

MASTERS OF SOCIAL WORK



ADVANCED YEAR CURRICULUM



A DESCRIPTION OF THE TWO CONCENTRATIONS AND THE ADVANCED YEAR CURRICULUM

2008 - 2009

**WAYNE STATE
UNIVERSITY**

This document provides a description of the advanced year of the educational program at Wayne State University School of Social Work. I urge you to study it carefully for it can be a valued reference as you pursue your education or make plans to prepare for a career in social work in the future. Current and potential students will find it interesting and helpful on at least two counts. First, it provides specific information about the structure and substance of the School's advanced year. Second, it is a most useful document for students seeking more information about the second year of Wayne's program of study. To each person reading this booklet I offer a hearty welcome to Wayne and best wishes for success in achieving your goals.



Phyllis I. Vroom, Ph.D.
Dean

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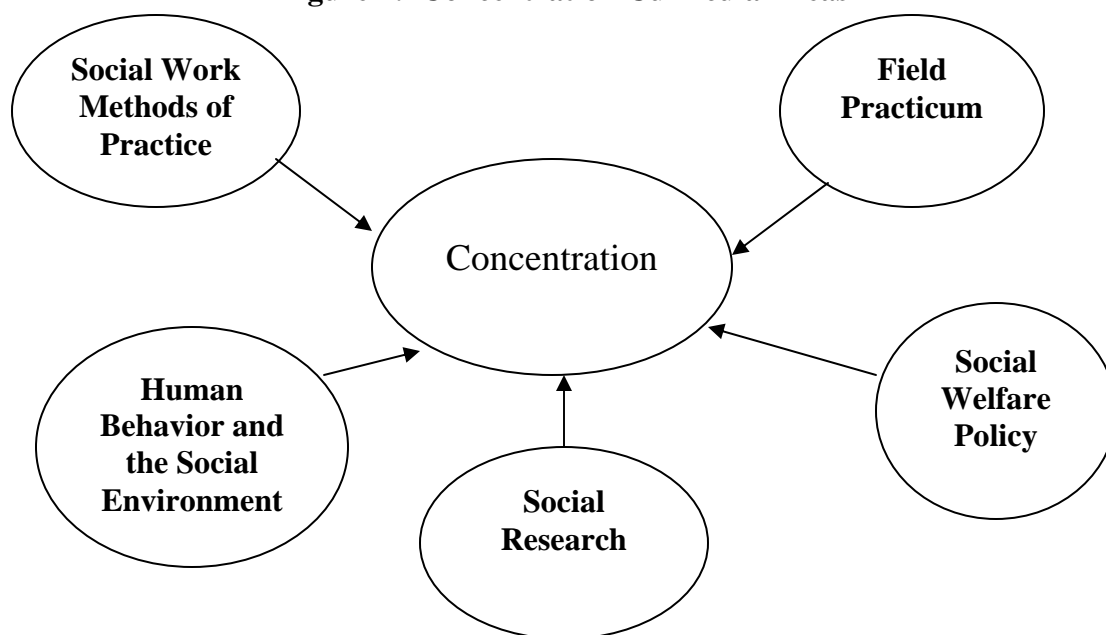
INTRODUCTION

At the School of Social Work at Wayne State University, the curriculum of the Advanced Year of the Master of Social Work Program is organized into Concentrations. The national accrediting body, the Council of Social Work Education, requires that all graduate programs be composed of a foundation year and an advanced year. Each school has some flexibility in organizing the programs following those guidelines; the faculty at WSU decided on concentrations, as have many other schools. The Concentrations at WSU reflect the mission of the School:

...As a professional school of a major urban research university, the School of Social Work at Wayne State University dedicates itself to the education of world class social work practitioners who commit themselves to serving effectively those individuals who are vulnerable or oppressed, to achieving social and economic justice, and to improving the quality of life of individuals, families, groups and communities. The School achieves this mission through the development, testing, and dissemination of knowledge to advance practice and social welfare programs and policies particularly within the context of urban settings, and through the use of this knowledge to advance the effectiveness of its teaching, research and urban programs.

A Concentration is a group of courses spanning all five of the social work curricular areas (see Figure 1). The word "Concentration" does not appear on transcripts; specific courses do.

Figure 1: Concentration Curricula Areas



At WSU there are two Concentrations: Community Practice and Social Action (CPSA) and Interpersonal Practice (IP). Each covers a broad scope and there are many overlapping areas of concern. The purpose of the Concentrations is to organize the curriculum so students have a framework upon which to build their second year program.

In selecting a Concentration, students should be guided by broad career goals. Students may ask themselves the following questions to help think through their selection of concentrations and, ultimately, settings where they would like to practice social work. However, it is not a linear process. That is, some students make their decisions after they have answered the last two questions.

Question 1: *Social workers are about change. Where do I want to emphasize my change efforts: at the individual level, family level, or systems change through organizations, communities, and policy?*

Question 2: *What theory and methods do I prefer to use in my approach to social work practice?*

Cognitive Behavioral Theory and Practice
 Social Action and Conflict Theory and Practice
 Family Systems Theory and Practice
 Social Planning Theory and Practice
 Psychodynamic Theory and Practice
 Locality development Theory and Practice

Question 3: *In which setting would I be most effective? Am I most comfortable working in hospitals, community-based agencies, schools, child welfare agencies, public service agencies, elected offices, public/private funding agencies?*

Question 4: *Is there a special population I am interested in? Are there populations that I prefer not to work with?*

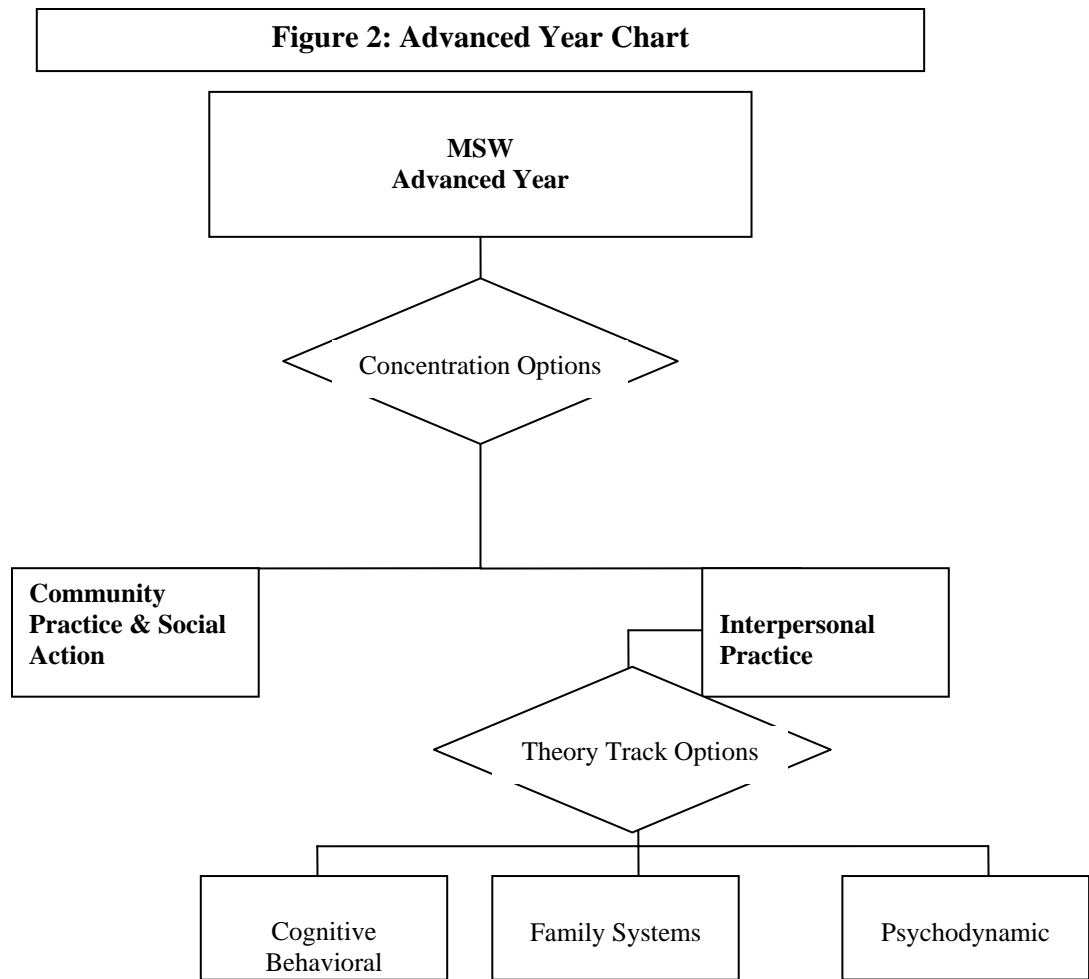
The decision is important; one only students can make. There is no road map or decision tree. It is based on students' preferences, individual predisposition, and knowledge about the scope, expectations, and requirements for each concentration, theory track and specialized interest area. Students may find it helpful to talk with others including alumni, field instructors, faculty and social workers employed in the field.

ADVANCED YEAR REQUIREMENTS

Core students will be asked to select a Concentration in the spring when placement packets are mailed to each person. Field work placements will be made in the Concentration selected and assignments to specific agencies will begin in the Fall.

Pre-Candidate Masters admitted will be asked to select a Concentration following their confirmation of admission, usually in May. Field work placements will be made in the Concentration selected, and will begin in the Fall.

Figure 2 shows an organizational diagram for the advanced year students. Following this are the curriculum patterns for each concentration (Tables 2 and 3).



The faculty of the School of Social Work have developed objectives for all advanced year students and additional objectives specific to each concentration.

ADVANCED YEAR – COMMON OBJECTIVES

Objectives for all advanced year students

When students complete the advanced-year curriculum, they will be able to:

1. Build on the foundation of generalist social work gained in the core year; apply advanced social work practice skills, within an area of concentration (community practice and social action or interpersonal practice).
2. Demonstrate the ability to apply research concepts and strategies to inform social work practice and programs.
3. Demonstrate proficiency and insight into the core competencies of area of concentration (interpersonal or community practice) and demonstrate insight into practice through ethical, critical, and developmental self reflection.
4. Apply advanced knowledge and skill and social work values in practice with diverse urban populations (i.e. diverse racial, ethnic, and cultural groups, social and economic classes, ages, and gender orientations) and oppressed and disenfranchised populations (i.e., the poor, people of color, women, gay men, lesbians, bisexuals, and people with physical and mental challenges).
5. Demonstrate insight into the design, analysis, evaluation and change of social policy and take action to intervene against discriminatory and oppressive systems to advance social and economic justice.
6. Recognize the importance of ongoing professional development and supervision/consultation after graduation.
7. Use technology to retrieve information and facilitate communication.

CONCENTRATION SPECIFIC OBJECTIVES

Advanced Year Interpersonal Concentration Specific:

When students complete the advance-year, interpersonal curriculum, they will be able to:

1. Synthesize and apply knowledge of both normal and abnormal development and psychopathology to individuals and families, within a chosen theoretical framework (cognitive behavioral, family systems, or psychodynamic).
2. Identify and implement appropriate interventions, reflective of a chosen theory track (cognitive behavioral, family systems, or psychodynamic) with a high level of self awareness and autonomy in work with clients, particularly with oppressed and disenfranchised populations.

Advanced Year Community Practice and Social Action Concentration Specific:

*When student complete the advance-year **community practice and social action** curriculum, they will be able to:*

1. Synthesize and apply evidence-based knowledge and theory of behavior and dynamics of human service programs, organizations, communities and complex systems to foster and advance social and economic justice.
2. Understand a broad spectrum of change strategies and demonstrate the ability to select and match these strategies to programmatic, organizational, and community challenges. Demonstrate differential application of these strategies in partnership with people who experience oppression and disenfranchisement.
3. Apply models, concepts, and strategies to the conceptualization, design, development, implementation, evaluation and improvement of social work practice, programs and policies.

Table 1: Curriculum Pattern for Concentration in Community Practice and Social Action

Courses	Fall Term	Winter Term
Concentration Field Work	Required - 4 cr.	Required - 4 cr.
Concentration Methods of Practice Courses	Required SW 8250 - 3cr. SW 8270 - 3 cr.	Required SW 8260 - 3 cr.
Concentration Human Behavior Course		Required SW 8445 - 2 cr. (Winter term only)
Social Welfare Policy	SW 8300 - 3 cr. (Fall term only)	
Research Course	Choose one of the following options (3 cr. required)* SW 8820 3 cr offered W SW 7999 3 cr offered F/W/S SW 8996 4 cr offered F/W SW 8999 6 cr offered F/W	
Portfolio Capstone/Field Seminar	Required: SW 8830 – 1 cr.	Required: SW 8830 – 1 cr.
Electives	Number dependent on student's program – see advisor.	

Table 2: Curriculum Pattern for Interpersonal Practice Concentration

Courses	Fall Term	Winter Term
Concentration Field Work	Required - 4 cr.	Required - 4 cr.
**Concentration Human Behavior and Methods/Practice Course	Required - 4 cr.	Required - 4 cr.
Social Welfare Policy	Required enroll either term, check Schedule of Classes - 3 cr.	
Field Seminar	Required: .5 cr.	Required: .5 cr.
Electives	Required: Enroll any term – number dependent on program.	

Note: Pre-Candidate Masters students must enroll in specified courses in the Summer term.

* Students may select a 3 credit essay direction (SW 7999), 4 credit group project (SW 8996) or a 6 credit thesis (SW 8999) in lieu of the Research Seminars (SW 8810 or 8820). SW 7999, 8996 and 8999 must be taken over 2 semesters under the direction of a full time faculty member.

**Theory tracks include: cognitive-behavioral, family systems, and psychodynamic. Students are required to take one Fall-Winter sequence

CONCENTRATION IN COMMUNITY PRACTICE AND SOCIAL ACTION

General Description of the Concentration

Never doubt that a small group of committed citizens can change the world. Indeed, it is the only thing that has.

Margaret Mead

...the social worker, as much as the educator, is not a neutral agent, either in practice or in action.

Society is transformed when we transform it.

Paulo Freire

We must use our resources to help groups in the community to build a community-based system of social care that leads to the creation of healthy communities.

Harry Specht &
Mark Courtney

If the passages quoted above resonate with you, you may be a candidate for the Wayne State University School of Social Work Concentration in Community Practice and Social Action. The mission of this Concentration is to produce practitioners who are skilled in community work. Those who select this Concentration will receive training in the areas that make Social Work unique among the helping professions: a focus on the person in the environment through social action that leads to social change. This perspective assumes that change efforts are necessary at a systems level, and includes consideration of interventions designed for organizations and agencies, neighborhoods, communities, and the overall society. Individuals can be empowered to change their lives by participating in such macro efforts, which may be required to create the environment in which their individual change can be facilitated and maintained.

During the core year in the MSW program or in the BSW program, students have been exposed to a broad range of skills. They have learned about working with individuals and groups, and have gained experience with interpersonal, small group, and community interventions. All of these skills will be useful for those who decide to specialize in Community Practice.

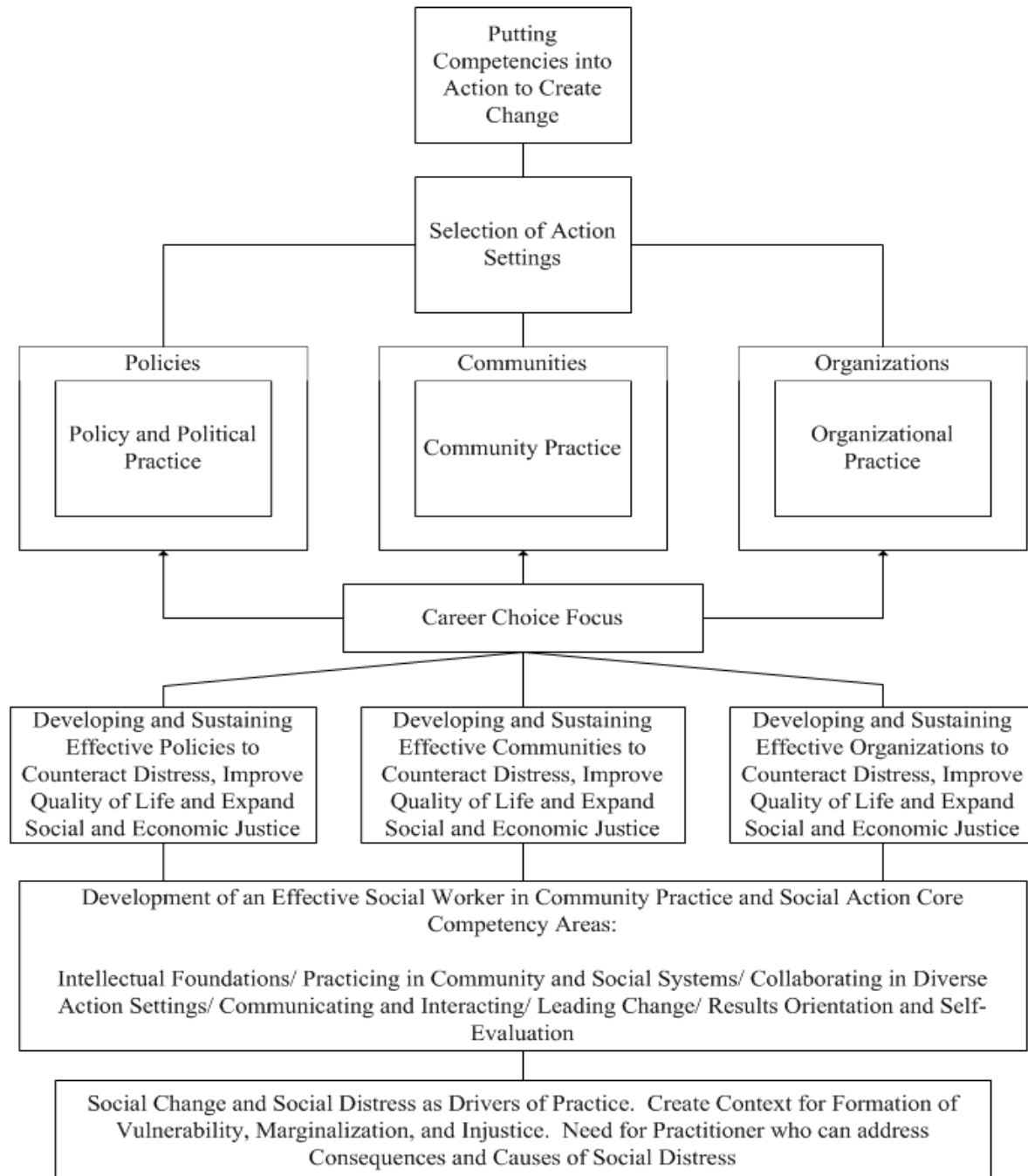
Model of Concentration

The model of the Concentration [Figure 3] communicates how the faculty members envision the development of student learning and the convergence of the learning experience during the concentration year. Building on the knowledge, attitude and skill outcomes of the core year (or on the outcomes of the BSW), community practice and social action are contextualized within broad themes of social distress and social change emanating out of injustice. Practice in this context incorporates the vulnerability, marginalization and injustice which members of certain populations bear disproportionately. This context shapes the Concentration and gives social and cultural meaning to the competencies that form the effective social worker in community practice and social action. Three streams of practice emerge from the learning experience (developing and sustaining effective policies, developing and sustaining effective communities,

and developing and sustaining effective organizations).

The content of these streams are designed to increase student awareness of career possibilities in community practice and social action. Students also develop and deepen their awareness of the settings where community practice and social action can take place through their field placements, class discussions, and first hand experience in field situations.

Figure 3: Model of Concentration on Community Practice and Social Action



Core Competencies of Students

A knowledge-based paradigm underscores the Concentration in community practice and social action. Organizational theory and models of community engagement, development, and change give shape to the strategies for social action. Moreover, students in the Concentration are taught to integrate research into practice by using evidence for community assessment, organizational analysis, policy analysis, program development decisions and by learning scientific methods of evaluating social work programs and policies.

The Concentration expects students to develop skills in assessment/analysis, planning, organizing, funding, implementation, and action research/evaluation. As each practice skill is taught, students are required to analyze their options in the face of strengths and available supports as well as challenges.

Faculty members of the Concentration help students acquire a core set of competencies that are relevant to careers in community practice and social action. All students have an opportunity to refine these core competencies and to appraise their acquisition through the development of a comprehensive practice portfolio. The portfolio project assists students to document and present evidence for their acquisition of these competencies and to tailor a statement of their practice that is relevant to career and professional development. The six core competencies are:

- *Intellectual Foundations.* These foundations incorporate the basic and seminal ideas framing the purpose of social work in community practice and social action. These foundations also include the development of the student's capacity for rational thought and action in community practice and social action.
- *Practicing in Community and Social Systems.* Students learn how to frame, plan and enact action within complex systems mindful of the complexity, ethics, and dynamics of change. Students are introduced to practice as a process that occurs within specific contexts and that leads to specific impacts that can be defined and evaluated as a set of outcomes at the individual, organizational, community, and societal levels
- *Collaborating in Diverse Practice Settings.* Students learn about the essence of collaboration in team work especially within the context in which complexity and diversity influence action. Diversity as strength is central to this area and students learn how culture—its formation, influence, and use—is an influential aspect of collaboration.
- *Communicating and Interacting.* Within all courses students engage in reflective communication in which writing, report preparation, and verbal presentation are essential tools of professional effectiveness. Students develop in this area through range assignments that focus on written and oral communication skills, including assignments where students must produce products based on intense collaboration within groups.
- *Leading Change.* Students come to understand themselves as leaders given their own distinctive socialization, development, education, and experiences. Leading change emerges informally within the Concentration through intensive team-oriented assignments. Supplementing this form of learning is formal content on leadership incorporated into several of the courses.

- *Results Orientation and self-Evaluation.* This area prioritizes content on evaluation and research in the forms of research and development, action research, practitioner research, and evaluation practice. Evaluation practice introduces students to evaluation as a tool for capacity-building, to the process of undertaking high-quality, scientifically valid evaluation and meta-evaluation, and to the interface between evaluation and organizational practice, program development and policy action.

The Concentration builds on the School's historical commitment to practice with vulnerable populations. Students consider strategies for change that address oppression as manifested through racism, sexism, and discrimination on the basis of such factors as age, sexual orientation, class, religion, economic status, ethnicity or disability. The Concentration infuses ideas pertaining to cultural diversity, community strengths, and economic development so that students are competent in facilitating or leading change efforts. These change efforts may be undertaken with and on behalf of a variety of populations. Therefore, students and practitioners with this focus may work a variety of populations including families, children, adolescents, the elderly, those who have AIDS, individuals with other physical or mental disabilities, or those who share geographic boundaries and/or issues. They may work in a variety of settings, including community-based organizations, mental health agencies, legislative offices, schools, hospitals, and advocacy bodies.

Required Concentration Specific Courses

SW 8445	Developing Responsive Human Service Organizations (2 cr.)
SW 8998	Field Work for Social Workers (1-10 cr.)
SW 8250	Application of Practice Theories with Organizations and Communities I (3 cr.)
SW 8260	Application of Practice Theories with Organizations and Communities II (3 cr.)
SW 8270	Program Development in Community Practice (3 cr.)
SW 8300	Policy Change and Social Action (3 cr.)
SW 8820	Action Research in Community Practice (3 cr.) or SW 7999 or SW 8996 or SW 8999.
SW 8830	Capstone Integrated Seminar on the Development of the Professional Portfolio in Community Practice and Social Action/Field Seminar (1 cr.)

Field Education Sites

The Concentration in Community Practice and Social Action offers field placement in community-based organizations, legislative offices, health and mental health settings, educational settings, and advocacy bodies. Agencies or organizations offering field instruction in

this Concentration will vary from year to year according to the needs of the students and sites. **See page 29 for list of the available sites.**

Employment and Career Opportunities

Professional social workers trained in this Concentration can fill a number of traditional and emergent roles in a diversity of community settings, organizational contexts, and service sectors. Traditional roles include positions as program coordinators, social planners, policy specialists, community organizers, and community development specialists. Emergent roles will involve new marketing specialties surfacing in human services; new roles created through community-based system development in the fields of child welfare, mental health, health care, and aging; public health positions that are focused on addressing community issues and challenges; and roles addressing the development of community resource system such as employment, child care, transportation, and housing.

It is important to recognize the variety of roles that may be open to those with this degree, and position listings may use widely varying terminology. To list just a few examples, a graduate from this Concentration may be hired as a Community Organizer, Community Developer, Policy Developer, Planner, Resource Developer, Community-School Liaison, Knowledge Manager, Wraparound Coordinator, Program Coordinator, or Administrator.

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INTERPERSONAL PRACTICE CONCENTRATION

General Description of the Concentration

Within the Interpersonal Practice Concentration, course work and field education prepare students to provide clinical and other social services to individuals, families and groups who experience problems in social functioning. Such individuals and families are seen across a wide spectrum of practice venues, including though not limited to child welfare, substance abuse treatment, schools, inpatient and out patient mental health, health care, and geriatric settings.

The mission of the Wayne State University's educational programs is to prepare social workers to address the needs of vulnerable populations. The clientele of this Concentration consists primarily of vulnerable populations in the urban areas of Metropolitan Detroit affected by poverty, racism, sexism, joblessness, and other factors that influence their social functioning or tend to diminish the quality of their lives. The problems they are experiencing range from the expected strains of family life to serious dysfunction resulting in abuse, neglect, abuse of substances, and separation of family members. Other problems-in-living include those suffering from emotional or mental disorders who may experience a range of problems from mild adjustment reactions to psychosis; posttraumatic conditions; developmental crises; emotional crises that are precipitated by the loss of a job, divorce, or death of a loved one; or the psychosocial sequelae of institutionalization and/or physical health problems.

Students focus on the development of knowledge and skills needed for entry level MSW practice, including research skills, and interpersonal practice with children, adults, families, and small groups. Students gain knowledge in the dynamics of individual and family functioning, in normal development and developmental derailments. Students are expected to learn how to work across disciplines and to apply social work standards, ethics, and values, as they relate to social policy and social work practice.

During the core year in the MSW program, students have been exposed to a broad range of skills. They have learned about working with individuals and groups and have gained experience with interpersonal, small group, and community interventions. All of these skills will be useful for those who decide to specialize in Interpersonal Practice. In addition, students have opportunities to expand and refine their skills in:

- individual, group, and family assessment
- wrap around/case-management
- clinical diagnosis
- individual, group, and family therapy
- setting/population specific skills (i.e. schools, substance abuse, child welfare)

OVERVIEW OF THEORY TRACKS

Students choose one theory track for the Fall -Winter sequence, which will meet curricular requirements for both Human Behavior and Practice Methods. The tracks are substantially similar in that each includes content on human behavior as well as theories and methods conducive to effective social work practice. The tracks differ in the theoretical model used to understand human behavior/development as well as practice interventions applicable to clients. An introduction to each track and an overview of their major tenets (Table 3) follows.

Theory and Practice with Families

The School of Social Work offers 4 classes (8 credit hours) in family systems theory and family interventions to advanced year students. The classes integrate theory and practice to offer students the opportunity to understand how human problems develop in a family context and how social workers can help families cope effectively with their problems. They are designed to help students think about the family systems of all clients, even when they are working only with individuals. The courses are also designed to help students develop skills to intervene with families in a variety of settings.

Students will increase their understanding of family systems theory within an ecological approach to help them understand family functioning and to become oriented to the theoretical underpinnings of family therapy. They will learn an integrative, ecological approach to family therapy that includes the whole family system in family meetings or in the social worker's assessment and planning. Students will learn to think systemically about human issues (including interpersonal relations, family bonds, and symptom development), and to distinguish between individual and systems paradigms. They will learn about systemic understandings of family dysfunction and family resilience, with a special focus on learning interventions with families that are vulnerable due to discrimination or economic disadvantages. The courses will also help students to understand the dynamics of a variety of common family problems, including parent-child and parent-adolescent problems, depression, mental illness, substance abuse, family violence, aging, and loss. Students will learn to intervene with families experiencing these problems. The research bases of the family therapy theories and feminist, cultural, and postmodernist understandings of family functioning will be discussed.

In the fall semester, students will begin with a focus on engagement, assessment, and goal setting with families and on children's mental health problems (child psychopathology). They will learn about the special ethical issues involved in working with families and on using research and clinical wisdom to select the most effective approaches. Students will be introduced to recent developments in family therapy practice, including narrative and solution-focused approaches.

During the winter semester, students will learn to work with families with diverse family structures and backgrounds, including extended families, single people, single parents, families in the process of divorce, remarried families, and gay and lesbian families. There will be a special focus on learning treatment approaches for working with families with limited economic resources. This focus will include family interventions in home, school, and community settings. The courses will cover appropriate ways to handle planned and unplanned termination and how

to maximize the benefits of supervision.

The winter courses also address theories about the impact of race, culture, and gender on family therapy. They focus on theories that help social workers assess families from a variety of cultural backgrounds in addition to helping social workers formulate culturally respectful interventions with families. Social class, immigration history, and rural versus urban environments, as well as ethnicity will be viewed as playing important roles in families' cultures. Similarly, the course will examine social and family constructions of gender roles and how these impact the course of family intervention.

Learning will take place in a variety of formats. There will be lectures, large group and small group discussions, role-plays, discussion of videotaped examples, and occasional presentations by students.

Psychodynamic Theory and Practice

What is psychodynamic theory? How can it help me in my clinical work? In an effort to equip students for practice in a changing practice landscape, the School of Social Work offers a two semester, eight credit sequence, "Application of Psychodynamic Theories to Interpersonal Practice I & II. These two courses, which integrate content on assessment and treatment with human behavior theory, are designed to acquaint students with a *contemporary psychodynamic social work* framework for the engagement, assessment and treatment of children, adolescents, and adults. In the first semester, several different dynamic models for understanding deviations from normal development in infancy, childhood, adolescence, and adulthood are presented and discussed, and the contribution of psychoanalytic developmental psychology to our understanding of development and developmental psychopathology is reviewed. The significance of a diagnostic approach that integrates dynamic and etiological diagnosis with descriptive (clinical) diagnosis is discussed, and a model for psychodynamic clinical assessment is presented. Students will also become familiar with issues associated with the beginning stages of treatment (i.e., the initial engagement process and the development of the therapeutic alliance). During the second semester, students will examine the treatment process (working through, termination, and evaluation) and more serious disorders (e.g., psychosis). Questions such as what is unique in the dynamic view of psychopathology, and in the contribution of classical and contemporary psychoanalytic developmental theories, are addressed. The significance of violence in our lives, (ranging from domestic violence to international terrorism) and the various ways in which it may shape the process of treatment, is presented. Other content will discuss dynamic approaches to supportive treatment, brief and time-sensitive approaches to practice, and crisis intervention. The dynamic treatment process, including the phases of treatment (from initial engagement to post-termination), will be presented and illustrated, as will relational features such as the transference-countertransference matrix, the working alliance, and the non-transference relationship. Using a diverse assortment of methods and teaching technologies (ranging from traditional lecture to popular films), students will have the opportunity to explore such topics as:

What's "normal" anyway? Normal development and developmental tasks and crises in childhood, adolescence, and

adulthood, and the range of variables (environmental, interpersonal and intrapsychic) that contribute to developmental derailments;
"Stressed out" or emotionally ill? Various psychopathologies (including reactive disorders, neuroses, disorders of character, and psychoses) affecting infants, children, adolescents, and adults;
Getting it right. Dynamic diagnosis and assessment of children, adolescents, and adults, and how it differs from other kinds of clinical assessment (e.g., how one uses knowledge of the client's intrapsychic organization; nature/level of object relatedness; cohesiveness of self-structure; capacity for an affective tie; cognitive, intellectual, social, and physical capacities; character/degree of involvement in relationships within the family and with other social systems, etc.);
Doing psychotherapy. Dynamic social work interventions with children, adolescents, and adults across the phases of treatment, from pre-treatment through post-termination;
Cultural practice, idiosyncrasy, or pathology? Understanding psychopathology, from reactive disorders to psychosis, within the context of an individual's race, gender, sexual orientation, or culture; the effects of a hostile environment on human functioning; and how these factors shape human behavior and influence the therapeutic work;
Exactly what happened here? Methods for understanding clinical process and for the evaluation of treatment outcomes in psychodynamic practice;
Funny, you remind me of my mother. The importance of relational features in the process of treatment (e.g., resistance, transference, countertransference);
"The meter's running." Crisis intervention, brief, and time-limited dynamic treatment.

Cognitive Behavioral Theory and Practice

Cognitive behavioral therapy (CBT) is based on the simple proposition that thought processes play a significant role in human adaptation and in the etiology and treatment of emotional disorders. Although there are a number of approaches that fall under the cognitive-behavioral umbrella, these are unified by this fundamental principle: the way an individual reacts to situations, emotionally and behaviorally, is primarily determined by meanings, assumptions, judgments, and interpretations associated with such situations.

In recent years, the CBT approach has seen an increased use in social work practice particularly with practitioners engaged in micro practice with individuals, couples, families and small groups. The application of CBT to interpersonal practice adopts a bio-psychosocial approach that uses a combination of cognitive and behavioral strategies to help individuals overcome life problems.

The philosophy behind CBT emphasizes the individual's innate capacity to change, and

promotes the client's right to self determination. As such, this approach fits nicely with the values of the social work profession. CBT is an empowerment and strengths based approach that starts "where the client is". Using a "here-an-now" and "problem-focused" approach, various CBT models have been developed to work with children, adolescents, and adults. In order to formulate an effective and accurate approach to addressing problems, CBT stresses the importance of building a collaborative alliance with the client, as well as the primacy of the client's world-view. In doing so the CBT practitioner endeavors to be culturally sensitive, and recognize the adverse impact of environmental pressures such as poverty, discrimination, and oppression. CBT aims to empower clients to recognize and implement solutions within their control in order to address such issues and improve their place within society.

The School of Social Work has designed a two-semester, eight credit-hour, sequence to introduce second year MSW students to the principles of CBT theory and practice with emphasis on the assessment, engagement and treatment of clients. The School stresses that its primary function is to train social workers. With this in mind the CBT courses "Applications of Cognitive-Behavioral Theory to Interpersonal Practice I & II" [SW 8340 & SW 8350] build upon the ecological systems perspective of social work practice presented in the core year and BSW curricula. Through lectures and assignments students focus on assessing cases from a person-in-environment, P-I-E, perspective, evaluating the nature of person-systems interactions, with emphasis on maladaptive assumptions and other cognitive distortions, and identifying areas of concern and risk factors, as well as the individual's strengths, resources, and protective factors.

Over the course of the two-semester sequence students are introduced to contemporary cognitive and behavioral models for the engagement, assessment and treatment of children, adolescent, adults and culturally diverse at-risk populations. Emphasis is given to the conceptualization and understanding of the development of normal behaviors and common psychopathologies of childhood, adolescence and adulthood, including neuroses, personality disorders, and psychotic conditions. The practice content in the first semester emphasizes a range of strategies that integrate CBT perspectives for the engagement and assessment of clients. The second semester focuses on the practical use of CBT interventions with specific problems, ways of evaluating practice, and approaches to termination and aftercare. In order to facilitate the learning process a variety of pedagogical methods are used including: lectures, PowerPoint, electronic on-line material, videos of clinical sessions, student presentations, role-play, group discussions, discussion and analysis of cases and clinical vignettes, and hands-on workbook assignments.

Throughout the two semester sequence social work values and ethics are addressed as are the unique needs and concerns (e.g., access to treatment, applicability, adaptations) of vulnerable and oppressed populations (e.g. women, Latinos, African Americans, older adults, and gay and lesbian clients). Temporal issues and their implications for interpersonal practice within a managed-care system are identified and brief models of treatment are elucidated. Critiques of the CBT model are introduced and assessed within the context of social work values and ethics. Finally, the relationship between practice and research is seen as an integral part of the course and emphasized by means of lectures and set assignments, as is the need for the process of continued supervision and professional development of the social worker.

Table 3: Comparison of Three Theory Tracks for the Interpersonal Practice Concentration

Psychodynamic	Family Systems	Cognitive-Behavioral
Emphasizes intrasychic factors that influence behavior	Uses systems theory to describe human systems as complex, multilevel entities where it is essential to understand interaction patterns and their effects rather than investigating the dynamics of a single individual.	Posits that emotions and actions are heavily influenced by thoughts and beliefs. Problem behaviors and psychological disorders involved dysfunctional thinking.
Early childhood viewed as a significant time in forming behavior patterns; Current expectations in interpersonal relations based on early experience with significant adults	Use systemic explanations of causes and implications of various types of dysfunctions, psychological disorders so that the individual's strengths and problems are understood within the context of the family.	Individuals can find relief from psychological disorders and problem behaviors by identifying and modifying their thinking and beliefs.
Attachment issues are important: these influence how we predict and interpret behavior of others and how we respond to others.	Focuses on the role of the family in helping each other with developmental, acute, and chronic problems.	Behavioral practice theory posits that behavior is learned and therefore can be changed (eliminated, modified, new behavior created).
Psychological defenses are stressed: we avoid certain thoughts/feelings, experiences to alleviate pain, anxiety, and the experience of unpleasure.	Focuses on understanding the impact of oppression and racism on families and therapists.	Individuals can find relief from psychological disorders and problem behaviors by identifying (targeting), analyzing, and modifying antecedents and consequences of behaviors.
Postulates two interlinked maturational processes: development of self/ego and psychosexual development.	Focuses on understanding health and dysfunction from the perspective of each family's culture.	These two theories are often combined in a therapeutic approach that focuses on the present, and is grounded in empirical evidence
Views human connectedness as a primary need. Satisfaction in love, work, and play support healthy functioning.	Focuses on understanding families' interpretation of gender roles and how these interpretations contribute to resilience or dysfunction.	Emphasize worker-client collaboration and the consistent evaluation of client progress throughout the treatment process.

<p>Treatment focuses on a two-person model and the primacy of the therapeutic relationship is stressed as critical to the process of change.</p>	<p>Newer approaches focus on the significance of the family's understanding of its own strengths and on the collaborative role of family therapists.</p>	<p>Therapeutic techniques include, but are not limited to: homework, cognitive restructuring, imagery, modeling, assertiveness training, positive and negative reinforcement, self-instruction training, problem-solving training, and systematic desensitization.</p>
<p>Techniques include: exploration, reflection, clarification, interpretation. In short terms treatment, educative, support/encouragement may be emphasized more.</p>		<p>Cognitive and behavioral approaches have a broad range of applications with problems found in children, adults, with individuals, families, groups, and communities.</p>
<p>Short-term models of treatment focus on the client's current concerns with some reflection on their relationship to earlier experience. Environmental intervention is often incorporated.</p>		
<p>This model is useful for crisis intervention work, brief intervention, and long term work with all ages and with individuals and families</p>		
<p>Transference and countertransference are examined and understood as dynamics that influence the therapeutic process.</p>		

Required Concentration Specific Courses

Cognitive-Behavioral track (HBSE and Practice for Fall and Winter, 8 credits, total):

- SW 8340 Application of Cognitive Behavioral Theory to Interpersonal Practice I (4 cr.)
 SW 8350 Application of Cognitive Behavioral Theory to Interpersonal Practice II (4 cr.)

Family Systems track (HBSE and Practice for Fall and Winter, 8 credits, total)

- SW 8540 Family Theory (2 cr.)
 SW 8610 Advanced Interpersonal Practice with Families
 SW 8780 Advanced Theories of Diverse Families (2 cr.)
 SW 8790 Advanced Practice with Diverse Families (2 cr.)

Psychodynamic track (HBSE and Practice for Fall and Winter, 8 credits total)

- SW 8360 Application of Psychodynamic Theory to Social Work Practice I (4 cr.)
 SW 8370 Application of Psychodynamic Theory to Social Work Practice II (4 cr.)

Possible Electives

- SW 5720 Social Services for the Aged (3 cr.)
 SW 5755 Intro to Child Welfare (2 cr.)
 SW 6510 Social Work and the Black Community (2 cr.) (students with a BSW are not eligible to enroll)
 SW 6540 Effects of Drugs and Alcohol on Social Functioning (3 cr.)
 SW 6500 Social Work and the Law (2 cr.)
 SW 6535 Juvenile Delinquency & Social Functioning (2 cr.)
 SW 6991 Special Topics: International Social Work; Career Opportunities in Higher Education; Dispute Resolution; The Celluloid Couch (Psychoanalysis and Psychotherapy in the Movies)
 SW 7010 Intervention Strategies in Infant Mental Health (1 cr.)
 SW 7570 Psychosocial Functioning of Women (3 cr.)
 SW 8445 Developing Responsive Human Service Organizations (2 cr.)
 SW 8180 Social Services in the Schools (3 cr.)
 SW 8550 Social Functioning: Human Sexuality (2 cr.)
 SW 8570 Intervention in Family Violence (3 cr.)
 SW 8580 Health and Disease: Impact on Social Functioning (3 cr.)
 SW 8600 Advanced Interpersonal Practice in Group Treatment (2 cr.)
 SW 8620 Interpersonal Practice with Couples (2 cr.)
 SW 8640 Interpersonal Practice in Aging (2 cr.)
 SW 8690 Interpersonal Practice in Substance Abuse (3cr.)
 SW 8710 Seminar in the Profession (2 cr.)
 SW 8820 Action Research in Community Practice (3 cr.)
 SW 8330 Psychosocial Assessment of Children and Youth (3 cr.)
 SW 8860 Grief and Loss in Social Work Practice (3 cr.)
 SW 8991 Special Topics: Advanced Seminar in Child Welfare Practice (2 cr.)
 SW 8991 Special Topics: DSM –IV (1 cr.)

Field Education Sites

The Concentration in Interpersonal Practice offers field placement in residential settings, outpatient and inpatient psychiatric settings, community mental health agencies, various social services agencies, child welfare settings, school settings, hospitals settings, etc. *Agencies or organizations offering field instruction in this Concentration will vary from year to year according to the needs of the students and sites.* **See page 29 for list of the available sites.**

Employment and Career Opportunities

Professional social workers trained in this Concentration can fill a number of traditional and emergent roles in a diversity of community settings, organizational contexts, and service sectors. Traditional roles include positions as case managers, group workers, marriage/family counselors, individual counselors, or mix of these roles.

It is important to recognize the variety of roles that may be open to those with this degree, and position listings may use widely varying terminology. To list just a few examples, a graduate from this Concentration may be hired as Medical Social Worker, Therapist in a psychiatric hospital, a Child Welfare caseworker, Counselor in a homeless youth shelter, School Social Worker, Marriage and Family therapist, or a Hospice worker.

For more information contact:

Jerrold R. Brandell, Ph.D.
Lead Teacher, Psychodynamic Theory Track
Room 140, Thompson Home
Phone (313) 577-4447
aa4237@wayne.edu

Antonio Gonzalez-Prendes, Ph.D.
Lead Teacher, Cognitive Behavioral Theory Track
Room 301, Thompson Home
Phone (313) 577-5252
aa3232@wayne.edu

Arlene Weisz, Ph. D.
Lead Teacher, Family Systems Theory Track
Room 337, Thompson Home
Phone (313) 577-4420
aa4495@wayne.edu

Special Interest Areas

The Interpersonal Practice Concentration offers Special Interest Areas that permit the student to focus on a specific population, social problem or practice setting. Each Special Interest Area offers suggested elective courses, which are particularly congruent with the Area and the student's field placement.

Families at Risk

- Families may be at risk of separation due to child abuse and neglect and may encounter great difficulty caring for children because of such problems as depression or other difficulties of individual family members, family interaction problems, family violence, teenage parenthood, poverty, juvenile delinquency, unemployment, oppression and discrimination.
- Interventions include helping families to improve family functioning, to provide a safe environment for children that support their development, and to use community resources.
- Settings in which social workers see families at risk include intensive family preservation services such as Families First, services to teenage or single mothers, domestic violence shelters, and various prevention programs for vulnerable families.

Recommended electives:

SW 6510	Social Work and the Black Community (2 cr.) (students with a BSW are not eligible to enroll)
SW 6540	Effects of Drugs and Alcohol on Social Functioning (3 cr.)
SW 5755	Intro to Child Welfare (2 cr.)
SW 7570	Psychosocial Functioning of Women (3 cr.)
SW 8550	Social Functioning: Human Sexuality (2 cr.)
SW 8570	Intervention in Family Violence (3 cr.)
SW 8600	Advanced Interpersonal Practice in Group Treatment (2 cr.)
SW 8690	Interpersonal Practice in Substance Abuse (3cr.)
SW 8991	Special Topics: Advanced Seminar in Child Welfare Practice (2 cr.)
SW 8991	Special Topics: DSM –IV (1 cr.)

Child Welfare

- The common theme of this Special Interest Area is the focus of social work intervention primarily with the child or adolescent, either individually or in groups. Children and adolescents often have low self-esteem, adjustment issues such as minor delinquency, truancy, difficulty with authority, problems in school, or adjustment reactions to serious abuse and neglect or to separation from their families.
- Interventions include working with children and adolescents, working with parental and families, and working with multiple systems (including DHS, Family Court, foster care organizations, etc.). Skills in working with other staff in large organizational settings and in planning the future living situation of the child with the court and public child welfare agency are also important social work responsibilities in this specialized interest area.

- Social work settings include the Michigan Department of Human Services, adoption agencies, residential treatment centers, specialized foster care, the juvenile court, and day treatment programs.

Recommended electives:

SW 6500	Social Work and the Law (2 cr.)
SW 6540	Effects of Drugs and Alcohol on Social Functioning (3 cr.)
SW 6510	Social Work and the Black Community (2 cr.)
SW 5755	Introduction to Child Welfare (2 cr.)
SW 6535	Juvenile Delinquency & Social Functioning (2 cr.)
SW 8445	Developing Responsive Human Service Organizations (2 cr.)
SW 8570	Intervention in Family Violence (3 cr.)
SW 8600	Advanced Interpersonal Practice in Group Treatment (2 cr.)
SW 8690	Interpersonal Practice in Substance Abuse (3 cr.)
SW 8860	Grief and Loss in Social Work Practice (3 cr.)
SW 8991	Special Topics: Advanced Seminar in Child Welfare Practice (2 cr.)

Substance Abuse

- The common theme of this Special Interest Area is the focus of social work intervention primarily with the child or adolescent, either individually or in groups. Children and adolescents often have low self-esteem, adjustment issues such as minor delinquency, truancy, difficulty with authority, problems in school, or adjustment reactions to serious abuse and neglect or to separation from their families.
- This Special Interest Area prepares the student for post-MSW practice in inpatient and out patient settings in which alcohol and other drug problems are a focus of treatment. This Special Interest Area emphasizes clinical knowledge and skills particularly relevant to work with this clinical population (e.g., issues in dual diagnosis, twelve step programs, and planned short-term multi modal interventions).
- Social Work settings may include employee assistance programs in occupational settings; inpatient detoxification center for substance abusers; and outpatient facilities for substance abuse treatment, among others.

Recommended Electives:

SW 6540	Effects of Drugs and Alcohol on Social Functioning (3 cr.)
SW 8690	Interpersonal Practice in Substance Abuse (3 cr.)
SW 8860	Grief and Loss in Social Work Practice (3 cr.)

Schools

- This Specialized Interest Area prepares students to provide a range of social work services in school settings. Social workers in schools must be able to function as child advocates, work collaboratively with other disciplines and work effectively with a range of systems-individual, group, family, classroom, the school, and the community. Students must be

prepared to understand mental health and substance abuse issues that affect children, families and communities.

- Social workers in schools must be prepared to understand mental health and substance abuse issues that affect children, families and communities. This Specialized Interest Area provides a strong academic base in child development and developmental challenges, educational disabilities and substance abuse prevention/intervention.
- Social Work settings may include public schools, charter/private schools, department of education, and other settings in which the social workers can function as child advocates, work collaboratively with other disciplines and work effectively with a range of systems-individual, group, family, classroom, the school, and the community.

*Along with enrollment in one of the three Interpersonal Practice theory tracks, there are two additional courses required for approval as a school social worker by the State of Michigan State Department of Education. Thus, students must take 8 Credits in one of the three Interpersonal theory tracks,

AND

SW 8180 Social Services in the Schools (3 cr.)
 SW 8330 Psychosocial Assessment of Children and Youth (3 cr.)

Content on child psychopathology and other developmental challenges are taught in each theory track. This content is required for State of Michigan Temporary Approval. In each track, students are also exposed to content on practice methods with children/families, violence, substance abuse, and a range of other topics that broaden their knowledge and skill base for work in the schools. Students must also complete a minimum of **500 hours** of supervised social work field placement while in the graduate program to be eligible to apply for the Temporary Approval. Students who enter with a BSW and elect a 2-day field placement will need to complete an additional 50 hours over the course of the year in order to meet this clock-hour requirement for the State approval.

Approval for School Social Work may also be obtained by completing continuing education workshops offered during the Winter term through the University's continuing education unit. While these meet requirements for School Social Work Approval, they do not meet the requirement for the MSW degree.

In addition to course requirements for School Social Work Approval, the following courses are recommended electives.

Recommended Electives:

SW 6540 Effects of Drugs and Alcohol on Social Functioning (3 cr.) (students with a BSW are not eligible to enroll)
 SW 5755 Introduction to Child Welfare (2 cr.)
 SW 6535 Juvenile Delinquency & Social Functioning (2 cr.)
 SW 8445 Developing Responsive Human Service Organizations (2 cr.)

SW 7010	Intervention Strategies in Infant Mental Health (1 cr.)
SW 8600	Advanced Interpersonal Practice in Group Treatment (2 cr.)
SW 8810	Evaluation of the Outcome of Social Work Practice (3 cr.)
SW 8820	Action Research in Community Practice (3 cr.)
SW 8860	Grief and Loss in Social Work Practice (3 cr.)

Inpatient and Outpatient Mental Health

- This Special Interest Area prepares the student for practice in a variety of inpatient and outpatient settings and ends to emphasize the acquisition of skills in family therapy, marital therapy, group treatment, and psychotherapy with children, adolescents and adults.
- This Special Interest Area emphasizes clinical knowledge and skill in such areas as assessment/rapid assessment, short-term or long-term treatment (individual and/or group), crisis intervention, inpatient management, coordination of medical and psychosocial interventions, day hospital care; additional skills might include discharge planning and case management.
- Settings include family service agencies, inpatient and outpatient psychiatric settings, long-term therapeutic residential treatment facilities, community mental health centers, health maintenance organizations, and community social service agencies.

Recommended Electives:

SW 6540	Effects of Drugs and Alcohol on Social Functioning (3 cr.)
SW 7010	Intervention Strategies in Infant Mental Health (1 cr.)
SW 7570	Psychosocial Functioning of Women (3 cr.)
SW 8550	Social Functioning: Human Sexuality (2 cr.)
SW 8600	Advanced Interpersonal Practice in Group Treatment (2 cr.)
SW 8620	Advanced Interpersonal Practice in Marital Therapy (2 cr.)
SW 8710	Seminar in the Profession (2 cr.)
SW 8860	Grief and Loss in Social Work Practice (3 cr.)
SW 8991	Special Topics: DSM –IV (1 cr.)

Health Care

- The health care Special Interest Area includes interpersonal services to individuals, groups and families as they cope with illness, disability, trauma, and death.
- Social workers are engaged in work at all levels of intervention: health promotion, specific protection, assessment and treatment, disability limitation, rehabilitation, case management and discharge planning. They require skill in consultation, multidisciplinary teamwork and knowledge of a range of medical conditions.
- Settings include home care providers, hospitals, hospice programs and other health-care providers.

Recommended Electives:

SW 6540	Effects of Drugs and Alcohol on Social Functioning (3 cr.)
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- SW 8445 Developing Responsive Human Service Agencies (2 cr.)
 SW 8580 Health and Disease: Impact on Social Functioning (3 cr.)
 SW 8860 Grief and Loss in Social Work Practice (3 cr.)

Aging/Gerontology

- The unique needs and concerns of the older adult individual are the focus of this Special Interest Area.
- Students become familiar with the community services to the aged, models of practice relevant to the older adult and to their family and/or institutional milieu settings.
- Settings include senior housing, assisted living, nursing homes, in-home elder care, and other community based services.

Recommended Electives:

- SW 5720 Social Services for the Aged (3 cr.)
 SW 6540 Effects of Drugs and Alcohol on Social Functioning (3 cr.)
 SW 8580 Health and Disease: Impact on Social Functioning (3 cr.)
 SW 8640 Interpersonal Practice in Aging (2 cr.)
 SW 8860 Grief and Loss in Social Work Practice (3 cr.)

For overall information about the Advanced Year, please call Julie Alter Kay, MSW, Academic Advisor at 577-4409.

For questions about the Special Interest Areas, please call:

Families-at-Risk	Dr. A. Weisz, 577-4420
Child Welfare	Dr. A. Weisz, 577-4420
Substance Abuse	Dr. A. Gonzalez- Prendes, 577-5252
Schools	Dr. D. Jozefowicz –Simbeni, 577-2262
Inpatient and Outpatient Mental Health	Dr. J. Brandell, 577-4447
Health and Aging/Gerontology	Dr. M. Brunhofer, 577-4408

FIELD PLACEMENT SITES

Note: Placement sites listed are those used for the 2007-2008 academic year and may not necessarily be available for any upcoming term. Agencies may be added or dropped due to availability. **This list serves only as an example.**

IP - Child Welfare/Families

AGENCY	CITY
ACCESS	Dearborn, MI 48120
All Saints Neighborhood	Detroit, MI 48209
Alternatives for Girls	Detroit, MI 48208
Angela Hospice	Livonia, MI 48154
ARC Services of Macomb, Inc.	Clinton Township, MI 48036-1308
Barat House & Family Services	Detroit, MI 48202
Black Family Development	Detroit, MI 48202
Boys and Girls Republic	Farmington Hills, MI 48336
Bradford Academy	Southfield, MI 48033
Calumet Residential Treatment Center	Highland Park, MI 48203
Catholic Social Services of Oakland Co.	Pontiac, MI 48342
Catholic Social Services of Oakland Co. - Pontiac	Pontiac, MI 48341
Catholic Social Services of Wayne Co.	Detroit, MI 48202
Child Abuse & Neglect Council of Oakland Co.	Pontiac, MI 48341
Childhelp	Southfield, MI 48075
Children and Youth Initiative Inc., The	Detroit, MI 48213
Children's Center of Wayne Co.	Detroit, MI 48201
Christ Child House (The)	Detroit, MI 48228
City of Southfield	Southfield, MI 48033
Common Ground Sanctuary	Royal Oak, MI 48067
Communities in Schools	Detroit, MI 48209
Community Living Services	Wayne, MI 48184
Comprehensive Youth Services, Inc.	Mount Clemens, MI 48043-2123
Comprehensive Youth Services, Inc.	Port Huron, MI 48060
Department of Human Services-Macomb County	Clinton Township, MI 48038
Detroit Job Corps*	Detroit, MI 48206
Don Bosco Hall	Detroit, MI 48206
East China School District	Fair Haven, MI 48023
Easter Seals	Southfield, MI 48075
Eastwood Clinic, St. John	Rochester Hills, MI 48307
Ennis Center for Children	Flint, MI 48502
Family and Children's Services of Midland	Midland, MI 48641
First Step	Plymouth, MI 48170
Forever Families	Novi, MI 48375
Gleaners Community Food Bank of SE MI	Detroit, MI 48207
Glengarda Child and Family Services	Windsor, ON N9C 3Z4
Guidance Center, The	Southgate, MI 48195
HAVEN	Bloomfield Hills, MI 48302
Holy Cross Children Services	Saginaw, MI 48609
Impact Adolescent Residential Services	Detroit, MI 48213

Journey Therapeutic Counseling	Southfield, MI 48075
Judson Center	Warren, MI 48093
LACASA	Howell, MI 48843
Legal Aid and Defender Association	Detroit, MI 48226
Lighthouse Path Teen Mothers Program	Pontiac, MI 48342
Lutheran Child & Family Services	Bay City, MI 48707
Lutheran Child & Family Services	Oak Park, MI 48237-3020
Lutheran Child & Family Services	Bay City, MI 48706
Macomb Family Services	Clinton Township, MI 48036
Macomb Family Services	Romeo, MI 48065
Mariner's Inn	Detroit, MI 48201
Matrix Human Services	Detroit, MI 48201
Neighborhood Service Organization	Detroit, MI 48226
NorServ Group, Ltd.	St. Clair, MI 48079
Oakland Co. Children's Village	Pontiac, MI 48341
Oakland County Youth Assistance	Pontiac, MI 48341
Oakland Family Services	Pontiac, MI 48341
Off the Streets	Detroit, MI 48202
Orchards Children's Services	Southfield, MI 48167
Order of The Fisherman Ministry	Detroit, MI 48204
Power Inc.	Ann Arbor, MI 48108
Promise Village: Home for Children	Davisburg, MI 48350
Rochester Area Neighborhood House Inc.	Rochester, MI 48308
Saginaw Co. Community Mental Health	Saginaw, MI 48602
Salvation Army Adult Rehabilitation Center	Detroit, MI 48216
Salvation Army Denby Center	Detroit, MI 48219
Serenity Services	Detroit, MI 48213
Southwest Counseling Solutions	Detroit, MI 48209
Spaulding for Children	Southfield, MI 48075
Spectrum Human Services	Westland, MI 48185
St. Clair County Day Treatment/Night Watch	Port Huron, MI 48060
St. Francis Family Center-CSSOC	Southfield, MI 48075
St. James Nursing Home	Detroit, MI 48205
St. Peter's Home for Boys	Detroit, MI 48228
State Court Administrative Office	Detroit, MI 48202
Third Judicial Circuit Court	Detroit, MI 48226
Training & Treatment Innovations, Inc.	Madison Heights, MI 48071
Van Dyke Public Schools	Warren, MI 48089
Vista Maria	Dearborn Heights, MI 48127
Wayne Center	Detroit, MI 48202
Whaley Children's Center	Flint, MI 48503
Willow Run Community Schools	Ypsilanti, MI 48198
Windsor Essex Children's Aid Society	Windsor, ON N8Y 5B5
Wolverine Human Services	Vassar, MI 48768
YWCA Interim House	Detroit, MI 48221
IP - Health Care	
Angela Hospice	Livonia, MI 48154
Beaumont Hospital, Troy	Troy, MI 48085

Bon Secours Nursing Care Center	St. Clair Shores, MI 48081
Chelsea Community Hospital	Chelsea, MI 48118
Children's Hospital of Michigan	Detroit, MI 48201
City of Southfield	Southfield, MI 48033
Community Health Awareness Group	Detroit, MI 48226
Cottage Hospital	Grosse Pointe Farms, MI 48236
Davita Healthcare	Romulus, MI 48174
DMC-Harper Hospital	Detroit, MI 48201
Garden City Hospital	Garden City, MI 48124
Gilda's Club Metro Detroit	Royal Oak, MI 48073
Greenfield Health Systems	Bingham Farms, MI 48025
Harbor Behavioral Healthcare	Toledo, OH 42623
Health Source	Saginaw, MI 48603
Health Source	Saginaw, MI 48603
Heartland Hospice	Southfield, MI 48034
Henry Ford Bi-County Hospital	Warren, MI 48089
Henry Ford Health System	Warren, MI 48089
Hurley Medical Center	Flint, MI 48503
In House Hospice	Mt. Clemens, MI 48043
Irvine Head Injury, Inc.	Southfield, MI 48033
John D. Dingell VA Medical Center	Detroit, MI 48201
Journey Therapeutic Counseling	Southfield, MI 48075
Manor of Wayne	Wayne, MI 48184
Midwest Aids Prevention Project, MAPP	Ferndale, MI 48220
Neighborhood Service Organization	Detroit, MI 48226
Oakwood Health System	Inkster, MI 48141
Oakwood Hospital	Dearborn, MI 48123
Oakwood Southshore Medical Center	Trenton, MI 48183
Program for Exceptional Families	Lincoln Park, MI 48146
Providence Cancer Institute	Southfield, MI 48075
Providence Hospital	Southfield, MI 48075
Providence Hospital	Southfield, MI 48075
Providence Hospital - Novi	Novi, MI 48374
Quality Behavioral Health	Detroit, MI 48207
Seasons Hospice and Palliative Care	Madison Heights, MI 48071
Sickle Cell Disease Association of America	Detroit, MI 48235
Sinai Grace Hospital	Detroit, MI 48235
Sinai-Grace Hospital	Detroit, MI 48235
St. James Nursing Home	Detroit, MI 48205
St. John Hospital Medical Center	Detroit, MI 48236
St. Joseph Mercy - Healthy Start Healthy Families	Pontiac, MI 48341
St. Joseph Mercy Hospital	Clinton Township, MI 48038
St. Joseph Mercy Hospital	Pontiac, MI 48341
St. Mary Mercy Hospital	Livonia, MI 48154
VA Medical Center-Ann Arbor	Ann Arbor, MI 48105
Vista Maria	Dearborn Heights, MI 48127
Vitas Innovative Hospice Care	Southfield, MI 48034
Weisberg Cancer Center	Farmington Hills, MI 48334

William Beaumont Hospital	Royal Oak, MI 48073
Windsor Regional Hospital - Western Campus	Windsor, ONT N9C 3Z4 Canada
Windsor Regional Metropolitan Hospital	Windsor, ON N8W 1LP
IP - Aging/Gerontology	
Adult Well Being Services	Detroit, MI 48214
Angela Hospice	Livonia, MI 48154
Bay County Child & Senior Citizen Center	Bay City, MI 48708
Bethany Villa Senior Apartments	Troy, MI 48083
Bon Secours Nursing Care Center	St. Clair Shores, MI 48081
Brian Masse MP Windsor West	Windsor, ON N8X 5E8
Catholic Social Services of Oakland Co.	Pontiac, MI 48342
Catholic Social Services of Wayne Co.	Detroit, MI 48202
Citizens for Better Care	Detroit, MI 48201
City of Southfield	Southfield, MI 48033
Council on Aging	Port Huron, MI 48060
Crossroads of Michigan	Detroit, MI 48201
Detroit Neighborhood & Family Initiative	Detroit, MI 48226
Detroit Wayne Co. Long Term Care Connection	Detroit, MI 48207
DMC-Harper Hospital	Detroit, MI 48201
Fox Run	Novi, MI 48377
Hannan Foundation	Detroit, MI 48201
Heartland Hospice	Southfield, MI 48034
Henry Ford Bi-County Hospital	Warren, MI 48089
Hospice Advantage	Detroit, MI 48202
In House Hospice	Mt. Clemens, MI 48043
Intervention Network	Westland, MI 48185
Jewish Apartments & Services	West Bloomfield, MI 48322
Jewish Family Service	West Bloomfield, MI 48322
Jewish Home & Aging Services	West Bloomfield, MI 48322
John D. Dingell VA Medical Center	Detroit, MI 48201
Journey Therapeutic Counseling	Southfield, MI 48075
JVS Senior Adult Services	Southfield, MI 48076
Manor of Wayne	Wayne, MI 48184
Matrix Human Services	Detroit, MI 48201
Neighborhood Service Organization	Detroit, MI 48226
Restoration Towers	Detroit, MI 48219
Services for Older Citizens	Grosse Pointe, MI 48230
Shelby Nursing Home	Shelby Township, MI 48315
Vitas Innovative Hospice Care	Southfield, MI 48034
Walter & Mary Reuther Senior Services	Detroit, MI 48201
IP - Schools	
Bay-Arenac Intermediate Schools	Bay City, MI 48706
Beecher Community Schools District	Flint, MI 48505
Berkley School District	Berkley, MI 48072
Birmingham Public Schools	Birmingham, MI 48009
Bloomfield Hills Schools	Bloomfield Hills, MI 48302
Bradford Academy	Southfield, MI 48033
Carefirst Community Health Services	Detroit, MI 48228

Carman-Ainsworth Community Schools	Flint, MI 48534
Clarkston Community Schools	Clarkston, MI 48346
Communities in Schools	Detroit, MI 48209
Davison Schools	Davison, MI 48423
Dearborn Public Schools	Dearborn, MI 48124
Dearborn Public Schools	Dearborn, MI 48128
Detroit Academy of Arts and Sciences	Detroit, MI 48207
Detroit Board of Education	Detroit, MI 48238
Detroit Job Corps*	Detroit, MI 48206
Downriver Community Services*	Algonac, MI 48001
East China School District	Fair Haven, MI 48023
Execu-Tech Manor & D.I.C.C.A.F.V.	Detroit, MI 48207
Flint School District	Flint, MI 48503
Harper Woods Public Schools	Harper Woods, MI 48236
Highland Park School District	Highland Park, MI 48203
Huron Intermediate School District	Bad Axe, MI 48413
Lambton College	Sarnia, ON N7S 6K4
L'anse Creuse Public Schools	Mt. Clemons, MI 48045
Linden Community Schools	Linden, MI 48451
Livonia Public Schools	Livonia, MI 48150
Loyola High School	Detroit, MI 48238
Melvindale-North Allen Park Schools	Melvindale, MI 48122
Melvindale-North Allen Park Schools	Melvindale, MI 48122
Monroe Co. Intermediate School District	Monroe, MI 48161
Mound Park Elementary-Fitzgerald	Warren, MI 48091
Oakwood Health System	Inkster, MI 48141
Pontiac Schools - Wisner Center	Pontiac, MI 48340
Redford Union Schools	Redford, MI 48240
Richmond Community Schools	Richmond, MI 48062
Roseville Community Schools	Roseville, MI 48066
Saginaw Public School District	Saginaw, MI 48602
Saginaw Valley State University	University Center, MI 48710
Southfield Public Schools	Southfield, MI 48075
Southfield Public Schools	Southfield, MI 48076
Southgate Community School District	Southgate, MI 48195
Taylor School District	Taylor, MI 48180
Trenton Public Schools	Trenton, MI 48183
Troy School District	Troy, MI 48098
Tuscola Intermediate School District	Carol, MI 48726
University Preparatory Academy	Detroit, MI 48202
University Preparatory High School	Detroit, MI 48202
Utica Community Schools	Sterling Heights, MI 48312
Utica Community Schools	Shelby Township, MI 48316
Van Dyke Public Schools	Warren, MI 48089
Van Dyke Public Schools	Warren, MI 48089
Vista Maria	Dearborn Heights, MI 48127
Walled Lake Consolidated Schools	Walled Lake, MI 48390
Warren Woods Public Schools	Warren, MI 48088

Waterford School District	Waterford, MI 48329
Waterford School District	Waterford, MI 48328
Waterford School District	Waterford, MI 48327
Waterford School District	Waterford, MI 48239
Wayne-Westland Community School District	Wayne, MI 48184
Wayne-Westland Community School District	Westland, MI 48186
Willow Run Community Schools	Ypsilanti, MI 48198
WSU-Educational Opportunity Center	Detroit, MI 48202
Ypsilanti School District	Ypsilanti, MI 48197
IP - Mental Health Inpatient	
Adult Rehabilitation Center	Romulus, MI 48174
Angela Hospice	Livonia, MI 48154
Christ Child House (The)	Detroit, MI 48228
Circle of Life Hospital	Detroit, MI 48205
Community Care Services	Belleville, MI 48111
Community Programs Inc.	Waterford, MI 48327
Crossroads of Michigan	Detroit, MI 48201
DMC-Harper Hospital	Detroit, MI 48201
Don Bosco Hall	Detroit, MI 48206
Elmhurst Home, Inc.	Detroit, MI 48206
Gateway Detention Center	Detroit, MI 48214
Harbor Oaks Hospital	New Baltimore, MI 48047
Hawthorn Center	Northville, MI 48167
Henry Ford Health System	Dearborn, MI 48126
Irvine Head Injury, Inc.	Southfield, MI 48033
Jewish Family Service	West Bloomfield, MI 48322
Macomb Co. Community Mental Health	Mt. Clemens, MI 48043
Manor of Wayne	Wayne, MI 48184
Mariner's Inn	Detroit, MI 48201
McLaren Regional Medical Center	Flint, MI 48532
Oakdale Recovery Center	Canton, MI 48188
Oakland Co. Children's Village	Pontiac, MI 48341
Oakwood - Heritage Hospital	Taylor, MI 48180
Positive Images	Detroit, MI 48215
Proaction Behavioral Health Alliance	Grand Rapids, MI 49503
Promise Village: Home for Children	Davisburg, MI 48350
Providence Hospital	Southfield, MI 48075
Quality Behavioral Health	Detroit, MI 48207
Saginaw Psychological Services	Saginaw, MI 48603
Salvation Army Harbor-Light Macomb	Clinton Township, MI 48036
Sinai Grace Hospital	Detroit, MI 48235
St. John Macomb Hospital	Warren, MI 48093
Turning Point Recovery Center	Pontiac, MI 48342
Vista Maria	Dearborn Heights, MI 48127
Washtenaw County Sherriff's Office	Ann Arbor, MI 48105
Windsor Regional Hospital - Western Campus	Windsor, ONT N9C 3Z4 Canada
IP - Mental Health Outpatient	
Absolutely Private Counseling	Detroit, MI 48235

ACCESS	Dearborn, MI 48120
Angela Hospice	Livonia, MI 48154
Arc of Northwest Wayne County, The	Redford, MI 48239
ARC Services of Macomb, Inc.	Clinton Township, MI 48036-1308
Behavioral Health Professional Inc.	Detroit, MI 48207
Black Family Development	Detroit, MI 48202
Carefirst Community Health Services	Detroit, MI 48228
Catholic Services of Macomb	Clinton Township, MI 48038
Catholic Social Services of Oakland Co.	Pontiac, MI 48342
Catholic Social Services of Washtenaw Co.	Ann Arbor, MI 48108
Catholic Social Services of Wayne Co.	Detroit, MI 48202
Children's Hospital of Michigan	Detroit, MI 48201
City of Southfield	Southfield, MI 48033
Clean House Inc.	Southfield, MI 48033
Community Care Services	Belleville, MI 48111
Community Health Awareness Group	Detroit, MI 48226
Community Living Services	Wayne, MI 48184
Community Network Services	Pontiac, MI 48248
Detroit Central City CMH, Inc.	Detroit, MI 48201
Development Centers, Inc.	Detroit, MI 48219
DMC-Harper Hospital	Detroit, MI 48201
Downriver Community Services*	Algonac, MI 48001
Easter Seals	Southfield, MI 48075
Eastwood Clinic, St. John	Rochester Hills, MI 48307
Eastwood Clinics	Detroit, MI 48234
Elmhurst Home, Inc.	Detroit, MI 48206
Guidance Center, The	Southgate, MI 48195
Guidance Center, The	Southgate, MI 48195
Hegira Programs, Inc.	Westland, MI 48185
Henry Ford Health System	Dearborn, MI 48126
Innovative Interventions Inc.	Westland, MI 48185
Intervention Network	Westland, MI 48185
John D. Dingell VA Medical Center	Detroit, MI 48201
Journey Therapeutic Counseling	Southfield, MI 48075
Judson Center	Warren, MI 48093
Kadima	Southfield, MI 48076
Latino Family Services	Detroit, MI 48216
Lincoln Behavioral Services	Redford, MI 48239
Lutheran Child & Family Services	Oak Park, MI 48237-3020
Lutheran Child & Family Services	Bay City, MI 48706
Metropolitan Counseling Center	Detroit, MI 48216
Michigan Psychiatric Behavioral Association (MPBA)	Bay City, MI 48708
Neighborhood Service Organization	Detroit, MI 48226
NorServ Group, Ltd.	St. Clair, MI 48079
Northeast Guidance Center	Detroit, MI 48215
Oakdale Recovery Center	Canton, MI 48188
Oakland Family Services	Pontiac, MI 48341
Pathway Family Center	Southfield, MI 48075

Port Huron Hospital	Port Huron, MI 48061
Positive Images	Detroit, MI 48215
Proaction Behavioral Health Alliance	Grand Rapids, MI 49503
Saginaw Co. Community Mental Health	Saginaw, MI 48602
Salvation Army Harbor-Light Macomb	Clinton Township, MI 48036
St. John Macomb Hospital	Warren, MI 48088
St. Joseph Mercy - Healthy Start Healthy Families	Pontiac, MI 48341
Training & Treatment Innovations, Inc.	Madison Heights, MI 48071
University Psychiatric Centers	Livonia, MI 48154
VA Medical Center-Ann Arbor	Ann Arbor, MI 48105
Washington Way Recovery Center	Jackson, MI 49203
Wayne Center	Detroit, MI 48202
Windsor Regional Children's Centre	Windsor, ONT N9C 4H4
Windsor Regional Hospital	Windsor, ON N9C324
Windsor Regional Hospital - Western Campus	Windsor, ONT N9C 3Z4 Canada
WSU - Counseling & Psychological Services	Detroit, MI 48202
CPSA - Community Organizing	
Acts 29 Fellowship	Hamtramck, MI 48212
American Civil Liberties Union - ACLU	Detroit, MI 48202
Angela Hospice	Livonia, MI 48154
ARC Services of Macomb, Inc.	Clinton Township, MI 48036-1308
Black Family Development	Detroit, MI 48202
Black United Fund of Michigan, Inc.	Detroit, MI 48208
Blue Water Center for Independent Living	Port Huron, MI 48060
Brian Masse MP Windsor West	Windsor, ON N8X 5E8
Chippewa Valley Schools	Clinton Township, MI 48308
Communities in Schools	Detroit, MI 48209
Congressman Sander Levin	Roseville, MI 48066
Detroit Job Corps*	Detroit, MI 48206
Detroit Neighborhood & Family Initiative	Detroit, MI 48226
Detroit Urban League, Inc.	Detroit, MI 48201
Developmental Disabilities Institute	Detroit, MI, 48202
First Step	Plymouth, MI 48170
Gleaners Community Food Bank of SE MI	Detroit, MI 48207
Hannan Foundation	Detroit, MI 48201
Hillel of Metro Detroit	Detroit, MI 48202
Jewish Family Service	West Bloomfield, MI 48322
JVCC Prevention Programs	Detroit, MI 48215
Neighborhood Service Organization	Detroit, MI 48226
Oakland County Youth Assistance	Pontiac, MI 48341
Restoration Towers	Detroit, MI 48219
Saginaw County Youth Protection Council	Saginaw, MI 48605
Services for Older Citizens	Grosse Pointe, MI 48230
Skillman Center for Children	Detroit, MI 48224
Spaulding for Children	Southfield, MI 48075
St. John H.S. - Open Arms Grief Support Program	Detroit, MI 48213
Training & Treatment Innovations, Inc.	Madison Heights, MI 48071
Turning Point Inc.	Mt. Clemens, MI 48046

VA Medical Center-Ann Arbor	Ann Arbor, MI 48105
Warren/Conner Development Coalition	Detroit, MI 48213
WSU - Counseling & Psychological Services	Detroit, MI 48202
CPSA - Policy and Advocacy	
American Civil Liberties Union - ACLU	Detroit, MI 48202
Angela Hospice	Livonia, MI 48154
Arc of Northwest Wayne County, The	Redford, MI 48239
ARC Services of Macomb, Inc.	Clinton Township, MI 48036-1308
Black Family Development	Detroit, MI 48202
Blue Water Center for Independent Living	Port Huron, MI 48060
Brian Masse MP Windsor West	Windsor, ON N8X 5E8
Cass Community Social Services	Detroit, MI 48206
Children's Hospital of Michigan	Detroit, MI 48201
City Connect Detroit Inc.	Detroit, MI 48226
City of Southfield	Southfield, MI 48033
Communities in Schools	Detroit, MI 48209
Comprehensive Youth Services, Inc.	Mount Clemens, MI 48043-2123
Congressman Sander Levin	Roseville, MI 48066
Detroit Neighborhood & Family Initiative	Detroit, MI 48226
Detroit Urban League, Inc.	Detroit, MI 48201
Detroit Wayne Co. Long Term Care Connection	Detroit, MI 48207
Developmental Disabilities Institute	Detroit, MI, 48202
Forever Families	Novi, MI 48375
Fort Street - Open Door	Detroit, MI 48226
Hannan Foundation	Detroit, MI 48201
Henry Ford Bi-County Hospital	Warren, MI 48089
Irvine Head Injury, Inc.	Southfield, MI 48033
John D. Dingell VA Medical Center	Detroit, MI 48201
JVCC Prevention Programs	Detroit, MI 48215
Lutheran Child & Family Services	Bay City, MI 48706
Neighborhood Service Organization	Detroit, MI 48226
Restoration Towers	Detroit, MI 48219
Rochester Area Neighborhood House Inc.	Rochester, MI 48308
Saginaw County Youth Protection Council	Saginaw, MI 48605
Saginaw Public School District	Saginaw, MI 48602
Salvation Army Harbor-Light Macomb	Clinton Township, MI 48036
Serenity Services	Detroit, MI 48213
Services for Older Citizens	Grosse Pointe, MI 48230
Skillman Center for Children	Detroit, MI 48224
Training & Treatment Innovations, Inc.	Madison Heights, MI 48071
Training and Treatment Innovations	Oxford, MI 48371
United Way for Southeastern Michigan	Detroit, MI 48226
VA Medical Center-Ann Arbor	Ann Arbor, MI 48105
Wayne Center	Detroit, MI 48202
Wayne County Prosecutor's Office	Detroit, MI 48226
Women Arise	Detroit, MI 48202
CPSA - Program and Resource Development	
Acts 29 Fellowship	Hamtramck, MI 48212

American Civil Liberties Union - ACLU	Detroit, MI 48202
Angela Hospice	Livonia, MI 48154
Arc of Northwest Wayne County, The	Redford, MI 48239
ARC Services of Macomb, Inc.	Clinton Township, MI 48036-1308
Black Family Development	Detroit, MI 48202
Black United Fund of Michigan, Inc.	Detroit, MI 48208
Blue Water Center for Independent Living	Port Huron, MI 48060
Cass Community Social Services	Detroit, MI 48206
Childhelp	Southfield, MI 48075
City Connect Detroit Inc.	Detroit, MI 48226
City of Southfield	Southfield, MI 48033
Clean House Inc.	Southfield, MI 48033
Communities in Schools	Detroit, MI 48209
Community Living Services	Wayne, MI 48184
Comprehensive Youth Services, Inc.	Mount Clemens, MI 48043-2123
Comprehensive Youth Services, Inc.	Port Huron, MI 48060
Congressman Sander Levin	Roseville, MI 48066
Detroit Job Corps*	Detroit, MI 48206
Detroit Neighborhood & Family Initiative	Detroit, MI 48226
Detroit Urban League, Inc.	Detroit, MI 48201
Developmental Disabilities Institute	Detroit, MI, 48202
Execu-Tech Manor & D.I.C.C.A.F.V.	Detroit, MI 48207
First Step	Plymouth, MI 48170
Forever Families	Novi, MI 48375
Fort Street - Open Door	Detroit, MI 48226
Gilda's Club Metro Detroit	Royal Oak, MI 48073
Girl Scouts - Michigan Waterways Council	Port Huron, MI 48060
Gleaners Community Food Bank of SE MI	Detroit, MI 48207
Greenfield Health Systems	Bingham Farms, MI 48025
Hannan Foundation	Detroit, MI 48201
Hillel of Metro Detroit	Detroit, MI 48202
Intervention Network	Westland, MI 48185
Irvine Head Injury, Inc.	Southfield, MI 48033
Jewish Family Service	West Bloomfield, MI 48322
Jewish Home & Aging Services	West Bloomfield, MI 48322
John D. Dingell VA Medical Center	Detroit, MI 48201
JVCC Prevention Programs	Detroit, MI 48215
Lutheran Child & Family Services	Bay City, MI 48706
Neighborhood Service Organization	Detroit, MI 48226
Oakland County Youth Assistance	Pontiac, MI 48341
Positive Images	Detroit, MI 48215
Power Inc.	Ann Arbor, MI 48108
Quality Behavioral Health	Detroit, MI 48207
Restoration Towers	Detroit, MI 48219
Rochester Area Neighborhood House Inc.	Rochester, MI 48308
Saginaw County Youth Protection Council	Saginaw, MI 48605
Saginaw Public School District	Saginaw, MI 48602
Serenity Services	Detroit, MI 48213

Services for Older Citizens	Grosse Pointe, MI 48230
Skillman Center for Children	Detroit, MI 48224
Spectrum Human Services	Westland, MI 48185
St. John H.S. - Open Arms Grief Support Program	Detroit, MI 48213
Training & Treatment Innovations, Inc.	Madison Heights, MI 48071
Training and Treatment Innovations	Oxford, MI 48371
Turning Point Inc.	Mt. Clemens, MI 48046
VA Medical Center-Ann Arbor	Ann Arbor, MI 48105
Warren/Conner Development Coalition	Detroit, MI 48213
Wayne County Community College District	Detroit, MI 48226
Women Arise	Detroit, MI 48202
WSU - Counseling & Psychological Services	Detroit, MI 48202

For overall information about Field Placements, please call Anwar Najor-Durack, MSW, Director of Field Education at 577-4479.