Faculty of Humanities and the School of Education, the Faculty of Social Sciences, the Paul Baerwald School of Social Work and Social Welfare, the School of Business Administration, the Faculty of Law and the Institute of Criminology, the School of Occupational Therapy, the Truman Institute for the Advancement of Peace, the Center for Pre-Academic Studies, the Rothberg International School, and the Buber Center for Adult Education); the Edmond J. Safra Campus at Givat Ram for exact sciences (the Faculty of Mathematics and Natural Sciences, The Rachel and Selim Benin School of Engineering and Computer Sciences, The Center for the Study of Rationality, The Institute for Advanced Studies, and the Edmond and Lily Safra Center for Brain Sciences); and the Ein Karem Campus for medical sciences (the Hebrew University–Hadassah Medical School, Braun School of Public Health and Community Medicine, the School of Pharmacy, the School of Nursing, and the Faculty of Dental Medicine). It also maintains a campus in Rehovot for the Robert H. Smith Faculty of Agriculture, Food and Environment and the School of Nutritional Sciences; a campus in Beit Dagan for the veterinary hospital (The Koret School of Veterinary Medicine); and one in Eilat for the Interuniversity Institute for Marine Sciences. The university also boasts three sports facilities, 11 libraries, 5 computer centers, and 6,000 dormitory beds.

The Hebrew University consists of more than 900 faculty members, about 2,000 administrative staff, and 20,000 students from Israel and 65 other countries. The university is actively engaged in international cooperation for research and teaching. It has signed 150 agreements for joint projects with other universities and 25 agreements for student exchanges with institutions from 14 countries, in addition to numerous faculty-based exchange programs. The faculty has registered more than 7,000 patents, and faculty members and alumni have won 8 Nobel prizes, 1 Fields Medal for Mathematics, 269 Israel Awards, 9 Wolf Prizes, and 36 EMET Prizes.

The university emphasizes excellence in research and teaching. The Office of Academic Assessment & Evaluation, which reports to the University's Academic Policy Committee (headed by the Rector), monitors the implementation of recommendations provided by internal review committees and committees appointed by the Council for Higher Education. The Office for Teaching and Studying improves teaching practices through workshops, developing evaluation tools for more effective teaching, and more.

Below is the total number of students studying towards academic degrees in the institution by degree:

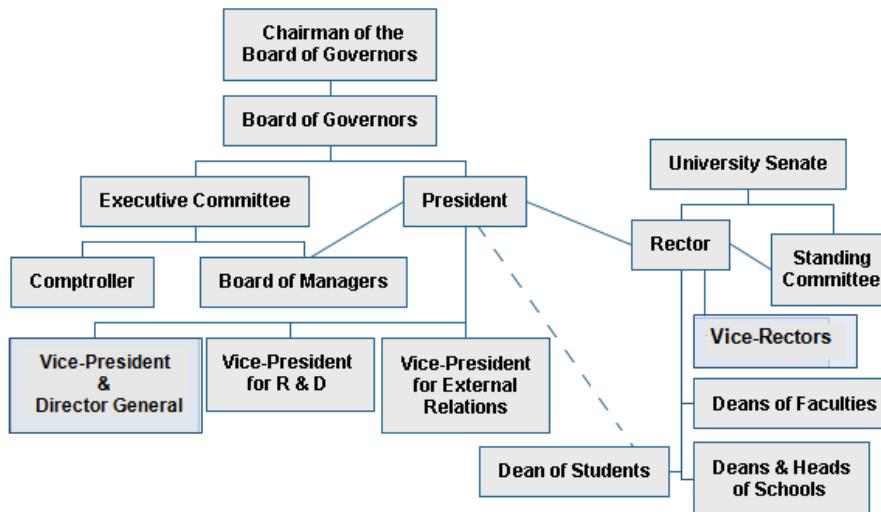
Students of the Hebrew University (2012-2013)				
Bachelor degree	Master degree with thesis	Master degree without thesis	Ph.D	Total
11,507	2,532	3,034	2,398	19,467

1.2 The Institution's Mission Statement and Goals

As a member of the global network of scientific and scholarly institutes, The Hebrew University's mission is to develop cutting edge research and to educate the future generations of leading scientists and scholars in all fields of learning. It measures itself by international standards and strives to be counted among the best research universities worldwide.

While the Hebrew University is a pluralistic institution where science and knowledge are developed for the benefit of all humankind, the study of Jewish culture and heritage remains a foremost legacy of the University. The goal of the Hebrew University to be a vibrant academic community, committed to rigorous scientific approach and characterized by its intellectual effervescence radiates out and enlightens the University's surrounding society, as well.

1.3 The Institution's Organizational Structure



1.4 Names of Holders of Senior Academic and Administrative Positions (2013-14)

University Administration:

Chairman of the Board of Governors:	Mr. Michael Federmann
President:	Prof. Menahem Ben Sasson
Rector:	Prof. Asher Cohen
Vice-President and Director-General:	Ms. Billy Shapira
Vice-President for Research and Development:	Prof. Shy Arkin
Vice-President for External Relations:	Prof. Aharon Friedman
Vice-Rector:	Prof. Orna Kupferman
Vice-Rector:	Prof. Oron Shagrir
Head of the Office of Academic Evaluation	Prof. Barak Medina
Comptroller:	Mr. Yair Hurwitz

Deans:

Faculty of Humanities:	Prof. Reuven Amitai
Faculty of Social Sciences:	Prof. Vered Vinitzky-Seroussi
Faculty of Law:	Prof. Yuval Shany
Faculty of Mathematics & Natural Science:	Prof. Yigal Erel
Faculty of Agriculture, Food & Environment:	Prof. Shmuel Wolf
Faculty of Medicine:	Prof. David Lichtstein

Faculty of Dental Medicine:	Prof. Aaron Palmon
School of Business Administration:	Prof. Yishay Yafeh
School of Social Work and Social Welfare	Prof. Mimi Ajzenstadt
Dean of Students:	Prof. Udi Shavit

Chapter 2 - The Parent Unit Operating the Study Programs under Evaluation¹

The School of Social Work and Social Welfare is an independent school, functioning as a faculty. It operates within the framework of the Hebrew University both academically and administratively, in keeping with the general regulations of the University. The present status of the School in the university hierarchy, as well as the School's autonomous management of budgets and finances, enables it to remain independent and maintain considerable operational flexibility. The flat organizational structure facilitates the flow of information and allows direct contact with the entities in charge of academic and administrative policy-making at the University. Given that our unit is the School of Social Work and Social Welfare, which is one of the university's faculties, we have no "parent unit". Following our correspondence on the matter with the Council for Higher Education, we have answered the questions in this chapter in subsequent parts of the report.

¹ In this chapter, please relate to the broader organizational framework in which the evaluated study program operates. If there is no such framework, please note it. Then answer paragraph 2.5 and 2.6 (only), and then move on to chapter 3.

Chapter 3 - Study Programs

3.1 The Goals, Structure, Contents and Scope of the Study Programs/ Department

3.1.1 The name of the department / study programs, a brief summary describing its development since its establishment. Please attach a copy of the academic diploma awarded to students.

The Paul Baerwald School of Social Work and Social Welfare offers studies towards a Bachelor of Social Work (BSW), a joint BSW degree with a major in law, humanities or social science, a Masters in Social Work (MSW), an MA in non-profit management, an MA in early childhood studies, and a doctoral degree (PhD). The school was first established in 1949 in Versailles, France in response to the needs of the Jewish people in Europe and North Africa after World War Two and was named after Paul Baerwald, the honorary president of the Jewish Joint Distribution Committee (JDC) at the time. Studies were held in Versailles until September 1955 when the JDC, the Ministry of Welfare and the Hebrew University transferred the school to the Hebrew University, creating the first academic institution for social work in Israel. The program was approved by the Hebrew University executive committee on December 7, 1955 as a 3-year Bachelor program, and in its first five years it was funded mostly by the JDC. Its curriculum then consisted of theoretical courses including courses in the social sciences, field training and accompanying courses, and research courses. These three dimensions remain the core components of the BSW program. The first cohort began in 1958 with 70 students graduating in 1961. For a detailed description of the school history, please see Aviram (2003) and Ajzenstadt and Bar-Gal (2010) in **Appendices 3.1.1a and 3.1.1.b.** The School has always been an independent unit within the university, initially headed by the Director of the School and since 2000 by the Dean of the school. In 2004, to signify its wider academic mandate, the School added “and Social Welfare” to its name.

Like many other Hebrew University departments, the School was first located in the center of Jerusalem until moving to a separate building in the newly built Givat Ram campus in the late 1950’s. Following the 1967 war and the return of the Hebrew University campus to Mount Scopus, the School along, with the rest of the departments in the Faculties of Social Sciences and Humanities, moved to its current residence in the Mount Scopus campus in 1981.

As the first academic institute for social work in Israel, the School has been a leading contributor to the main developments and improvements in social work education, social services and policy, and the building of a social work knowledge base in Israel. It established all the standards and norms related to the practice of social work in the country. The School’s teaching staff has also trained a considerable portion of the country’s social workers who have gone on to hold key posts in public services and to fill teaching positions at our and

other schools of social work. In addition, it has played a major role in the development of the leadership in the non-profit sector and in early childhood education and services.

Funding sources: Academic and administrative staff with University appointments are funded by the University. In addition, funding is allocated to each academic unit based on a budgeting model prepared by the University Rector. This funding covers expenses on junior academic staff, temporary hired administrative staff, field training, scholarships, and all daily activities. The University funds 90% of the School's annual financial activities while the rest is derived from internal sources.

3.1.2 Please describe the mission statement of the department/study programs, its aims and goals. What is the Strategic Plan of the department and its study programs?

Mission statement

The Paul Baerwald School of Social Work and Social Welfare endeavors to advance the causes of social justice, the personal and social wellbeing of individuals, the training of leading professionals, and to play an active role in the social work profession and development of social services and policies for individuals, families, groups, organizations and communities in Israel and across the globe.

Goals

During a Faculty Retreat in early 2011, the members of the faculty of the Paul Baerwald School of Social Work and Social Welfare reviewed and updated the School's strategic plan, revisiting the trends and goals identified in the previous plan. The review underscored the continuing prevalence of some underlying trends but, at the same time, revealed additional developments that have had an impact on the School and its future development as an integral part of the Hebrew University of Jerusalem. The following briefly describes the trends identified and our analysis of the School's response, as well as our goals and the strategies to achieve them:

I. Major Relevant Trends in the School's Environment

1. Growing socio-economic inequality and poverty in Israeli society. Despite increased social spending, the Israeli welfare state remains a welfare laggard and has been unable to deal successfully with high levels of poverty, deprivation and inequality. In addition, Israeli society is faced with acute social gaps between different communities and groups and a need to address diverse social problems.

2. Social justice as an integral component of public discourse. The developing discourse on social rights and the large protests in the summer of 2011 have led to greater prominence of social justice and social rights in the public and political discourse.
3. Transformations in welfare governance. As is the case in other welfare states, changes in the structure of the labor market, organizational styles, and the social rights discourse have led to transformations in the governance of social welfare services on the local and national levels. One consequence of this is the Local Social Services Reform program, adopted by the Ministry of Welfare and Social Services, while another is the growing recognition of the need for regulatory tools in this field.
4. Strengthening of Civil Society and the Third Sector as a provider of services and of advocacy. Major growth in the number of Third Sector organizations, a marked trend towards the outsourcing of social services, and an increased role for advocacy organizations and interest groups in policy formulation have led to an ever-expanding Civil Society sector.
5. Growing awareness of the centrality of early childhood as a crucial stage in human development and thus a source of human capital and social mobility. Trends towards greater gender equality in the labor market and enhanced knowledge of the crucial impact of early childhood on the development of human capital and social mobility later in life have led to a growing acceptance of the need for state involvement in providing quality and accessible early childhood education for all.
6. Changes within the social work profession. Changes in the needs and problems of service users, in welfare state governance and in the labor market have led to major ongoing changes within the social work profession. These include changes regarding forms of intervention, populations served, intersections with other professions, forms of employment, and an enhanced awareness of the importance of diversity and cultural rights.
7. Increased demand within the Hebrew University for proven research excellence, research funding and international engagement. Seeking to maintain its standing as a leading research university in an unstable environment, the Hebrew University requires all of its academic faculties and schools to engage in cutting edge research, to qualify for competitive research funding, and to increase their international profile.
8. The establishment of a growing number of schools of social work within academic colleges. Over the last two decades the number of schools of social work has more than doubled. This period has also seen a major increase in the number of social work students enrolled in undergraduate and graduate programs.
9. Continued interest among potential students in the social work profession. Along with the continued increase in supply of schools of social work, the demand for social work training at the undergraduate and advanced levels remains high.

II. The School and its Environment

1. The faculty of the School is at the forefront of research in their fields in Israel and abroad.
2. The faculty is characterized by a wide-ranging diversity in fields of research interest, approaches and methodology.
3. The School is the oldest and largest social work academic institution in Israel. It continues to maintain a high level of teaching and to offer cutting-edge, evidence-based knowledge in social work, social welfare and related fields.
4. The School is an independent school within the Hebrew University, is led by a Dean, and it enjoys a large degree of academic, fiscal and administrative autonomy.
5. Field training is an integral and well-developed component of our undergraduate study. This takes place in diverse settings in and around Jerusalem and in the Tel Aviv metropolitan area. The school offers training to potential field instructors and undertakes strict selection and regulation procedures regarding instructors and training.
6. While the School offers training in diverse fields, due to budgetary constraints and limitations it is still unable to cover all the fields of knowledge and types of intervention that could be offered to undergraduate and, in particular, to graduate students.
7. Situated in Jerusalem, the School enjoys access to decision-makers, to the city's rich social diversity, to its social welfare agencies, and its large population. Furthermore, the School is also required to deal with the complexities of a city which is characterized by significant levels of deprivation and conflict.
8. The School expects its faculty to be involved with policy practice and social leadership.
9. Due to the financial limitations of the Hebrew University, the School suffers from understaffing and the inability to offer students and faculty a sufficiently conducive physical infrastructure.

III. Our Goals

1. To strengthen our principle commitment to the development of knowledge through the undertaking of path-breaking research.
2. To educate and train professionals in the fields of psychosocial treatment and social welfare who will be committed to the vision and values of the social work profession.
3. To train the professional leadership in the social services to further social change and to formulate social policy on the local, national and global levels.
4. To create a leadership cadre in early childhood education and in civil society organizations.

5. To develop in our students critical thinking, academic curiosity, creativity, cultural and sociopolitical sensitivity, and adaptability to changing environments.
6. To promote social justice through education, research and the civic and social engagement of the School community.
7. To further our partnerships in research, training and social change with our students, social work practitioners, service users, community organizations and decision-makers.

IV. Strategies for Achieving our Goals

1. Enhancing our students' critical thinking by providing them with theoretical and advanced research-based knowledge.
2. Ensuring a commitment to social work's fundamental 'person in environment' principle among our social work undergraduate and graduate students.
3. Strengthening a generic approach to social work among our undergraduate students.
4. Offering graduate students in the various programs specialized, cutting-edge knowledge, applied intervention capacities, and research tools.
5. Providing our research students with access to advanced research tools, a broad theoretical foundation, tools for academic writing, and the opportunity to engage in relevant and substantial research.
6. Offering access to additional fields of knowledge to our students through joint degrees and collaborative learning projects within the Hebrew University.
7. Developing new fields of study and specializations that reflect new knowledge, emerging social problems and issues, and the requirements of the students and professional fields.
8. Widening the potential sources for excellent candidates for our graduate programs beyond the confines of the social work profession.
9. Furthering the faculty and students' engagement in policy practice by emphasizing our commitment to social justice and offering students theoretical and practical tools to undertake these types of intervention.
10. Encouraging the establishment of research centers that will stimulate research projects, facilitate student participation in research and enhance international cooperation.
11. Strengthening our ties with the community and the social work profession through joint projects, research and ongoing dialogue.
12. Generating new sources of external research funding by encouraging faculty to apply for competitive research grants.
13. Creating additional financial sources for scholarships, field training and infrastructure development through work with the friends of the School, its alumni and foundations.

14. Employing social media to create dialogue with the community, achieve greater impact upon society, and attract potential candidates for our programs.

3.1.3 Description and chart of the academic and administrative organizational structure of the departments and its study program/s (including relevant committees and names of senior administration).

See chart at the end of this chapter.

3.1.4 Location: the campus where the study program is taught (if the institution operates on a number of campuses). If the study program is offered on more than one campus, is the level of the program uniform on different campuses, and what measures are taken in order to ensure this?

Our program is taught at the Mount Scopus campus. BSW students, MSW students in the accelerated program, and students in the counselling and mental health track in the MA program in early childhood studies do their field work training in various locations in or near Jerusalem, and per student request in field placements outside the Jerusalem area.

3.1.5 Please describe the study program's structure and content, including specializations/tracks within the program, division of courses according to number of credits and fields within the discipline. How are the mission statement, aims and goals of the program reflected in the study program?

The program offers:

Undergraduate Studies

The school provides four types of undergraduate programs all leading to a Bachelor's degree in Social Work (BSW).

1. Undergraduate program, three year course of study leading to a BSW degree.
2. Joint program of Social Work and Law, leading to a joint BSW and LL.B degree.
3. A combined BSW program with BA in the Social Sciences.
4. A combined program with BA in Humanities.

All these academic programs include academic studies and professional field work training. Field work training is a significant and integral part of the BSW program, preparing students for their roles as professional social workers through direct experience, and allowing them to integrate their theoretical

knowledge into the practice of social work interventions. In all programs, students may choose either the General track or the Community Social Work track.

BSW Program

Unlike the US and some other countries, under the Social Workers Law of 1996 a Bachelor of Social Work degree is required for professional licensing in Israel. The 3-year Bachelor's degree (BSW) program is the basic qualification for all forms of professional activity in the field. The course of studies focuses on a generalist approach to practice, as expressed in the wide range of required and elective courses offered to students. We seek to educate and train our undergraduates with a commitment to the profession of social work and its values and to provide them with a broad perspective of the profession enabling them to work with client systems of different sizes (i.e., the micro and macro levels). We provide them with the skills and knowledge base necessary for further professional and academic advancement.

The BSW curriculum is structured around four domains of knowledge: 1) Psychological and Social Processes-course are focused on descriptions and explanations of human behavior at different levels of society: individuals, small groups, community, organization and diverse cultures and ethnicities; 2) Social Welfare and Social Policy- courses are focused on the values, ideologies and approaches behind social policy and the welfare state, providing knowledge about relevant laws, guidelines and services intended to fulfill human needs, and on the relevance of policy practice to social work; 3) Methods of Intervention- courses on theories and skills in social work practice to train the students to conduct psychosocial diagnosis and interventions for distressed individuals, families and disadvantaged communities; and, 4) Research- courses on the basic principles of scientific research including planning, data collection and data analysis. These courses provide the basic knowledge for evaluating the effectiveness of psychosocial treatment and services.

Students are required to participate in mandatory and elective courses in each domain. Most courses in each domain are incremental, with courses in advanced years building on knowledge acquired in the previous years to form a continuous knowledge base. First year studies lay the foundations for understanding social work as a profession and in the context of the social sciences. Second year courses form the basis for social interventions in terms of acquiring both skills and theory, as well as integrating research methods and policy issues. In the third year, students deepen their understanding of methods of intervention, welfare policy, social and personal processes and research skills.

To complete a BSW degree, students are required to earn 122 credits in three years, of which 28 credits are in field practice and 8 credits are in the Cornerstone Program (see below). The list of all courses and their credits in the two BSW tracks for each year of studies is given in Table 3.1.1.

The Cornerstone Program "Avnei Pina"

During their BSW studies, students are required to earn eight credits in the Cornerstone, "Avnei Pina," Program, four in life sciences and four in the humanities. A common practice at leading universities, the purpose of this University-wide program is to expose our students to the many fields of knowledge that exist at the Hebrew University, including those outside the student's main fields of studies. Five years ago the program started with 44 courses in Mt. Scopus and in the Edmond J. Safra Campus. It was well accepted by the many students who enrolled in the courses. This year Avnei Pina offers 100 courses. A list of the courses offered by our school in the cornerstone program is presented in section 3.1.6.

Specialization

The undergraduate program offers two tracks: Students in the general/generic track acquire knowledge and skills for working with individuals, families and small groups employing a psychosocial practice perspective. Students in the community social work track acquire knowledge and skills for working with macro and community-systems. All students in our undergraduate program receive the same degree of Bachelor of Social Work (BSW) that enables them to register as social workers in Israel. Most students study in the generic track with about 15% to 20% of the cohort registered in the community social work track. This track was established as a response to needs of the field. Departments of Social Services traditionally separate their community services from their services for individuals and families and thus it require social workers with appropriate training. Students in the community social work track do their field training in separate learning centers and different agencies than the generic track. Student placements from this track range from neighborhood administrations to the Welfare and Labor Committee of the Knesset. Students in this track develop skills to deal with the social problems in Israel at the community, administrative and policy levels. There are differences in the theoretical curriculum between the two tracks. They are presented on Table 3.1.a.

Table 3.1.a BSW Program

1st Year Required Courses		
Knowledge domain		Credits (hours)
Psychological and social processes	<ul style="list-style-type: none"> – Introduction to Sociology – Introduction to Psychology – Personality theories or – Getting to know the community – Human development – Social Psychology – Organization and administration of social services 	2 2 2 2 4 2 2
Social welfare and social policy	<ul style="list-style-type: none"> – Introduction to Israeli law and to human rights – Introduction to the welfare state – Basic concepts in welfare economics 	2 4 3
Methods of intervention	<ul style="list-style-type: none"> – Introduction to social work – Social involvement- An introduction to social work fieldwork 	8 4
Research	<ul style="list-style-type: none"> – Statistics – Data processing (SPSS) – Scientific writing 	4 2 1
Cornerstone Program	<ul style="list-style-type: none"> – Courses in Social Science – Courses in Humanities 	4 4

	Total required	50
	2nd Year Required Courses	
Knowledge domain		Credits (hours)
Psychological and social processes	– Israeli society: selected issues	2
Social welfare and social policy	– Personal social services – Introduction to social security	2 2
Methods of intervention	– Social work with groups – Psychopathology: from theory to practice (except for community social work track) – Social work interventions with groups (for community social work track only) – Social work methods-I – Skills in social work – Communication skills in community work (for community social work track only) – The family as a social unit or – Organizational change (for community social work track)	2 2 2 2 4 2 2 2
Research	– Research methods- part I – Research methods- part 2	2 2
Elective courses	– Course in psychological and social processes – Course in social welfare and social policy	2 2
Total academic courses		Credits 26-28*

Field work training	Social work interventions in the field plus supervision and training workshops	12
	Total required	38-40

*The community social work track earns 2 more credits this year.

Table 3.1.a continues

3rd Year Required Courses		
Knowledge domain		Credits (hours)
Social welfare and social policy	- Israel's social policy-formulation process	2
Methods of intervention	- Social work methods-II	4
Research	- Computer data analysis in social work research - Research seminar	2 4
Elective courses	- Course in psychological and social processes - Course on intervention methods or - Courses on organizational and community intervention methods (for the community social work track)	2-4** 2
Total academic courses		Credits 16-18**
Field work training	Social work interventions in the field plus supervision and training workshops	16
	Total required	32-34

**The community social work track earns 2 credits less than the general track

Table 3.1.a.1 –Differences between General and Community Track

Differences between the general and the community track in academic courses	The general track	Community social work track	Credits (hours)
First year	Personality theories	Getting to know the community	2
Second year	The family as a social unit	Organizational change	

			2
	Psychopathology	Social work interventions with groups	2
	Skills in social work	Skills in community social work Communication skills in community work	2 versus 4
Third year	Elective course on intervention methods	Elective courses on organizational and community intervention methods	2

3.1.6 Does the study program provide courses to other units?

3.1.6.1 Courses provided by the school for the "Avnei Pina" (Cornerstone) program

Course Number	Course Name	Name of Lecturer	Course status	Campus	Year
3106	Basic concepts in Psychology	Eduardo Duniec	Designated	Mt. Scopus	2014
3130	Human Development I : Infancy To Adolescence	Orly Olstein- Man	Not Designated	Mt. Scopus	2014
3138	Human Development II: Adolescence to old age	Anat Roll	Not Designated	Mt. Scopus	2014
3197	The Age revolution: Social aspects of age	Howard Litwin	Designated	Safra	2014
3198	Excluded Populations and Social change	Edith Blit Cohen	Designated	Mt. Scopus	2014
3410	Illusory Reality: Abnormal Psychology Through the Cinema	Eduardo Duniec	Designated	Ein Karem	2014
3130	Human Development I : Infancy To Adolescence	Orly Olstein- Man	Not Designated	Mt. Scopus	2013
3138	Human Development II: Adolescence to old age	Sharon Shiovitz Ezra	Not Designated	Mt. Scopus	2013
3197	The Age revolution: Social aspects of age	Howard Litwin	Designated	Safra	2013
3198	Excluded Populations and Social change	Edith Blit Cohen	Designated	Mt. Scopus	2013
3410	Illusory Reality: Abnormal Psychology Through the Cinema	Eduardo Duniec	Designated	Safra	2013
3130	Human Development I : Infancy To Adolescence	Orly Olstein- Man	Not Designated	Mt. Scopus	2012
3138	Human Development II: Adolescence to old age	Sharon Shiovitz Ezra	Not Designated	Mt. Scopus	2012
3197	The Age revolution: Social aspects of age	Howard Litwin	Designated	Safra	2012
3198	Excluded Populations and Social change	Edith Blit Cohen	Designated	Mt. Scopus	2012
3199	The Family as an evolving social system	Dorit Roer-Strier	Designated	Safra	2012
3410	Illusory Reality: Abnormal Psychology Through the Cinema	Eduardo Duniec	Designated	Safra	2012
3130	Human Development I : Infancy To Adolescence	Maayan Davidov	Not Designated	Mt. Scopus	2011
3138	Human Development II: Adolescence to old age	Sharon Shiovitz Ezra	Not Designated	Mt. Scopus	2011
3197	The Age revolution: Social aspects of age	Howard Litwin	Designated	Safra	2011
3198	Excluded Populations and Social change	Edith Blit Cohen	Designated	Mt. Scopus	2011
3199	The Family as an evolving social system	Dorit Roer-Strier	Designated	Safra	2011
3130	Human Development I : Infancy To Adolescence	Maayan Davidov	Not Designated	Mt. Scopus	2010
3138	Human Development II: Adolescence to old age	Sharon Shiovitz Ezra	Not Designated	Mt. Scopus	2010
3199	The Family as an evolving social system	Dorit Roer-Strier	Designated	Safra	2010

Through the "Avnei Pina" Cornerstone Program, our School provides between 6-8 courses to students in the faculties of Humanities, Social Sciences or Life Sciences. Table 3.1.6.1 above presents the courses that we have supplied in the past five years.

The dual degree program in Social Work and Law leading to a joint BSW and LL.B degree

The School actively promotes interdisciplinary collaboration between researchers from other fields who share common ideological and professional perspectives, attesting to the School's sensitivity to the complex world we live in. One example of this is the joint undergraduate degree with the Faculty of Law. There is a

strong intersection between social work and law, as both are concerned with social justice, social welfare, and address the formulation and change of social policy on the local, national and global level. In addition, there are specific roles in social work that involve the law and demand an understanding of legal regulations, including: probation officers, social workers involved in investigations of suspected child abuse, child protection officers, and family conflict officers. Social workers who serve in these roles all have direct contact with all aspects of the court system. Therefore, since 2003, the School has offered a joint undergraduate program in Social Work and Law for a very selective group of students (no more than 12 per cohort) who meet the admission criteria of both programs.

Structure

This is a 4 to 4.5-year program. To complete the joint BSW and LL.B degree, students are required to earn 209 credits of which at least 115 are in law and 96 are in social work (66 credits in academic courses and 28 in field work training). Students may get exemptions from certain courses if they take a similar course in the Faculty of Law. Exemptions must be provided in advance by the chair of academic affairs at our School. The degree is signed by the two Deans. This joint degree grants a license to work as a registered social worker (as with the general BSW degree) and to begin an internship in law as demanded by the Israel Bar Association. The first year of study is dedicated solely to the law program. Year 2 sees the continuation of the law coursework as well as beginning the social work curriculum. This curriculum is virtually identical to the general BSW program except that students in this program are exempted from most Cornerstone courses.

The dual degree program in Social Work and Humanities leading to a combined BSW and BA degree

Since 2012, our School has offered a joint bachelor degree program between the School of Social Work and Social Welfare and one subject in the Faculty of Humanities to a small number of outstanding students. This program is intended for students who are committed to the social work profession and are interested in enriching and deepening their general knowledge from the rich academic milieu of the Hebrew University. The expanded knowledge base that these students acquire further develops their expertise in their field work (e.g., combination of social work and art therapy), while also benefiting our School with the development of new research areas as we continue taking the lead on path-breaking research in accord with our vision. This joint bachelor program further encourages our students to develop their critical thinking, academic curiosity and cultural and historical understanding, all of which are embedded in our mission.

This is a 4-year program. To complete the degree students are required to earn 174 credits; 114 in social work and at least 60 credits in the humanities (varying by department). This curriculum is virtually identical to the general BSW program except that students in this program are exempted from Cornerstone courses.

The dual degree program in Social Work and the Social Sciences leading to a combined BSW and BA degree

Since 2013, our School has offered a joint bachelor degree program between the School of Social Work and Social Welfare and one subject in the Faculty of Social Sciences. The goal of this program is for our students to benefit from the interdisciplinary approach to social work and to develop research areas that combine scientific knowledge from a range of fields. This program is in accord with the School's vision to engage in path-breaking research that contributes to a better understanding of complex social issues and the methods to address them. It also provides a unique opportunity for the student to benefit from the rich academic milieu of the Hebrew University. Because social work is a multidisciplinary field requiring an understanding of sociology, psychology, political science, economics, and communications, enriching our students in one of these fields deepens their understanding of social work and welfare and better prepares them for work in this discipline.

This is a 4-year program. To complete the degree students are required to earn between 96 and 122 credits in social work depending on the exemption he or she may get based on their studies in the social science major. The student is required to earn at least 60 credits in the social sciences.

Master's Program in Social Work (MSW)

The Master's Program in Social Work aims to (a) promote advanced clinical practices, emphasizing interventions with individuals and families; (b) train future social work educators, researchers and program directors; and, (c) advance the development of social policy. The program is committed to encouraging academic excellence; developing leaders in all areas of the professional practice; and maximizing student autonomy in planning their individual course of study.

The program is open to social workers who hold an undergraduate degree in Social Work (BSW). The courses are concentrated in one full day (from 08:30 to 20:00) to facilitate attendance by students with a full time job who get a day off from work to pursue an advanced academic degree in their profession and/or who come from all over the country. The program requires full-time enrollment which must be completed in two years, and allows for part-time enrollment only in rare cases with the approval of the head of the program. Students with excellent standings in their coursework may also undertake to write a Master's Thesis (required to continue on to PhD studies in Israel).

Our program offers three tracks; The Advanced Studies in Direct Practice (a "clinical" track), The Management, Organization and Policy Track, and The Generic-Integrative Practice track. The structure of the first two tracks is similar to other leading programs in the US. For example, the University of Chicago's School of Social Service Administration offers two concentrations: clinical concentration, and social administration concentration. Columbia University School of Social work offers 4 concentrations: advanced

clinical social work practice; advanced generalist practice and programming; policy practice and social enterprise administration. The University of Pittsburgh offers two concentrations: direct practice with individuals, families, and small groups (Direct Practice) or community organization and social action. The structure of the Master program in University of Toronto is a bit different. There are no concentrations or tracks but during their second year students are required to elect one of the following specializations: children and their families; social justice and diversity; mental health and health; social service administration; social work in gerontology. The program at the University of Melbourne does not offer concentrations or specializations.

The *Advanced Studies in Direct Practice* track trains students in advanced psychosocial treatment of distressed individuals and families. The goal of this track is to refine students' knowledge and skills required to address the needs of different populations, plan systematic interventions, and evaluate their efficacy. This track seeks to develop the unique identity of the social worker among the clinical professions, including expertise in communicating with clients from different backgrounds, developing a therapeutic dialogue to improve their situation and locating resources to affect positive change and growth for the client. This track provides an option of writing a research thesis for outstanding students. The curriculum of this track was extensively revised following the previous review, in which one of the review committee recommendations was to expand our clinical track at the master level. Currently, about half of the courses focus on theories or methods of interventions with diverse population in need (for example, people involved in risk behavior, borderline personality) or topics of concerns (e.g., trauma, cultural diversity). We added a new practicum course during the first year of studies, expanded the specialization on trauma to include working with population who experienced mass trauma such as political violence. We also opened a new specialization on mental health rehabilitation (see below).

The *Management, Organization and Policy* track imparts advanced skills in management, policy practice, community work, social change, and social policy reform. Its goals are to strengthen the impact of social work on the process of forming and reforming social policy, and to improve critical thinking for policies upon which services and organizations rely. The track recognizes the linkage between advanced community work and different aspects of policy and social change. In this track the students gain both theoretical knowledge as well as practical skills to analyze, diagnose and evaluate social policy and programs in the welfare systems, and to engage in policy practices.

The *Generic-Integrative Practice* track targets students with high achievements in their undergraduate studies who wish to continue pursuing an advanced degree directly after their undergraduate studies or after a short break (usually one year). This track is for students interested in the interdependency between psychosocial treatment and the social environment's resources and limitations. It integrates knowledge and

skills for individual and family psychosocial treatment with an understanding of the societal and policy barriers that impact upon the individual's situation. In this track the student is expected to choose courses from the two other tracks, exposing him or her to micro and macro levels of social work. This track also provides the option of a personal reading course (with the assistance of an advisor), a variety of research courses, and mandates writing a thesis.

Specializations

The MSW offers opportunities for specialization in both the Advanced Studies in Direct Practice track and the Generic-Integrative Practice track. The specialization enhances the graduate students' clinical practices, and theoretical and research knowledge and skills in the field of their specialization. These specializations are recognized by the University and appear on the graduate's diploma. They focus on either a core topic in the field of social work and related professions (i.e., trauma), a field of practice (i.e., mental health), or a population group (i.e., family and children). Specializations are voluntary. Students can set their elective courses and practicum/research seminar or thesis to form a specialization. Each student can choose one specialization only. The specialization offers the students a wide range of courses that cover theoretical, empirical and practical aspects of their specialization field. Students are expected to participate in a general theoretical course which forms the basic knowledge essential for their studies in the specialization. In addition, students in a specialization participate in at least four relevant elective courses. **A list of courses that are provided in each specialization is presented in Appendix 3.1.6.1.**

For the specializations in *Trauma* and *Children and Families* students are required to complete 12 credits (from their total credits required for their MSW degree), and enroll in the specialization in the second semester of their first year of studies. For the *Mental Health Rehabilitation* specialization students are required to complete 16 credits (from their total credits required for their MSW degree) beginning in the first semester of their first year. Acceptance in this specialization is contingent upon advanced admission and is based on the student's experience in the field and the motivation to continue working in that field of practice.

Specialization in Trauma

The program offers 23 elective courses covering different aspects of trauma such as mass trauma, individual trauma, and complex trauma. These courses address the effects of various traumatic events on the individual, the family and the community, and discuss specific intervention methods and perspectives from psychodynamic to cognitive behavioral, and from individual therapy to group and community interventions. Risk factors for experiencing negative outcomes of exposure to traumatic events as well as protective factors, resilience and traumatic growth are taught. Three practicum II courses (e.g. Integrative Practice of Psychological Trauma), and four research seminars (e.g. Post Trauma & Bereavement: Evidence Based

Practice) are offered to the students. All students in this specialization participate in one of the following two courses: “Theories of Trauma”, or “Coping with Trauma: Intervention”.

Specialization in Children and Families

The program offers 28 elective courses covering different aspects of children and families and addressing different theoretical perspectives and intervention methods. Students are expected to participate in at least one course on children and youth and one course on families. Furthermore, students are expected to complete either a clinical practicum or a research seminar on children and families. Three clinical practicum II courses and three research seminars are offered to the students. All students in the specialization participate in the course “Theories of Family Intervention.”

Specialization in Mental Health Rehabilitation

This specialization is based on the recovery orientation in the rehabilitation of individuals with mental illnesses. It offers five elective courses covering research studies and intervention methods of which students are expected to participate in at least three. Students also participate in a clinical practicum II and a research seminar addressing Mental Health Rehabilitation issues. To date, all the students in this specialization have worked as social workers in the field of psychiatric rehabilitation. Students in this specialization receive a scholarship funded by the Laszlo N. Tauber Family Foundation.

Students are also offered a package of elective courses in two domains:

(a) *Social Welfare and Judaism*- Despite the significance that religion plays in the provision of social services, currently there are no academic programs in Israel that specifically address this area. Indeed, our review of the state of knowledge in this field in the international arena reveals a dearth of theoretical and empirical knowledge. This package seeks to rectify this lack of knowledge. The four elective courses and one practicum II course further our graduate students’ understanding of the role religion can play in the relationship between individuals and their environment. The courses emphasize religious beliefs, and the values and norms that are incorporated in them, as an important dimension for social workers and other professionals to address the needs of individuals and communities. Courses are drawn upon the knowledge in this field developed by Israel Prize laureate Prof. Mordechai Rotenberg, professor emeritus at the School of Social Work and Social Welfare. Students can choose up to 4 courses.

(b) *Substance use prevention and treatment*- This is a collaborative effort between our school and the Israel Anti - Drug and Alcohol Authority. The program provides graduate students with theoretical knowledge and skills regarding the impact of substance use on individuals and communities, the antecedents of substance use at the individual and societal levels, policies in Israel regarding drug and alcohol use, and preventive

intervention and treatment of substance users with a special emphasize on adolescence and on parental involvement in prevention and treatment. Students can take up to five courses on this topic.

Curriculum

Students who choose not to write a thesis are required to complete 42 credits, while those who write a thesis must complete 36 credits. The curriculum is tailored to the track and thesis option selected by each student. Courses are divided into 6 groups: 1) research methods- advanced courses and a research seminar or a thesis (depending whether the student is writing a thesis); 2) the history and philosophy of social work and social welfare; 3) advanced theory and practice in personality theories and family therapy; or policy practice and advanced community work, (depending on the chosen track); 4) an advanced course in social policy from a comparative perspective; 5) advanced clinical practice (practicum I and II; clinical track) or project (the Management, Organizations and Policy track or a theoretical seminar on the professional thought (generic-integrative practice track); 6) elective courses in practice and policy/community work. In the first semester of the first year, students take all the advanced research courses which provide them with the analytical skills they will need in their other coursework. Our students are required to learn both quantitative and qualitative research methods, and to apply them in their research seminar or thesis later on. In the first semester of the first year, they also take the basic history and philosophy course. Students in the first year also learn advanced theories (personality, family or policy practice) and begin to participate in elective courses. In the 2nd semester of the first year, students in the clinical track participate in practicum I. Students who are preparing a thesis participate in thesis workshop I. Students must complete a minimum of 20 credits in the first year.

In the second year we offer a large number of elective courses in the clinical track and the management and policy track. Students in the generic-integrative practice track take the same number of courses from the two other tracks. Students from the clinical track or the management and policy track have to take most of their electives in their selected track, but must also take one or two courses from the other track. Also in the second year we emphasize various opportunities for applied study through a year-long intensive course. Thesis students participate in a thesis workshop II. Others participate in a research seminar where they carry out (in small groups) an actual research project under the guidance of a senior faculty member, beginning with the preparation of a research proposal, through the collection and analysis of data (or re-analysis of secondary data) to oral and written presentation of their findings in a research report. Students in the clinical track also gain advanced clinical skills through a year-long practicum II course taught in small groups (maximum 13 students) by faculty members with considerable clinical experience (preferably currently engaged in practice themselves). Practicum II courses are organized around a specific theoretical orientation (i.e., cognitive interventions), population (i.e., adolescents), or problem (i.e., trauma). Students are enrolled in a specific practicum II course based on their field experience and the type of services they are working in, specialization, and other administrative considerations (e.g., making sure the number of students in each

course is more or less even). Students themselves are responsible for arranging a work experience in which they apply the material learned in the classroom and report on their progress and dilemmas during clinical supervision-type sessions of the class. Students in other tracks have an opportunity to conduct a project (in the management and policy track) or participate in an intensive theoretical seminar on the professional thinking in social work. The structure of the program is presented on Table 3.1.6.2 below.

Table 3.1.6.2 MSW Program

	1st Year Required Courses	Credits (hours)
Mandatory courses in all tracks	<ul style="list-style-type: none"> - Philosophical and historical roots of social work practice - Social policy in a comparative perspective - Research methods (Scientific thought and research design) - Data processing (SPSS) and data analysis - Other research methods (narrative research OR content analysis, OR analysis OR social policy research) 	2 2 2 2 3 1
	Total mandatory credits	10
Track	Without a thesis	With a thesis
Clinical track	<ul style="list-style-type: none"> - Advanced theories of personality and - Theories of family interventions - Practicum I- basic principles in psychotherapy b - - 3 elective courses from the clinical track - 1 elective course from the management and policy track 	<ul style="list-style-type: none"> - Advanced theories of personality OR - Theories of family interventions - Practicum I- basic principles in psychotherapy b - Thesis workshop I - 2 elective course from the clinical track - 1 elective course from the management and policy track 2-4 ^a 2 2 4-6 ^c 2
	Total credits within the clinical track	12-14^d

	Without a thesis	With a thesis	
Management, Organizations and Policy track	<ul style="list-style-type: none"> - Policy practice and advanced community work - - 4 Elective courses from the management and policy track - 1 elective course from the clinical track 	<ul style="list-style-type: none"> - Policy practice and advanced community work - Thesis workshop I - 3 elective courses from the management and policy track - 1 elective course from the clinical track 	2 2 6-8 ^c 2
	Total credits within the Management, Organizations and Policy track		12
	Without a thesis ^e	With a thesis	
Generic- integrative practice	<ul style="list-style-type: none"> - Advanced theories of personality and - Theories of family interventions - Policy practice and advanced community work - - 3 elective courses from the clinical track - 1 Elective courses from the management and policy track 	<ul style="list-style-type: none"> - Advanced theories of personality OR - Theories of family interventions - Policy practice and advanced community work - - Thesis workshop I - 2 elective courses from the clinical track - 1 Elective course from the management and policy track 	2-4 ^a 2 2 4-6 ^c 2
	Total credits within the Generic-integrative practice track		12-14 ^d
	Total required 1st year		22-24 ^f

^a 2 credits for students who prepare a thesis; 4 credits for students without a thesis.

^b Students can choose between different approaches, e.g., the relational paradigm, psychodynamic, narrative, bio-psychosocial.

^c The lesser credits are for students who prepare a thesis. The greater credits are for students without a thesis. Students that choose a specialization will select the courses that belong to their chosen specialty. In the Management, Organizations and Policy track no specialization is offered.

^d 12 credits for students who write a thesis; 14 credits for students without a thesis.

^e Only with exceptional cases upon approval of the head of the MSW program.

^f Students can choose more elective courses during their first academic year including intensive mini courses during the semester break or summer in order to ease their study load in their 2nd year.

	2nd Year Required Courses		Credits (hours)
	Without a thesis	With a thesis	
Mandatory courses for all tracks	Research seminar	Thesis workshop II Advanced quantitative or qualitative research methods ^g	4 2
	Total mandatory credits		4-6 ^c
Track	Without a thesis	With a thesis	
Clinical track	<ul style="list-style-type: none"> - Practicum II- clinical supervision and conceptualizations ^h - 4 elective courses from the clinical track - 1 elective course from the management and policy track 	<ul style="list-style-type: none"> - Practicum II- clinical supervision and conceptualizations ^h - 2 elective courses from the clinical track 	4 4-8 ^c 2
	Total credits within the clinical track		8-14

	Without a thesis	With a thesis	
Management, Organizations and Policy	<ul style="list-style-type: none"> - A project - 5 Elective courses from the management and policy track - 1 elective course from the clinical track 	<ul style="list-style-type: none"> - A project - 1 elective courses from the management and policy track - 1 elective course from the clinical track 	4 2-10 ^c 2
	Total credits within the Management, Organizations and Policy track		
	Without a thesis ^e	With a thesis	
Generic- integrative practice	<ul style="list-style-type: none"> - Theoretical seminar: The horizons of professional thinking in Social Work - 1 elective course from the clinical track - 2 Elective courses from the management and policy track - 2 elective courses from either the clinical track or the management practice track (students' choice) 	<ul style="list-style-type: none"> - Theoretical seminar: The horizons of professional thinking in Social Work - 1 Elective course from the management and policy track - 1 elective course from either the clinical track or the management and policy track (students' choice) 	4 2 2-4 ^c 2-4 ^c

	Total credits within the Generic-integrative practice track	8-14
	Total credits required for the 2nd year	14-20 ^j
	Total credits required for MSW degree with a thesis	36
	Total credits required for MSW without a thesis	42

^c The lesser credits are for students who prepare a thesis. The greater credits are for students without a thesis. Students that choose a specialization will select the courses that belong to their chosen specialty. In the Management, Organizations and Policy track no specialization is offered.

^d 12 credits for students who write a thesis; 14 credits for students without a thesis.

^g Students who prepare their thesis with a quantitative approach must take an advanced *quantitative* research methods course. Students whose thesis takes a qualitative approach must take an advanced *qualitative* research methods course.

^h The practicum presents conceptualizations about a theoretical approach (e.g., the “self” theory), or population (e.g., clients involved in risk behaviors), and case presentations by students. It is taught in small classes of no more than 13 students.

ⁱ 8 credits for students who prepare a thesis; 16 credits for students without a thesis.

^j 14 credits for students who prepare a thesis, 18 credits for students in the clinical or generic-integrative track without a thesis, and 20 credits for students in the management and policy track without a thesis.

Master's Program (MSW) for graduates in the Social Sciences and Humanities - The accelerated program

The Master's Program (MSW) for graduates in fields other than social work, mainly in the Social Sciences and Humanities (the accelerated program), began in the 2010-11 academic year.

Rationale

Until 2008, the School provided an accelerated 2-year BSW program (HASAVAH), for students who graduated in fields other than social work. Initially, the students in this program were experienced practitioners who were not licensed in social work, yet wanted to advance in their career. The 1996 Social Work Law which determined that a person may work as a social worker only if he or she earned a BSW from an authorized academic institution changed the profile of the students in this program. The highly experienced practitioners were replaced by younger students who might not have met the admission criteria (a high score in the psychometric test) for our regular BSW program. As a result, this accelerated study program was cancelled in 2008. As of 2011 we offer an MSW degree for graduates in fields other than social work (MSW accelerated program) with licensing in social work and approved by the Ministry of Welfare and Social Services. The licensing was made possible by incorporating extensive fieldwork training, similar to the fieldwork training scope of our BSW program. This program is in accord with the general University policy to expand the MA program studies.

Program study structure

This is a three year program. In the first year, students participate in BSW courses that are considered core courses of our BSW program. To progress to the 2nd academic year the student must earn an average score

of 80 in their theoretical courses and pass their field work training. They can also participate in two elective courses from the MSW program in order to ease their study load in their 2nd academic year. Students in this program take BSW courses in almost entirely separate groups than the regular BSW students (except for the courses that are specific to the management and policy track). The courses are all given on one weekday (Tuesday), and their fieldwork training is spread over two additional weekdays (Sundays and Wednesdays).

In their second year of study, students complete their core courses from the BSW program (mostly in separate groups), and learn almost a full 1st year program of the MSW in combined classes with the regular MSW students. The courses are given on one weekday (Monday), and their fieldwork training is spread over two additional weekdays (Sundays and Wednesdays).

In their 3rd year of study, they take only courses in the MSW program, graduating at the end of the year. The courses in the 3rd year of study are taught on two days in the first semester (Mondays and Wednesdays; depending on the credits the student already earned in his/her 2nd year of study) and on one weekday (Wednesday) in the second semester. Additionally, students in the clinical track have to complete their volunteer (or funded) work in a social welfare/trauma/mental health agencies and provide psychosocial treatment to at least three clients with clinical supervision provided at the agency during the academic year.

The mandatory courses in the accelerated MSW program are similar to the regular MSW program with two exceptions: We exempt these students from the course *philosophical and historical roots of social work practice* as our teaching committee determined that there is enough overlap between this course and the course *introduction to social work* taught in the previous academic year. The students learn one additional elective course in order to complete 42 credits in their MSW program without a thesis and 36 credits in their studies with a thesis. The second exception is, that considering their strong background in statistics (most students have a BA degree in the social sciences), the students in this study program may take an exemption test in statistics before beginning their 2nd academic year. If they pass the test (a score of 70 or above), they are exempt from the course in *Data processing (SPSS) and data analysis*. If they don't pass the test or decide not to take, they take this course before the beginning of the 2nd academic year as an intensive 4-day mini course. The structure of this program study is presented in Table 3.1.6.3.

Table 3.1.6.3 MSW Program for graduates in the social sciences and humanities- The accelerated program

1st Year Required Courses from the BSW program^a		
Knowledge domain		Credits (hours)
Social welfare and social policy	<ul style="list-style-type: none"> - Personal social services - Introduction to social security^b 	2 2
Methods of intervention	<ul style="list-style-type: none"> - Introduction to social work - Social work methods-I - Skills in social work - The family as a social unit^c - Approaches to community social work^c 	4 4 2 2 2
	Total required from the BSW program	14-16^d
Field work training	Social work interventions in the field plus supervision and training workshops	16 ^e
	1st year elective courses from the MSW program^f	
	1 elective course from the clinical track 1 elective course from the management and policy practice track	2 2

^a Mostly studied in separate groups.

^b For students in the management and policy track only.

^c Except for students in the management and policy track.

^d 14 credits in the management and policy track and 16 credits in the other two tracks. Credits are not included in the final grade but the grades in these mandatory courses serve as acceptance criteria for those preparing a thesis and final acceptance criteria for the clinical track.

^e Students are required to invest 16 weekly hours in their field placement including supervision hours and training workshop. However, they do not get credit for field training.

^f Only if the student wishes to ease his/her study load in the 2nd year of the study program.

2nd Year Required Courses from the BSW program ^a		
Knowledge domain		Credits (hours)
Methods of intervention	<ul style="list-style-type: none"> - Social work methods-II - Social work with groups 	4 2
	Total required from the BSW program	6 ^g
Field work training	Social work interventions in the field plus supervision and training workshops	16 ^e

Full MSW program with few exceptions, learned together with the MSW students for BSW graduates.

	2nd Year Required Courses	Credits (hours)
Mandatory courses in all tracks	<ul style="list-style-type: none"> - Social policy in a comparative perspective - Research methods (Scientific thought and research design) - Data processing (SPSS) and data analysis ^h - Other research methods (narrative research OR content analysis, OR analysis OR social policy research) 	2 2 3 1
	Total mandatory credits	8
Track	Without a thesis	With a thesis
Clinical track	<ul style="list-style-type: none"> - Advanced theories of personality and - Theories of family interventions - Practicum I- basic principles in psychotherapy ⁱ - 2 elective courses from the clinical track 	<ul style="list-style-type: none"> - Advanced theories of personality OR - Theories of family interventions - Practicum I- basic principles in psychotherapy ⁱ - Thesis workshop I - 1 elective course from the clinical track

	Total credits within the clinical track		8-10
	Without a thesis		With a thesis
Management, Organizations and Policy	<ul style="list-style-type: none"> - Policy practice and advanced community work - 3 Elective courses from the management and policy track 	<ul style="list-style-type: none"> - Policy practice and advanced community work - Thesis workshop I - 2 elective courses from the management and policy track 	2 2 4-6
	Total credits within the Management, Organizations and Policy track		8
	Without a thesis ^e		With a thesis
	Total credits within the Generic-integrative practice track		8-10 ^d
	Total required 1st year from the MSW program		16-18 ^j

^a Mostly studied in separate groups.

^e Students are required to invest 16 weekly hours in their field placement including supervision hours and training workshop. However, they do not get credit for field training.

^g Credits are not included in the final grade but the grades in these mandatory courses serve as acceptance criteria for those preparing a thesis and final acceptance criteria for the clinical track.

^h Students who pass the exemption test are not required to take this class. Others learn this course in the summer as an intensive mini course.

ⁱ Students can choose between different approaches, e.g., the relational paradigm, psychodynamic, narrative, bio-psycho-social.

^j Students can choose more elective courses during their first academic year including intensive mini courses during the semester break or summer in order to ease their study load in their 3rd year.

	3rd Year Required Courses		Credits (hours)
	Without a thesis	With a thesis	
Mandatory courses to all tracks	Research seminar	Thesis workshop II Advanced quantitative or qualitative research methods ^g	4 2
	Total mandatory credits		4-6
Track	Without a thesis	With a thesis	
Clinical track	<ul style="list-style-type: none"> - Practicum II- clinical supervision and conceptualizations - 6 elective courses from the clinical track - 1 elective course from management and policy track 	<ul style="list-style-type: none"> - Practicum II- clinical supervision and conceptualizations - 3 elective courses from the clinical track 	4 6-10 2
	Total credits within the clinical track		10-16

	Without a thesis	With a thesis	
Social policy practice and advanced community work	<ul style="list-style-type: none"> - A project - 5 Elective courses from the management and policy track - 1 elective course from the clinical track 	<ul style="list-style-type: none"> - A project - 2 elective courses from the management and policy track - 1 elective course from the clinical track 	4 4-10 2
	Total credits within the Management, Organizations and Policy track		10-16
	Without a thesis ^e	With a thesis	
Generic-integrative practice	<ul style="list-style-type: none"> - Theoretical seminar: The horizons of professional thinking in Social Work - 2 elective courses from the clinical track - 2 Elective courses from the management and policy practice track - 2 elective courses from either the clinical track or the management and policy track (students' choice) 	<ul style="list-style-type: none"> - Theoretical seminar: The horizons of professional thinking in Social Work - 1 Elective courses from the management and policy track - 2 elective course from either the clinical track or the management and policy track (students' choice) 	4 4 2-4 4

	Total credits within the Generic-integrative practice track	10-16
	Total credits required for the 3rd year	16-20
	Total credits required for MSW degree with a thesis	36
	Total credits required for MSW without a thesis	42

^c The lesser credits are for students who write a thesis. The greater credits are for students without a thesis. Students that choose a specialization will select the courses that belong to their chosen specialty.

The Schwartz Programs- M.A. in Management of Nonprofit and Community Organizations

This two year program offers a high-level academic training program intended for senior and intermediate-level staff members in non-profit organizations and for individuals with an interest in social change and in research on civil society and the Third Sector. The program focuses on civil society, the Third Sector and social policy; theory and practice of organizations, management and social change; management skills and advanced research methods.

Program goals

1. To provide knowledge and skills in the areas of social policy and management of non-profit organizations.
1. To improve the management and personal and interpersonal skills of policy makers, directors, and senior staff in nonprofit and community organizations.
2. To establish a common knowledge base and common values that will enable dialogue, advance the goals of each of the organizations, develop productive inter-organizational relationships, and strengthen organizational abilities to influence the Israeli society.
3. To develop a research base that will nurture and enrich the study program, students, and the Third Sector Organizations.

Program structure

The program includes 35 credits in the Master's thesis course and 41 in the non- thesis course. Similar to the MSW program it entails two years of course work. The courses are concentrated in one full day (from 08:30 to 20:00) in order to allow attendance of students who have full time jobs and must get a day off from work to acquire an advanced academic degree in their profession and/or come from all over the country. This is a very structured program where most courses are mandatory.

The mandatory courses in the first academic year are:

- organizational theory
- introduction to civil society and the Third Sector
- leadership and change in nonprofit human services
- two research courses together with the MSW program,
 - research methods (Scientific thought and research design)
 - data processing (SPSS) and data analysis
- two elective courses

Mandatory courses in the second academic year are: non-profit organizations' law and quantitative methods in budgeting and control. Students who prepare a Master's thesis take thesis workshop courses (I and II). Students not writing a thesis take a research seminar course and complete a personal or group project in a community organization, nonprofit organization, or a public organization. The goal of the project is to complement their theoretical studies with practical skills by exposing the students to the reality of community and nonprofit organizations. During the project the student is involved in processes of organizational diagnosis, coping with organizational changes, initiation and planning of new services and other projects. The student receives individual or group supervision throughout the project stages. The structure of this study program is presented in Table 3.1.6.4.

Supplementary studies

Since students in this program usually earn their BA in the humanities, social sciences or other backgrounds, they are required to take supplementary courses before beginning the program and/or during the first academic year. The number and type of courses are determined during the admission committee meetings and are tailored for each candidate based on his/her academic background. Most courses are provided as mini courses before the beginning of the academic year and may include: introduction to statistics, introduction to research methods, introduction to the welfare state I and II. These courses are mandatory and are not included in the credits needed to complete the MA degree. A student who is required to complete at least three courses will be accepted as a "regular" student only after successfully (a score of 80 and above) completing the supplementary courses.

Table 3.1.6.4 M.A. in Management of Nonprofit and Community Organizations

	1st Year	Credits (hours)	
	Mandatory		
Courses in political and social thought in the third sector	<ul style="list-style-type: none"> - Social policy toward third-sector organizations - Leadership and change in nonprofit human service - Civil society and the third sector: introduction 	2 2 2	
	Elective		
	<ul style="list-style-type: none"> - Philanthropy, inter-sectorial partnerships OR - Writing a policy paper 	1	
	Mandatory		
Studies in organization and management in the third sector	<ul style="list-style-type: none"> - Organizational theory 	2	
	Elective		
	Without a thesis (3-4 courses; 6-8 credits) <i>of the following</i>	With a thesis- (2-3 courses; 4-6 credits) <i>of the following</i>	
	<ul style="list-style-type: none"> - Management of philanthropic projects (4-day mini course. Can be taken in both years) - Religion organizations in civil society: a comparative perspective - Community development methods for organizations - New media and social media marketing (4-day mini course. Can be taken in both years) - Systems thinking and experimental learning 		
			2 2 2 2 2

	- Social entrepreneurship - Volunteer management	2
	Total elective courses with studies in organization and management in the third sector	5-9^a
Advanced research studies	All tracks - Research methods (Scientific thought and research design) - Data processing (SPSS) and data analysis	2 3
	Without a thesis ----	With a thesis - Thesis workshop A
	Total mandatory credits 1st year	13
	Total required for the 1st year	20-22 ^a

^a Depending whether the student prepares a thesis or not and whether the student participated in mini courses.

	2nd Year	Credits (hours)
	Mandatory	
Studies in organization and management in the third sector	<ul style="list-style-type: none"> - Quantitative methods in budgeting and control - Non-profit organizations law 	3 2
	Elective	
	Without a thesis (3-4 courses; 6-8 credits) ^b of <i>the following</i>	With a thesis (2-3 courses; 4-6 credits) ^b of <i>the following</i>
	<ul style="list-style-type: none"> - Marketing social enterprises-founding, management - Financial management of nonprofit organizations - Family law - Participation and partnership in org. management - Cultural policy and arts management - Tools in the internet for use in NGO - Philanthropy and civil society 	2 2 2 2 2 2 2
	Mandatory	
	Without a thesis <ul style="list-style-type: none"> - <i>Project</i> (e.g., Planning & project management in third-sector organizations): - Research seminar (e.g., Cross-sector partnerships 	With a thesis <ul style="list-style-type: none"> --- --- - Thesis workshop B
		2

	- Advanced quantitative or qualitative research methods ^c	
	Total credits required for the 2nd year	15-21 ^d
	Total credits required for MA degree with a thesis	37
	Total credits required for MA without a thesis	41

^b Depending on the number of credits the students earned in the previous year.

^c Students who prepare their thesis with a quantitative approach must take an advanced *quantitative* research methods course. Students whose thesis takes a qualitative approach must take an advanced *qualitative* research methods course.

^d Depending on the number of credits the students earned in the previous year and whether he or she prepares thesis.

The Schwartz Programs- M.A. in Early Childhood Studies

This two year M.A. program is the only program of its kind in Israel. It offers professionals, policy makers, administrators and educators unique knowledge for working with young children (aged 0-5 years). Special emphasis is on children's development and mental health, children and families, educational programs for early childhood, services and programs for families and young children in the community, guidance and clinical supervision of educational staff, and team development in services for young children. This program is based on a systems developmental ecological approach to early childhood. This approach emphasizes the variety and multiple environments that have an impact on child development including the family, the educational system, peer groups, community and culture.

Program goals

1. Create a common knowledge base, language and professional dialogue among students towards promoting socio-educational goals for children in their early years.
2. Provide the knowledge and skills required for analytic and systematic thinking in the realm of early childhood.
3. Provide the knowledge and skills to plan and evaluate educational systems and social services for early childhood children and families.
4. Provide the knowledge and skills in screening, evaluating and strengthening resilience factors in early childhood as well as evaluating risk factors in that age in the context of the family and the educational systems.
5. Promote and improve clinical supervision and counseling skills, interventions and management of professionals in the educational and social systems of early childhood, and among parents of young children.

6. Develop research infrastructure that will promote knowledge in early childhood, enrich the curriculum and interventions with parents, educational systems and social services in early childhood.
7. Develop a professional community that will support its members and encourage research and knowledge development among families, educational systems, social services and policy makers in early childhood.

In order to achieve these goals, the program combines academic and practical learning (practicum) in the areas of child development, mental health, educational programs, counseling, clinical supervision, and treatment. Classes are concentrated on one full day a week (from 08:00 to 20:00) and intensive courses during the semester break and at the end of the school year. Studies are set this way to allow attendance of students who have full time jobs and must get a day off from work to acquire an advanced academic degree in their profession and/or come from all over the country. The program allows only full-time attendance that must be completed in two years, and only allows part-time attendance in rare cases with the approval of the head of the program. Students with excellent achievements in their coursework may also undertake to write a Master's Thesis.

This program offers three tracks – a clinical supervision and counseling track; an infant mental health track; and a policy and management track.

Clinical supervision and counseling track

This track trains students in individual and group counseling and clinical supervision in early childhood educational settings. The program of study includes theoretical and practical courses, a research seminar (or Master's thesis workshops) and research courses. It also includes a field practicum accompanied by individual and group clinical supervision.

Goals of this track

1. Implementation of the developmental ecological approach to understanding the educational system's needs.
2. Provide knowledge and skills for systematic-analytic thinking in the realm of early childhood to locate needs and challenges, improve team evaluation and intervention in educational settings.
3. Introduce the students to community services for early childhood to increase collaboration between all the bodies dealing with early childhood and their families.
4. Develop individual and group clinical supervision skills in the educational setting.
5. Develop research infrastructures that will promote knowledge in the area of clinical supervision and counseling in early childhood.

6. Develop leadership who understand that the quality of educational-clinical work depends first and foremost on the extent of the supervision that is provided to the staff in their settings.

Infant mental health track

This track trains individuals from a variety of the helping professions to work with at-risk children, their families, and the educational teams where these children learn. The program of study includes theoretical and practical courses, a research seminar (or Master's thesis workshops) and research courses. It also includes field practicum accompanied by individual and group clinical supervision.

Goals of this track

- Implementation of the integrative approaches to professional interventions with children in their early childhood, their parents and families.
- Provide knowledge and skills for systematic-analytic thinking in the realm of early childhood to locate, evaluate and treat children in early childhood who are at-risk, in distress, or have undergone a traumatic event.
- Introduce students to agencies and systems that are responsible for at-risk children.
- Develop social policy among therapists in early childhood along with the acquisition of counseling skills, clinical supervision, intervention and leadership
- Develop research infrastructure that will promote knowledge in the area of mental health and interventions with at risk children in early childhood.

Practicum in the clinical supervision and counseling and mental health tracks

The practicum includes group supervision as well as hands-on learning experience in services for early childhood with accompanying individual supervision. The practicum for the clinical supervision and counseling track takes place in pre-school and daycare nurseries, while the practicum in the mental health track is held in services for children and families in emotional distress, social or economic distress as well as at risk settings such as extended daycare.

The aims of the clinical supervision are to develop the student's counseling or intervention knowledge, skills and practice in the area of early childhood interventions.

Policy and management in early childhood track

This track develops and provides knowledge of early childhood and focuses on project development, policy making and management of services in this population. The track is designed for students who wish to learn about parents and children during early childhood, and to manage existing services and programs or develop new ones.

Goals of this track

1. Implementation of the integrative approaches to professional interventions with children in their early childhood, their parents and their families.
2. Provide knowledge and skills for systematic-analytic thinking in the realm of early childhood.
Become familiar with the existing services and policies in the area of early childhood.
3. Introduce students to the actual agencies and systems that are responsible for children in their early childhood, acquiring knowledge and skills in management, organizational change, and, developing human resources and staff.
4. Acquire teaching skills in community development, fundraising, public relations, marketing, and develop organizational leadership.
5. Develop new social policies, programs and services for early childhood, along with providing managerial, supervision and leadership skills.
6. Develop a research infrastructure that will promote knowledge in the area of early childhood.

The early childhood program study structure divided by tracks is presented in Table 3.1.6.5

Table 3.1.6.5 M.A. in Early Childhood Studies

	1st Year Required Courses	Credits (hours)
Mandatory courses in all tracks	<ul style="list-style-type: none"> - Emotional and social development in early childhood - Parent-child relationships and child development - Research methods (Scientific thought and research design) - Data processing (SPSS) and data analysis - Data collection in early Childhood research 	2 2 2 2 3 2
	Total mandatory credits	11
Track		
Mental Health	<ul style="list-style-type: none"> - Mental health in early childhood- I - Mental health in early childhood II - Practicum in mental health training A 	2 2 6
	Without a thesis (1 elective course, 2 credits)	With thesis (1 mandatory course)
	<ul style="list-style-type: none"> - New media and social media marketing (4-days mini course) - Parent-child relationships 	- Thesis workshop A
	Total credits within the mental health track	12
Guidance and Counseling	<ul style="list-style-type: none"> - Mental health in early childhood- I - Early childhood curriculum: theoretical and applied approach - Practicum A 	2 2 4
	Without a thesis (1 elective course, 2 credits)	With thesis (1 mandatory course and 1 elective course)
	<ul style="list-style-type: none"> - New media and social media marketing (4-days mini course) 	- Thesis workshop A 2-4 ^a

	<ul style="list-style-type: none"> - Parent-child relationships 	<ul style="list-style-type: none"> - New media and social media marketing (4-days mini course) - Parent-child relationships 	
	Total credits within the guidance and counseling track		10-12^b
Early childhood policy and management	<ul style="list-style-type: none"> - Early childhood curriculum: theoretical and applied approach - Programs and early childhood services - Skills and tools for community action 		2 2 2
	Elective		
	Without a thesis	With a thesis	
	<ul style="list-style-type: none"> - 2 elective courses (4 credits. e.g., Social entrepreneurship) <p>---</p>	<ul style="list-style-type: none"> - 1-2 elective courses (e.g., Social entrepreneurship) - Thesis workshop A 	2-4 ^c 2

	Total credits within the early childhood policy and management track	10-12^d
	Total required 1st year	21-23 ^d
	2nd Year Required Courses	Credits (hours)
Mandatory courses	- The community-systems approach to early childhood - Children in Israel: policies and services	2 2
	Without a thesis	With a thesis
	Research seminar	Thesis workshop B Advanced quantitative or qualitative research methods ^e
	Total mandatory credits	8-10^f
Mental Health	- Models of intervention in infant mental health - Practicum in mental health training B - Early childhood psychopathology	2 8 2
	Elective	
	Without a thesis	With a thesis
	4 elective courses (8 credits; e.g., Parents guidance)	--
	Total credits within the mental health track	12-18^f

Guidance and Counseling	- Training educators in early childhood: theory and practice - Practicum B		6 6
	Without a thesis	With a thesis	
	<ul style="list-style-type: none"> - 3 elective courses (6 credits; e.g., Parents guidance) - Project – Counseling for early childhood educational staff 	<p>---</p> <p>---</p>	<p>0-6</p> <p>0-4</p>
	Total credits within the guidance and counseling track		18-22 ^f
Early childhood policy and management	Without a thesis ^e	With a thesis	
	<ul style="list-style-type: none"> - 4 elective courses (8 credits; e.g., financial management of nonprofit organizations) - Project: Planning & project management in early childhood settings 	<ul style="list-style-type: none"> - 1-2 elective courses (2-4 credits; e.g., financial management of nonprofit organizations) --- 	<p>2-8^d</p> <p>0-4</p>

	Total credits within the early childhood policy and management track	2-12^d
	Total credits required for the MA in early childhood studies- Mental Health track	45-51 ^f
	Total credits required for the MA in early childhood studies- Guidance and Counseling track	45-51 ^f
	Total credits required for the MA in early childhood studies- Early childhood policy and management track	35-41 ^f

^a 10 credits for students who prepare a thesis; 12 credits for students without a thesis.

^b 10 credits for students who do not prepare thesis and 12 credits for students who prepare a thesis.

^c Upon the students choice.

^d Depending on whether the student prepares a thesis and the number of elective courses taken.

^e Students who prepare their thesis with a quantitative approach must take an advanced *quantitative* research methods course. Students whose thesis takes a qualitative approach must take an advanced *qualitative* research methods course.

^f Depending on whether the student prepares a thesis or not.

PhD Program of Study

The Doctoral degree (PhD) program has been taught since 1980 at the Mount Scopus campus of the Hebrew University. Doctoral studies at our School, like those in all the other units of the Hebrew University, are under the academic and administrative auspices of the University's Authority for Research Students. Our school offers two tracks for doctoral students: A track for students who hold a Master's degree with a thesis (the majority of the PhD students), and a direct track for students who excelled in the undergraduate program and are able to engage in full-time academic studies. The doctoral study program is tailored individually for each doctoral student. Whereas 6-7 years ago, only one or two students graduated with a PhD degree, today about 6-7 students graduate with a PhD every year. This increase can be attributed to the expansion of the program as well as by our strict supervision limiting the time allowed to write the dissertation. The profile of the students in our PhD program continues to change from mostly graduates of the Hebrew University to a mixture of graduates from all Israeli universities plus several students who graduated from international universities, and from primarily MSW graduates to a more heterogeneous make-up of students, mainly from psychology, sociology, political science, education, culture studies, and gender studies. All PhD students must take 12 credits of supplementary courses. Students are encouraged to take advanced methodological (quantitative and qualitative) courses as part of their supplementary courses, as well as theoretical courses that will enrich their knowledge in their research area.

MA graduates from fields other than social work have to complete an additional 12 credits in core courses in social work: philosophical and historical roots of the social work practice (mandatory MSW course); social

policy in a comparative perspective (mandatory MSW course); personal social services (BSW and MSW in the accelerated program); advanced theories of personality or theories of family interventions; and, two elective course from the list of the MSW elective courses based on the student's dissertation topic and joint discussion with the head of the MSW and PhD programs.

The student's dissertation area reflects the research interests of the tenured faculty members of our school and of the doctoral candidates. For example, *Modernization and filial piety to elderly parents in Arab-Israeli society* (Rabia Khalaila), that produced seven publications; *Predictors of successful transition to independent living of youth in residential care: Individual, social support network and institutional characteristics* (Tamar Dinisman) that produced three publications; *Policy towards the Inclusion of People with Disabilities in the Israeli Labor Market: 1948-1965* (Roni Holler), that has produced two publications to date; *On Being a Therapist of Sex Offenders: Personal, Interpersonal, and Professional Consequences* (Haneen Elias) that produced one publication; and *Exposure to community violence and its impact on adolescents in Israel: Can family and teacher support moderate the impact of exposure?* (Becky Leshem) that produced two publications. Every student finds an advisor who is a senior faculty member. There might be cases of two advisors; one emeritus, one junior faculty, one from the clinical track, even from another university along with the one senior faculty member. There must always be justification for two advisors.

Structure of the Program of Study

There are two stages in the Hebrew University PhD program. Stage 1- before the approval of the research proposal, and stage 2- after the approval of the research proposal by the advisory committee and up to the submission of the dissertation. Students have a maximum of two years to complete their research proposal under the instruction of their advisor. The advisor and the student approach other faculty members (at least two) to form an Advisory Committee, which requires the approval of the University's Authority for Research Students. At least one committee member has to come from a different department or faculty at the Hebrew University, or from the same faculty, i.e., school of social work, but from a different university. The composition of the Advisory Committee needs to be officially approved by the University's Authority for Research Students. The advisory committee's role at this stage is to approve the research proposal. Once approved, the student begins Stage 2.

In stage 2, during the actual writing of the dissertation, both the student and advisor consult with the Advisory Committee. After the final draft is approved by the advisor, the dissertation is then submitted to the University's Authority for Research Students who sends the work to review by three anonymous readers of which at least one is from another university. It is usually required that one member of the Advisory

Committee be a reviewer of the dissertation. If the dissertation is approved (after corrections, if necessary) the university committee bestows the PhD degree and no defense is required.

Direct Doctoral Track Study Program

The students in this track enroll in a full two-year Master's Degree study program (research track) structured according to the plan for advanced studies and approved by the Heads of the Master's Degree and the PhD programs at our school. A total of 38 credits are required to complete the program. Instead of a thesis, students write a doctoral research proposal, which must be approved by the Authority for Research Students. During the first year of the program, the student is required to earn at least 24 credits. In year 2 the students take two research seminars, one in a qualitative approach and one in a quantitative approach. To continue to the second year of graduate studies in the direct track for a doctoral degree, the student must successfully complete all of the courses with a minimum grade average of 90, although as we choose only one student each year, the actual average score is closer to 95 or 96.

Students in the direct doctoral track can register as Doctoral candidates (Stage 1) if they have met the following criteria:

- a. They have completed a full Master's degree program earning at least 38 credits.
- b. They have found an advisor who is willing to advise the student on their doctoral dissertation.
- c. Their final grade in their MSW studies meets or exceeds the cutoff for admission to a PhD program of study at the Hebrew University.

A student in the direct doctoral studies track receives a Master's degree only after earning all of the credits required for a Master's degree in the research track and after his/her research proposal has been approved by the Authority for Research Students. A student who has not met the requirements of the direct doctoral studies program or a student who chooses to leave the track before his/her dissertation has been approved may complete a Master's degree according to the requirements of the regular Master's degree program.

Research Students' Seminar

In the period since the last review, our PhD program has become much more structured and candidates get more academic support and guidance. There is one mandatory bi-weekly research students' seminar that PhD students from both tracks must attend in their first two years in the study program. The seminar is intended to: 1) enrich the knowledge and insights of doctoral students about the issues and challenges in the study of various topics in the social and behavioral sciences in general and social work in particular; 2) create an atmosphere of mutual learning and support among doctoral students and faculty members in the School of Social Work and Social Welfare; and, 3) enrich the socialization of doctoral students with an eye towards developing an advanced career in various fields (e.g., academia, senior positions of setting social policy,

research, and more). This seminar hosts faculty members along with current and past doctoral students who present their research and share their experiences, highlighting the various challenges and issues they encountered, and how they coped with them. In addition, over the last three years, a new tradition has begun: an annual conference for PhD students, organized by the PhD students. It began as a local Paul Baerwald School initiative, and last year became a national event with the participation of PhD students from schools of social work from the five research universities in Israel. The conference is a great opportunity for the PhD students to present their dissertations in front of colleagues, faculty members, potential “head hunters” from universities, and the public sector and government ministries.

3.1.7. Does the study program provide courses to other units?

The BA study program provides between 6 to 8 courses every year to Humanities, Social Sciences and Life Science Faculties through the framework of the Cornerstone Program (see table 3.1.6). At the MA level we open our classes to relevant departments on the condition that the quota of our students for the particular course has not been filled. For example, we offer several courses in our MA Management of Nonprofit and Community Organizations study program to the MA program in the School of Public Policy and Government. We allocate a few places in courses in our MSW program study to the MA program in the School of Education and the School of Occupational Therapy. Our courses taught in English (see next section) are opened to the students in the Rothberg International School.

3.1.8. Internationalization: are there any international features in the department (e.g. students exchange, teaching in English etc.)?

Collaboration with Case Western Reserve University, Cleveland, Ohio - Since the academic year of 2011-12 we have had an MSW exchange program and learning collaboration between Cleveland, Ohio's Case Western Reserve University's Jack, Joseph and Morton Mandel School of Applied Social Sciences (MSASS) and the Hebrew University's Baerwald School of Social Work and Social Welfare. This was made possible through support of the Kramer family foundation. Every year we send two highly qualified students, who have been accepted to our MSW program or who have already completed their first academic year at our MSW program, to spend two semesters as full-time, non-degree students at the MSASS. Their courses are acknowledged by our University and the credits they earn are fully accredited by our school. The impact of the program on MSASS students and staff is summarized by Dean Gilmore's recent report (**see Appendix 3.1.8.1**) "I consider the impact in two major areas: the intellectual merit of the students and the value of the cultural diversity they contribute... As a group they are remarkable and are a testament to the excellent education programs in which they were trained. More importantly, each has brought a different set of skills and life and work experiences that make them very interesting people. They bring their clinical training in

social work, social activism, military service, world travel, and citizenship in a complex region of the world to our school. As noteworthy, they bring a direct style of interaction that is very refreshing. As one of the students said, ‘We ask, we doubt, we challenge’. It is this directness that helps them to immerse in the culture of our school and become leaders of challenging social discourse.” The students report that learning in MSASS has been a privilege. Hearing some of the most influential instructors in the field of social work around the world has been truly inspirational. The faculty encouraged them to learn more, to pursue knowledge and to bring their world of reference into the class. They felt that they were exposed to outstanding and diverse teaching methods, and were happy with the new exposure to issues of evidence based practice, practical evaluation, social policy and diagnostic features of clients’ problems. In addition, it developed their comparative perspective regarding social policy and cultural diversity. ”

This program has also led to a closer association between the Baerwald and Mandel Schools. The Deans of the schools have visited each other to discuss the exchange program which has led to the creation of opportunities for Mandel School faculty to teach at the Baerwald School and for Mandel students to study in Israel. Prof. Mark Singer presented a course in June 2014 at the Baerwald School. Mandel School students will come to study in the summer at our school, enriching their knowledge and experience about social work practice in Israel with diverse communities.

Transnational Academic Careers in Child and Youth Welfare (TACHYwe) -In 2013, TEMPUS, a European Union funded program supporting modernization of higher education in their neighboring countries of the Western Balkans, Eastern Europe, Central Asia, North Africa and the Middle East, awarded our school, with Prof. Anat Zeira as the PI, a lead project for the reformation and modernization of curricula for graduate studies in the field of social work under the auspices of the Transnational Academic Careers in Child and Youth Welfare (TACHYwe) and in collaboration with the Israel Council for Higher Education. This project specializes in developing and implementing courses (MA and PhD-level) for international child and youth welfare programs in the participating countries. Besides focusing on content in the curricula, the project emphasizes networking activities for promoting the internationalization process and laying the basis for transnational academic careers. The core goals are to create an online-platform that provides e-courses, learning materials, discussion forums and designated areas for peer networking and international supervision.

The process of developing and implementing the courses for international child and youth welfare is accompanied by activities supporting research engagements and peer networking for students and staff from Russia, Israel and the EU countries, such as research exchange in joint workshops, collecting information on scholarships, and sharing a laboratory for international research projects.

Specific goals:

- Design curricula and courses for Masters and PhD programs in international child and youth welfare.
- Implement courses for graduate studies (MA/PhD).
- Create an online-platform providing e-courses, learning materials, areas for peer networking and international supervision.
- Support research activities and networking: e.g. research exchange in joint workshops, collect information on scholarships, laboratory for international research projects.
- Enhance international peer networking between graduate students in Russia, Israel and the EU countries.
- Build connections with the social service market and non-academic organizations.

The partners in this project are: Israel - Hebrew University, Ben Gurion University, Sapir College, and the Haruv Institute. Europe: Germany - Hildesheim University. Italy - Free University of Bozen, and Fondazione Emanuela Zancan, Padua. Ireland - Trinity College, Dublin. Russia - Don State Technical University, Rostov on Don, and Moscow State Regional University.

MA in Nonprofit management and leadership- offered by the Rothberg School of International Students under our school academic supervision (in English).

This intensive program is designed to create a cadre of leaders of the nonprofit world with cutting edge skills and ample theoretical and practical knowledge in management entrepreneurship and leadership. It provides students with a broad perspective in the management of nonprofit and community organizations. Participants benefit from the opportunity to study and share ideas with peers equally interested in civil society and social change, as well as to gain expertise that will contribute towards a career in the nonprofit sector.

This M.A. program consists of 42 credits, including required courses, electives and a number of special projects (field work).

Global Community Work - In collaboration with Fordham University, Hunter College, and Yeshiva University, our school ran an intensive 7 day mini course in New York entitled "Global Community Work" taught by Dr. Edith Blit-Cohen. The mini-course focused on the similar social issues facing countries around the world as a result of globalization. Among the various topics covered were poverty, immigration, refugees and asylum seekers and how the different countries' social policies impact the people in each area differently. During the course students visited different Nonprofit Organizations (NGO's) and several neighborhoods,

including Harlem and Washington Heights. While 40 students submitted applications to the course, only 20 were accepted because of space and availability limitations.

Elective mini courses in English in the MA program of study – our school offers at least one elective course each semester, taught in English, in the MSW and/or in the MA for the managing nonprofit organization program of study, taught by senior faculty members from distinguished universities in US, Canada, and Australia (see a complete list in the following table). Ten to twenty students participate in each course. These courses provide our students with an opportunity to meet world renowned experts and learn first-hand about their research and field expertise. Furthermore, the lecturers learn about interventions and policies in Israel and enjoy the critical thinking of the Israeli students. A list of the courses taught over the last five years is presented in **Appendix 3.1.8a**.

Joint course – Child Abuse and Neglect in a Comparative Perspective (2014-15). This course is a joint course directed for M.A. students in both Oklahoma University and the Hebrew University. The course will focus mainly on intervention, services and policy regarding children at-risk, in a comparative perspective. The course will have two parts, one in Israel and the other in Tulsa, Oklahoma. Each part will be a week long; in which the students will have lectures from the leading experts in the field and visitations in services such as out-of-home placements and advocacy centers. All students will take part in the two visits, and at the end they will write an essay on the matter.

3.1.9 Specify what bodies are responsible for the planning and managing of the study program. What are the mechanisms responsible for introducing changes and updating the study program, and how do they operate. If fundamental changes have been introduced into the study program during the last five years, please specify what they are.

The Dean of the School, the Heads of the BSW, MSW, and MA in the Schwarz programs, the Secretary for Academic Affairs, the Teaching Committee of the School, and the School Council are all responsible for the planning and managing of the study program. Changes in the curriculum may be initiated by any of these bodies, or by faculty members or instructors who specialize in the subject in question. New ideas can also be initiated by students at the teachers-students committee, or by students' committees/or representatives. For example, the concentration of teaching days in the BSW program was initiated by the students. Proposed changes to the curriculum must be presented to the program heads, the Dean of the School, the Teaching Committee, and the School Council. A complete list of topics and decisions brought before the School Council in the past five years is given in **Appendix 3.1.9.1 (Hebrew)**. The complete list of topics and decisions of the School's Teaching Committee in the last five years is given in **Appendix 3.1.9.2 (Hebrew)**. The decisions made by these forums are implemented by the Secretary for Academic Affairs, who is responsible for assimilating the changes in the curriculum. All these procedures are coordinated with the

appropriate academic authorities at the University such as the Academic Secretariat, the standing committee, the Student Admissions Administration, and other departments. This mechanism is quite efficient, and despite the relatively lengthy process of approving the curriculum, it ensures quality control over the content and subjects included in the programs. The system also gives faculty members a sense of involvement in formulating the curriculum, and strengthens their commitment to achieving the best possible outcomes.

Over the past five years, numerous changes have been introduced to the curriculum. These changes are related to creating new programs (MSW for degrees other than social work, i.e., the accelerated program, the Joint undergraduate degrees in social work and Humanities and Social Work and the Social Sciences), or making changes in the program structure (creating better distinctions between the MA with and without a thesis by providing thesis seminars for students in the thesis track and research seminars for students who are not preparing a thesis, adding research courses to the thesis track, and as of 2014, moving toward group advisory for these instead of individual advisory; creating better distinctions between the clinical track and the generic-integrative track at the MSW program by specifying practicum courses to the clinical track and theoretical seminars to the generic-integrative track). At the BSW level, incorporating diversity issues into the curricula through elective courses on theories in sexuality, social work practice with the LGBT community, and courses on the ultraorthodox community in Israel; and including a qualitative research design course.

3.1.10. Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists.

The heads of the BSW, MSW, and the Schwarz programs are responsible for examining the contents of the courses submitted by the instructors. Special attention is given to new teachers and to adjuncts, who are required to submit the aims and content of their courses for scrutiny by the program head before the course is given. In addition, each lecturer is required to submit the course syllabus and reading list to the head of the respective program. To avoid potential overlap and/or redundancies, lecturers are requested to coordinate the topics of their course with other faculty members who have related areas of interest and teaching.

Another mechanism we employ for evaluating course content is our senior faculty members sitting in on courses taught by new instructors and adjuncts. Information accumulated from student evaluations of the courses, teachers and the quality of their teaching also helps assess the quality of the content imparted in the courses, as well as the extent to which the content is consistent with the aims of the course and meets the required academic level of the School. Furthermore, course content is evaluated in permanent forums of teachers with similar fields of interest, such as introduction to social work, social work methods, interpersonal skills, policy studies at the BSW program, and practicum and research seminars in the MSW program.

3.1.11. Are non-academic bodies involved in the running and the activities of the parent unit and study program? If so, what are these bodies and what is the mutual relationship between them and the leadership of the parent unit (for instance, the mutual relationship between the Business School and the Manufacturers' Association or Industrial Factories)?

There are several non-academic bodies with some involvement at the school. *The Israel Council for Social Work* has approved our new accelerated program, especially the core courses taught in our BSW program and the scope of the fieldwork.

Created during the 2009-2010 academic year, the specialty in mental health rehabilitation in the MSW program was established through strong ties with the *Laszlo N. Tauber Family Foundation*, a foundation which supports the development of the field of psychiatric rehabilitation in Israel. The courses in the specialization provide up-to-date knowledge about the development and implementation of recovery-oriented practices, research and policies in the field, and the integration of persons with mental illness into the community. This specialization is unique in that it provides graduate-level academic knowledge to social workers already employed in the field of psychiatric rehabilitation and is the first program of its kind to be developed by an Israeli school of social work. During the past six years, the Tauber Foundation has provided scholarships for students and funded courses taught by Israeli and international experts.

The mental health track in the MA program in early childhood is supported by the *Irving Harris Foundation*. With this support, in early 2011 our school established this track to train and educate professionals to specialize in infant mental health (IMH), here defined as children aged 0-6 years. The IMH program has a much more clinical focus, with an emphasis on evidence-based models of intervention, such as dyadic relation-based treatment, attachment-based treatment and child-parent psychotherapy. The program includes required core courses including two unique courses for this track: "The foundations of emotional well-being in young children" and a course in "Models of intervention in early childhood mental health", elective courses, seminars, a clinical practicum and clinical supervision. To launch this unique program, we hired a new faculty member with expertise in this area.

In addition, the *Israel Anti-Drug and Alcohol Authority* supports several elective courses in the MSW program related to substance abuse, policy, and treatment of drug users. The lecturers and the specific content and context including critical thinking on policy regarding drug addicts in Israel are decided by our school.

Since 2009, The *Maurice and Vivienne Wohl Foundation, sponsored by the Joint Distribution Committee* (JDC), Israel, supports a group of elective courses and a practicum in the area of Judaism and Welfare. These courses harness the growing knowledge and academic and professional interest in the impact of religion on both the individual therapeutic and the social welfare policy levels, enhancing the professional and academic training of students at the Hebrew University. The program has drawn upon the knowledge in this field of

faculty members and researchers from various departments at the Hebrew University and, in particular, upon that of Israel Prize laureate Professor Mordechai Rotenberg, professor emeritus at the School of Social Work and Social Welfare. Indeed Prof. Rotenberg has been actively involved in the formulation of the theoretical foundation of the program from the very beginning and remains so until today. Among the elective courses taught under this initiative are: Dimensions of Jewish Welfare and the Jewish dialogic-approach to therapeutic interventions in a comparative perspective.

Finally, our school has strong ties with *Haruv Institute* in Jerusalem, which focuses on decreasing child abuse. The Haruv Institute shares infrastructure, faculty offices and two seminar classes with our school. It also partially funds a course on child abuse. Together, we are creating and nurturing a capable and skillful community of professionals dedicated to the welfare of children who have suffered from all types of abuse—psychological, physical, and sexual, as well as neglect.

3.1.12. To what extent does the department collaborate with other departments within/outside the institution?

Collaboration exists between the faculties of Humanities and the Social Sciences in the joint program at the BSW level. An durable collaboration exists between the Faculty of Law and the School of Social Work through the joint BA degree and courses as two of our Faculty members share their position with the Faulty of Law Institute of Criminology. The Schwarz MA programs are joint programs with the School of Education. We collaborate with the Rothberg School for International Students through an MA program for Non-profit Management and Leadership which we support academically. We had begun collaborating with the School of Education, Department of Jewish Education, around the Judaism and welfare initiative but it did not continue. Another effort is collaboration with the Theatre and Musicology departments at the Faculty of Humanities around a joint MA program in art therapy, though this initiative has not yet been launched due to budgetary and administrative obstacles.

3.1.13. What are the future development plans of the evaluated study program, and how were they decided upon?

Several changes are planned at the BSW level:

- a) Adding a mandatory course during the third and last year of study on policy practice. The head of the BSW program, the Dean and student representatives concluded that it is important that students understand and learn that "policy practice" is an essential part of generic psychosocial intervention. This course will emphasize how policy practice is relevant to their intervention from the level of the specific organization to the level of governmental policy makers.
- b) Establishing a joint faculty and students' committee dedicated to finding venues of open and fruitful discourse on diversity issues between students as an integral part of the content and process of BSW

courses. This is an important and complex challenge due to the conflicts in the Israeli society that are mirrored in our student population.

- c) Adding elective courses in the “methods of intervention” knowledge domain. The courses will address play therapy with children and couples therapy in crises situations.

In the MSW program:

- a) Renaming and revising the content of the Social policy practice and advanced community work track. This track is now entitled: “Management, Organizations, and Policy”. The new track will include a new course on the management of social welfare services by imparting managerial knowledge and skills. In addition, this track will include a variety of elective courses from the MA in Management of Nonprofit and Community Organizations focusing on management. This decision was made by the Dean, the head of the MSW and the Schwarz MA programs.
- b) Expanding the specialization in mental health rehabilitation. The guiding principle of the specialization has been the recovery framework that is embedded in the field of psychiatric rehabilitation. To date, all the students in this specialization have worked as social workers in the field of psychiatric rehabilitation. However, we think that there is a need to broaden the current framework. While the focus of the core courses in the program will remain on psychiatric rehabilitation, we plan to add courses on broader disability theories and studies. This change will enable the specialization to incorporate knowledge about other disabilities and develop a broader knowledge base of rehabilitation. Another proposed change, based on feedback we received from students, is to include more practice-oriented courses about specific methods of interventions in the field of psychiatric rehabilitation. Further, we propose to expand the program to students who serve persons with other disabilities and not only persons with mental illness, with at least some of the people they serve being persons with mental illness. These new directions were decided upon the Dean, head of the MSW program and the director of this specialization.
- c) Evaluating the change in the structure of the thesis advisory. The academic year of 2014 was the first year the thesis advising team was held in small groups instead of the one-on-one advising that has been customary until now. The change took place for several reasons. First, while the percentage of students who choose the thesis track has not changed (between 25-30%), the absolute number increased substantially due to the expansion of our graduate programs. We do not have enough advisors to cover the demands. Second, we found out that our students need support throughout the process of the thesis and not just in the first year when they take the thesis seminar. Third, the group can raise the bar both in terms of quality and duration of the thesis, as it creates effective competition. Still, we will need to evaluate whether this new model indeed shortens the time of the thesis preparation, and doesn't compromise the quality.

The Schwarz MA programs:

MA in Management of Nonprofit and Community Organizations:

- a) This MA program will provide the infrastructure for managerial studies in other programs, including the new track in the MSW program for Management, Organizations, and Policy, and the policy and community track (soon to be named policy and management) in the MA in early childhood studies. Students in these two tracks will attend elective courses offered by this MA program in the areas of management and organizations.
- b) A marketing plan of this program is planned that will include tracking its graduates and following their career after graduation.

These changes were planned by the head of the program and the Dean with some feedback from the students.

MA program in Early Childhood Studies

- a) A new Colloquium for first year students to bring researchers, professionals and legislators in the area of early childhood to debate and discuss challenges and achievements in this field. This learning environment will be open to professionals in the field and will be planned with the Joint Distribution Committee and the Municipality of Jerusalem.
- b) An international course, in cooperation with the Jewish Family and Children's Services of San Francisco, for the students in the policy and management track that will address the issue of policy and management in early childhood. The course will be held in San Francisco, as a one week intensive course, and will include theoretical classes as well as site visits. The decision for the course was made by the head of the MA program, the Dean and the CEO of Jewish Family and Children's Services of San Francisco.
- c) Two new planned programs: an MSW program in early childhood and an MA in counseling in early childhood. These programs are in preliminary stages and require approval by the school teaching committee, school council and the University standing committee. The rationale for these two programs is to provide a strong foundation in theoretical, empirical and practical knowledge in the area of early childhood ultimately leading to a rewarding degree.

3.1.14 In summary, to what extent has the program achieved its mission and goals? What are its strengths and weakness?

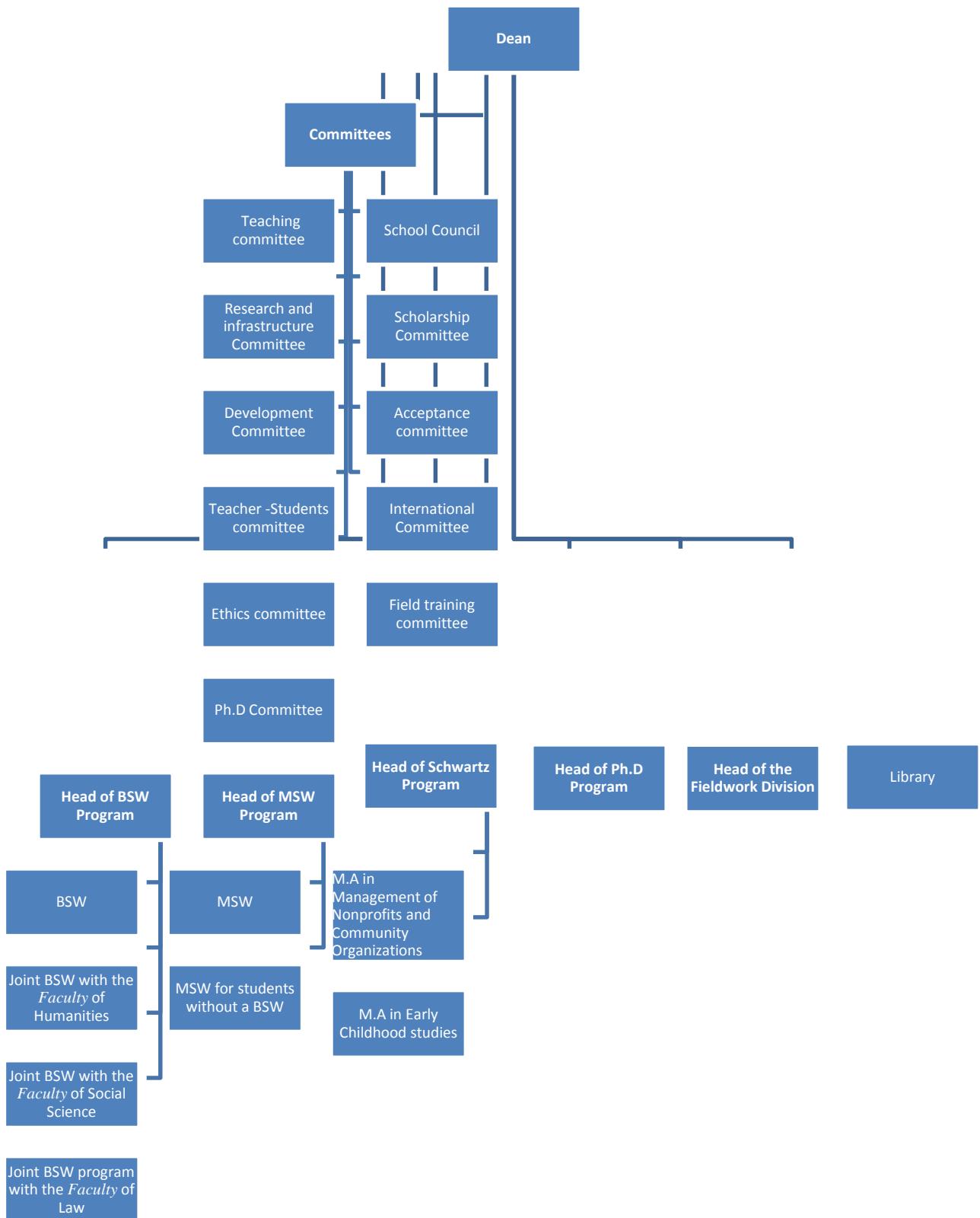
We believe the program has achieved its mission and goals quite well. All our programs emphasize a strong research base; critical thinking; a commitment to the welfare state and values of equality, social justice and

fairness; and, cutting-edge knowledge and interventions in social work, early childhood, and management. While bridging the gap between academia and the field of social work and social welfare is an ongoing challenge, as was indicated in the last review, we have made several steps to bridge the gap. One is the annual one-day conference at the end of each academic year where all BSW students, field advisors, and faculty members meet and present a topic from a theoretical/empirical and a practice perspective. This event is organized jointly by faculty, the field training unit and students. For example, in the last year discussions were devoted to exploring the meaning of psycho-social interventions. In addition, we hold regularly meetings entitled “academia-field encounter” with different agencies including social welfare agencies in the Jerusalem municipality and Hadassah social work services, where we discussed potential collaborations in projects and research studies, and explore barriers for collaboration. The strengths of the program lay in the richness of the curriculum, the broad range of the content areas, the solid research methods, and the social issues and concerns at the heart of our programs. That said, we are continually updating our programs and planning new ones to offer new fields of knowledge and skills.

The weaknesses include: (a) the large number of students in the mandatory courses and in many of the elective courses due to the expansion of our program, especially at the master’s level, and as a result of budget cuts. These large numbers limit discussion in classes and prevent a more personal instructor-student relationship; (b) Due to budget constraints most of our courses do not have a teaching assistant, reducing the intermediate assignments, which might affect the quality of these classes in the long run; (c) It is a challenge to find the right balance between meeting the students’ expectations for practical, applied knowledge and skills, and our mission and commitment as a top-ranked school for teaching research, policy, and critical thinking, based on the most updated theoretical and empirical knowledge-based data; (d) While we are geared towards international courses and collaborative programs with universities in US and Europe, proficiency in the English language is a barrier for many of our students and Hebrew is definitely a barrier for international students. Thus, even our excellent exchange program with Case Western Reserve University cannot become a fully mutual exchange program due to language barriers.

- **The full study program in the format of Table 1 (Appendix 10.1)**
- **Copy of the diploma awarded upon completion of studies (Appendix 3.1.14.1-7)**

Chart 3.1.15 Chart of the academic and administrative organization



3.2 Teaching and Learning Outcomes

3.2.1 Teaching

3.2.1.1 Does the Department have a structured system for evaluating teaching? If 'yes', please specify what the process includes. How the results of the evaluation activities are used, specifically, the negative findings about faculty members' teaching?

At the end of each course we conduct written standard teaching evaluations. These evaluations are analyzed by the information systems unit of the University which reports back to the lecturer. Copies of all the teaching evaluations are delivered to the Dean. Every semester the Dean reviews all the assessments, including comparing them with university statistics from other departments and with previous semesters. Evaluations of the adjunct lecturers are also shared with the heads of the relevant programs. Adjunct lecturers who repeatedly receive negative evaluations are let go. Faculty members who repeatedly receive negative teaching evaluations discuss their evaluations with the Dean. The Dean may recommend their participating in a workshop provided by the University Teaching and Learning Center (TLC) to improve their teaching results. In other cases the Dean might recommend changes in the curriculum of the course, in conjunction with the head of the relevant program, or make a change in the teaching load of the faculty member. Additionally, to evaluate the quality of the programs and the extent they achieve their academic goals, senior faculty members or program heads attend lessons taught by the lecturers – particularly by adjunct teachers.

Apart from the official standard evaluations, the Dean meets regularly with the program heads (at the Bachelor's and Master's levels) for ongoing evaluations of the study programs, to assess the quality of the teaching and the performance of teachers. These meetings form the basis for preparing the curriculum and for deciding about changes in the program, including changes in the courses and seminars of the tenured faculty and changes in the external teaching staff if their performance does not reach the standards set by the School.

Graphs 3.2.1-A and 3.2.1.B below present courses and teachers' evaluations in the past 5-years. It shows that overall the courses and the teachers receive high scores by their students and the scores are relatively stable over the years (Mean= 15.45 for courses evaluations and 17.00 for teachers evaluation on a scale from 1 to 20). Nonetheless, teachers' evaluation is consistently higher than the courses evaluations which might reflect the school's persistency regarding research and policy courses which usually are less popular than the more applied and clinical courses.

Graph 3.2.1.a: Courses evaluation over the past 5 years**Graph 3.2.1.b: Teachers evaluation over the past 5 years**

3.2.1.2 How does the unit foster excellence in teaching? How are excellent teachers rewarded?

A list of the outstanding teachers in each department is published every year and posted on the campus notice boards. All the outstanding teachers receive personal letters from the Rector and from the Dean. Excellence in teaching is noted in the faculty members' personal files and is taken into account when promotions are considered. In addition, our school publishes the name of the outstanding teachers on the school website (e.g., <http://www.sw.huji.ac.il/article/2711>) and Facebook page.

3.2.1.3 Does the institution have a center for the enhancement of teaching? If not, does the institution/unit/department offer the teaching faculty systematic activity, such as courses/in services/training/instruction and guidance programs in order to improve the quality of teaching?

During 2012-2013 academic year, the University established a new unit, the Teaching and Learning Center (TLC), to promote better teaching and learning at the Hebrew University. This unit provides enrichment workshops for senior faculty, initial training for teaching assistants, workshops for junior faculty, and thematic workshops focused on various issues with learning, evaluation and teaching methods. In addition, the TLC offers individual meetings with faculty members who are interested in improving their teaching skills. All new faculty members at the Hebrew University are required to participate in the basic workshop offered by the Center and senior faculty are also encouraged to attend these workshops. In the 2012-13 academic year, eight faculty members from our School participated in the basic workshop with the goal of improving their teaching skills. Two faculty members participated in a 2013-14 academic year workshop on evaluation methods and guidelines for preparing tests and papers.

3.2.1.4 Do new faculty members receive special support? Does the department have a mentoring program for new faculty? If 'yes' – please specify.

A senior faculty member is appointed to each junior faculty during his/her first two years. These faculty members serve as mentors for the new faculty members. They meet with them regularly and discuss the diverse issues and challenges faced by new faculty members. Issues such as balancing between teaching and research tasks, choosing appropriate fields for research, undertaking fundraising, collaborative projects, contribution to the field and to the School – are just some of the issues discussed in these meetings. The Dean also follows the progress, and difficulties, of the new faculty members and meets with them individually on a regular basis.

3.2.1.5 Describe the use of information technology in teaching and learning: methods, scope, types of courses etc.

Each course is attached to a site in Moodle, where the syllabus, assignments and PowerPoint presentations are uploaded. Most Moodle sites also include the mandatory reading for the course unless this is prohibited by copyright laws. Moodle sites also have forums where students can reflect on the teaching material. Many courses use these forums as a way to assist the students to understand and absorb the course material, both cognitively and emotionally.

Most classrooms in our School are equipped with a “smart stand” that includes a computer with a DVD, access to the internet, connected to an overhead projector. Courses in statistics and several classes in the research seminar courses are taught in the University computer laboratory, where each student, or couple of

students, have a computer in front of them with the teacher controlling what appears on their screen. This way the students can both view the material being taught and have the opportunity to do exercises in class. In addition, we have recently established a classroom that is equipped with state-of-the-art equipment for international courses that incorporate students and teachers in different countries. The classroom facilitates cross-national courses and meetings between international research teams.

3.2.2 Learning Outcomes²

3.2.2.1 What are the program's intended Learning Outcomes (LO)? How were they set and where are they stated? Are LO defined in the course syllabi?

Program intended Learning Outcomes include: (a) internalizing the material taught in the course; (b) acquiring or improving analytic tools that will enable the student to compare different theories or methods, formulate research questions or questions that should be answered in the future; (c) developing students' critical thinking based on evidence; and, (d) in the clinical/practice courses- developing skills and reflective thinking and integrating theory into practice in their case or community work in the field. Every syllabus includes course aims and Learning Outcomes.

Describe the methods applied to measure Learning Outcomes according to the following:

A. Examinations and exercises

1. Describe the method of examinations and their character, the relative weight of each type of examination in the program (written/oral/open/multiple-choice etc.).

Generally, different aspects of knowledge acquisition require different methods of examination. For example, we need to test how familiar a student is with the course readings, how well a student is able to apply, integrate and analyze knowledge, and to what extent a student can think critically about a social problem. We typically test a student's familiarity with the course's reading material with examinations based on multiple choice questions or short open-end questions in which the student must demonstrate comprehension of the course materials. To demonstrate integration and analysis of the course content, students are usually presented with a short case study or a situation to which they are asked to apply the course material. Because exams are limited in duration, students sometimes take these tests home and undertake them with "open material." In some instances, the method of examination is determined by practical considerations, such as the number of students in the class and the amount of teaching assistance the teacher receives. There are no exams in seminars; here, students are required to submit papers and other additional assignments, such as formal presentations and leading a class discussion. All exams are

² Definition of learning outcomes (LO) established by the Bologna working group on qualifications: "**LO are what a learner is expected to know, understand and/or be able to do at the end of a period of learning.**"

written examinations. Oral examinations are very rare and are given only for very select students with severe learning or physical disabilities. On the BA level, every exam is provided twice. On the Master level, as of the 2013-2014 academic year, the exam has only one term. Special cases are discussed by the person in charge of academic affairs at our school. If she decides that there were special circumstances which preclude the student from taking the test in the term that it was scheduled, he or she is entitled to be tested in a special term. In courses with final exams, their weight is 100% or close to it (there might be a 10% score for active participation or a 15-30% score on course assignments like in courses in statistics or research methods). All exams are scanned and the students can see their responses as well as the grade and feedback online (after paying a nominal fee) or at the University computers (for free). This new system challenges the teachers to prepare new exams every year, especially ones with multiple choice questions.

2. Who writes the examinations and exercises and how is their validity assessed?

The teacher or teachers of the course, if it is taught in more than one group, prepare the examination. In courses with a teaching assistant (TA), the teachers usually require the TA to go over the exam and solve it to make sure it is clear and appropriate for the students' level. There is no one official or systematic way to test for the validity of the exam. Inter-rater reliability is used when there is more than one group in a course. A normal distribution around a score of 80 is expected and if the scores are not distributed normally, the teacher examines which questions biased the distribution. In small classes, teachers usually compare the score the students receive in the exam with his/her general impression of the student's capabilities based on her participation in class.

3. Who grades the examinations and exercises? Please describe the feedback given to students, apart from the grade.

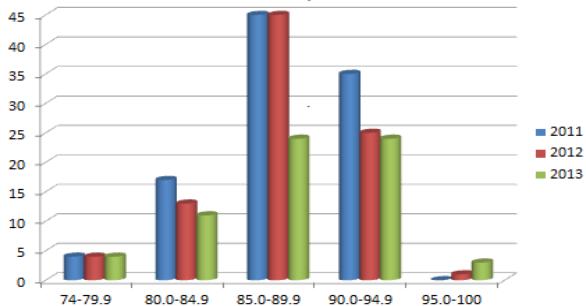
The teachers themselves grade the examinations and exercises in courses with up to 40 students. In courses with a larger student body and taught by members of the faculty, teaching assistants (TA) grade the examinations following detailed guidelines and sometimes a written solution of the exam. The teacher supervises the TA's work and provides answers to questions and for exams that are difficult to score. All grading is accompanied with written explanations. Many teachers examine the TA grading by randomly selecting several examinations and grading them themselves.

4. Please present the distribution of the final grades over the last three years in the format of a histogram (in all degree levels).

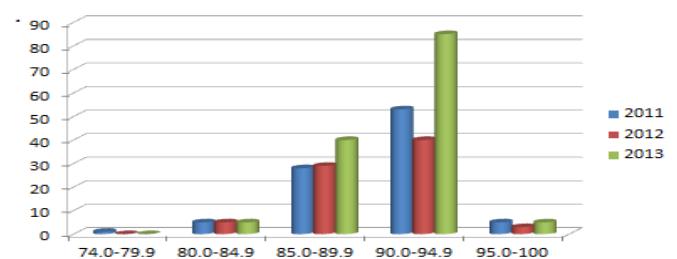
The final grades in each of the school's program are presented below in histograms. They show that overall our students' final grades over the last three years are high, with a small distinction between

excellent and less than good students. There are no failures in the programs, and the number of students with final grades of 74.0-79.9 is negligible. Specifically, at the BSW program, the median range of the final grade over the last three years is 85.0-89.9. At the MSW level, the median range of the final grades is even higher - 90.0-94.9, and the academic year of 2013 is noticeable in its high final grades (85 students completed their studies with a final grade of 90.0-94.9). The median range of the final grades at the MA in the nonprofit management program was 85.0-89.9, similar to the median range in the BSW program. Finally, the median range of the final grades over the last three years in the MA in early childhood studies was also 85.0-89.9.

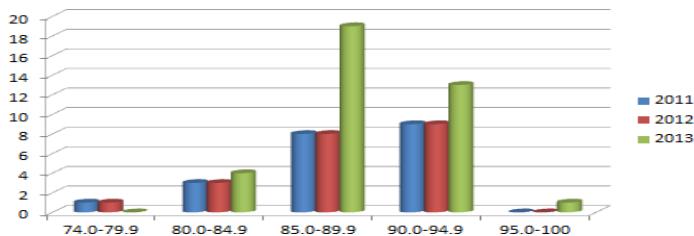
BSW final grades last 3 years



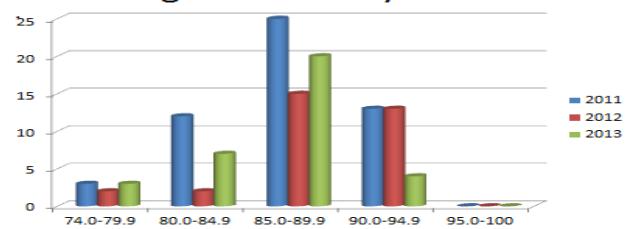
MSW final grades last 3 years



MA in Early Childhood Studies final grades last 3 years



MA in Nonprofit Management final grades last 3 years



B. Written Assignments (seminar papers, projects, theses, dissertations, etc.)

1. Describe the types of written assignments and other projects required in the program, their contents and scope.

Of the 68 courses in the BSW program in 2014, 30 had examinations as their final assignment, 38 courses required a written assignment of which 3 had a home examination. Of the 95 courses in the MSW program in 2014, 17 had an examination as their final assignment and 78 courses required a written assignment of which 4 had a home examination. In the MA programs, of the 95 courses, 20 of them had examinations, 75 had a written assignment of which 5 of them were home examinations. Exams tend to be given in courses related to research methods (e.g., statistics and computer applications), in subjects that address social policy and law, or in courses that emphasize a theoretical aspect (e.g., basic concepts in psychology and organizational theory). Notwithstanding there are also written assignments in the above mentioned courses at the teacher's discretion.

There are several types of written assignments of which the students are required to submit dozens throughout their studies. Some assignments of limited scope are aimed at specific sections of the course and are required at various intervals during the semester. This type of assignment is given in several mandatory courses. Other assignments, such as seminar papers, are larger in scope and comprise the final requirement of the course. The number of written assignments and their relative weight in the course is determined by the teacher and are presented to the students in the course syllabus. With the exception of the research seminars (both in the BSW and MSW programs) and the projects in the Nonprofit Management graduate program, all final written assignments for a course consist of individual efforts. Research seminars and projects are carried out in small groups (2-3). In the final written assignments students are expected to demonstrate their knowledge of the theoretical and empirical subject matter of the course; to show an understanding of the theoretical and empirical contribution of the course material to interventions, and to critically examine the applicability of different models and theories in practice.

In addition to such exams and papers, MSW and MA students in the Schwarz (Nonprofit Management and Early Childhood) programs are offered the opportunity of writing a research thesis provided they have earned a GPA of 87 or higher in their first year of study on at least 20 credits including their scores in research and other core courses. The thesis is an independent research project, carried out by individual students and supervised by a faculty member individually or in groups (during the 2013-14 academic year). Thesis students take fewer courses (36 credits instead of 42), and are expected to participate in a thesis seminar (or thesis workshops, in the group supervision) and in an advanced course in research methods (qualitative or quantitative, based on the research methods he/she utilize in their thesis). We consider the writing of a thesis a privilege, allowing students to select and develop a topic of particular

interest and relevance to them. Students develop a formal research proposal with the help of their thesis advisor. If the advisor is a senior faculty member of our School, approval by the advisor alone is required. If the advisor is from another department or institution, or an adjunct, another advisor from the tenured faculty is appointed. Students are also required to obtain approval from the school's Ethics Committee. Once the research is completed, the written thesis is evaluated by the thesis advisor and another faculty member appointed by the Head of the program. The final grade on the written thesis is the average of the grades given by the advisor and second reader. Only a thesis that was graded 90 or above by the two reviewers will be distributed to libraries.

2. Who writes the assignments and how is the validity of the assignments assessed?

The teachers of each course prepare their own assignments. There is no one official or systematic way to test for the validity of the assignments. Teachers consult with each other about the standards for a paper or take-home test, learn from their own teaching experiences, and infer from the students' responses whether the instructions were clear and the demands reasonable. As for the theses, the second reviewer acts as an inter-rater of reliability. In addition, some of the theses have been published in the professional literature while some served as the basis for a follow-up dissertation, both of which indicate quality assurance.

3. Who grades the written assignments?

The teachers grade the papers. Home examinations of more than 40 students are sometimes graded by a TA.

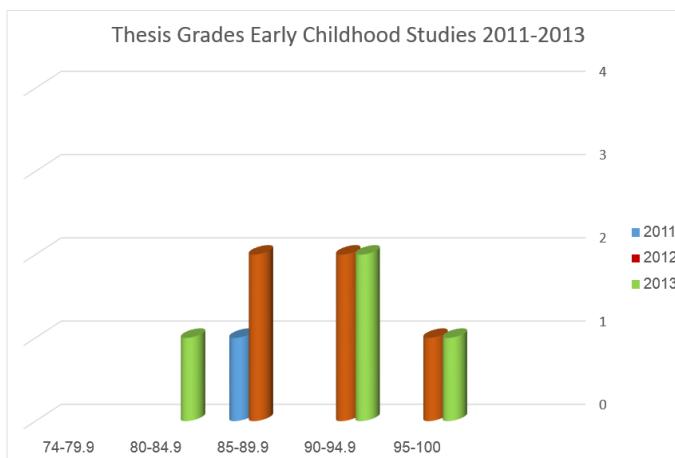
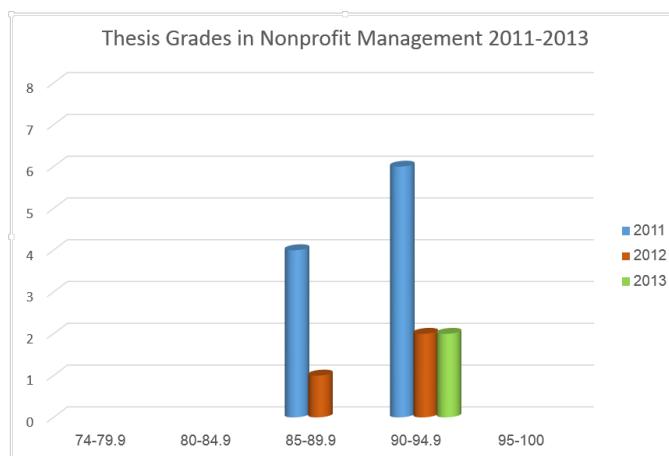
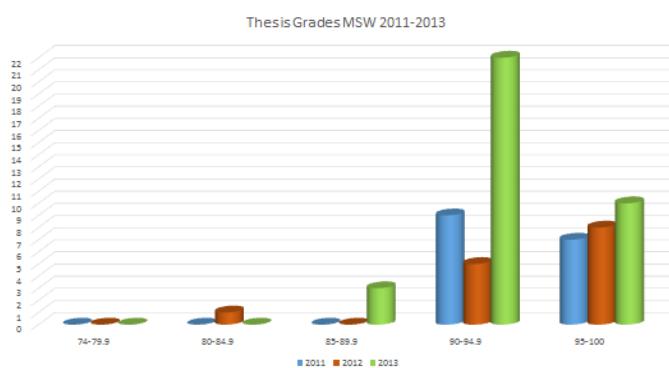
4. What methods are applied to evaluate written assignments and projects? What kind of feedback, apart from the grade, is given to the students?

There is a variety of methods used to evaluate the written assignments. In some cases, the teacher reads every response across the class to make sure there is no bias in the scoring. Others prefer to read the whole paper in order to get a more general impression of the paper. In projects or clinical papers there is a debate whether the scoring should include the student's capabilities for reflection, depth of the intervention or scope of the project or whether only scientific criteria should be used (i.e., the content, the analytic and critical abilities etc... even if the treatment was not a success or the project was small). In most cases, the evaluation is based only on the scientific criteria. Thesis papers are read many times; a student submits his/her work in parts, i.e., introduction and methods, and gets a lot of feedback on each part including edits and additions. All grading is accompanied by written explanations. Special attention is given to providing feedback and strengthening the strong aspects of the paper.

- 5. What is the average grade given to the graduates of the program in the final project/ final seminar/thesis in each of the last three years? Please present (in the format of histogram) the grades distribution of the final project/final seminar/thesis.**

The average grade in theses in the MSW program ranges between 90-94.99. This holds true for the other two master programs at our school although the majority of the theses are written in the MSW program. The average grades are presented below.

Thesis grades MSW and MA Programs:



C. Training and field work

1. Describe the training/field work required in the program, their contents and scope.

Students are first introduced to the field in their first year of BSW studies. They are required to spend two hours a week (2 credits) in an agency of their choice. In addition to the work with an individual, the training includes a bi-weekly group supervision session facilitated by a professional staff member (in most agencies there are four students in the group but several have up to eight participants). The purpose of this activity is bi-fold: First, it represents the social commitment we expect from our students. Second, it is the beginning of a professional socialization process. This activity provides students with an initial understanding of the context in which social workers operate. In addition, it prepares the students for fieldwork that is central component of their second and third years of study.

The Placements:

Fieldwork training is, of course, a crucial and integral part of the BSW program, preparing students for their roles as professional social workers. This is accomplished through direct experience allowing them to integrate their theoretical knowledge into social work skills and to apply them in direct practice with different levels of client systems. The Unit of Fieldwork Training is in charge of all issues related to students' field practice in our school. The Head of the Unit is a faculty member with significant field experience and with expertise in the field of supervision and professional training.

Fieldwork training is organized in learning centers. There are eight such centers for second and third year students in the general program and two centers for students in the community social work track (one for second year students and the other for third year students). Most centers focus on one target population, for instance: at-risk children and their families, adolescents and youth at risk, underprivileged and distressed families, the elderly (including survivors of the Holocaust), those coping with mental illness, chronically ill and disabled people, and acutely ill hospitalized patients. One center has a combined population of law offenders, addicts and specialized client populations (i.e. religious people who have become secular, women who have not been granted a religious divorce etc.). Each learning center is comprised of several social agencies servicing the particular population. Students in the community work track develop skills to deal with the social problems in Israel at the community, administrative and policy levels. Placements in the community track range from neighborhood administrations to the Welfare and Labor Committee of the Knesset. Two appendices have been attached- one that describes our learning centers and the agencies in which our students perform their fieldwork. The second appendix is a table that provides a comprehensive list of places of training including the number of students in each venue.

Our Staff:

All supervisors are financially compensated for their supervision. In several of the major agencies (i.e. Hadassah Hospital) the school transfers the payment directly to the agency, which in turn pays the supervisors for their supervisory work. In all other cases, the supervisors are employees of the Hebrew University and are compensated according to the University's regulations. Neither the supervisors, nor the field coordinators are granted adjunct faculty appointments. The process for selecting field supervisors aims to assure the highest quality of supervision. For the complete formal process of selecting field supervisors please see p. 13 and pp. 36-37 of the booklet of Regulation and Guidance to Fieldwork Training (Appendix 3.1.3.1.3.a). The process is monitored by the Head of Unit of Fieldwork Training and includes several other unit members. Selection is a well-structured process with several stages. First, a candidate is interviewed by the relevant field coordinator to see if the preliminary requirements are met (an MSW degree, at least 5 years of seniority in the field, connections with an acceptable host agency). Then, an ad hoc committee is established to interview the candidate and evaluate his/her qualifications according to the established criteria. When searching for new supervisors we look for social workers who can serve as role models by demonstrating the values, knowledge and skills of the profession. Therefore, some of the criteria are: the ability of the candidate to demonstrate theoretical conceptualization; the extent to which the candidate exhibits potential supervisory competencies (to help students internalize values, to provide knowledge and skills in the relevant practice area etc.); the extent to which the candidate exhibits the potential to form appropriate relationships with future supervisees (i.e. supportive and authoritative when necessary).

Our novice supervisors receive a comprehensive learning package consisting of a year-long course for beginner supervisors and bi-weekly two hour sessions of individual supervision on supervision by the coordinator of the learning center. When there are a large number of new supervisors in a given center, the supervision on supervision may be given in a small group format. In addition, all the supervisors in the learning center meet monthly as a group. These meetings allow for consultations concerning supervisory challenges. In addition, administrative and educational issues are discussed. Experienced supervisors also meet with the head of the learning center to address specific issues according to need. Finally, the head of the learning center and all the supervisors have on-going contact by e-mail and by telephone to discuss and resolve issues. The veteran supervisors are offered an advanced enrichment course when we a teacher is available who is willing to volunteer his or her time.

The coordinator of the learning center also meets regularly with the students and receives feedback on their field experience in general and on the issues related to the supervisors in particular. All the above mentioned processes are monitored and evaluated regularly by the Head of the Unit for Fieldwork Training.

New Innovations

We have created a pilot project ("The Supervision Center") to utilize our supervisory expertise to enrich the field by provision of supervisory services on the several different levels. Firstly, we have offered our services as a clearing house to connect those looking for high quality supervision and supervision on supervision. Secondly, we have provided group supervision on supervision to eight seasoned professionals from different agencies. In addition, we planned and implemented a supervisory training course in conjunction with the Haruv Institute, which trains professionals in the area of abused children. The head of the Institute was central in setting up a supervision training program for therapists in the area of art therapy and animal assisted psychotherapy with a local teachers' college. We hope to continue our work and to offer enrichment to other professionals in need of supervision and supervision skills.

2. What methods are applied to evaluating training/field work? What kind of feedback is given to the students?

There are several tiers of evaluation in our fieldwork department. First and foremost we evaluate the functioning and progress of our students. In the first year, the group facilitator submits an evaluation twice a year. **Appendix 3.2.2C.1-12** presents all forms and materials related to the field training. In the second and third years our students are evaluated twice using measures that were created in the school and that have been used as research measures of practice competence in a doctoral thesis (**Wolfsfeld Appendix 3.2.2C.7**). The workshops are evaluated as part of the computerized system for course feedback. Each learning center in general and workshop in particular has a syllabus that describes the content and learning outcomes of the center. These syllabi appear in the standardized computer curriculum booklet ("the shnaton", **Additional Material_Huji_Social Work_ Yearbook**).

The Elements of Evaluation of Student Field Performance

As stated above, the central component of evaluation relates to the level of functioning of the students in the field. Our evaluation form covers the learning competencies of field practice. This form elucidates the requirements and expectations of students in terms of the skills and knowledge base they need to acquire during the field training program.

The process of evaluation includes several levels of feedback: The first stage involves feedback on the process/verbatim reports that are submitted to the supervisor after each client session. The feedback is ongoing and relates to all aspects of the student's functioning with the client. There are no numerical grades in fieldwork. Students are required to pass the evaluation in order to continue their fieldwork and to complete the requirements of the degree. The vast majority of the students pass fieldwork and only a very small number of students (1-3 every year) fail. Students fail if they cause damage to their clients or do not exhibit the required basic level of functioning in their direct work with clients, within the agency

and as a motivated learner. The evaluation consists of both closed statements and open-ended descriptions of the student's work. The general areas evaluated are: ethical conduct, engagement, data collection and assessment, understanding the system, implementation of the intervention (including a community project), evaluation of the intervention and the student as a learner. If a student has failed because of ethical misconduct, his/her case is brought before the Head of the Unit for Fieldwork Training who considers whether to bring the case before the University's Disciplinary Committee. The failing student can appeal to overturn the decision to a committee consisting of the Head of the Bachelor program, the school counselor and the Head of the Fieldwork Department. The student is allowed to be accompanied by one person. If the appeal is denied, they have the option of repeating the respective fieldwork one more time. A student who fails twice (either twice in the second or third year or in the second and third year) is not allowed to continue studies or to receive a BSW degree. Notwithstanding, in cases where the circumstances surrounding the failure have been particularly difficult, the Head of the Unit for Fieldwork Training may consider forming an ad hoc committee to discuss the possibility and terms for returning the student to fieldwork training.

Strengths and Weaknesses in the Fieldwork Component of our Programs: In this section we will look at the challenges facing us in field training both in the BSW program and in the Accelerated program.

Strengths (common to both programs):

High standards of acceptance for new supervisors: We require an MSW degree and at least 5 years of field experience. In addition, the novice supervisors training program is intensive and enriching: the supervisors' course and supervision on supervision twice a month.

- An expert and professionally acclaimed field liaison staff: Each learning center has a leader that is highly knowledgeable both in supervision and in the subject content of the center.
- A wide variety of fieldwork settings: Our program offers the students a wide range of field placements with highly diversified client populations. In addition, we offer learning opportunities in primary care agencies and secondary care agencies in which the students can experience the challenges of both types of venues.
- Good working relations with the major service providers in the greater Jerusalem area.
- A culturally diverse group of supervisors: Our supervisors reflect the diversity of our student population. We can offer our Arab students learning environments that allow them to function in their native language. We also utilize those supervisors to do a special orientation for our Arab students addressing the personal and political challenges they face in fieldwork.
- The use of tested measures of evaluation that include both opened and closed ended segments which cover ethical and practice issues along the continuum of the process of planned change.

- Our program offers separate tracks for those studying casework and community work. It is the only program in the country that offers a specialization in community work- our training staff and graduates are leaders in this field of social work practice.
- Jerusalem offers a rich variety of practice settings within the city limits. As a result, the cost of transportation to and from fieldwork is relatively low. Placements on the outskirts of the city are required to pay travel expenses- otherwise we stop working with the agency. In addition, from the coming academic year all students will do only two days of fieldwork lowering the travel expenses of our third year students who previously spent three days in the field.
- The structure of our field program allows us to continually assess our students' progress in the field. This multi-faceted monitoring and ongoing evaluation helps us enrich our students on one hand-and to weed out those who are not suited to the profession on the other. We have built and developed multi-level mechanisms for making decisions concerning students with problematic functioning in the field.

Strengths in the BSW:

The fieldwork in our school is a graduated learning experience. We introduce our bachelor students to the social work field in a quasi-professional role as part of the Introduction to Social Work curriculum. They are encouraged to start thinking about the issues confronting people from new perspectives and to perceive of themselves in new ways before they are expected to function as fieldwork supervisees.

Strengths in the accelerated program:

- Inclusion of academically proficient, mature and in most cases experienced students into the field.
- The ability to enlarge the student body without causing additional budgetary concerns due to the fact that in this program the students pay additional tuition for their field training.

Challenges:

- In general the fieldwork component of our program is expensive and is an ongoing financial challenge to the school.
- Budgetary issues lead to compromises in the fieldwork program: Our supervisors are paid a comparable salary to most other institutions but there are a few schools that pay higher wages. Also our field liaisons are not employed year round. At least some of their work is done during the months in which they are not paid. This situation is very problematic and has serious ramifications in the work environment and on our ability to utilize this valuable asset optimally. In general, all these professionals should be granted wage raises that are not possible in the

current financial state of the university. The competition with other institutions makes it harder for us to demand ongoing training and participation in enrichment programs (staff meetings and supervision on supervision).

- Although the school has a clear mission statement concerning our psychosocial and generalist perspective, we must pay close attention to the contents of our practice courses and be vigilant that their content is congruous with our ideological orientation.

Challenges in the accelerated program:

- Placements outside of Jerusalem: In order to remain competitive with similar programs we offer our out of town students the opportunity to do fieldwork outside of Jerusalem in their second placement. However, the supervisors rarely participate in our staff meetings and in most cases the only contact we have with them is by phone. This mode of work is dramatically different than our regular way of working and causes problems that can potentially compromise the level of our program.

3. Specification of the number and percentage of graduates who graduate with honors

Table 3.2.3.1 presents the number and percentage of graduates who graduated with honors in each study program. It shows that 18% of the BSW graduates earned Cum Laude and an additional 2% graduated Summa Cum Laude. In the MSW, the percentage of graduate students with Cum Laude has increased over the years. In the last year measured more than one third of the students graduated Cum Laude which might reflect inflation in the grades. In the MA program in early childhood studies 12%-27% graduated Cum Laude and this percentage was maintained throughout the evaluated years with some fluctuations. An additional 2-4% graduated Summa Cum Laude in that program. No one graduated with honours in the Management of Nonprofit and Community Organizations MA.

We grant a small number of prizes for students who exhibit excellence in their fieldwork. There is no graduation with honors for exceptional work in the field other than these prizes. We have high expectations of all students and therefore there has to be evidence of exceptional contribution in the realm of practice learning in order to be recommended for the prizes. Those chosen to receive this honor have performed on a level that is above and beyond our regular standards of performance. We truly appreciate their dedication and motivation.

Table 3.2.2.2 shows the number of students submitted for evaluation of excellence and the number of students that received prizes in the past three years. Each year only a small percent of our fieldwork students are granted recognition for their excellence.

Table 3.2.2.2 Number and percentage of graduates with honours

Year/Degree	Total	BSW	BSW	% C.L	% S.C.L	Total
		Cum Laude	Summa Cum Laude			
2009	127	23	3	18%	2%	132
2010	129	23	3	18%	2%	110
2011	103	19	2	18%	2%	138
2012	89	16	2	18%	2%	177
2013	102	18	2	18%	2%	163
Year/Degree	MSW	MSW	% C.L	% S.C.L	Total	
	Cum Laude	Summa Cum Laude				
2009	11	3	8%	2%	63	
2010	15	3	14%	3%	51	
2011	17	2	12%	1%	56	
2012	25	4	14%	2%	75	
2013	37	5	23%	3%	71	
Year/Degree	MA	MA	% C.L	% S.C.L		
	Cum Laude	Summa Cum Laude				
2009	17	1	27%	2%		
2010	7	0	14%	0%		
2011	11	2	20%	4%		
2012	9	0	12%	0%		
2013	14	2	20%	3%		

Table 3.2.2.3 Number of BSW or accelerated study program who exhibited excellence in their fieldwork

Academic Year	Number of Candidates Recommended	Number of Prizes Granted
2010-2011	8	5
2011-2012	20	5
2012-2013	15	6

3.2.3 In summary, to what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Do you think that the intended LO were achieved by the students?

This year was the first year that all teachers were required to write learning outcomes for their courses. Therefore, it is still premature to assess whether these learning outcomes were achieved, although we have already begun discussions to this end. We believe the exams and papers accurately assessed the knowledge acquired in the courses, and to some degree the students' analytic and critical thinking. It is more difficult to assess whether students acquired new skills and if they can apply them to similar situations in the field.

To this chapter, please attach the following information:

- In the format of Table (appendix 10.3) the rankings of the courses as found in the results of the teaching surveys given by the program in the last 5 years (permanent faculty and adjuncts).
- 5-10 examples of Thesis; 5-10 examples of Dissertations (and relevant publications); 5-10 examples of final projects (folder "Huji_ Social Work_MA and Ph.d students dissertations")

Chapter 4 - Students

4.1 What are the entry requirements/criteria for the program (first degree and advanced degrees including the "on probation" status)

BSW

Entrance Requirements for the First Year of the Undergraduate Degree

- Eligible for graduate matriculation
- Psychometric exam
- English competency – compliance with the minimum requirements for the University (level 2)
- Hebrew competency – compliance with the minimum language requirement for students whose high school instruction was not in Hebrew.

These requirements are expected from the applicants for the first year of undergraduate school in all academic fields at the University and are intended to identify and accept candidates with the greatest probability for succeeding in their studies.

- Age – the applicant must turn at least 19 years of age during the course of the registration year. For example, a candidate for the academic year 2013-2014 who was born before 31 December 1994 may be accepted if he fulfills the other admissions requirements. This requirement is unique to the BSW program, because as a helping profession, we prefer to accept more mature students.

4.2 In the format of a histogram, please present the range of psychometric test scores or the equivalent as well as the range of matriculation averages of the students that were admitted to the program in the last five years. If there is a discrepancy between the admission criteria and the de facto admission data please elaborate.

Table 4.2.1 presents the range of psychometric test scores and the range of matriculation averages. It shows that the requirements for admission are high both in terms of psychometric tests and matriculation averages, and we have succeeded in maintaining the high standards throughout the years; the profile of admitted candidates and enrolled students is very similar. Our requirements for admission are higher than in the Faculty of Humanities and in most of the academic departments in the Social Sciences.

Table 4.2.1 Average Admission Data for Accepted and Enrolled Students for First-Year BSW Program, According to School Year

Group	Acceptance Factor	Statistic	School Year				
			2009	2010	2011	2012	2013
Accepted	Matriculation	Average	10.53	10.59	10.43	10.48	10.52
		Standard Deviation	0.52	0.50	0.61	0.51	0.54
		Lowest Grade	8.99	8.73	8.41	8.89	8.65
		Number	227	204	149	155	140
	Psychometric	Average	657.0	656.4	646.6	660.6	645.9
		Standard Deviation	37.9	36.6	42.4	40.6	46.7
		Lowest Grade	564	512	521	547	515
		Number	232	216	165	165	155
Enrolled	Matriculation	Average	10.52	10.57	10.40	10.46	10.51
		Standard Deviation	0.50	0.41	0.61	0.51	0.53
		Lowest Grade	9.27	9.41	8.65	9.20	8.65
		Number	100	83	75	85	86
	Psychometric	Average	653.2	652.1	642.5	659.4	641.7
		Standard Deviation	39.2	37.9	42.8	10.0	50.5
		Lowest Grade	564	512	529	547	515
		Number	103	89	85	89	93

General admission requirements for the Master's Program

- Must hold an undergraduate degree with a minimum GPA of 80.
- Must have a full exemption from English recognized by the Hebrew University.
- For non-native Hebrew speakers, they must have a complete exemption from Hebrew according to the criterion of the University.

Master's Degree in Social Work (MSW)

Year One of Master's Program

Admission requirements according to the different tracks:

The General Integrative Track

- Undergraduate degree in Social Work with at least a 90 GPA.
- Two recommendations: from a place of work and an academic institution (applicants without work experience can submit two academic recommendations).
- Up until the 2013-2014 academic year it was required for the students to write a thesis. This requirement was cancelled for the 2014-2015 school year.

The Advanced Learning for Direct Treatment Track

- Undergraduate degree in Social Work with at least an 85 GPA.
- Until the 2010-2011 academic year, we required at least two years of experience in psycho-social work experience prior to their application. Since the 2011-2012 academic year, we require one year of experience. The applicant is required to submit confirmation of his or her work from their employer.
- A recommendation from their place of work and from an academic institution.

Management, Organization and Policy Track

- Undergraduate degree in Social Work with at least an 85 GPA.
- Two recommendations: from a place of work and an academic institution (applicants without work experience can submit two academic recommendations).
- Until the 2013-2014 academic year we required on the job training in community work within the framework of their undergraduate studies or at least a year of community work, advocacy or policy design subsequent to their application. With the beginning of the 2014-2015 school year, this requirement was cancelled.

The Accelerated Program

It is the applicants' responsibility to submit certification of previous studies in the following fields of the social sciences consisting of at least 14 credits from three different groups:

- a. 4 – 6 credits in psychology
- b. 4 – 6 credits in research studies

- c. 4 –6 credits in sociology, Israeli society, economics, organizational behavior and political science.

In addition to these requirements, for each track there are additional requirements which vary depending on the track.

The General Integrative Track

- Undergraduate or Graduate degree with at least a 90 GPA.
- Up until the 2013-2014 academic year, it was required for the students to write a thesis. This requirement was cancelled for the 2014-2015 school year.
- Two recommendations: one from a place of work and one from an academic institution (applicants without work experience may submit two academic recommendations).

The Advanced Studies in Direct Treatment Track

- Undergraduate or Graduate degree with at least a 90 GPA.
- Paid or volunteer experience within the framework of psycho-social interventions accompanied by clinical supervision in a relevant public organization. This must be accomplished at least one year subsequent to receiving their undergraduate degree and before the end of registration period.
- An average grade of at least 85 in the core courses of the program: “Introduction to Social Work,” “Methods in Social Work,” and, “Social Work Skills” during their first year of studies.
- If the student meets the above criteria, it is his/her responsibility to take on at least three cases and to receive clinical supervision during the third year in the program in parallel to the practicum B course.
- A recommendation from his/her place of work or volunteering and an academic recommendation.

Management, Organization and Policy Track

- Undergraduate or graduate degree with at least an 85 GPA.
- Two recommendations: from a place of work and an academic institution (applicants without work experience can submit two academic recommendations).

The Schwartz Program

Graduate Degree in Non-Profit Administration and Community Organization

Year One of Master's Program

- Undergraduate degree with GPA of at least 80 from a recognized academic institution.
- Preference for applicants with experience managing community, non-profit and social welfare organizations.
- One recommendation.

Graduate Program in Early Childhood Studies

General Admission Requirements for all the three tracks – Training and Consulting, Infant Mental Health, and Policy and Administration:

- Undergraduate degree with average GPA of at least 80. Preference will be given to graduates in Education, Social Work, Psychology, Occupational Therapy, Speech Therapy and other relevant fields.
- Experience in the field of early childhood.
- Recommendations.

The Infant Mental Health Track

In addition to the above general requirements, this track also includes a personal interview.

PhD Admission Requirements (phase 1)

The admission requirements for PhD studies are based on the general admission requirements of the Hebrew University with minor adjustments:

1. Candidates must complete their Master's degree with an average grade of at least 88.
2. A grade of at least 90 on their Master's thesis.
3. Agreement by a faculty member at the level of at least senior lecturer to serve as an advisor.
4. Admission is also conditional on candidates having satisfied the School that they meet the level of academic research demanded of research students at the Hebrew University.
5. Personal interview by a faculty member.
6. Two recommendations, one of which must be from their thesis advisor.
7. Candidates whose Master's degree is not in Social Work will have to supplement 12-14 credits during the first year of his/her studies from core courses in the BSW and MSW programs or from the M.A in the Schwartz Programs.

Requirements to Progress to Phase 2

Approval of the candidate's research proposal no later than 24 months from the day of his/her acceptance into the program.

Conditional Acceptance

A candidate who submitted their thesis but still has not received a final evaluation or grade on it is entitled to submit his/her application for doctoral studies. If accepted, final acceptance is conditional upon the final grade of the thesis meeting the entrance requirements and upon completing the Master's degree.

Acceptance Requirements for Direct Track Doctorate

This track is intended for outstanding students and is open to applications from undergraduate Social Work degree holders within five years of graduating. The track includes completing the Master's degree in two

years and writing a doctorate within 4 years after completing the required courses. Upon submitting a doctoral research proposal, the student will be eligible to receive his/her Master's degree.

- A grade of at least 90 in undergraduate studies.
- Two recommendations with at least one of them from the instructor of the research seminar.
- Personal interview.

Requirements to Progress to Phase 2 of Direct Track Doctorate

Successfully completing the first year courses for the graduate degree (12 credits) with an average grade of at least 90.

Requirements to Progress to Research Student Candidate

Students in the direct track are allowed to register as research students (phase 1) if they have completed the following requirements:

- Finished the complete program with 38 credits towards the Graduate degree (including two research seminars).
- Contacted a counselor who is prepared to serve as an advisor through the doctorate.
- Met the statutes of the Student Authority for research students.

Upon being accepted as a research student in Phase 1 and as a student in the direct doctoral track, he/she will be required by the Research Student Authority to take 12 credits of make-up courses.

Requirements to Progress to Doctoral Candidate Student (Phase 1)

Identical requirement as the regular track.

4.3 Please submit data concerning the number of students in a format of a table in the last five years (divided by degree) as follows: a. Numbers of applicants (הגיישו); b. number of admitted students (התקבלו) and students admitted on probation; c. number of students who started studying in the program (החלו ללימוד בפועל); d. number of students that completed their studies, including those admitted "on probation".

Table 4.3.1 presents the number of applicants, admitted, enrolled and graduated in each program. The number of enrolled students in all programs increased from 253 in 2009 (40.7% in the BSW program) to 416 in 2013 (24.5% in the BSW program). Thus, the number of students increased over the years, the proportion of the BSW students decreased while the proportion of graduate students increased.

In the BSW program, data shows that although the number of applicants markedly decreased from 2009 to 2013, the number of enrolled students was relatively stable and the small decrease was a result of the school policy to reduce the number of the BSW students due to the high expenses related to their field training.

The opposite trend was found in the MSW program. The number of applicants doubled from 2009 to 2013. We have also doubled the number of candidates who were accepted to our MSW program because we wanted to expand our graduate programs. The enrollment rate in the MSW degree of 80% has been maintained throughout the years. The number of applicants to the accelerated program was almost as high as to the regular MSW program. We set a quota of 30 students in 2010 and 50 students in 2011. We accepted less than 30% of the candidates of which 70% (with fluctuations) were enrolled to this program. The number of applicants to the MA in early childhood studies decreased between 2009 to 2013. Nonetheless, the percentages of enrollment increased from 72.5% on 2009 to 90% on 2013. The number of applicants to our PhD program as well as the number of enrolled students in this program is growing.

Table 4.3.1 Number of Applicants, Admitted, Enrolled, and Graduated in Each Program

Degree	Group	Academic Year				
		2009	2010	2011	2012	2013
BSW	Applicants	599	576	401	383	316
	Accepted*	234	218	165	165	157
	Enrolled	103	90	83	89	95
	Graduated	127	129	102	90	102
MSW in Social Work 431	Applicants	155	201	236	270	320
	Accepted*	93	94	148	164	184
	Enrolled	76	76	126	147	151
	Graduated	110	63	100	79	69
Non-Profit Management 433	Applicants	95	92	98	82	100
	Accepted*	54	57	55	52	61
	Enrolled	32	40	44	42	49
	Graduated	32	30	53	33	25
Early Childhood 434	Applicants	100	106	91	84	77
	Accepted*	51	56	56	56	58
	Enrolled	37	36	45	49	52
	Graduated	19	26	22	40	27
Accelerated Program 432	Applicants	**	156	186	201	256
	Accepted*	**	39	79	59	70
	Enrolled	**	28	47	54	55
	Graduated	--	---	---	---	18

PhD	Applicants***	6	7	8	13	14
	Accepted	6	6	8	12	14
	Enrolled	5	6	8	12	14
	Graduated	3	6	5	6	8

*Includes applicants whose acceptance was rescinded after getting admitted to the department of their preference.

** The program began in the school year 2010-11. The first cohort graduated at the end of 2013 academic year.

*** Candidates for the PhD programs submit their applications only after a comprehensive interview with the head of the PhD program and potential advisors, and upon receiving a strong recommendation from the head of the PhD program to submit their application. Therefore, the number of applicants and accepted students is very similar.

4.4 Describe the selection and admission process, the criteria of advancement from year to year and for completion of the studies, including the requirements for being entitled to receive an academic degree. Is there a policy of affirmative action and standards for the admittance of candidates with special needs? In case such policy and standards have been established, please describe them. How are the admission criteria decided upon, and to what extent are the criteria and procedures for admission related to the aims of the program? What have been the lowest admission data (psychometric score and matriculation grades) for the program?

BSW

Admissions Process

- Applicants with the highest weighted average of their matriculation diploma and psychometric exams will be accepted according to the number of available spots.
- Previous academic education (i.e. Preparatory Program-Mechina at the Hebrew or Tel Aviv Universities or a previous academic degree) may replace the average of the matriculation diploma in the weighted average calculation. For an applicant with several previous academic achievements the best one will be considered for the weighted average calculation.
- Overseas students are required to have a high school graduation diploma weighed in comparison to the Israeli matriculation diploma, or studies at a new immigrant academy, or academic studies from their home country. A grade of completion from the overseas studies department of Hebrew University will be weighted with the psychometric exam. Another university level academy for immigrants will be recognized for the sake of equivalency but their final grade will not be weighted with the psychometric exam and the weighted grade for graduates of these academies is based solely on the results of the psychometric exam.
- A candidate may list four departments in order of preference. The selection process is made according to this list. If the applicant listed Social Work as his or her first choice and was then accepted, the other choices are not considered (unless he listed Social Work in a joint program with the Humanities, Social Sciences or Law). If the candidate was not accepted to their first choice their request for second choice will be considered, and so forth. If a decision regarding their first choice has not yet been made, the

applicant may check their acceptance to their second choice. If he or she was accepted to their second choice, and later accepted to their first choice, the acceptance to the second choice is then rescinded, and so forth. For example, there may be applicants accepted early to the Law Faculty, but at a later stage their acceptance was rescinded as a result of their getting in to a department higher up their preference list.

- An applicant whose qualifications do not allow for acceptance according to the regular admissions requirements but he or she has further relevant qualifications may submit a request for reconsideration. In these cases, the applicant's previous work or volunteer experience, and his or her socio-economic or family background will be taken into account. His or her request will be brought before the Appeals Committee. A positive recommendation will then be brought before the Dean and the School's Acceptance Committee for a final decision.

Identifying and Rewarding Outstanding Students

New students entering their first year of graduate school at the University with particularly high qualifications are eligible for an award of excellence within the framework of the School of Social Work and Social Welfare. The selection is done during the application process. The award is a full exemption from the yearly tuition.

A full course load in the program is required to receive the reward.

Since 2010 the Keren Shefa award has also been given. This award is for \$7,000 a year for a limited number of new students with outstanding qualifications.

Method for Determining Admission Requirements

The Screening and Assessment Unit conducts frequent reviews of the selection process of the different academic departments. The connection between the various components for acceptance and the academic achievements (e.g., failure, success, average student GPA) is examined. They also review the relative weight accorded to each of the components to improve the predictive ability of the academic benchmarks. The reviews are conducted in various cycles to ensure the accuracy of the findings. The results are reviewed by a professional committee comprised of experts in psychology, statistics and education. As a result of their findings the examination committee recommends if there is a need to modify the acceptance process. This recommendation is discussed with the department under examination and a decision is made jointly for any change in the process.

A. Affirmative Action (all programs)

1. Since 2001 the University maintains a channel for affirmative action in all the academic departments, including Social Work and Social Welfare. About 5% of the candidates are accepted through this channel.

2. Applicants to the department who are recognized as eligible for advancement based on the criteria set by the Association for Academic Advancement may be accepted with a grade slightly lower than the acceptance threshold in accordance with the decision of the Acceptance Committee. We have diverse group of students. In the BSW we had 25 Israeli Arab students (24%) in 2009, 14 (15.6%) students in 2010, 20 (24%) in 2011, 13 (15%) in 2012, and 6 (6%) Israeli Arab students in 2013. The decrease in the number of Israeli Arab students during the 2012 and 2013 academic year might reflect the opening of new colleges for Arab students in North Israel and/or the fragile political situation. This is the second year that we have hired Arab alumni to make phone calls to students who were accepted to the BSW program, in efforts to market our BSW program. A faculty member, a native Arabic speaker, made additional welcome calls. The University also organized a special open house for potential Arab applicants, in order to increase the rate of Israeli Arab students throughout the faculties and schools. The number of Arab students in the MSW program is low and ranges between 1 (on 2009) to 7 (on 2014) with a median number of 4 throughout the last 6 years. The number of Arab students (mostly females) is higher in our MA program for early childhood studies; the number ranges between 5 (on 2012) to 14 (on 2010) with a median number of 8.

Through the project “Public emissaries” - university academic education Haredi community leaders, we have accepted in the last three years 10 students: 2 to the accelerated program, 4 to the MA in nonprofit management, and 4 in the MSW program.

B. Acceptance of Applicants with Special Needs

Applicants with disabilities and various handicaps (e.g., visually impaired, blind, and hard of hearing) whose grades are slightly below the acceptance threshold will receive special preference for acceptance to the program. In the last 3 years we had 18 students with visual impairment (10 in the BSW and 8 in the MSW/MA and accelerated programs); 20 students with mental disabilities (10 in the BSW and 8 in the MSW/MA and accelerated programs); 23 (12 in the BSW and 11 in the MSW/MA programs) with temporary (e.g., broke a leg in accidents) or permanent physical impairment (e.g., cerebral palsy), and 10 (6 in the BSW program) with emotional crises.

Lower admission data for the BSW is included in Table 4.1.1.2.

MSW and MA programs- shared admission process

In general, the application process occurs at two levels. First is with the University Admissions Department and the second directly with the School of Social Work and Social Welfare.

The Registration and Acceptance Process with the University.

It is the candidate’s responsibility to submit his/her application for the Graduate Degree in one of our study programs through the website of the University or the Admissions unit. The student must submit the

application form in full, pay the application fee and wait for the registration confirmation to arrive within two to three weeks by email or regular mail. In parallel, the student must submit his/her application directly to the School via the appropriate website.

The Registration and Acceptance Process with the School

1. It is up to the student to open an electronic student file through the applications page of the School's Website (before the 2013-2014 school year, this was done manually with paper forms), complete the questionnaire for candidacy, attach all the required documents, and ensure that the recommendations which are sent directly to the School have been properly uploaded to the student file.

2. The admissions process is handled by the Admissions Committee consisting of members of the faculty and headed by the head of the Graduate program. Each member of the committee receives the electronic file of the applicant. The decisions are made by the committee after examining and discussing each candidate and their qualifications. The applicant's file includes the following:

The candidate's initial questionnaire and the documents which he/she submitted at the time of applying, including: official academic transcript and Undergraduate diploma, signed recommendations in accordance with the track's requirements, the applicant's current resume, and exemption documentation from English or Hebrew if not a graduate of the Hebrew University (in which case we receive this information directly from the University computerized data). Information regarding additional previous education and academic achievements may give the applicant acceptance priority.

3. Professional experience indicates the applicant's suitability to the program and academic track to which they are applying. For example, for applicants to the MSW in the Direct Treatment track, previous therapy experience is required.

4. The committee decides first on the strongest candidates and works their way down the list of suitable applicants.

5. An applicant whose qualifications are not high enough for acceptance according to the standard criteria but who has additional relevant qualifications is permitted to submit a request for re-consideration. The request will be brought before the head of the program and, in exceptional cases, before the Dean.

Separate admission processes for the MSW and MA programs

For the MSW program- Candidates with over 10 years' professional experience whose grades are lower than the acceptance criteria will be considered in a special committee for the Direct Treatment track and will be accepted in relation to the numbers of spots allocated to this group.

For the Accelerated program- The decisions are made by the committee after examining and discussing each candidate and their qualifications. The applicant's file includes the following pieces: Official school transcript which include the 14 required credits discussed above and/or confirmation of completion of the

14 required credits within another academic framework, an Undergraduate degree, signed recommendations according to the track, a current resume, and documents exempting the student from English or Hebrew if not a Hebrew University graduate.

Up until the 2013-2014 school year, candidates with particularly high achievements relative to the other applicants partook in a group interview. Beginning with the 2014-2015 academic year, the admissions committee sorts the applicants according to their academic qualifications, recommendation letters and the essay in which the applicant describes why he/she wants to learn Social Work. The committee can invite applicants for an interview at its discretion. The committee accepts the applicants based on the admission requirements and any interview they may have had.

For the MA Program in Early Childhood Studies, the Infant Mental Health track- academically qualified candidates go through an individual, face-to-face interview to determine their knowledge, skills, clinical qualifications and past experience. The interviewers are members of the Acceptance Committee which then decides whether the candidate is a good fit to this track. Special attention is given to qualified candidates from different professions within early childhood studies, i.e., speech therapists, occupational therapist, art therapists, and social workers.

For the MA in Non-Profit Administration and Community Organization- the Acceptance Committee gives a lot of attention and weight to the applicant experience in managerial roles, community work and his or her potential to become leaders in nonprofit or governmental organizations.

The Method for Determining Admission Requirements in the MSW and MA Programs

The Teaching Committee of the School determined several years ago the threshold for the minimum acceptance requirements for each of the Graduate programs. Every year the Dean of the School and the heads of the Graduate programs determine the appropriateness of these requirements in light of the average GPA of other academic institutions and changes within the academic programs. The Acceptance Committees make a great effort to maintain the requirements such that they give preference to the applicants with the stronger qualifications. Special attention is given to applicants with special needs or unique situations according to the details above.

PhD Admission Process

In general, the application process is done directly with the Research Student Authority which confirms the applicants' eligibility and transfers the student files to the School. The Doctoral Committee, led by the head of the doctoral program, deliberates on each application in accordance with the qualifications of the student and in light of the capacity of the program to accept them. The candidates' files are submitted to the committee after an introductory meeting with the head of the doctoral program and a personal interview

with one of the faculty members. Only those with the highest qualifications will be accepted. In exceptional cases the committee will consider special requests.

The Process to Progress to Phase 2

- An advisory committee is established for each student. It must consist of the advisor and at least two additional members from the faculty, one of whom must be from a faculty outside the School.
- Progressing to Phase 2 is completed after the advisory committee meets and approves the research proposal and the Authority for Student Research approves the recommendation of the committee.

The Method for Determining Admission Requirements- PhD Program

The minimum requirements for acceptance are set by the Authority for Student Research although each Faculty may set additional specific requirements. The Authority approves any changes to the acceptance conditions. The School of Social Work and Social Welfare decided that the minimum grade for the Master's degree is 88 (and not 85, as suggested by the Authority). Additionally, the School decided that every doctoral student lacking a BSW or Master's degree in Social Work must complete 12 – 14 credits from the core curriculum from the undergraduate and graduate programs.

4.5 What is the drop-out rate of students from the program in each of the study years over the last five years, and what are the reasons for their leaving (academic/financial/other)? Is there satisfaction with the drop-out rate? If not, what steps does the unit take in order to change it?

The dropout rate is low, about 10% on average in the BSW, 7.6% in the MSW and 4.8% in the Schwarz MA programs. Results are presented a table in **appendix 4.5** We do not keep records of the reasons for dropping out but from informal discussions we understand that the main reasons are personal (e.g., moving to another city or a personal crisis) or acceptance by a preferred department (e.g., Psychology, Law) in their 2nd year of studies. We are satisfied with the low dropout rate of our students.

4.6 What extent are the program's students involved in research projects of the staff members? Specify in which projects, the number of students involved and the scope of their involvement. Is there a procedure for encouraging students to carry out independent research of their own?

In **Appendix 4.6.1** presents our students' involvement in research projects. Contingent on available faculty funding, students are encouraged to be involved in the research projects of the staff members. Students are also encouraged to write their theses and dissertations as part of the staff research projects, usually based on

secondary analyses. However, a large portion of our students prefer their own topics when writing their thesis and dissertation. Although as a research university, our students are encouraged to write theses and dissertations, due to very limited scholarship funds we do not encourage them to conduct large-scale independent research studies.

4.7 Counselling systems:

4.7.1 Describe the system of academic counselling for students before and during the period of study (including reference to the structuring and approval of the study curriculum). Do students with special needs receive special support? If so, please specify.

Our School has a part time position defined as an academic advisor who is available for the students in all study programs. The responsibility of the academic advisor is to individually assist students in structuring their program of study, to accommodate their special needs and to approve changes in their coursework. The advisor works primarily with BSW students, and candidates and students in the accelerated program. The latter group comes with a different academic background, which requires individual counselling to set up their curriculum. The academic advisor also works with students who have a special status or issues, such as students who transfer to Hebrew University from other academic institutions, those who are pregnant and give birth during their studies, or those who are in the joint or dual degrees programs (such as BSW and BA in the Social Sciences).

The curriculum for the first year of the BSW is fixed, with only mandatory courses, so there is little need for counselling except in the circumstances enumerated above. On the other hand, the second and third years of the BSW program involve choosing from among a selection of elective courses, which most students can do without the input from the academic advisor. If there is a question it can often be handled by the secretarial staff and/or the academic heads of the program. Likewise, academic counselling issues that come up for students in the MSW and Schwartz graduate programs are also handled by the head of the specific program in which the student is enrolled. The heads of the programs are School of Social Work and Social Welfare senior faculty who are able to make decisions regarding individually tailoring the students' programs when necessary. The BSW administrative assistants are responsible for the registration of the students and often are the first line responders when there is a question regarding a student's program of study. In addition, over the last three years all the Master's degree programs have been served by a unified secretariat, which aids in resolving curriculum issues when they arise. The secretaries refer to the heads of programs and/or the academic adviser when necessary.

Students can consult with the academic advisor when they are still considering studying at the School of Social Work. Newly accepted students are informed about the academic advisor during the orientation before the academic year begins. The advisor presents the areas in which he or she can be of help to the students and his or her contact information is made available. The academic advisor sees students by appointment as well as during open office hours. Although higher volume is reported in the months of October, when the first semester begins (n=125) and February, when second semester begins (n=99) there is a steady stream of students who consult with the academic counsellor from each of the programs (Total number: BSW: n = 336; MSW: n = 240; faculty: n = 104; accelerated program: n = 274; others: n = 115; total: n = 1069). Before and during the academic year, students come to the academic counsellor for several reasons as seen in **Appendix 4.7.1** The most frequent reasons are: counseling for candidates for the accelerated program (n=275), academic counseling (different issues; n=130), and counseling for dual degrees and joint BA program students (n=111).

As is apparent from this table, students with special needs are seen by our academic advisor and can receive support in a number of different ways. First, we have a committee for students with special needs that discusses how to implement the University policy on this topic to the individual student. Second, all of the students diagnosed with learning disabilities bring their documentation to the Secretary of academic affairs during their first year of study. Specific and individual recommendations based on these evaluations are then passed on to relevant faculty members and the secretariat in order to execute the recommendations. In addition, other students with various special needs are referred to the advisor or self-referred when necessary. Accommodations based on recognized assessments of learning disabilities are made together with the recommendations of the Learning Disabilities Unit. Postponing course assignments and making language accommodations are only some examples of what is available to the special needs students who require additional support. Students who are visually impaired take exams with a digital reader or on special computers at the unit for visually impaired students. All individualized decisions and accommodations are made jointly by the unit for the visually impaired and the school academic advisor, both of whom work closely with each other and with all the visually impaired students. Special considerations might include fully exempting blind student from courses in statistics at the MA level as the whole course is taken on a computer, or, alternatively, ensuring that the student has a digital reader throughout the course.

Accessibility issues are handled by *the accessibility unit* which also works in conjunction with the school advisor and the student. Hebrew University is obligated to provide the appropriate conditions and the required solutions for all students to maximize their abilities and to enable them to graduate. The mandate of the unit is to provide equal opportunity for students with special needs to enjoy all the services, programs and activities at the University. Further, the unit provides information and assistance on everything related to the rights of the special needs students within the University as well as outside the University's halls.

Services of the accessibility unit include among others: offer guidance to those responsible for testing and treatment regarding additional relevant services at the University and beyond; cooperate with the National Insurance Institute and the Ministry of Defense to provide mentoring and tutoring; and accommodate deaf and hard of hearing students, including loaning FM systems, informing them of their rights and instructing lecturers.

4.7.2 Are counselling and assistance provided to students with regard to possible directions for their future professional careers? If so, describe these procedures. Are there work placement services for the graduates? If so, please describe this activity.

Counselling and assistance for future career development is relatively inconsistent and this is one of the areas we would like to invest more efforts in the next few years. However, there are several levels of support for students as they enter the labor market. First, individual students consult with the academic advisor about career options at the end of their studies. Second, the head of the BSW programs arranges meetings with professionals from the field while a representative of the Council of Social Work comes to explain how to complete the licensing process and to discuss career options. Third, the University arranges "job fairs" – open days during which different companies come to meet and interview potential hires. These open days are run by the Students' Union. The Dean of Students' office also provides assistance to students with their future professional careers, including listing job openings on the homepage of the Dean's web site. Finally, the University offers workshops to help the students write their CVs and develop their interview skills. At present there are no work placement services available to our graduates beyond what is described above.

4.8 What are the mechanisms that deal with student complaints? Please provide a list of students' complaints over the last two years and the way they were resolved.

We deal with students complaints on an individual basis, addressing the specific circumstances and issues. Complaints concerning matters shared by a large number of students or by a specific group of students are raised by the class representatives, in the BSW program in the Teachers-Students Committee and in the MSW and MA programs, in regular meetings with the head of the program. Students with individual complaints may also seek help from the student representatives or, alternatively, they may take action themselves. Often the first step for a complaint is to discuss it with the student secretariat, which has consistently ranked at the top of the University surveys for student satisfaction. Other students consider the academic advisor as the correct person to handle their complaints. When necessary the advisor involves the head of the particular program and/or the Dean of the School of Social Work and Social Welfare. Complaints about field work training are dealt with through the Unit of Field Work Training.

Many students take their complaints to the head of their program who may deal with them alone and/or with the aid of the relevant faculty member, administrative personnel, or the Dean. There are several types of complaints: (a) collective complaints regarding the curriculum, such as too many research or policy courses. In this case, the head of the program explains the rational for the courses and curriculum. The head of the programs may bring issues of curriculum to the Dean, or to the Teaching Committee to discuss whether changes are necessary; (b) a group-wide appeal on issues such as the way an exam was scored by the instructor (for example, the teacher was too restrictive, or there was not enough connection between the course material and the test, etc...) or dissatisfaction with the teacher or general class demands; (c) appeals regarding a teacher's attitude or interaction with a student or group of students; (d) the products of regular meetings between student representatives and the head of the programs.

We do not keep track of specific student complaints so we cannot provide a comprehensive list. However, we feel that our students have many channels and opportunities to voice their complaints, and although we do not have many complaints, we should be keeping track of them better. When students are dissatisfied with the response to their complaint, they can approach the Dean of the School. The Dean handles these cases, usually with the relevant head of the program and faculty members. In addition, the Dean and the heads of each program meet every year with the students to hear the students' requests and complaints. Finally, the Dean of students also acts as the ombudsman for all oral and written student complaints. This mechanism involves an interview with the student filing the complaint, and interviews with the relevant people and offices to understand the situation and get everyone's perspective. The written decision is then sent to the complaining student. Students are encouraged to seek assistance in solving personal, administrative and academic difficulties which do not necessarily qualify as complaints.

Complaints about sexual harassment are dealt with the University Commissioner for Sexual Harassment, Professor Gail Auslander, who is also a senior faculty member (Professor Emeritus) at our school.

4.9 What financial assistance is provided to students with financial problems and to outstanding students? What other types of financial support is available to students?

The University administration strives to ensure that even students who have difficulty financing their studies can pursue a university education. Thus, it allots significant funds to financial aid. The Financial Aid Office in the Department for Student Affairs grants need-based scholarships and loans. Detailed information on scholarships, loans and awards for students of the Hebrew University is provided in the University website, at: <http://new.huji.ac.il/links/515>. Appendix 4.9.1 presents detailed data about the scholarships provided in the last 5 years by the Hebrew University Financial Aid Office. It shows that in 2010, the Financial Aid Office provided scholarships to 41 students in the BSW study program totaling NIS 96,900.

In 2012, it provided NIS 70,690 in scholarships to 26 BSW students. In 2013 it provided scholarships to 33 students in the amount of 84,010. Thus, the financial aid is limited and does not increase linearly from one academic year to another.

Appendix 4.9.2 presents detailed descriptions of the scholarships and awards available for students provided directly by our School. It shows that every year the school distributes about \$18,000 to 2-4 MSW/MA outstanding students. In addition, the school distributes around 20 thesis scholarship to MSW/MA students in the amount of \$23,000 total. Each year, the school also provides 2 large scholarships to PhD students and several small scholarships for writing their dissertations.

In addition, every student may apply for a loan from the University Loan Fund. During the 2013-2014 academic year, loans of NIS 4,500 or NIS 6,000 were offered (depending on the academic load). The interest-free loan is linked to the cost-of living index and is repayable after a year or two per each student's choice. Based on means testing, students who apply for scholarships from the Financial Aid Office can also apply for a preferential loan from other University sources. In the 2013-2014 academic year student loans were set at NIS 7,500. This interest-free loan is linked to the cost-of-living index, begins repayment after three years, usually upon completion of studies, and can be repaid over a period of two years.

4.10 Alumni: do the institution and/or the department maintain contact with their alumni, employers, and employment market? Please specify the extent of integration of alumni into the labour market: where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment, and how many students continue their studies to advanced degrees or other areas (specify area of study and degree level). Relevant surveys would be appreciated.

We maintain long term contact with our alumni via several avenues: (a) Graduates of our BSW program return to the School to study in our MSW program; in 2009, for example, 52.2% of our MSW students had earned their BSW degree at our School, with that number at 42.3% and 39.2% in 2012 and 2014, respectively; (b) Many of the clinical supervisors for our BSW fieldwork and the clinical supervisor in the practicum of the MA program in early childhood studies are graduates of our advanced degree programs (MSW or MA in early childhood studies), although we do not keep track of their exact number. Similarly, several graduates of our PhD program work in our School or other universities or colleges, and we continue to collaborate with them on research projects; (c) Since our MSW and MA graduates serve in clinical and administrative positions once they complete their undergraduate or graduate studies, many of us either conduct our research studies with their full collaboration or serve as their consultants, either formally (see chapter 6) or on an informal basis; (d) Each year several students in our MSW/MA programs who are graduates of our BSW program are recruited to assist in our enrolment efforts especially of outstanding

students and Arab and other minority students. These students act as points of contact, listing their name and e-mail address in our website and Facebook page as advisors or sources of information for new or potential candidates, they also make phone calls to accepted candidates to assist them in their decision whether to enroll in our program or others; (e) During the last academic year we began collecting data on all the graduates of our MA program in Management of Nonprofit and Community Organizations tracking their careers to develop a profile of our graduates for use in consulting new candidates about potential careers after graduation.

At the end of 2011, the School responded to an initiative by graduates of the first class of the School to organize a 50-year reunion of that class. The reunion took place in December 2011 and a majority of the graduates took part in the event. While now mostly retired, many of the participants had played a major role in the development of the social work profession and social welfare services in Israel. Responding to a suggestion by the Dean, one of the graduates, Dr. Baruch Ovadia, initiated an annual prize for a graduate student in social work in recognition of the first class.

Over the past six years we conducted two surveys of graduates of our BSW program. One, conducted in 2010, collected data on students who graduated in 2009. 64 (86.0% females) of 129 graduates (49.6% response rate) responded to the electronic questionnaire using the Google doc platform. Graduates were asked about their occupations as well as their attitude toward our BSW program. Findings revealed that 90.0% (n=55) were working as social workers, 1/3 of them in full time positions. As for their feedback on our program of study - half of the graduates (49.5%) reported that the BSW program trained them very well or well for the social work profession. Only 10.5% (6 respondents) reported that the program prepared them only a little for the field (Ben-Harush & Gal, 2010 internal report). A previous follow-up study tracked our students over 1 year. Specifically, in 2007 we collected data from third year BSW students (T1; N=103 out of 105 student; 98% response rate). We succeeded in following these students one year later (T2; N=78; 74.3% response rate). At T2 58 (74.4%) of the respondents reported they were working as social workers. They comprise the sample for this study. We first examined the perceptions that T2 respondents had about their current experience as novice social workers, and then compared T2 to T1 in various aspects of their perceptions about fieldwork education (**Appendix 4.10_Zeira & Schiff, 2013**). Here we focused on the novice social workers' experiences. We found that at T2 most of the participants (58.6%) who worked as social workers were employed in the public sector (e.g., social welfare agencies, hospitals). The rest were working in nonprofit organizations (e.g., foster care agencies, agencies for the elderly and homes for the mentally ill). We asked the novice social workers to evaluate their current fieldwork experience in four domains: interventions with clients, experiences with their fieldwork agency, internalization of professional values, and evaluation of field instructors. Respondents generally had a positive evaluation of their current

fieldwork experience. The highest evaluation was given to the structure and setting of the supervision and to the availability of supervisors in cases of emergency. The lowest evaluation was given to “working according to an intervention plan.” Within the domain of supervision, we found that relationships with the field instructor were evaluated significantly higher than was the actual content of the field work. Content of supervision was reported significantly lower than all other components, including structure and setting of supervision, and supervisor availability.

4.11 In summary, what are the strengths and weakness of the issues specified above?

Strengths

- (a) We have a large number of applicants to all of our programs. We therefore accept only the most qualified students.
- (b) Our admission process is highly organized and extensive. The computerization of the application procedure makes the process easier and more efficient (compared with a paper questionnaire and sending original documents). We continually review our admission process.
- (c) The academic advisor assists the students and staff to deal with the unique demands and needs of the students sensitively and fairly.

Weaknesses

- (a) We do not have the technology to follow our students’ complaints.
- (b) We have under-representation of minority students - Arab, ultra-orthodox and new immigrants.
- (c) We do not perform follow-ups on our graduates on a yearly (or by-yearly) basis, though the University encourages all faculties and schools to maintain contact with their graduates. This is due to budgetary restraints. Grants and foundations usually do not support research studies on University alumni or on acceptance procedures (for example interviews plus GPA and detailed CV versus only GPA and detailed CV), therefore the school has to allocate already limited resources for that purpose.
- (d) The position of the academic advisor is too limited to enable in-depth academic counselling, particularly to candidates and new students.
- (e) We have very scarce scholarship resources, which presents a major challenge, especially in our PhD program. Despite our reputation and strong program, outstanding candidates who wish to conduct their dissertation in our PhD program are sometimes reluctant to do so because of lack of funding. In the long run we will have to allocate more scholarships, especially in the PhD study program.
- (f) Finally, while several of our students participate in faculty research studies, we would like to expand this to a larger number of students. This is a challenge both because of the instability of funding and because our students are not on campus all week. In the BSW program they have 2-2.5 days of field training and in the Master’s degree they come for only one full day of studies and are usually fully

employed on the other days. These inherent challenges make the recruitment of large number of students as research assistants difficult.

Chapter 5 - Human Resources

5.1 Faculty (Academic Staff)

5.1.1 How are the faculty members divided into areas of specialty in the discipline?

As of the beginning of academic year 2014/15 our school has 23 senior academic faculty members (in 22 positions), 13 faculty members in the parallel-clinical track and 61 adjunct teachers. In 2005, when the first self-report was completed, the School employed 32 senior academic faculty members (in 24.25 positions), 18 faculty members in the parallel-clinical track, and 31 adjunct teachers. Thus, compared with the first self-report, there has been a decrease in 2.25 positions for the tenure track, 5 positions for the parallel-clinical track, and a large increase in adjunct teachers in order to bridge the gap between the decrease in tenured track positions and a large increase in the number of students. Nonetheless, in the last 6 years we have managed to recruit 7 new and impressive early career faculty members and one faculty member in the parallel-clinical track. This is also reflected in the relatively young age of our tenure track faculty member (Mean age=48.19; SD=9.80). Nevertheless, due to the growth in students, we remain understaffed.

The areas of staff specializations are: social policy, poverty and social protection (4 faculty members); social services, civil society (3 faculty members); vulnerable population, children at-risk (3 faculty members); trauma, violence (3 faculty members); health, mental health and disabilities (3 faculty members); Gerontology (2 faculty members); early childhood (2 faculty members); and cultural and socio-political context (3 faculty members). Our senior staff includes 3 Arab faculty members (one (male) Muslim, 2 (female) Christians) and two orthodox Jewish female faculty members. We do not have ultra-orthodox faculty member nor do we have faculty members who are immigrants from the Former Soviet Union or Ethiopia.

Research methodologies include quantitative methods (8 faculty members), qualitative methods (7 faculty members), and both qualitative and quantitative methods including special analyses methods of policy research (8 faculty members). The complete staff list with academic title, employment status and specialization can be found in **Appendix 5.1.1** the teaching staff are experts in their field, whether in research or practice. The teachers in the clinical track and the adjunct tracks all have extensive and active practice experience which they bring into class. The adjunct teachers are recruited on the basis of their area of expertise and merit for the program. Doctoral students generally teach only undergraduate level courses. The diversity of the regular teaching staff and adjuncts exposes the students to a variety of methods and methodologies in social work research and practice. The programs are dynamic and are constantly adapted to meet new trends and developments in the field. We view this dynamism and diversity as a vital component of social work education.

5.1.2 What specializations and skills (including experience and training) are required of the staff members teaching in the study program, including those who teach practical courses/practical training.

The vast majority of the School's teaching staff has PhD degrees, apart from the advanced students who teach, and a few adjunct, who have unique knowledge in their field. All the research seminars are taught only by senior faculty members. The practice courses are taught by adjunct teachers who are experienced practitioners with a proved record of previous teaching and by our clinical faculty member or regular academic teachers. In the BSW program, most of the first year introductory courses are taught by adjunct teachers from the relevant departments (e.g., sociology) who adapt the content of their courses to the context of social work and social welfare. Other introductory courses are taught by our senior faculty members; these courses emphasize issues relevant to social work. In the graduate programs, the mandatory courses are taught by senior faculty members. Several of the elective courses in practice and policy are taught by adjunct teachers who are experts in their field and have previous and proved experience in teaching. All practicum courses are taught by senior faculty members or senior adjunct members. Many of the courses in both the BSW and graduate programs reflect the research interests of our faculty members. These include the research seminars, of which several are conducted in collaboration with agencies in the field. Every few years, to maintain freshness in these courses, faculty members change the topics of their courses according to their actual research interests. We find this a positive trend because it exposes our students to state-of-the-art knowledge in that area.

5.1.2.1 What steps are taken to ensure that staff members are updated, academically and professionally, with regard to the program?

As our faculty members are expected to be leaders in their fields of research, we assume that they bring to their teaching relevant and cutting edge knowledge. The role of the program heads is to ensure that adjunct teachers also integrate into their courses relevant and updated knowledge. This is undertaken through an examination of the course curricula by program heads when new teachers are recruited and by way of ongoing meetings with the teachers and students by the program heads. Often the program heads will consult with faculty members about teaching curricula in their specific field of research or practice.

5.1.2.2 What are the rules, criteria and procedures for appointing the head of the study program and the academic staff, including tenure and promotion, the standard duration of service at each position, renewal of appointment in elected positions and dismissals? What steps are taken to ensure that the faculty are informed of these policies and procedures? Are you satisfied with these procedures?

The head of the academic unit, the Dean of the School, is elected by the School Council after the search committee headed by the Rector of the Hebrew University has proposed a list of candidates. The process of establishing a search committee and searching is stipulated in the University Regulations, which delineate

the rules and criteria guiding the process. Heads of programs are appointed by the Dean of the School, after consulting with senior faculty members and with potential candidates for those positions. The Dean's decision is presented to the School Council, which then approves the candidate. Members of the faculty are appointed to their positions according to the existing procedures specified in the University Regulations. The regulations stipulate the conditions, processes, and stages related to appointment of new lecturers, tenure, academic promotions, and the accepted period for remaining in a given academic position, renewal of appointments, hearings, and dismissals. See:

<http://academic-secretary.huji.ac.il/mini/minuyim/?cmd=mini.322> (Hebrew).

5.1.2.3 What is the definition of the position of the head of the study program? What credentials (experience and education) are required for this position?

The Dean of the School is a full professor from among the faculty of the School and typically is a long-serving member of the faculty with relevant administrative and research experience. The Dean is responsible for strategic planning, academic leadership and for all academic activity at the school. The Dean is also responsible for the recruitment of the academic faculty, for promotions and the appointment of program heads and committee chairs, and chairs the School council and the development committee. Fund raising, ties with other academic and external institutions are also included in the responsibilities of the Dean. The Dean of the School is a full member of the Hebrew University Standing Committee and of the Senate.

5.1.2.4 How is full employment defined in the institution for senior and junior staff, and how many hours are they required to teach in each of the study programs?

Members of the academic staff at the School are expected to devote their time to research, teaching, public activity and contribution to the academic community. Research is, of course, the major activity required of faculty in the tenure track at the school. This includes publication of research in peer-reviewed publications and submitting grant applications for research funding. All tenured track faculty members are required to teach 12 hours per academic year in the school study programs. Faculty members in the clinical and adjunct tracks are expected to teach double that as requirements regarding their involvement in research are much less demanding. All faculty members are expected to serve as advisors for theses, to be active members of the School's permanent and ad-hoc committees, to undertake roles (particularly in the case of tenured faculty members) as heads of programs and to fulfil positions within the university community. Finally, we expect members of our faculty to engage in policy practice within their relevant fields and to contribute to Israeli society, the social work profession and the City of Jerusalem.

5.1.3 Are staff members obliged to serve as advisors for final projects, theses and dissertations? Is there a limitation of a maximum number of graduate students per faculty? Are there criteria for assigning advisors to different research projects?

As noted, staff members are expected to serve as advisors for final projects, theses and dissertations. However the obligation of members of the School to serve as thesis and dissertation advisors is based solely on their sense of commitment and professional scientific ethics. The School does not customarily interfere in the decisions of its members concerning advising graduate students who choose to write a thesis as part of their Master's or Doctoral studies. Faculty members who serve as advisors for theses and dissertations may account this activity as eligible criterion for financial compensation as part of the national salary agreement of faculty members. Occasionally, School members inform the head of a graduate program or the head of the Doctoral program that they are interested in including students writing theses or dissertations in specific research that they are carrying out. Here the Head of the programs try to match students' interests with researchers' needs.

School members also often receive requests to advise students from other departments. They accept or decline such requests at their own discretion.

5.1.4 What is the policy regarding recruiting and absorbing teaching staff (senior as well as junior) and what are the plans for the future recruitment to the study program? How are these plans made and by whom?

While the School of Social Work and Social Welfare formulated a seven-year strategic development plan pertaining to faculty recruitment in 2008 which was approved by the School Council and the Rector of the University, due to the financial difficulties undergone by the Hebrew University during most of the period since, recruitment levels have been below those set in the plan. During the last three years, increased funding for universities has enabled us to increase recruitment of faculty for the School. The School Development Committee identifies the most relevant fields of knowledge and practice and faculty are recruited accordingly. We tend to recruit faculty members from graduates of our PhD program who have completed at least one academic year of post-doctoral studies, graduates of other PhD programs in Israel or overseas, as well as faculty members from other universities. In keeping with the existing procedures at the University, the School publishes an invitation for all interested candidates from the graduates of our PhD program, from the University, or from outside the University to submit applications. Potential candidates are examined by the School Committee for Appointments and Promotions, which submits a recommendation to the Dean regarding the candidate's suitability for the position as outlined in the development plan. If a candidate is found suitable, the general university procedure for appointing new faculty members begins. The general university policy for recruiting new faculty members also applies to new faculty members at the School. An attempt is made to integrate each new faculty member into research activity with a senior faculty member and with a research group working at the School. New faculty members are matched with an advisor, who assists them with submitting research proposals and with publishing collaborative scientific articles, in

addition to helping them with professional dilemmas and with their orientation and socialization to the Hebrew University and to the School.

5.2 Technical and administrative staff

5.2.1 Describe the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity?

The School's administrative staff consists of 17 employees filling 13.5 positions. The top positions of the administrative staff are the Dean and the Associate Dean who are responsible for all the administrative issues related to the School. The Associate Dean's tasks include construction and development; monitoring and supervising the budget; marketing and advertising the School; organizing conferences and events; and, managing human resources. There are two administrative assistants in the Dean's and Associate Dean's offices.

The School's Accounting Office is responsible for all the budgetary activities of the School including the teachers' research budget, foundations and donations. The accountant is supported by an assistant.

The Teacher and Student Secretariat is responsible for all the issues relating to teachers and students, such as creating the curriculum in coordination with the Dean and heads of the programs, assigning classrooms to teachers, and testing and consulting with the students on academic matters. The Teacher and Student Secretariat is run by the Teaching Secretary with the help of an assistant. The Teaching Secretary is also responsible for two additional Secretariats; the Undergraduate Student Secretariat with its director and assistant and the Graduate Students Secretariat with a director and two assistants.

Additional administrative positions include: The Human Resources assistant who is responsible for hiring the School's junior staff and administrators and coordinating support for the research students. The media and computer coordinator of the School is responsible for the administrative and academic staff's computers, the classroom computers, advertising and marketing the School via media such as the website, Facebook and other social networks. The Head of Facilities is responsible for ongoing maintenance, technical equipment and technical assistance with the School's events and conferences.

5.2.2 In summary, what are the points of strength and weakness of the human resources (teaching staff, technical and administrative staff)?

The teaching staff of the School of Social Work and Social Welfare consists of leading researchers and practitioners in their fields. The course subjects are diverse and offer a wide range of relevant topics for

study in theory, research and practice. Our faculty bring to the class knowledge and experience and offer students excellent opportunities for learning and intellectual development. Our strengths are the fact that our academic staff are leaders in their fields and can offer students not only cutting edge knowledge but also share with them the products of their own research. Our adjunct teachers are chosen for their specific expertise, experience and teaching skills. Our ongoing satisfaction surveys and meetings with the students provide evidence of the overall success of the teaching program. There are, of courses, cases of less successful courses and teachers. Adjunct teachers who do not reach acceptable teaching level results are replaced by others. In the case of academic faculty, program heads work with them and they also participate in refresher courses at the university center for teaching excellence. Our major weakness is the size of classes and the lack of teaching assistants. Due to financial restraint and the costs entailed in employing teaching assistants, we are forced to hold relatively large classes in most cases and to limit the use of course assignments during the courses. This limits our possibilities to devote sufficient attention to students and to offer them optimal learning experiences.

The School of Social Work and Social Welfare has a reputation for excellent and high quality student services. In the satisfaction survey conducted every year among the general student body, the Undergraduate Student Secretariat of the School receives the highest grade of all the student secretariats of the University. In addition, the Graduate Secretariat is ranked among the top departments in the survey.

Despite the growth in the number of our students, in particular in the Graduate Program, there has not been an increase in the number of employees of the Secretariat due to lack of funds. Among the 4.5 positions in the Student Secretariats, only 2 of them are paid for by the University; the rest are temporary and paid for out of the School's budget. Funding for the positions are covered at the expense of funding other needs in the School such as upgrading the systems within the Student Secretariats.

To this chapter, please attach the following information:

- **Tables 2A through 2D (Appendix 10.2) detailing senior and junior faculty, adjuncts (senior and junior), teaching and research assistants, post-doctoral staff members.**

Chapter 6- Research

6.1 What is the department's perception of research, and what are the expected outcomes?

The School is part of the Hebrew University, which strives for excellence in promoting basic and applied research. Research is expected to produce innovative and groundbreaking knowledge, based on the most updated theories and research designs, as well as to inform policy and practice. The School's research aims to develop knowledge in all forms of social work practice, and in social welfare and social policy.

Faculty are expected to be committed to the existence of an ongoing dialogue with social work and social welfare agencies through frequent contact with the social, health and third sector agencies. This dialogue facilitates development of knowledge in the current practice of social work and social welfare by advancing research on topical social issues. This gives rise to two interrelated functions: (a) providing guidance and inspiration to the social work and social welfare fields, based on advances in the theoretical and practical knowledge produced through the School's research in the field; and (b) ongoing assimilation of activities in the field through learning about and studying innovations arising in the field.

The School also expects faculty to train doctoral degree students to become top researchers and professionals who will in the future join the ranks of the academic staff both in our school and elsewhere. Through research and projects collaborations faculty are expected to broaden the knowledge and skills of leaders in the fields of social work and social welfare in Israel and in the global arena.

Expected outcomes - as part of the university our faculty are committed to producing quality publications. We are expected to publish several publications each year in leading journals and to receive funding from competitive grants. Our School encourages submission for governmental, public, and third sector grant sources. It also encourages faculty to publish in Hebrew in order to make knowledge accessible to the local professional community.

6.2 What are the department's special strengths and uniqueness in research?

Our faculty plays a leading role in research on social policy in Israel and in a cross-national comparative perspective and much of the faculty research assists government and non-profit organizations in the policy formulation process. We have the strongest gerontology research program in Israel, and play an important role in the European Union collaborative studies in this field through the SHARE network. Early childhood is a major focus of research at our School with one major aspect of this being cultural sensitive research, as undertaken at the NEVET research greenhouse, is focussed uniquely on early childhood. Our faculty members have expertise in research on violence - interpersonal, school, community, political, with large-

scale studies being conducted among Israeli Arab and Jewish population at different age and context. Research on disability and health (physical and mental), both on the micro and macro levels, has been a growing focus of faculty research in recent years. Finally, our graduate program in non- profit management and our research centre on philanthropic studies have provided the framework for path-breaking research on the Third Sector.

6.3 Please list in a form of a table the leading journals in the field (listed according to ranking,) including a separate column of faculty publications in these journals.

The leading publications were chosen based on their rank (A or B) in the Jerusalem Index. The Jerusalem index is part of the Hebrew University efforts to classify scientific journals by their quality. This index serves as one of the criteria to assess the quality of faculty publications in the promotion processes. The index is based both on experts' judgment and ranking in the JCR Index. The Jerusalem Index has four classification categories. Category A includes 5-8% of all journals in the specific discipline (in our case, in Social Work). These are the top journals in that field. Category B consists of excellent journals in that research area. Jointly, category A+B includes 20-25% of all journals in the specific discipline. Category C includes good journals, but with lower quality than those in category B. Categories A+B+C include 50-55% of all ranked journals in the discipline. Category D includes additional journals in the research field. **Appendix 6.3.1** lists the leading publications in the last 5 years (Impact Factor is included as well). It shows that between 2009-2013 our faculty members published 37 articles in 16 different journals that are classified in category A, and 70 articles in 24 different journals that are classified in category B. In category A the journals with more frequent publications are: American Journal of Orthopsychiatry (5 publications) Child Abuse & Neglect (4 publications), Social Service Review (4 publications), Gerontologist (4 publications), British Journal of Criminology (4 publications), and The Journals of Gerontology Series B- Psychological sciences and social sciences (3 publications). In category B the journals with more frequent publications are: Children and Youth Services Review (19 publications), Journal of Interpersonal Violence (7 publications), British Journal of Social Work (6 publications), Aging & Mental Health (6 publications), Research on Social Work Practice (5 publications), and Aging & Society (4 publications).

6.4 Please provide a list of additional publications in the last five years (only by the teaching staff of the evaluated study program) according to refereed journals, books (originals or editions), professional journals, conference proceedings, professional reports, prizes etc. Please include data on impact factor.

Appendix 6.4.1 presents a list of additional 186 publications published in peer reviewed Journals classified in categories C and D in the Jerusalem Index (impact factor is included) in the last 5 years. 32 (17%) of the publications are written in Hebrew publications; Social Security (12 publications), Society and Welfare (11

publications), Gerentologia (4 publications), Megamot (2 publications), Mifgash (2 publications), and Hade'a Harovahat (1 publication), 3 publications are in Arabic; Bahithat (2) and Jadal (1) and one in German: Soziale Arbeit Deutsches Zentralinstitut für soziale Fragen. All other 150 publications are in English. The most frequent journals (in English) are: International Psychogeriatrics (11), Nonprofit & Voluntary Sector Quarterly (7), European Journal of Ageing (4), Community Mental Health Journal (3), Journal of Community Psychology (3), Journal of Intellectual Disability Research (3), Journal of Loss & Trauma (3), Research in Developmental Disabilities (3), Social Indicators Research (3), Social Work Education (3), Social Work in Health Care (3), and Violence Against Women (3).

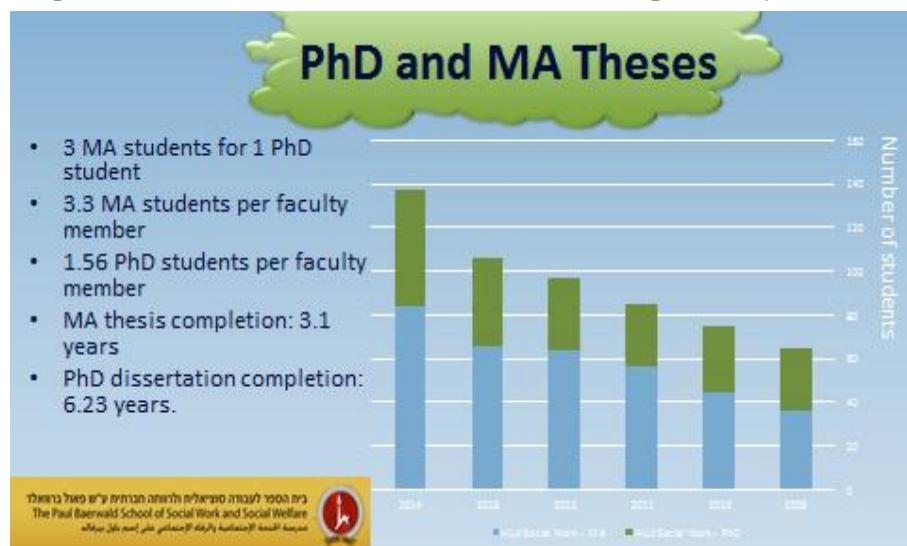
Appendix 6.4.2 presents a list of books (authored or edited) by our faculty members. It shows that in the last five years our faculty members published 14 books in distinguished publishing houses including three books published by Springer (From Child Welfare to Children Well-being: An International Perspective on Knowledge in the Service of Making Policy; Policy Initiatives towards the Third Sector in International Perspective; and Children, Families and Gender in Mediterranean Welfare States); one book published by Sage (Children in Childhood: A Research Handbook), one by Cambridge University Press (Militarization and Violence against Women in Conflict Zones: A Palestinian Case-study), and one by Jessica Kingsley Publishers (Faith and Fertility: Attitudes Towards Reproductive Practices in Different Religions from Ancient to Modern Times).

Appendix 6.4.3 presents a list of chapters in edited books published by our faculty members. It shows that in the last five years 83 chapters were published in edited books, 17 (20%) of them in Hebrew. Many of the chapters written in English were published by distinguished publishing houses including Springer (8 publications), Routledge (7), Oxford University Press (5), Sage (5), Jessica Kingsley Publishers (4), and Guilford (3).

Theses and dissertations

On average, each faculty member advises 3.3 theses of MSW/MA students, and 1.56 dissertation of PhD student (see figure 6.4.1).

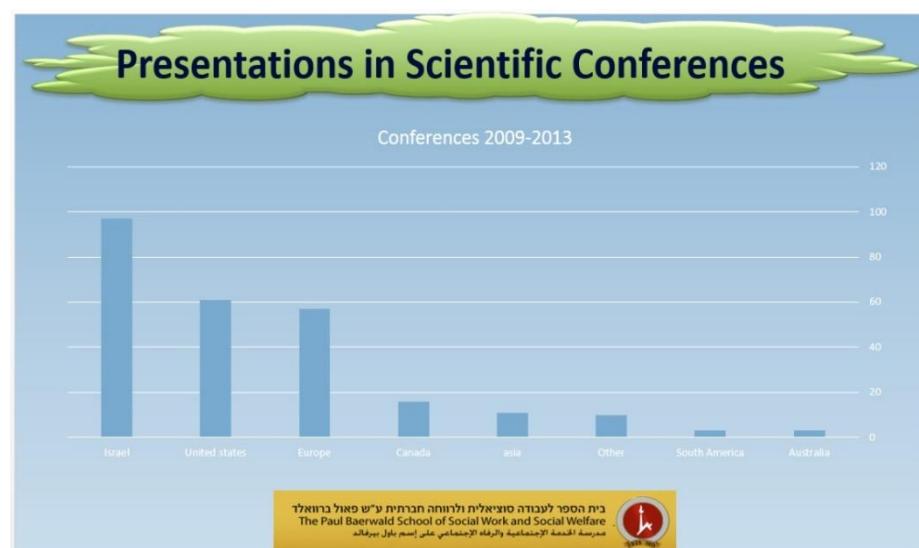
Graph 6.4.1: Number of Theses and PhD dissertations per faculty member



Conference presentations

In the last five years our faculty members presented in 257 conferences total, of which 97 (38%) were held in Israel, 61 conferences (23.7%) in the US, 43 (16.7%) conferences in Europe; 16 (6.2%) conferences in Canada, 14 (5.4%) in the United Kingdom, and others in Asia, South America, Australia and the Middle East. The percentages of international conference presentations of total conference presentations are 62% (see Graph 6.4.2).

Graph 6.4.2: Number of Conference Presentations in the last five years



6.5 What are the research funds (in \$) of the institution, faculty/school, evaluated unit/study program in each of the last five years according to the source of funding: competitive sources (government/non-government), non-competitive public funds, other non-competitive funds (non-government), internal funds, donations. Please refer also to the research infrastructure: research laboratories, specialized equipment and budget for maintenance (level and sources of funding).

Table 6.5.1 presents research funds (in \$US) by source of funding. It shows that money derived from competitive grants constitutes between 37% (on year 2011-12) and 52% (on year 2012-13) of all research funds. **Appendix 6.5.1a** lists all awarded grants. It shows that in the last 5 years our faculty member were awarded 22 competitive grants including eight grants from the Israel Science Foundation (ISF), three grants from the European Union (FP7), one grant from the Germany-Israel Foundation (GIF), one grant from the US-Israel Binational Science Foundation, and one grant from the National Institute of Health.

Table 6.5.1. Research funds (in US \$) by source of funding

	Budget in USD 2008-9	Budget in USD 2009-10	Budget in USD 2010-11	Budget in USD 2011-12	Budget in USD 2012-13
Competitive according to the Planning and Budgeting Committee	434,748	424,474	498,719	417,535	696,812
Governmental/Public	361,594	415,850	542,834	478,666	470,431
Public and Third Sector	7,552	6,827	14,790	16,055	14,782
Other	217,437	187,407	185,540	206,237	156,272
Total External	1,021,33 1	1,034,55 9	1,241,88 4	1,118,49 2	1,338,29 7
Internal and Hebrew University Friends Associations	136,485	169,602	134,627	129,219	250,457
Total	1,157,81 6	1,204,16 1	1,376,51 1	1,247,71 1	1,588,75 4

Table 6.5.2 presents a list of awards received by faculty in the last 5 years. It shows that 10 awards were allocated, 5 in US or Canada, and the rest in Israel. Awards include an International Women's Rights Prize

by the Gruber Foundation, US, a Lifetime Contribution Award for Contribution to Social Policy by ESPAnet Israel, and President, Israeli Law and Society Association, Israel.

Table 6.5.2 List of awards received by faculty by beginning of period in the last 5 years

Year	Awarding title	Awarding institute	Country
2008	Faculty Research Program Award	International Council for Canadian Studies	Canada
2008	GAPSA/Rector Award for Interdisciplinary Innovation	University of Pennsylvania	United States
2008	International Women's Rights Prize	The Peter and Patricia Gruber Foundation	United States
2008	Rector Award	University of Pennsylvania	United States
2008	The Phenomenal Woman Award	California State University, Northridge	United States
2009	Distinguished Leadership Award for Internationals 2009	the University of Minnesota	Israel
2009	Mildred and Benjamin Berger Chair in Criminology	Hebrew University of Jerusalem	Israel
2011	Distinguished Work in the Field of Law and Society	Law and Society Association	Israel
2014	Lifetime Contribution Award for Contribution to Social Policy	ESPAnet Israel	Israel
2014	President, Israeli Law and Society Association	Hebrew University of Jerusalem	Israel

Appendix 6.5.2a presents faculty roles in peer reviewed journals in the last 7 years. It shows that many of our faculty members served as editors or co-editors of journals (e.g., Social Security (Hebrew); European

Journal of Ageing; Nonprofit and Voluntary Sector Quarterly), section editors (Child Development; Development and Psychopathology), or editors of special issues in several Journals (e.g., Mifgash (Hebrew), Research on Social Work Practice).

Our faculty members serve in different leadership roles both within the University (e.g., chair of the University Admission Committee, Senate representative to Board of Governors) in centers within our University (Co-director of NEVET, Greenhouse of Context-Informed Research and Training for Children in Need) and centers and organizations affiliated with the University (general director of the Haruv Institute for preventing child maltreatment) as can be seen in **Appendix 6.5.2b**

6.5.3 Provide a list of Chairs, research institutes, research centres and research facilities established in the last five years, including specialized laboratories.

The School does not have any research facilities or laboratories. However, it has several research centers: *The Israel Gerontological Data Center* (IGDC) is one of several Knowledge Centers established with the support of the Israeli Ministry of Science and Technology in order to further scientific inquiry. The purpose of the IGDC is to provide an infrastructure for the study of population aging in Israel by promoting access to a wide range of relevant data. The Center was established in partnership with a consortium of scientists from the fields of social science, health and gerontology. The offices of the IGDC are located at the Paul Baerwald School of Social Work and Social Welfare at the Hebrew University in Jerusalem. The IGDC is currently supported by the Ministry of Senior Citizens. One of its major studies is SHARE - Survey of Health, Ageing and Retirement in Israel. SHARE is a multidisciplinary and cross-national panel database of micro data on health, socio-economic status and social and family networks of more than 55,000 individuals from 20 European countries aged 50 or over. It is harmonized with the U.S. Health and Retirement Study (HRS) and the English Longitudinal Study of Ageing (ELSA) and has become a role model for several ageing surveys worldwide.

The Center for the Study of Philanthropy in Israel was established in 2006 in cooperation with the Israel-Joint Distribution Committee, aims to enhance existing knowledge in the field and to provide an appropriate academic framework for achieving that goal. The Center operates in cooperation with the Joseph Schwartz Graduate Program in Management of Community and Nonprofit Organizations. Its mission is to engage in efforts to develop and promote basic and applied research knowledge on philanthropy in Israel and in Jewish communities throughout the world. One of its major goals is to develop, gather, and disseminate knowledge on the sources of Jewish philanthropy and philanthropy in Israel, and to generate additional sources of philanthropy in Israel.

NEVET (Hebrew) greenhouse- is a multidisciplinary research and training venue that serves as a “greenhouse” for capacity building of young scholars and practitioners. Its team of leading scholars comes from the disciplines of social and community work, psychology, criminology and medicine. The mission of NEVET is to develop a deep understanding of child wellbeing in a context-informed multidisciplinary perspective. It aims to develop knowledge, inform policy and promote context-informed perspectives on children in need for professionals and services working with families and young children in multicultural and international contexts. The “greenhouse” is affiliated with Haruv Institute and the School of Social Work and Social Welfare, and with the Lower Saxonian Institute for Early Childhood Development and Learning (nifbe) and the University of Osnabrueck in Germany.

HARUV institute, affiliated with our school, was established by the Schusterman Foundation - Israel in 2007. It is Israel’s leading authority on child abuse and neglect. Its mission is to become an international center of excellence contributing to the reduction of child maltreatment; and to create and nurture a capable and skilful community of professionals dedicated to the welfare of children who have suffered from all types of abuse—psychological, physical, and sexual, as well as neglect. The realization of this vision involves a three-pronged approach involving research, education, and public policy in which the best results for children are achieved when insights from research inform professional training and policy. The Haruv Institute conducts its own research and also provides research grants to external investigators. The general director of Haruv and the head of its research unit are senior faculty at our school.

6.5.4 Please provide data on research students (master degree with thesis, doctoral degree): overall number (internal/external), sources of funding, level of funding, number of graduates (of the university, faculty/school, parent unit/study program) in each of the last five years.

Data on research students is provided in Table 6.5.4.1 it shows an increase in the number of students who write theses or dissertations. The increase in the theses reflects the expansion of the MSW/MA programs as the proportion of students who write theses remains almost the same (between 25-33% in the MSW program). The increased number in the PhD program reflects greater demand. Sources of funding for a limited number of students is presented in **Appendix 6.5.4.1a**

Table 6.5.4.1 Number of research students and graduates with these or PhD in the last 5 years

Degree	Year	Number of students who wrote theses/dissertations that year (regardless of the beginning year)	Number of graduates with theses/PhD (regardless of the beginning year)
MSW			
	2009	37	11
	2010	41	11
	2011	55	16
	2012	43	15
	2013	70	35
MA in the Schwarz programs	2009	1	10
	2010	4	4
	2011	11	11
	2012	14	8
	2013	19	6
Ph.D.	2009	44	3
	2010	39	6
	2011	43	5
	2012	50	6
	2013	57	8

6.6 Is there a commercialization unit in the institution? Briefly describe its function: number of patents registered and where have they been registered.

There is no commercialization at our school.

6.7 Please list cooperation activities by department members both in Israel and abroad.

Our Faculty members have extensive collaboration in Israel, Europe, USA, Canada, Australia, and Asia. This includes joint large-scale studies (e.g., SHARE), joint publications, co-editing of peer-reviewed journals and books, research groups, international projects, and conferences. Here are a few examples. For a more extensive list see **Appendix 6.7 Israel**- Professor Muhammad Haj-Yahia collaborate with Dr. Nazeh Natur, School of Continuing Education, Al-Qasemi Academic College, Baqa Al-Gharbeyyeh, Israel, Dr. Becky Leshem, School of Special Education, Achva Academic College, and Mr. Amir Mohammad Sayem, Bangladesh Institute of Social Research on a research study entitled "The exposure of young adults from Israel, Palestine, and Bangladesh to community violence: Its mental health consequences and protective factors". As a director of NEVET, greenhouse of context informed research and training for children in need, Professor Dorit Roer-Strier collaborates with universities and research institutes in Israel, Europe, USA and South Africa. In Israel: Dr. Jenny Kurman from the psychology department of Haifa University, Prof. Ariel Knafo, from the Psychology Department at Hebrew University, Prof. Eli Schwartz,from Shiba hospital and Tel Aviv University.

Europe- Prof. John Gal collaborates with scholars from 20 other research institutes in the framework of the BEUCitizen project on barriers to European Citizenship, which is funded by the European Union's Seventh Framework Programme for research, technological development and demonstration. Coordination of the social area in the Survey of Health, Ageing and Retirement in Europe (SHARE), a panel study of persons aged 50 and over. In this capacity, Professor Howie Litwin collaborates with over 70 academics from sociology, economics, health and medicine including Prof. Axel Boersch-Supan from the Max Planck Institute for Law and Social Policy in Munich, Prof. Agar Brugiavini from the University of Venice, Prof. Guglielmo Weber from the University of Padua and Prof. Karen Andersen Ranberg from the University of Southern Denmark.

Led by Professor Anat Zeira, Wolfgang Schröer (Hildesheim University, Germany); Walter Lorenz (Free University of Bozen, Italy); Cinzia Canali (Fondazione E. Zancan, Padova, Italy); Michelle Share (Trinity College, Dublin, Ireland); Irina Nameshtinkova (Moscow Regional University, Russia); and Elena Chernysheva (Don State Technical University, Rostov, Russia) – collaborate on EU TEMPUS TACHYwe - Transnational academic careers in child and youth welfare (2012-2015).

Cooperating on a multi-national project “International Study of Children’s Well-Being - ISCWeB”. In this ongoing project (see www.isciweb.org) Professor Asher Ben-Arieh collaborates with Prof. Sabine Andersen, Institut für Sozialpädagogik und Erwachsenenbildung, Goethe-Universität Frankfurt, Frankfurt am Main, Prof. Jonathan Bradshaw, Professor of Social Policy at the University of York and Durham University, Prof.

Ferran Casas, Professor of Social Psychology, coordinator of the ERIDIQV Research team, Research Institute on Quality of Life, University of Girona (Spain).

US- Dr. Wendy Walsh and Professor David Finkelhor from the Crimes Against Children Research Center at the University of New Hampshire, collaborate on joint research studies (e.g., sexual relationships between minors under the age of consent and a person who is much older than they are) with Dr. Dafna Tener.

Professor Lakshmi Ramarajan from Harvard University, Professor Ida Berger from Ryerson University, Canada, collaborate with Dr. Itay Greenshpan in a research study examining the motivations and multiple identities of charity sports bike rides.

6.8 Please list the major consulting activities done by faculty.

Ministry

Professor John Gal serves as a consultant to the Minister of Welfare and Social Services and to the Director-General of the Ministry of Welfare on general social policy issues. Prof. Gal also serves as a consultant to the Director General of the National Insurance Institute on poverty policy. He also served as a member of the State Committee for the War on Poverty.

Dr. Michal Almog-Bar serves as a consultant to Israel's Prime Minister Office on roundtables for partnership between the nonprofit sector, government and the business sector.

Non-profit organizations

Professor Anat Zeira served as a consultant to the Director General of the Joint Distribution Committee (JDC) on program evaluation matters.

Dr. Shirli Werner serves as a consultant for several nonprofit organizations- Akim Israel, Keren Shalem, and Bizchut- that focus on individuals with intellectual disabilities: interventions, support and advocating.

Dr. Michal Almog-Bar serves as academic consultant to Jewish Funders Network, Israel on cross- sector partnerships.

Academia

Prof. John Gal served as a consultant to the Higher Education Council (2011-2013) regarding recognition of a new school of social work.

The Israel Gerontological Data Center, founded by *Prof. Litwin*, provides support, guidance and advice to tens of Israeli academics in the field of gerontology, from all the major institutions of higher learning.

6.9 What is the level of synergy between research and teaching needs at the various degree levels?

As a professional school within a research university, the School must maintain a balance between the research and the applied aspects of social work education. We believe that we meet this expectation in a satisfactory manner, and succeed in combining these two elements in research, teaching, and training. At the same time, like many other units of the Hebrew University, and other institutions of higher education in Israel, the School is confronted with budget cuts that affect all aspects of its work. Our classes include large number of students. In the past five years, the overall average number of students in the class taught by tenure track faculty was 40; 27 classes consisted of 15 students in every class while 22 classes included 100 students and up. The large number of students reflects the increasing number of students, especially in our MSW program, and the relatively small absorption of new faculty. It also reflects the fact that mandatory courses are usually taught by tenure track lectures, and those courses are taught in large groups or in the total cohort of students. In addition, we have had to cut down on Teaching Assistants in most courses, a result of which is the expansion of faculty teaching tasks.

At the MA level we manage to achieve a better balance than at the BSW level as many elective courses reflect faculty research expertise. Research seminars and thesis seminars also enable faculty to work with their students on their research areas.

6.9.1 In summary, what are the points of strength and weakness of the research, and are you satisfied with the research outcomes of your department?

Strengths- On a whole, we are satisfied with the research outcomes of the faculty of our School. We have high rate of publications in top journals, our books are published by leading academic publishers, and we have high rates of success in competitive grants. We are leaders in the fields of violence, social policy, child welfare, non-profits, and research in gerontology. Our faculty members have an impressive range of collaborations with scholars at the world's leading universities. Faculty members serve as consultants to ministries, leading social welfare organizations, and nonprofit social services. We believe that our achievement do indeed place the School very high among schools of social work on the international level.

Weaknesses- Our infrastructure is limited – we lack statistical consultation, research coordinators that can be funded on a long term basis, and no full-fledged research center. We do not have enough research on evidence-based practice in general and intervention research in particular. We have had an impact on policy much more than on interventions in social work agencies. One of the problems is that our faculty are not compensated for time spent in the field in order to assist in building and researching evidence-based or research-informed interventions.

Our young faculty focuses on basic and applied research in social sciences domains, and the link between these research studies and social work or social welfare is not always clear. We lack sufficient faculty that address issues relevant to the social work profession, its essence, history and future direction etc.

Most of our faculty do not conduct longitudinal studies. We need to go in this direction to learn more about causation and be competitive with other Western countries. Our research does not address the intersection between domains, for example violence and substance use, physical and mental health, mental health and poverty, rehabilitation of mental health and special needs patients, trauma and ethnicity. Each of our faculty members tends to be focused primarily on one of the aspects.

Chapter 7 - Infrastructures

7.1 Where the unit is physically located in the institution, in which building, and where does the study program under evaluation operate? Do other study programs share the building?

From the early 1960's until 1980, the Paul Baerwald School of Social Work and Social Welfare was located at the Safra (Givat Ram) campus of the Hebrew University in a building of its own, built and designed especially for its needs by the Joint Distribution Committee. In the mid-seventies, the School of Education, the Faculty of Law and the Faculties of Social Sciences and Humanities were transferred to the newly rebuilt Mt. Scopus Campus. It was then only a matter of time, when in 1980 it was decided to also transfer the School of Social Work to the new campus. The new location on the Mt. Scopus campus, in the northern wing of the Education Building was not initially planned for the School of Social Work and was not suitable for the School's needs. The classrooms were insufficient, both in number and size, and some were even located outside the School. There were neither research rooms, nor areas suitable for staff meetings or students' gatherings. The renovations carried out about fifteen years ago slightly improved the situation by increasing office space and classrooms, but this still did not meet our growing needs for research space and facilities, for multi-media classrooms and for staff and student meetings.

The School of Social Work and Social Welfare is an independent school, not part of any faculty, though it shares the building with the School of Education, the Melton Center, the Institute for Innovation in Education, and others without any physical separation between them. In addition, the School's offices and classes are scattered over 5 floors, and the computer lab and Library are situated separately and far from the center of the School. Finally, some of our classrooms are located in the Social Sciences building across the campus.

Two years ago the Haruv Institute was inaugurated in the southwest corner of the Mt. Scopus campus, headed by a faculty member of the School. The Institute works closely with the School and the School's faculty uses a number of rooms there, and shares the meeting rooms.

7.2 Please describe the overall physical infrastructure that serves the unit and the study program under evaluation. Please refer to classrooms, computerization, administrative and academic faculty offices; to what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?

The academic staff occupies 36 offices, and the administrative and technical staff -18. In addition, we have two rooms for the academic staff in the Haruv Institute. The field instructors have seven rooms on the premises which they share depending on the time and day. The School's research centers occupy three rooms on campus and six rooms in the Haruv Institute complex. In addition, there are two meeting rooms.

There is a storage room, a large photocopying room, and a smaller photocopying room for use by the employees of the Dean. A few years ago a doctoral students' room was built equipped with several computer stations, but because of the uncomfortable physical layout of the room the students avoided working there resulting in essentially no appropriate room available for the doctoral students.

All senior tenured faculty members are entitled to an office of their own while active professor's emeriti are also entitled to a working space as long as they continue with their research and volunteer to teach. Adjunct teachers share their office with one another in one room. The basic equipment in each office is a desk, chairs, a computer, a printer, a telephone, bookshelves, and a filing cabinet. Faculty members, who also have an administrative duty (e.g., Heads of programs) have also a small sitting corner. All the administrative staff offices are equipped in the same way. The size of the offices at the Social Work building is quite small (between 8 and 11 square meters) and cannot be expanded due to the design of the building. Nowadays, with the addition of computers, printers and other equipment, most offices are over full.

There are 17 classrooms in full use and another classroom in partial use two days a week serving the students of the various programs. Of the 17 classrooms, one is a lecture hall (of 114 seats), 8 are medium-sized classrooms (30-60 seats), and another 8 are smaller rooms, most of them seminar rooms (15-29 seats). The classes are equipped with a "smart" multimedia system that includes a computer connected to the internet, a DVD drive and a digital projector, to which the lecturers can connect with their portable computer or Flash drive. For situations which require a fully computerized classroom (such as statistics, data processing and research designs), we use the two main computer centers of the University.

In addition we have a big, 45 seat conference room that was recently renovated and installed with a state of the art video conference system, donated as part of the TEMPUS project. The conference room is employed for school-wide seminars, School committee meetings, as well as for the weekly research student's seminar.

We have installed Wi-Fi routers throughout the corridors and classrooms for free internet connection to the students and academic staff during and after classes. We do not have special equipment for students who wish to attend classes with a laptop, but as most laptops can be used with batteries there is no special demand for this kind of infrastructure. We recently renovated the main corridor near the School's entrance where we installed new sitting stations for students with Wi-Fi and laptop accessibility.

7.3 Laboratories

7.4 What laboratories serve the program, who uses them, how are they equipped, and how many seats do they have?

We do not have laboratories.

7.5 Library and Information Technology (IT)

7.6 Describe the library including computerized databases, which serves the students and the teaching staff of the study program, its strengths and weaknesses.

The Social Work, Education, and Jewish Education Library was created in 2003 with the establishment of the Library Authority, by the merging of three existing libraries. Until that year, each library had been independent. Following the unification an ongoing effort has been made to also unify the services and collections.

Physical Description

The library extends over three floors in an area of around 3000 square meters. The entrance to the library is on the main level of the campus in close proximity to the Social Work and Education Schools. The library is handicapped accessible. The library has wireless internet access.

Ground Floor (actually 3rd floor)

This floor includes the *Foreign Language Journal Room* that was recently redone (journals which have an online edition and/or are available in other libraries on campus, as well as journals which have very little readership have been moved to remote storage on the Givat Ram Campus). The hall is also used a student lounge and a group-work room. It also includes new public services; the Lending library with 3,300 active readers; and the Central Hall which is designated as a space open for talking. It includes computer stations (10 out of 40 were newly purchased in the summer of 2012) and tables for group work.

4th Floor – Hebrew Language Education, Social Work and Multimedia Collections

The central hall contains the Hebrew language collections on education, Jewish education and social work journals as well as the public computer stations and work tables. It is designated as a place for quiet work. This space is also frequently used as a meeting hall for seminars for different departments. Room 401 is a group room. Room 402 is a multimedia room, containing the movie collection of the library (around 3,000 titles) in video and DVD as well as equipment for showing to groups of up to 60 people. It is also used as an instruction room.

5th Floor – The Social Work Floor of the Library

The central hall which includes the social work book collection and several work stations is designated as a quiet study hall. It includes 15 computer stations for use by the students and reference station staffed by a professional librarian.

Collections

- *The Social Work collection* is a world-class collection that has been built up over many years. The collection contains around 50,000 different titles and around 100,000 total volumes. We have also recently acquired many digitized books.
- *PhD Thesis Collection* – The volumes are scanned and available on the internet.
- *MA Thesis Collection* – The volumes are scanned and available on the internet.
- *Journals* – The foreign language social work journals are all available in digital format. The Hebrew language journals are only available for the time being in print.

Databases

Databases include *Social Work databases*-Social Work Databases: e.g., Social Services Abstracts; Social Work Abstracts (EBSCOhost); Violence & Abuse Abstracts (EBSCOhost). *Psychology databases*- e.g., PsycNET (PsycINFO, PsycARTICLES, PsycBOOKs). *Social Sciences databases*- e.g., Science Direct (Elsevier); and Szold Institute Databases (Hebrew). See also <http://educlib.huji.ac.il/databases-eng.html> for a complete list of databases.

Library Services

The library is open to the public Sunday – Wednesday 9:00 – 18:45 and Thursday 9:00 – 17:45.

The library serves the students and staff, and is constantly in the process of making new acquisitions, cataloging and sorting the collections, providing training sessions, lending to students as well as other libraries, building new collections (including digital), outreach activities, hosting seminars and hosting exhibitions of the current collections and of visiting artists.

Library staff

The staff includes: Director, head of Social Work Collection; head of Journals and Inter-Library Lending; head of Education Collection; head of Jewish Education Collection and Multimedia; head of Lending; Lending Librarian; head of Computers; reference librarian.

Budget

The total budget amount for 2013 was around NIS 450,000 for the Education, Jewish Education and Social Work libraries. 22% was spent on databases, 44% on journals, and 33% on books.

Strengths and weaknesses of the library:

It has a professional and dedicated staff, with a shortage of young talent as a result of a drastic reduction in standards. We have a world class collection which we make a serious effort to maintain despite the cutbacks. The infrastructure is old and requires significant renovation. It is particularly critical to modernize the electrical and communications systems to enable laptops to connect to the internet from all over the halls.

7.7 Accessibility: Do the institution and the study program take steps to enable the convenient access of the students with special needs to the study material and the different facilities, e.g. classrooms, laboratories, library? If part of the programs takes place on different campuses, how is equal opportunity of access to the facilities and equipment at the main campus ensured for all students?

Hebrew University goes to great lengths to assist special needs students throughout the course of their studies by ensuring that any physical or medical limitations will not prevent them from successfully graduating. The School of Social Work and Social Welfare, in particular, takes great pains to help their students with special needs take advantage of all the opportunities to learn and successfully complete their studies. The School works in conjunction with the Dean of Students Office which incorporates several bodies whose job is to serve the special needs students.

Accessibility Issues

The Dean of Student's Office established a special unit which is responsible for all accessibility issues. The unit coordinator helps the students who require special assistance, including ones with chronic diseases as well as temporary health issues (such as a student who broke his hand) and students with any type of handicap. The School works directly with the coordinator to assist these special needs students. Solutions run the gamut and include creating special accommodations for test taking and assignments, offering aid and support, assigning mentors, etc.

Learning Disabilities

The unit for testing and support of students with learning disabilities serves all our students requiring help and assistance as result of ADHD, dysgraphia and many other learning disabilities. The unit was established with the support of the Dean of Student's Office to help with testing, treatment and assigning assistants to the students. Additionally, the unit supplies laptop computers to students who have trouble writing by hand, in particular students with dysgraphia. The School works in direct coordination with the unit, referring to them students and responding to the recommendations of the unit. Common recommendations include: Increasing testing time, taking tests on a computer, informing instructors to ignore spelling mistakes and more (see also section 4.1.7 Counselling systems).

The Center for the Blind

The Center for the Blind at the University provides assistance and support for students with a wide range of vision problems. The center enables these students to take tests with advanced technological equipment and provides assistants to help with reading and writing. The Center and the School work together to directly provide eligible students the help they need (see also section 4.1.4 B for the number of students with visual impairment at our school in the last 5 years).

Computer Lab

The computer centers on the Mount Scopus campus are accessible to the physically handicapped. The main computer center is equipped with a stair lift, and there is a direct passage between the main computer center and the center for the blind. In the second computer center, which is situated on a single floor, a ramp leads from the entrance to the computer area. There is also direct access to the center from a parking lot. All computers at both Mount Scopus computer centers are equipped with special software to assist students with disabilities: “Zoom Text” is a program to help vision-impaired students hear the text spoken aloud, and a Word tool called “Dyslexia” incorporates special editing features for dyslexic students.

School Support

The School offers its students an academic advisor who finds these students practical accessibility solutions, provides accommodations for testing and paper writing and offers individual consultations regarding every issue and question. The academic advisor works in full cooperation with the dean of student's office. The School works hard to make the necessary physical accommodations so the classrooms and offices are accessible for all our students. Every classroom has designated seats for our special needs students. Additionally, the School has elevators from the parking level to the top floor of the building. Each elevator is equipped with a voice-activated system to best accommodate our blind students. Finally, the School offers extra services for our special needs students on the fifth floor of the building including additional lockers like the ones spread across the campus.

7.8 In summary, What are the points of strength and weakness of the physical infrastructure?

Points of Strength

1. The School has made major efforts to provide an infrastructure that provides sufficient office space and classrooms for its needs.
2. All the teachers' and administrative staff rooms are computerized.
3. In all the classrooms there are computer stations for the lecturer and facilities for people with disabilities.

4. All the bathrooms in use by the students and staff have been modernized.
5. The library has an outstanding collection of books and offers very useful services for students.
6. University and School services for students with disabilities and special needs are relatively extensive and facilitating.

Points of Weaknesses

1. Over the past decade, the School has grown in terms of the number of advanced students and the number of projects and research activities. However, the increase in the number of offices and overall space has been limited. We find ourselves unable to respond to the growing space needs and there is no immediate solution to this problem.
2. The school lacks the proper space for staff and student meetings, and because there are no storage spaces, we store our equipment and archives in the building's bomb shelter.
3. Classrooms are a major difficulty that the School has to deal with. There is a lack of large classes and classes for workshops. This fact often forces us to limit the number of students in a course because of the size of the classroom or to find classrooms in other buildings of the University. For example, our largest lecture hall has 117 seats, therefore with courses or gatherings with a greater number of students we are dependent on available rooms within other departments. This problem is mostly experienced during the testing periods when the demand for more and larger classrooms is greatest.
4. In several of the rooms the equipment is obsolete. Overall, there is a problem finding the necessary funds for renovating the classrooms.
5. There is also a shortage of work rooms for doctoral students and research groups.
6. Finally, the dearth of classrooms affects the teachers and guests, as well.

National Infrastructures

7.9 From your point of view if there is a need for facilities that can serve the evaluated field on a national level, such as labs, research centres', libraries etc. please describe them.

We need more details to form opinion on this issue.

Chapter 8- The Self-Evaluation Process

8.1 Please describe the way that the current Self-Evaluation process was conducted, including methods used by the parent unit and the department/study programs in its self-evaluation process, direct and indirect participants in the process etc. What are your conclusions regarding the process and its results?

In September 2014, upon receiving the directives of the Council for Higher Education for self-evaluation, the Rector appointed Professor Barak Medina, a senior faculty member and former Dean of the Law Faculty, to head up the evaluation of all the departments being evaluated this year. Throughout the process he was accessible for every question and clarification we had, and he was in direct contact with the evaluation unit at the Council for Higher Education. The Dean of the school, Professor John Gal, appointed a senior faculty member, Professor Miriam Schiff, to be the self-evaluation coordinator, assisted by Secretary for Academic Affairs, Mr. Ori Sagie. The Dean also established a small working team, including himself, the associate Dean- Mrs. Drora Barditchev, the coordinator of the self-evaluation program, the secretary of academic affairs and Professor Gad Yair, a full time faculty member in the [Sociology and Anthropology](#) department and the initiator and constructor of the computerized program “CoolCite.” CoolCite is a CV based academic portal that supplies links to scientific associations, departments, disciplines and publications. Professor Yair, with the assistance of his program, provided us the raw data necessary to respond to chapter 6: *research*.

The coordinator and the Dean co-wrote the text, while the secretary for academic affair and the associate Dean shared the preparation of the tables and charts in the chapters and appendices. The Dean wrote the vision, mission and strategic plan for the school and reviewed the whole report several times. The associate Dean and the secretary for academic affairs also wrote chapter 7 that addresses the infrastructure of the school. The working team met periodically and had countless e-mail exchanges. The secretary for academic affairs collected data from other units in the University, including the Rector's office, the Admissions unit, the library and the office of the Dean of Students.

The Dean established a consulting committee that, again, included himself, the associate Dean, the coordinator of the self-evaluation program, the head of the study programs, the academic advisor, the head of our field training unit, the secretary for academic affairs, as well as students representatives of all our study programs (six students total; Anat Rol- representative of the PhD program; Doaa Ibrahem- representative of the BSW program and MSW program-clinical track; Hadas Moore- representative of the BSW program and MSW program- Generic-integrative practice track; Stuart Schraider- representative of the M.A. in Management of Nonprofit and Community Organizations; Rivki Kasing- representative of the MA in Early Childhood Studies; and Ariel Ben-Aharon- representative of the accelerated program). The committee met five times during the 2013-14 academic year. The structure of the meetings consisted of a presentation by

the head of the program or unit (i.e., heads of the programs, head of the training unit, academic advisor) followed by the students' comments and concerns on the same program or topic. We then opened up a discussion with all the rest of the committee members for further feedback, comments and information. Each presenter provided a written summary of her or his presentation (in Hebrew or English) to the coordinator. The first meeting (held December 8, 2013), was dedicated to the description of the BSW (Dr. Yehudit Avnir), and MSW program (Professor Mona Khoury-Kassabri) including its strengths, challenges, and future plans. The second meeting (held January 5, 2014) addressed the Schwarz MA programs (MA in Management of Nonprofit and Community Organizations and MA in Early Childhood Studies- presented by Dr. Elisheva Sadan), and we began discussing the PhD program, presented by Professor Muhammad M Haj-Yahia- head of the PhD program. In the third meeting (held March 9) we continued our discussion of the PhD program and the accelerated program (presented by Professor Mona Khoury Kassabri), and we began our discussion on the roles of the academic advisor, presented by Dr. Anat Epstein. In the fourth meeting (on March 30) we continued our discussion on the role of the academic advisor, including strengths and challenges, and elaborated on our relationships with the alumni. The fifth meeting (on June 1) was dedicated to (a) strengths and weaknesses in field training, presented by Dr. Lauren Wolfsfeld- head of the field training unit; and, (b) what have we learned from the process and where should we go from here. In addition, the coordinator went over the protocols of our last retreat that took place in 2011 in which the vision and mission of our school were established, the protocol of our teaching committee, and the protocols of our ad-hoc committees such as the ad-hoc committee on the evaluation of the clinical track in the MSW program.

Conclusions regarding the process- We were impressed by the wide range of activities and the variety of programs and specializations in our school, which we do not often have the opportunity to stop and reflect on. We also realized that, independent of this evaluation process, we are continually evaluating our programs and performances, making changes based on systematic thinking and solid rationale. We were pleased with the collaboration of the students who felt committed to the self-evaluation process and to the school in general. The process also showed the excellent synergy we have between the academic and the administrative staff and between tenure track and clinical track faculty members. The University's move toward the Bologna initiative, which required goal setting and outcome assessments for every course, helped us think about the learning outcomes and the ways to evaluate them in the near future. Nonetheless, we found out that part of the School's knowledge base is not recorded and that the history of the decisions is not always documented. We have much more verbal information than written reports so we were appreciative of the opportunity to write them down so the School's collective memory won't be lost. We determined that the University's technology needs to improve. Finally, the creation of the CoolCite program is an important and positive step

for data collection and technology advancement.

8.2 Describe the consolidation process of the Self-Evaluation Report, including its preparation and final approval (including a description of the contributions of staff members to the process)

In addition to the description in section 8.1, the consolidation process included involving more faculty members in the writing of the report. We asked Professor Cory Shulman to assist in writing sections 4.1.7 and 4.1.8 regarding counselling systems and Dr. Lauren Wolfsfeld in writing section 3.2.C regarding field training. We presented the directives of the Council for Higher Education for self-evaluation to our School Council twice: once at the beginning of the process and once in the middle of it. We asked for the input of a large number of faculty members to determine the School's strengths and weaknesses. In addition, we involved our tenure track faculty members in the process by asking them for their updated CV, detailed descriptions of their research assistants, and a list of their collaborations and consulting activities. They provided us updated and valuable information. We asked our clinical track faculty members to provide detailed descriptions of their roles within and outside the University, their teaching load, and their MA theses advising experience. We asked all our teachers to provide us with their detailed syllabus. We sent the report to all our faculty members and to student representatives for further comments and feedback. The final approval of the self-evaluation report was given by the Dean, the Rector and the Rector's representative.

8.3 If a mechanism/structure has been decided upon for the future treatment of weaknesses that were highlighted by the self-evaluation activity, please specify it while referring to those within the institution who would be responsible to follow up on this activity. Please refer to the question: how do the institution and the parent unit intend to deal in the future with quality assessment and its implementation?

Preparing the material for the Review Committee gave the unit an opportunity for self-assessment, an important stage in the review. We began discussions about maintaining a similar structure of our advisory committee (faculty members in leading positions and student representatives) where we elaborate on one topic each year, plan changes and set criteria for their evaluation. The first topic we thought of was how to deal with diversity among the staff and the students, how to incorporate diversity into our courses, and how to enhance tolerance toward diversity in the school environment. Other weaknesses and challenges raised in this report are, or will be, discussed in existing committees such as the Teaching Committee, the Research Committee, and the School Council and will be elaborated on in the next School retreat that will probably be held during the 2015-16 academic year.

At the University level, once the review committee's report is submitted to the Rector, the School's response as well as the report of the review committee is brought before the University's Committee for Academic

Policy. This Committee, chaired by the President and the Rector, discusses all the relevant matters and decides on implementing all, or parts, of the recommendations.

8.4 Is the full Self-Evaluation Report accessible? If 'yes' - to whom it is accessible and to what extent?

The report is accessible to all faculty members (tenure and clinical tracks). It is also accessible to the student representatives who participated in the advisory committee. The executive summary will be accessible to the University community and the public via the School website and Facebook.

Chapter 9 - Implementation of previous QA recommendations

9.1 If the evaluated department/study programs have been reviewed in the past by a CHE evaluation committee, please describe the main changes that were made as a result of the recommendations, such as strategic planning, mission and goals, curriculum, faculty, student body etc.

Our School was reviewed by a CHE evaluation committee in 2007-2008, a year after the self-evaluation stage was completed. In response to the recommendations of the committee, that were conveyed to us in May 2010, we undertook the following steps:

1. In response to the recommendation that the school be better integrated into the discussion and decision-making forums of the Hebrew University, we are happy to note that the Dean of the School is now a full member of the Standing Committee of the Hebrew University and leading faculty members have undertaken, and continue to undertake, leading positions in key academic forums in the University. Despite its relatively small size, the School is now fully integrated in all the major decision-making forums of the Hebrew University. Indeed it is far better integrated than larger academic units, such as the School of Education or the School of Pharmacy. This is true not only of the Standing Committee and the Senate but also of additional decision-making forums, such as the academic program planning committee.
2. The recommendations regarding increased funding for the School and greater spending on infrastructures and scholarships have unfortunately been only partially adopted due to the fiscal situation of the University. While we have seen a modest increase in our budget and have been able to upgrade our physical and virtual infrastructure (as described in Ch. 7), we have not managed to increase substantially our support for scholarships. By contrast, an additional research center (Nevet) and an affiliated center (Haruv) have been established at our School (see Ch. 6).
3. With regard to our study program, we have adopted the recommendations and made a concentrated effort to strengthen our clinical training at the graduate level by opening a clinical track in the social work graduate program and an Infant Mental Health track in our early childhood program (see details in section 3.1.5 Master in Social Work and Master in early childhood studies). Two thirds of the courses in these tracks offer knowledge and training of a clinical nature while the remainder of the courses focus on research and policy. In addition, we have incorporated specializations on mental health in the social work and early childhood programs, and now offer courses relating to rehabilitation and gerontology on the undergraduate and graduate levels. We have also sought to reflect more contemporary social issues and practices in different ways. Thus, for example, we now offer specific courses on dealing with the Haredi and LGTB populations in the undergraduate program (see section 3.1.8) and additional courses on policy practice in the graduate program.

4. Following a period during which the number of retirements grew and we had very limited options for recruitment of new faculty members (due to the University's fiscal limitations), this has changed in recent years. During the last few years we managed to recruit a number of new and impressive early career faculty members. More specifically, over the last four years we have recruited six new full-time faculty members and two part-time clinical track faculty members. Nevertheless, due to the growth in students, we remain understaffed and this is particularly acute in fields such as social work practice, health, trauma and social policy.
5. In response to the recommendations regarding our doctoral program, we have introduced a new, more intensive and better structured teaching program for Ph.D candidates and initiated very successful venues for interactions between the students and faculty. We have also led efforts to create forums for cross-university conferences for Ph.D candidates in all schools of social work. The head of the program is no longer the Dean but rather a leading faculty member. These changes have led to growth in the number of PhD candidates, shorter duration of studies and greater satisfaction with the program (see section 3.1.5 Ph.D. program). A lack of sufficient advisors and of funding for scholarships still hamper growth in this program.
6. We have major efforts to improve our use of teaching technologies at the School. These include ensuring that all the classrooms are equipped with the relevant facilities, the construction of two classrooms that facilitate long-distance learning, and the introduction of Moodle-based web sites for all courses taught.
7. Since the last evaluation, evidence-based practice (though sometimes contested) has become an integral part of our research and teaching. It serves as a basis for much of the training in the various programs and, through their research efforts, our faculty have contributed to the development of more evidenced-based intervention knowledge.
8. There are ongoing efforts in the School to make the links between field training and classroom teaching stronger and clearer to the students and faculty. This takes the form of courses that relate directly to the field training experiences of the students and efforts to create forums for interactions between the faculty and the field training staff. One initiative in this direction is a one-day event held annually over the last three years during which all the academic faculty, field training staff, and students meet to discuss an issue that pertains to the profession (see section 3.1.13).

If standards were set in the previous evaluation, please specify how the department/program meets them.

No standards have been set yet