



MASTERS OF SOCIAL WORK

ADVANCED YEAR CURRICULUM

A DESCRIPTION OF THE TWO CONCENTRATIONS AND THE ADVANCED YEAR CURRICULUM

2006

**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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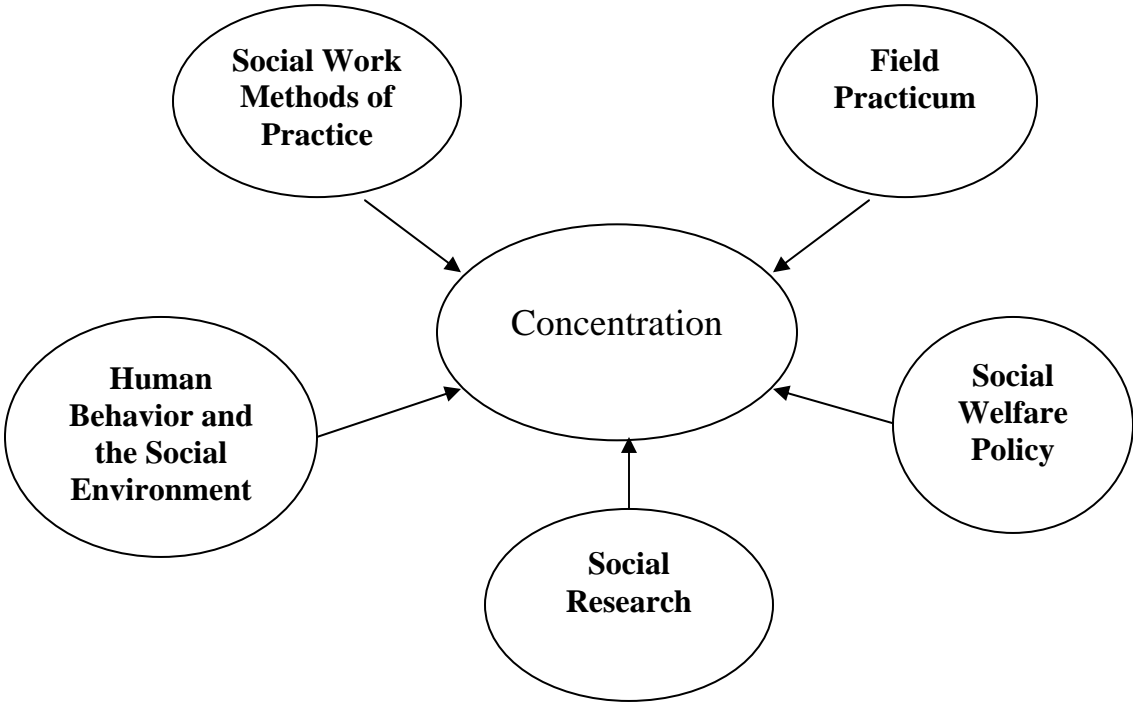
INTRODUCTION

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 AConcentration@ 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?

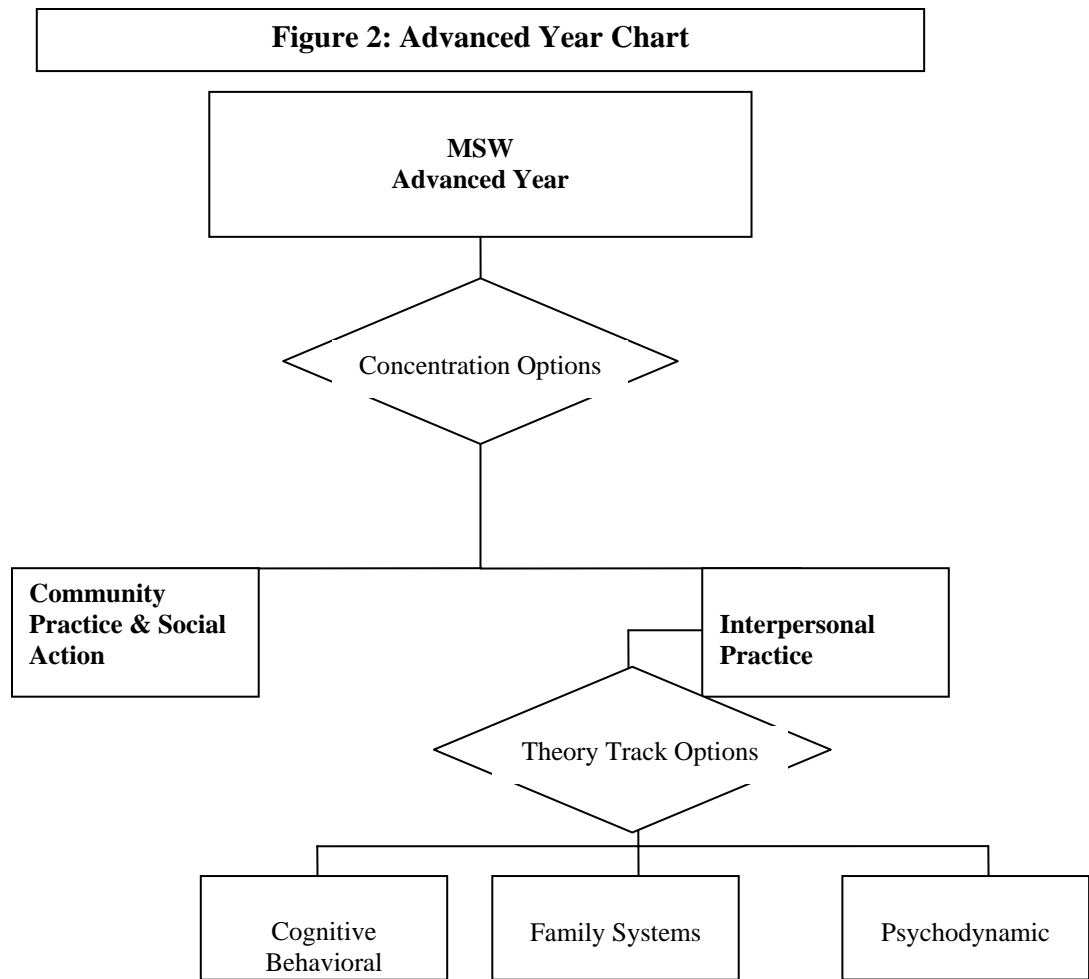
The decision is important; one only students can make. There is no road map or decision tree. It is based on students' preferences, individual predisposition, and knowledge about the scope, expectations, and requirements for each concentration, theory track and specialized interest area. Students may 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 knowledge and theory of behavior and dynamics of human service programs, organizations and communities as well as complex systems to foster and otherwise advance the well-being of people experiencing social change and/or social marginalization.
2. Understand a broad spectrum of change strategies and demonstrate the ability to select and match these strategies to the programmatic, organizational, and community challenges complex systems face. Demonstrate differential application of these strategies in partnership with people who experience oppression and disenfranchisement.
3. Apply models, concepts, and strategies to the conception, design, development, implementation, evaluation and improvement of social work practice and programs.

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 7590 - 2 cr. (Fall term only)	
Social Welfare Policy	SW 8300 is required Fall Term only - 3 cr.	
Research Course	Required: Enroll either term, SW 8810 - 3 cr. or SW 8820- 3 cr. in the Winter. Students may elect SW 8996 (4 cr.) or SW 8999 (6 cr.) instead.	
Electives	Required: Enroll any term - 5 cr.	

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.	
Research Course	Required: Enroll either term, SW 8810 - 3 cr. or SW 8820- 3 cr. in the Winter. Students may elect SW 8996 (4 cr.) or SW 8999 (6 cr.) instead.	
Electives	Required: Enroll any term - total of 8 cr.	

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

*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.

B 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.

B 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.

B 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, 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. In addition, students have opportunities to expand and refine their skills in:

- B community and neighborhood assessment;
- B organizational analysis;
- B community organization;
- B program and agency management and administration;
- B grant writing; and
- B resource development.

Coursework will include learning about the history of social change efforts and community practice in the U. S. and globally. Through reading, discussion, experiential activities, and projects, students gain the competencies to build collaborative relationship with community groups in order to improve the quality of life within their communities. Students gain organizational, resource development and project management competencies. They learn how to put these competencies to work in community and systems change efforts.

Core Competencies of Students

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 19 core competencies are:

- 1) Students demonstrate knowledge of the historical antecedents of community practice and social action in the United State, including social, political, and cultural influences.
- 2) Students can describe at least three needs assessment models and the procedures each model requires for effective implementation. They can demonstrate how to undertake a needs assessment project within a policy, organizational, administrative, or community setting.
- 3) Students demonstrate an awareness of social problems represented by and caused by oppression and discrimination on the basis of such factors as race and ethnicity, age, gender, sexual orientation, religion, class, economic factors, and diversity in cognitive or physical characteristics.
- 4) Students can analyze a social problem using both qualitative and quantitative date and identify the implication of their analysis for understanding the manifestation of the problem within a group, a community, or organizational system. They can identify relevant community practice and social action strategies to address this social problem.
- 5) Students can analyze a social policy product (e.g. legislation) and identify the strengths and limitations of the product in making an impact on an identified social problem.
- 6) Students can formulate a plan of action to address a problem confronting a community or organization. This plan offers specific strategies guiding action relevant to community practice and social action.
- 7) Students can engage in program development and formulate a community, organizational, or service intervention. They can identify a resource development strategy to support implementation of the program.
- 8) Students can plan, write, and defend a grant proposal to secure funds for a program or intervention.

- 9) Students can describe and analyze three community development and/or social action models that guide their professional practice. They demonstrate knowledge of the strengths and limitations of each model.
- 10) Students show an awareness of and sensitivity for a multicultural perspective in community practice and social action, and illustrate how multiculturalism and diversity is an important element of their practice.
- 11) Students demonstrate in writing their knowledge of the analysis of human service organizations and service systems. They demonstrate an understanding of how the analysis of human service organizations or service systems can be applied to the improvement of their field work sites.
- 12) Students describe their strategy for working with organizationally based groups or with community-based groups. They can identify tactics useful for forming collaborative relationships with these groups for the purpose of taking organizational, community, or social action.
- 13) Students can describe at least three models of evaluations and identify their strengths and limitations in understanding the impact of their practice on an identified problem or need.
- 14) Students demonstrate the integration of action research and program evaluation skills into community development and practice.
- 15) Students can demonstrate their problem analytic, report preparation and dissemination skill by preparing a report in writing to their internship site on a project that has significance to the agency and by presenting their findings and recommendations to a broad audience of agency stakeholders.
- 16) Students can describe the strengths and needs of the internship site relationship to addressing social problems that this site confronts. They can identify administrative, community, and program strategies for the improvement of the performance and impact of this site.
- 17) Students identify the substantive skills and competencies they gained through their field education, and demonstrate that they can evaluate their performance in fieldwork undertaken for the MSW.
- 18) Students can demonstrate their skills in the formative and summative evaluation of their practice. This includes demonstration of critical consciousness around use of self, including impact of such factors as race and ethnicity, age, gender, sexual orientation, religion, class, economic status, and diversity of cognitive or physical characteristics.
- 19) Students can describe in writing their framework of professional social work practice in community practice and social action. They can identify the implications of this

framework for their subsequent professional development.

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, consumers 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 7590	Developing Responsive Human Service Organizations (2 cr.)
SW 7998	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.)
SW8820	Action Research in Community Practice (3 cr.) or SW 8810 (3 cr.) or SW 8996 or SW 8999.

Possible Electives

SW 8310	Community Practice with Vulnerable Populations (2 cr.)
SW 6500	Social Work and the Law (2 cr.)
SW 7600	Advocacy in Social Work Practice (3 cr.)
SW 8991	Capstone Integrated Seminar on the Development of the Professional Portfolio in Community Practice and Social Action (2 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 and program coordinators, social planners, policy specialist, 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 life. 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 sequellae 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:

- B individual, group, and family assessment
- B wrap around/case-management
- B clinical diagnosis
- B individual, group, and family therapy
- B 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 for the curricula requirement for Human Behavior and Practice Methods. The tracks are similar in that each track addresses human behavior content and practice theory and methods conducive to social work practice. The tracks differ in the theoretical model used to understand human behavior/development and practice interventions applicable to the client. 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; 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 thoughts processes play in 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 and anxiety.	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.
Postulate 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 the therapeutic approach. Both focus on the present, where the client is@ and are empirical
View human connectedness as a primary need. Satisfaction in love, work,	Focuses on understanding families' interpretation of gender roles and how these	Emphasize worker-client collaboration and the consistent evaluation of

and play support healthy functioning.	interpretations contribute to resilience or dysfunction.	client progress throughout the treatment process.
Treatment focuses on a two-person model and the primacy of the therapeutic relationship is stressed as critical to the process of change.	Newer approaches focus on the significance of the family's understanding of its own strengths and on the collaborative role of family therapists.	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.
Techniques include: exploration, reflection, clarification, interpretation. In short terms treatment, educative, support/encouragement may be emphasized more.		Cognitive and behavioral approaches have a broad range of applications with problems found in children, adults, with individuals, families, groups, and communities.
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.		
This model is useful for crisis intervention work, brief intervention, and long term work with all ages and with individuals and families		
Transference and countertransference are examined and understood as dynamics that influence the therapeutic process.		

Required Concentration Specific Courses

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

- SW 8360 Application of Cognitive Behavioral Theory to Social Work Practice I (4 cr.)
 SW 8370 Application of Cognitive Behavioral Theory to Social Work 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 Practice with 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.)
 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 7010 Intervention Strategies in Infant Mental Health (1 cr.)
 SW 7570 Psychosocial Functioning of Women (3 cr.)
 SW 7590 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 Advanced Interpersonal Practice in Marital Therapy (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.)

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. 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:

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Room 140, Thompson Home
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Antonio Gonzalez-Prendes, Ph.D.
Chair, Cognitive Behavioral Theory Track
Room 301, Thompson Home
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Chair, 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.)
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.)

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 Family Independence Agency, 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 7590	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.)

****The Family and Child Welfare Educational Program: School of Social Work-FIA Partnership***

This Specialized Interest Area provides a social work education to child welfare employees of Michigan Family Independence Agency (MFIA), emphasizing approaches that have demonstrated their effectiveness in helping families who are involved in the public child welfare system. This pattern requires students to select specific courses and electives within the Interpersonal Practice Concentration and the Child Welfare Special Interest Area, so that students will achieve mastery of the Child Welfare Competencies approved by the State of Michigan.

*All students in this specialized interest area have been recommended by their county MFIA office.

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.)
SW 5755	Introduction to Child Welfare (2 cr.)
SW 6535	Juvenile Delinquency & Social Functioning (2 cr.)
SW 7590	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 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.)

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.)
SW 7590	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
Family and Child Welfare Educational Program: SSW-FIA Partnership	Dr. C. Bowers, 577-4433
Substance Abuse	Dr. S. Pimlott-Kubiak, 577-4402
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 2005-2006 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.**

COMMUNITY PRACTICE & SOCIAL ACTION (CPSA) CONCENTRATION

COMMUNITY ORGANIZING

Center For Community Access Inc. Detroit, MI 48202
 Detroit Parent Network. Detroit, MI 48201
 Friendship House. Hamtramck, MI 48212
 Jewish Home and Aging Services. West Bloomfield, MI 4832
 Michigan League For Human Services. Lansing, MI 48912
 Senator Stabenow. Detroit, MI 48226
 Southwest Solutions. Detroit, MI 48209
 The Open Door. Detroit, MI 48226
 WSU Center For Urban Studies. Detroit, MI 48202

POLICY AND/ OR ADVOCACY

Black United Fund of Michigan, Inc. Detroit, MI 48208
 Citizens for Better Care. Detroit, MI 48201
 Communities In Schools, Inc. Detroit, MI 48216
 Congressman Sander Levin. Roseville, MI 48066
 Detroit Central City CMH, Inc. Detroit, MI 48201
 Detroit City Council. Detroit, MI 48226
 Henry Ford Health System. Detroit, MI 48202
 Jewish Family Service. Southfield, MI 48075
 Kadima. Southfield, MI 48076
 Macomb Family Services INC. Romeo, MI 48065
 New Detroit. Detroit, MI 48202
 Oakland Schools Intermediate School District. Waterford, MI 48328
 Spaulding for Children. Southfield, MI 48075

PROGRAM AND RESOURCE DEVELOPMENT

Alternatives For Girls. Detroit, MI 48208
 Children=s Center of Wayne Co. Detroit, MI 48201
 Communities in Schools, Inc. Detroit, MI 48216
 Friends of First Congregational Church. Detroit, MI 48201
 Harbor Behavioral Healthcare. Toledo, OH 43623
 Spaulding for Children. Southfield, MI 48075
 The Arc of Livingston. Howell, MI 48843
 Wolverine Human Services. Vassar, MI 48768
 WSU School of Social Work. Detroit, MI 48202

Note: Placement sites listed are those used for the 2005-2006 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.**

INTERPERSONAL PRACTICE CONCENTRATION

FAMILIES AT RISK & CHILD WELFARE

3rd Judicial Circuit. Detroit, MI 48226
 Black Family Development. Detroit, MI 48235
 Boys and Girls Republic. Farmington Hills, MI 4833
 Catholic Charities of Monroe. Monroe, MI 48161
 Chatham-Kent Integrated Children=s Services. Chatham, ONT N2T2L1
 Children=s Center of Wayne Co. Detroit, MI 48201
 Christ Child House (The). Detroit, MI 48228
 Common Ground Sanctuary. Royal Oak. MI 48067-124
 Cornell Center. Pt. Huron, MI 48060
 CSS of Oakland Co. Royal Oak. MI 48067
 Detroit Neighborhood & Family Initiative. Detroit, MI 48201
 Don Bosco Hall. Detroit, MI 48206
 Ennis Center for Children Inc. Waterford, MI 48329
 Family And Children=s Service of Midland. Midland, MI 48641
 Guidance Center, The. Southgate, MI 48195
 Impact Consulting Services PC. Waterford, MI 48328
 Legal Aid & Defender Association. Detroit, MI 48226
 Lutheran Child & Family Services. Bay City, MI 48707/48706
 Lutheran Social Services. Southfield, MI 48075-4901
 Macomb Family Services. Clinton Twp, MI 48036
 Matrix Human Services. Detroit, MI 48202
 Oakland Co. Friend of the Court. Pontiac, MI 48341
 Oakland Family Services. Pontiac, MI 48341
 Orchards Children=s Services. Southfield, MI 48076
 Paul Martin Home For Boys. Detroit, MI 48221
 Rape Counseling Center. Detroit, MI 48201
 Spaulding for Children. Southfield, MI 48075
 St. Peter=s Home for Boys. Detroit, MI 48228
 Starfish Family Services. Inkster, MI 48141
 The Children and Youth Initiative Inc. Detroit, MI 48221
 Vista Maria. Dearborn Heights, MI 481
 Windsor Family Forum. Windsor, ONT N5Y1R8
 Wolverine Human Services. Detroit, MI 48215
 Women=s Justice Center. Detroit, MI 48225

Note: Placement sites listed are those used for the 2005-2006 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.**

HEALTH CARE

Angela Hospice. Livonia, MI 48154
 Citizens for Better Care. Detroit, MI 48201
 DMC B Children=s Hospital of Michigan. Detroit, MI 48201
 DMC B Sinai Grace Hospital. Detroit, MI 48235
 Garden City Hospital. Garden City. MI 48124
 Heartland Hospice. Southfield, MI 48034
 Henry Ford Health SystemsCHospice. Harper Woods, MI 48225
 Henry Ford Hospital. Detroit, MI 48202
 Karmanos Cancer Center. Detroit, MI 48202
 Oakwood Southshore Hospital. Trenton, MI 48134
 Regional Dialysis Services. Midland, MI 48640
 St. John Macomb Hospital Center. Warren, MI 48088
 St. Josph Macomb. Clinton Twp, MI 48038
 VA Medical Center. Detroit, MI 48201
 VA Medical Center-Ann Arbor. Ann Arbor, MI 48105
 Windsor Regional Cancer Center. Windsor, Ontario N8W2X

AGING/ GERONTOLOGY

Heartland Hospice. Southfield, MI 48034
 Jewish Family Services. Southfield, MI 48075
 St. Peter The Apostle. Harper Woods, MI 48225
 Van Elslander Cancer Center. Grosse Pointe Woods, MI
 Washington Way Recovery Center. Jackson, MI 49203

SCHOOLS

Berkley School District. Berkley, MI 48072
 Bloomfield Hill Schools. Bloomfield Hills, MI 48302
 Catholic Social Services. Port Huron, MI 48060
 Chippewa Valley Schools. Clinton Twp., MI 48038
 Clarkston Community Schools. Clarkston, MI 48346
 Dearborn Public Schools. Dearborn, MI 48124
 Detroit Board of Education. Detroit, MI 48238
 Detroit Senior Citizens Dept. Detroit, MI 48226
 East China Township School District. St. Clair, MI 48079
 Fitzgerald Public Schools. Warren, MI 48091
 Friendship Circle. West Bloomfield, MI 4832
 Highland Park School District. Highland Park, MI 48203
 Huron Intermediate School District. Bad Axe, MI 48413
 Lakeview Public Schools. St. Clair, MI 48081
 Lincoln Park High School. Lincoln Park, MI 48146
 Livonia Public Schools. Livonia, MI 48154

Macomb Intermediate Schools. Sterling Heights, MI 4831
 Pontiac SchoolsCWisner Center. Pontiac, MI 48340
 Redford Schools. Redford, MI 48240
 Roseville Community Schools. Roseville, MI 48066
 Southfield Public Schools. Southfield, MI 48076
 Southgate Community School District. Southgate, MI 48195
 Troy School District. Troy, MI 48098
 Turning point, Inc. Mt. Clemens, MI 48046
 Tuscola Intermediate School District. Caro, MI 48723
 Utica Community Schools. Shelby Twp., MI 48316
 Van Dyke Public Schools. Warren, MI 48089/ 48092
 Walled Lake Public Schools. Walled Lake, MI 48390
 Warren Woods Public Schools. Warren, MI 48088
 Waterford School District. Waterford, MI 48239
 Wayne Memorial High School. Wayne, MI 48184
 Ypsilanti Public Schools. Ypsilanti, MI 48198

MENTAL HEALTH (In Patient / Out Patient And Substance Abuse)

Catholic Social Service. Dearborn Heights, MI 48125
 Catholic Social Services. Port Huron, MI 48060
 Children=s Center of Wayne Co. Detroit, MI 48201
 Clean House. Southfield, MI 48034
 Connecting Point. Toledo, OH 43608
 CSS of Flint. Flint, MI 48503
 Detroit Central City CMH, Inc. Detroit, MI 48201
 Detroit East CMH. Detroit, MI 48214
 Development Centers, Inc. Detroit, MI 48219
 Don Bosco Hall. Detroit, MI 48206
 Easter Seals. Southfield, MI 48034
 Eastwood Community Clinic. Detroit, MI 48234
 Guidance Center, The. Southgate, MI 48195
 Havenwyck Hospital. Auburn Hills, MI 48326
 Hawthorn Center. Northville, MI 48167
 Henry Ford Behavioral Services. Dearborn, MI 48126
 Henry Ford Health System B EAP. Detroit, MI 48223
 Lula Belle Stewart Center. Detroit, MI 48206
 Macomb Family Services. Clinton Twp., MI 48036
 Macomb Intermediate School District. Warren, MI 48093
 Mariner=s Inn. Detroit, MI 48201
 Nat. Institute for Trauma and Loss in Children. Grosse Pointe Woods, MI 48
 National Council on Alcoholism. Detroit, MI 48221
 Oakdale Recovery Center. Canton, MI 48188
 Oakland Family Services. Pontiac, MI 48341
 Saginaw County CMG. Saginaw, MI 48602-4292
 Salvation Army Adult Rehabilitation Center. Detroit, MI 48216
 Sexual Assault Crisis Center of Essex Co. Windsor, ONT N8X 2G1

Southwest Solutions. Detroit, MI 48209
St. John Detroit Riverview Hospital. Detroit, MI 48214
St. John Macomb Hospital Center. Warren, MI 48088
Training & Treatment Innovations Inc. Clawson, MI 48017-2800
University Psychiatric Center. Livonia, MI 48154
VA Medical Center B Detroit, MI 48201
VA Medical CenterCAnn Arbor, MI 48105
Windsor Regional Children=s Center. Windsor, Ontario. N9C4H4
WSU - Counseling and Psychological Services. Detroit, MI 48202

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