The Wayne State University

School of Social Work

is a learning collaborative of talented and diverse faculty, staff and students addressing complex problems, promoting social justice and fostering overall well-being through engaged teaching, research and partnership within an urban and global context.
We are social work

Challenging Minds...
I am very proud to share with you this publication, which provides an overview of recent accomplishments regarding our research, academic programs, certificates, continuing education and learning communities. At present, nearly 900 students are studying social work here at Wayne State University, either on campus, at our extension centers, or online, and more than 9,000 of our graduates are working across the United States and internationally to improve the human condition. Our students and alumni are proud to call themselves Warriors in the fight for a better world, and we are proud to call them colleagues.

In this report, you will read about the resources and innovations that make our school a leader in education, training and research. The heart of our school is our faculty: nationally renowned experts in more than two dozen areas of interpersonal and community-focused research whose scholarship is widely disseminated and applied. Supporting their endeavors is our Center for Social Work Research, which provides state-of-the-art resources and facilitates research collaborations between faculty and organizations throughout greater Detroit. These collaborations result in forward-thinking, replicable solutions for organizational capacity-building and efficiency – solutions that improve and sustain communities within Southeast Michigan while advancing the field of social work as a whole.

Meanwhile, our degree programs have distinguished themselves. We are the only social work program in Michigan that offers an online bachelor’s degree. Our master’s program has developed a new concentration in Innovation in Community, Policy and Leadership, and our Ph.D. program features a new clinical scholarship track for students who want to engage in both research and leadership in the greater clinical social work community. Augmenting and interfacing with these degree programs are five graduate certificates and a dual title degree program in social work and infant mental health.

Finally, you will read about the diverse and challenging field work opportunities available to our students in hundreds of agencies throughout Michigan and nearby Canada. Each term, as many as 600 of our baccalaureate and master’s students receive real-world training in this region under the supervision of more than 300 field instructors. This training, which is in a distinctly urban context, is a critical component of their social work education.

We are a 21st century school of social work. We strive to lead, and there are many milestones on our horizon. I appreciate your interest and your time, and I hope you will enjoy learning about all we have to offer.

Most sincerely,
Cheryl E. Waites
Dean and Professor
Contents

Bachelor of Social Work Program ................................................. 4
Master of Social Work Program .................................................. 6
Learning Communities ................................................................ 9
Spotlight on: Veteran Mental Health ........................................ 10
Center for Social Work Research ............................................... 12
Alumni Association ................................................................. 16
Field Education .......................................................................... 17
Spotlight on: Teen Dating Violence .......................................... 21
Doctor of Philosophy in Social Work Program ........................ 22
Dual-Title Degree in Infant Mental Health ................................. 25
Graduate Certificates ............................................................. 26
School of Social Work Faculty .................................................. 27
School of Social Work Donors .................................................. 32
Continuing Education .............................................................. Inside Back Cover

SSW Alumni: We are going green. Receive future publications and important information electronically! Visit www.alumni.wayne.edu and click on “Update Your Information.”

Editor: Lucy Ament
Photography: Richard Bielaczyc
M.J. Murawka
Rachel Lathrop
Design: CHM Graphics
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School of Social Work
Wayne State University
Thompson Home
4756 Cass Avenue
Detroit, MI 48202
Phone: (313) 577-4409
Web: http://socialwork.wayne.edu/
The B.S.W. program prepares students for entry-level practice in social work. Ranked number one by the Gourman Report for years, the B.S.W. curriculum is strong in the classroom and strong in the field. Approximately two-thirds of the curriculum is in professional courses, while a third is in co-requisite courses and electives. Field education is concurrent with class work except in the first semester of the junior year for full- and part-time students.

The B.S.W. program offers flexible full- and part-time planned studies during the day, in the evening and on weekends. Classes are located on the main campus, at extension centers, and online, and computer labs are available at all sites for individual work and classroom instruction.

The program also offers a nurturing environment, with small class sections that promote academic excellence and provide individualized attention and a mentoring program for core academic areas and professional development. Courses are taught by doctoral-level faculty, whose research on prominent and topical issues brings currency to classroom discussions on the values and traditions of social work. Coursework emphasizes a generalist social work practice model, which prepares students to work with individuals, groups, families, organizations and communities facing contemporary challenges.

Meanwhile, opportunities abound for community activism, leadership development, school governance participation, and volunteer activities.
Enrolling in this program is one of the best decisions I have made at Wayne State University. Initially, I had no idea what degree path to follow or which of my varied interests to pursue, but in this social work program it is alright if you are not entirely sure what you’d like to do. The curriculum provides a broad knowledge base encompassing sociology, psychology, education, economics, policy, social justice, and philosophy. The B.S.W. program is a foundation for working with individuals, groups, and communities with many social needs, and it has helped me to develop my own ideas and philosophy of social problems and their solutions.

A common misconception about the social work profession is that case management is the only career avenue in the field, but I would welcome anyone to visit Thompson Home to learn about the diverse opportunities and career paths available. The instructors here are directors of nonprofits, researchers who are adding to our knowledge base. Some even run their own private agencies. I am privileged to enjoy the freedom of dropping in to speak with faculty, even if I do not know them! Any faculty member who shares your interests, such as mental health or child welfare, is more than happy to share their experience and guidance. I have also received great support from my fellow classmates. We take pride in helping each other. Whether seeking counsel on a paper at 2 a.m., helping to organize study groups, or sending out due date reminders, the bonds formed within our cohort are a major aspect of success in the program.

I would recommend Wayne State University’s School of Social Work to anyone interested in the social science field. My experience here has provided me with the confidence and competence to be an excellent social worker and an agent of change in the profession.

Rayven Fuller will be a senior in the School of Social Work’s B.S.W. program this fall.

For years I promised myself that “someday” I would go back to college and finish my degree. After putting my two sons through college, I realized that it was my turn to make this dream come true. But where to go and what to study?

I really wanted to do something that would help others, and a friend of mine, who is an LMSW, explained that a B.S.W. or M.S.W. degree would allow me to work in any field that I was interested in. I started to look into Schools of Social Work and learned that Wayne State University’s B.S.W. program is among the country’s highest ranked. How lucky am I that a top-ranked social work program was right in my backyard?

I’ve just completed my junior year, and my first year in the School of Social Work, and it has been an amazing experience! The quality and caliber of my professors has been incredible; they bring a tremendous depth of understanding of social justice issues, and years of real-life experience working in the field, to all of our classroom discussions. I feel that each of my professors, as well as the SSW staff and advisors, has been totally committed to my success, and they have been available whenever I’ve had a problem or question. I can’t thank them enough. I would recommend the Wayne State University School of Social Work to anyone. If you’re interested in social work, and in making a difference in the lives of others, this is the place to be!

Eileen O’Meara Jay will earn her B.S.W. in May of 2013, and plans to pursue an M.S.W. from the WSU School of Social Work as well. She would like to do a field placement in a hospice setting.

Central to the School of Social Work’s urban mission is an understanding of the varied demands on students’ time and resources and the complexities associated with work, family life and commuting to campus. For this reason, the School created B.S.W. Where Online Works! (WOW!) – the first online B.S.W. degree program in Michigan and one of only three online B.S.W. programs in the United States.

The five-semester, full-time program is open to students with at least 64 college-level credits who have completed all prerequisite coursework. Students earn 47 social work credits online (in addition to nine credits of math or electives) and complete a four-month “block” of field education involving four days of field work each week for a total of 32 hours.

The first cohort of B.S.W. WOW! students earned their degrees in June, and the second cohort, which is almost 45% larger than the first, was admitted in January of 2012. The success of the program is attracting funders. In the fall of 2011, the Detroit-based nonprofit Community Telecommunications Network provided juniors and staff in the B.S.W. WOW! program with hotspot devices, which allow multiple users to share a single high speed broadband over a WiFi signal connection. CTN in June announced it would extend the use of these devices for an additional 11 months, through April of 2013 – a funding commitment of nearly $14,000. These hotspot devices support use of non-USB-driven devices, such as tablets and smart phones, to access the Internet, conduct research and interact with classmates.

Students who received the hotspot devices in the fall said the devices have prevented them from being academically “isolated” from the program and their peers when studying or when working at field placements in buildings where wireless Internet access is not available.

B.S.W. WHERE ONLINE WORKS! (WOW!)
The M.S.W. program at Wayne State University is dedicated to the education of world class practitioners who commit themselves to improving quality of life for vulnerable or oppressed individuals and to achieving social and economic justice.

The second year of graduate study, designated the “Advanced Year,” is uniquely designed to give students specific knowledge and practice skills in one of two concentrations: Interpersonal Practice (IP) or Innovation in Community, Policy, and Leadership (I-CPL). Each concentration builds on the knowledge, values, and skills gained in the core curriculum with the objective of increasing students’ competence for dealing with greater complexities of social work practice.

Newly revised this year, the I-CPL concentration offers three career platforms: community change, organizational change through strong leadership, and change effected through social policy. It also offers field placements for macro practice that coincide with new curriculum expectations and a curricular format that employs online or hybrid methods of delivery and offers courses for macro-skill development. Online courses and one-credit course options provide greater flexibility for students.

The Community Building/Development Platform will offer two focus areas. The international focus area will train students for careers in immigration and human rights, international development, and economic and social development. The broad-based community perspective area will prepare students for work in community development corporations, community organizing, and work with community coalitions and place-based initiatives.

The Leadership Platform is for students wishing to pursue careers in nonprofit administration or positions of leadership in social work member associations or advocacy organizations. The Social Policy Platform is under development but will prepare students for a career as a policy advocate or policy analyst.

Interpersonal Practice students choose a particular theoretical orientation and clinical method from among three distinct theory tracks: cognitive-behavioral, family systems, and psychodynamic.
These theory tracks are led respectively by Antonio González-Prendes, Dennis Muzzi, and Jerrold Brandell, each an expert in the field. A full range of electives is offered to supplement the required sequence of courses, thus permitting students an opportunity to deepen and enrich their knowledge of particular areas of IP. Students who prefer to telecommute can take all courses for the family systems track and cognitive-behavioral track online. Students in the IP concentration also benefit from distance learning, as many of these courses are offered at the Wayne State University Center Macomb.

The M.S.W. programs offers a full-time degree program consisting of four semesters of study in which field work is concurrent with class work. Students spend two full days each week in the field and two days in classes for two consecutive years. Or, M.S.W. students can choose a planned part-time program that permits them to complete degree requirements over a three- or four-year period. Advanced standing is available for students with a B.S.W.
Andrea O. Burr received her M.S.W. this year. During her field placement with The Jean Ledwith King Women’s Center of Southeastern Michigan, she obtained experience providing personal counseling to women in crisis, developing and running groups, and managing programs.

I chose the social work program at Wayne State University based on the depth and breadth of program offerings, the expertise of the faculty, and a program that offered a balance of theory and practice. My time was important to me, but my goal was not to simply complete a degree in the fastest or easiest way possible. I wanted to explore new concepts, be immersed in the latest research findings and literature in the field, and I sought challenges in and out of the classroom. I was not disappointed!

I focused on Interpersonal Practice; my areas of interest include domestic violence, women’s issues, couples therapy, divorce, grief and loss, and life transitions. Although outside of my specific areas of interest, advanced policy analysis offered a unique opportunity to explore a different perspective. I was encouraged to delve into the interplay of policies, programs and community resources and the impact these factors could have on clients and their families. The policy analysis, program and proposal development project I developed has provided me with the foundation for a new support group for children of divorce that was unlike anything being offered. The program was intended for children ages eight to 11, and would address issues including self esteem, healthy relationship skills, and boundaries, as well as the transgenerational impact of domestic violence, if appropriate. I am looking forward to implementation of this group in the next year.

Erin Desnoyer received her M.S.W. from Wayne State in May 2012. Her advanced year placement was with Urban Neighborhood Initiatives (UNI) doing macro work, including program planning and development, program evaluation, and program administration. Upon completing her internship, Erin was hired by UNI as a youth employment specialist.

I chose to enroll in the M.S.W. program at Wayne State University for two reasons. The first was the part-time program option, which meant I did not have to choose school over work. The second reason was its location. I have spent most of my life in or near Detroit and wanted to continue learning about and supporting the community that I deeply care about. I thought there would be no better way to continue doing this than going to a university that is centrally located in the city, amongst important cultural and medical institutions and a wide array of community-based organizations. I felt this location would also serve as an important conduit in building my professional network and increase employment and personal opportunities after graduation.

One thing that struck me when I began my M.S.W. program at Wayne State was the diversity of the students in my classes. This characteristic not only promoted robust conversation during in-class discussions, it also exposed me to different perspectives based on individuals’ cultural values and increased my level of cultural sensitivity and competency.

My field placement experiences presented unique challenges, yet each was rewarding and contributed to a clearer picture of the areas of practice I wanted to pursue. My advanced year field placement made the greatest impact and affirmed my desire to work in program development, coordination, and evaluation. During this placement, I was continuously inspired by the great work that my placement organization and other community organizations were doing in the city of Detroit, work that I could actually see was making a positive impact on communities.
Peers can be powerful teachers and motivators, and research has shown that learning communities – groups of students who take a set of courses together or share a common academic experience – improve retention rates, learning, collaboration, and achievement. Our learning communities consist of small groups of students with similar interests who, with guidance from advanced student mentors and faculty advisors, work closely together to study, socialize and problem-solve.

**Criterion**
Applicants to the B.S.W. and M.S.W. programs that show promise for the profession but exhibit writing challenges will be mandated to participate to strengthen writing skills as a condition of admission.

**CyberSTART (Social Workers Today Achieve Retention Together)**
This learning community encourages busy B.S.W. Where Online Works (WOW!) students to utilize cyber- and electronically based academic support and tutorial services, while also engaging mentors in discussions relative to key academic content to help integrate curriculum and course material.

**Preparing for Success: Pre-Social Work LC**
This learning community offers pre-Social Work majors enrolled in the College of Liberal Arts and Sciences intensive tutorial and peer mentoring services through the School of Social Work to successfully complete the university’s Math Competency requirement. Students also participate in weekly group study sessions with peer mentors.

**Student Leadership**
Students in this learning community will be encouraged to participate in relevant campus-sponsored activities and events that encourage integration of students into Wayne State campus life.

**Student Mentor Applied Research Together (SMART)**
This learning community will offer social work majors at the baccalaureate, master’s and doctoral levels the opportunity to participate in all stages of the research process, and will provide and promote collaborative and cooperative learning opportunities.
Spotlight On: VETERAN MENTAL HEALTH

More than 1.8 million members of the U.S. military have served in Afghanistan, Iraq, or surrounding territories, experiencing combat conditions that have led more than 15 percent to report symptoms of posttraumatic stress disorder, depression, generalized anxiety, or substance abuse. These disturbances can make readjusting to civilian life incredibly challenging, particularly given the demonstrated reluctance of military personnel to seek counseling. Studies with returning Operation Iraqi Freedom and Operation Enduring Freedom veterans have shown that those diagnosed with a mental disorder report barriers to seeking mental health care, such as fear of stigmatization and negative career consequences, and exhibit poor follow-through with treatment referrals and higher dropout rates once treatment has started.

The Wayne State University School of Social Work is attempting to increase veterans’ participation in mental health treatment through a novel study that will employ a motivational enhancement (ME) intervention and peer support to move veterans through five “stages of change” that will enhance their readiness to undergo treatment. Veterans receiving this intervention are expected to demonstrate greater openness to receiving help and higher treatment program attendance than those who receive traditional treatments.

The study is being sponsored by the U.S. Department of Defense with funding allocated to the Detroit-Wayne County Community Mental Health Agency, which is collaborating with the School of Social Work, Detroit-based Southwest Counseling Solutions, and researchers from Francis Marion University in South Carolina. According to Co-Principal Investigator Shirley Thomas, assistant professor, clinical, at the School of Social Work, hundreds of veterans will be recruited through community-based agencies, the National Guard Unit in Lansing, Mich., and direct advertising. Thomas, who will oversee implementation of the study and collect and analyze resulting data, says approximately 100 veterans experiencing post-deployment stress will be selected after recruitment and screening and divided into treatment and control groups.

Veterans receiving the ME intervention will attend four sessions focused respectively on:

1.) identifying potential unrecognized problems
2.) developing thought processes that encourage responsibility-taking for adaptive coping
3.) using decisional-balance and norm-comparison activities to increase recognition of problems and motivation to change
4.) identifying thoughts and emotions that impede recognizing and admitting problems resulting from warzone experiences.

Two additional sessions will be aimed at addressing beliefs about counseling. Peer support specialists will be used throughout to further enhance veterans’ readiness to change.
Thomas and her colleagues predict that veterans who receive the ME intervention, when compared with those in the control group, will demonstrate greater readiness to change, perceive treatment as more relevant, and have better attendance at treatment programs.

“It is exciting to participate in a research project that will broaden our understanding of the adjustment issues veterans face after their war experience as well as the challenges they face in trying to reintegrate back into their families and communities,” Thomas said, adding that the results could lead to improved services for soldiers returning home.

FROM SOLDIERS TO SCHOLARS:
Wayne State social worker helps veterans with tricky transition

The transition from military duty to civilian life is difficult for veterans, but nowhere are the challenges more pronounced than at a university, where self-direction, concentration and an understanding of classroom culture are critical to success. Patrick Hannah, a veteran and student in the M.S.W program, has helped hundreds of WSU veterans adjust to campus life – and has earned national recognition in the process.

In March, Hannah received the 2012 University of Michigan Student Mental Health Advocate Award for raising awareness of veteran mental health on Wayne State’s campus through education, outreach and advocacy. A member of the Marine Corps from 1981 to 1988, Hannah has advocated for greater resources and support systems for WSU veterans since 2008, when he began work on his B.S.W. and assumed leadership of the university’s Student Veterans Organization. After conducting a needs assessment of the student body’s veterans, he petitioned the WSU Board of Governors for a Veteran’s Resource Center, which opened in the Student Center in February 2011. Hannah also led the organization in forging a relationship with the Wayne State Counseling and Psychological Services which has led to greater awareness and utilization of CAPS services among the veteran student body.

Hannah is also working to develop a peer mentoring initiative that pairs newly enrolled veterans with students who can help them navigate the university system and a community service program that honors veterans’ need to serve by giving them a continued “mission” in the Detroit community.

Hannah, who in January was appointed by Wayne State Provost Ronald T. Brown to serve on a universitywide committee on approaching veterans affairs and retention from a holistic perspective, said the programs all address one of the greatest challenges to veteran retention in universities: the tremendous culture shock that occurs when veterans leave the highly structured life of the service and enter university life. After “being told where to be 24 hours a day,” notes Hannah, they must now organize and maintain their own schedules, learn to concentrate and memorize after having been on high-alert for long periods of time, overcome the unease they feel sitting with their backs to doors in campus classrooms and computer labs, and adapt to relatively informal classroom codes of behavior.

Hannah said the feeling of safety veterans enjoy in Wayne State’s Veterans Resource Center, which is staffed by other veterans and has computers, TVs and a pool table, is so critical to studying it is likely the chief reason Wayne State graduates a high number of its veterans. According to the University Advising Center, a 10-year analysis conducted by the university revealed that roughly 50% of enrolled veterans eligible to receive an educational benefit from the military graduate from WSU within five years. A national study of veterans eligible for an educational benefit, meanwhile, revealed that only 13% enroll in university and receive a degree.
Hello!

Five years of hard work, a dedicated staff, and unyielding support from leadership have earned the Center for Social Work Research a strong reputation as a “go to” place for all things related to research and community engagement for the School of Social Work. On any given day, the center may be assisting with data collection, conducting focus groups, or organizing dialogue sessions for faculty and practitioners to create greater alignment across both groups. We assist faculty in many ways so they can be most effective in meeting their own research agendas and publishing their work. These everyday tasks are challenging when grant submission deadlines get closer, when reviews are needed by the end of the day, and students line up at the door inquiring about research opportunities. Only with high-performing staff can we meet our goals and be nimble enough to respond to new requests and opportunities. In the past five years we have reaped the benefits of hard work through an increase in publications, funding and collaborations. Strong inputs produce strong outputs!

Coordinating and strengthening the research activities of the School of Social Work is our main mission, but we do not do this alone. Like many of our research endeavors, we support strong collaborative relationships with our colleagues in other WSU departments. We have active collaborations with the Schools of Nursing, Medicine, and Education. Our faculty has the necessary expertise and skills to be in demand for research studies examining issues such as health disparities, aging, interpersonal violence, and child welfare. In a short span of five years, the School of Social Work has made its mark within the university, heightening our role and contribution to social science research in Detroit and beyond.

As director, my role in creating and maintaining a research culture also extends into the community. I am proud that our school puts Wayne State’s urban mission into practice like no other unit on campus. We leverage our resources to promote research and a culture of learning within social service agencies and public institutions. We build research capacity with partners and provide a fee-for-service business model to meet needs for evaluation, needs assessment and other forms of research. It’s clear that our collaborations have strengthened our research studies and increased our funding options. We look forward to our next five years and joining with others as we seek to address tough social problems through research with an engaged community.

Best regards,
Joanne Sobeck, Ph.D.
Director, Center for Social Work Research

Transforming Lives...

The School of Social Work builds research infrastructure and promotes community partnerships in order to generate and disseminate knowledge that advances social work practice and policy in a range of settings. The principle mechanism by which it does this is The Center for Social Work Research, which provides the framework to advance the school’s research agenda. Under the leadership of Director Joanne Sobeck, staff seek research opportunities and external funding to expand and publicize faculty research and scholarship. The following three goals guide these efforts:
To **conduct research** that informs and shapes social work theory and practice in the context of serving vulnerable and oppressed individuals, families, groups, communities, organizations and society in urban, international and other settings.

To expand mutually beneficial **community partnerships** with nonprofit and public human service agencies to enrich teaching, research and scholarship through the provision of technical assistance and consultation based on best practices.

To generate and share information through **public dissemination** to improve access to social work knowledge to maintain competence in practice and to translate field experiences into bodies of knowledge.

*continued*
Promoting research is the principle focus of the center. Center staff, which consists of four research professionals as well as students, assists faculty with data collection, data entry, grant and funding searches, writing, and manuscript preparation. One example is the work of Assistant Professor Jamie Mitchell, who researches social factors that influence the utilization of cancer prevention strategies among African American men across the life course. Her interdisciplinary work addresses knowledge on the health literacy, health behaviors, and health system interactions of African American men related to prostate and colorectal cancer prevention or early detection. Mitchell collaborates with the Population Studies and Disparities Research Program within Karmanos Cancer Institute to examine the new media utilization by African American men to access preventive health care. She further collaborates with Daphne Watkins at the University of Michigan on how African American men communicate with their families about their family history of cancer and is the associate director of Watkins’ Gender and Health Lab. Mitchell’s work has direct implications for improving health outcomes for African American men through the development of new strategies to address health disparities.

Assistant Professor Angelique Day researches a range of education and health well-being measures that influence the successful transition to adulthood of adolescent-aged foster care youth. Her interdisciplinary work addresses the challenges that foster care youth face in accessing educational, legal and health services and how these obstacles affect their path to success. Day has received funding to examine cross system communication in the provision of educational services to children in foster care. Additionally, new lines of research are underway to assess the physical health and well-being of older foster care youth through a review of the automatic Medicaid enrollment initiative of the Michigan Department of Community Health. Day’s work involves partnerships with Wayne County Department of Human Services, Vista Maria, the Annie E. Casey Foundation, and faculty at Chapin Hall and informs policies that affect how Michigan’s foster care services are provided.

Community partnerships are also a focus of the center, which encourages regional and state human service agencies to collaborate with School of Social Work faculty on mutually beneficial research projects. In addition, the center offers competitively priced expertise to community agencies that are in need of program evaluation, survey research, program design, and organizational capacity building, such as staff development and planning.

Starfish Family services, Great Start Collaborative, SEMCA and other agencies have benefitted from the expertise of center staff for evaluations, training and more.

An agency with which the center has worked for several years is Pontiac, Mich.-based Oakland Family Services (OFS), which provides a wide range of services including youth services, mental health treatment and prevention, and early childhood to older adult services. It has been the privilege of the center to provide OFS with evaluation services on two federal treatment grants. These evaluations go beyond the traditional year-end reports and involve a collaborative relationship that helps OFS improve programming and services during the grant. In addition, the center worked with OFS leadership to consider the role of research and evaluation in their organization.

Another community partner is The Children’s Center. For the last three years, the center has assisted with a staff development project by providing literature searches and conducting focus groups and surveys with staff to identify training needs and provide the basis for future planning. In addition, center staff serves on the organization’s Quality Improvement Committee, providing it with feedback on measurement and evaluation to improve treatment success.

The center also works to share information with others. The dissemination of research happens via the numerous publications produced by faculty, our newly updated website highlighting faculty research and center projects, “brown bag” sessions open to the community where faculty share the latest research, and forums where faculty and practitioners meet to share their knowledge and thoughts about a research topic.
In addition to these activities, the center acts as a hub, coordinating and connecting research opportunities within the university and with external agencies and universities. Center affiliates and School of Social Work faculty collaborate with other units on campus, including the Merrill Palmer Institute, the Schools of Business and Medicine, the Department of Psychology, and the College of Nursing.

These interdisciplinary relationships help to accelerate knowledge building and promote problem solving in areas such as poor academic success, child maltreatment, nonprofit sustainability, and substance abuse.

Finally, the center works to engage students in learning about research. For the past three years, the center has received funding from Wayne State University to implement a learning community called Student Mentor Applied Research Together (SMART). Through a combination of center- and peer-led efforts, undergraduate and graduate students collaborate with social work faculty to explore and experience the various stages of the research process.

**Challenging Minds,**
**Leading Change,**
**Transforming Lives**

“Nonprofits are working in an environment of increased accountability and a focus on rigorous outcome data to monitor and demonstrate program effectiveness. The team of experts at the Wayne State University School of Social Work’s Center for Social Work Research has provided an evaluation process that affirms the effectiveness of our programs and provides actionable data that feeds our continuous quality improvement process. This partnership has added real value to Oakland Family Services and we look forward to a continuing productive relationship.”

– Michael Earl, president/CEO

“In 2011, Focus: HOPE and the Center for Social Work Research worked together on a groundbreaking national grant application. Because of the center’s expertise in social work theory, research, and practice and its guidance in writing, the application earned one of the highest scores in the country. Since then, the center and Focus: HOPE, along with several top-tier Detroit organizations, have secured a multi-year award from United Way for Southeastern Michigan to serve individuals living in the HOPE Village Initiative area, a 100+ block neighborhood surrounding the Focus: HOPE campus. The center provides essential feedback and guidance for many of Focus: HOPE’s HVI strategies. Focus: HOPE looks forward to partnering with the center on future projects and believes it is one of Detroit’s biggest advocates and change agents.”

– Elizabeth Anne Fritz-Cottle, M.S.W.
The School of Social Work enjoys one of Wayne State University’s most active alumni associations. Graduates see their social work degree as the beginning of a career rich in achievement, personal contact and networking, and look to the school’s Alumni Association for professional development activities, community service, social gatherings and just plain fun. The association’s board, which is currently comprised of alumni from 1982 through the present, meets monthly from September to May to plan events. Community service and fundraising are priorities for the association. In December of 2011, alumni “adopted” for the holidays a family in need from the Karmanos Cancer Institute, where the father was a patient, buying gifts for each of the five family members. It funds social work scholarships through the sale of School of Social Work clothing and merchandise and an annual auction at the Detroit Yacht Club, where guests can dine, meet the dean and bid on items ranging from theater tickets to art work to Motown memorabilia.

Meanwhile, the SSW Alumni Association raises awareness of issues concerning social welfare and justice and recognizes change agents and leaders in the community. The association in October of 2011 partnered with several Detroit-area organizations to host a vigil for domestic violence awareness month, and in March of 2012 held its annual awards luncheon to honor a citizen and an alumnus of distinction. The 2012 Citizen of the Year was State Representative Rashida Tlaib of Michigan’s 12th District; the 2012 Alumnus of the Year was Ryan Hertz (M.S.W. ‘08), executive director of South Oakland Shelter.

Finally, the SSW Alumni Association keeps graduates connected with the school. Many alumni mentor students or participate in School of Social Work orientation sessions to welcome new students into their academic programs and “show them the ropes.” The association’s president has a permanent place on the School of Social Work Board of Visitors to ensure alumni have a role in advising the school and serving as ambassadors. They also helped organize continuing education programs for social workers throughout metro Detroit.

“The alumni association is a wonderful way for our busy alumni to network with others doing work in the community, to stay engaged with the School of Social Work, to give back to the community, and to mentor and encourage our future social work colleagues,” says Larmender Davis, social work supervisor, Karmanos Cancer Institute and the association’s president. “We encourage all our alumni to consider joining the board or a board committee, or simply to participate in our events and activities.”
Anwar Najor-Durack, director of field education

Social workers embrace the possibilities and responsibilities of improving the human condition. It is a bold endeavor and a challenging one, and its incremental successes demand patience and faith. More than anything, positive interventions in the lives of others require the indispensable combination of academic instruction and practical experience. The Wayne State University School of Social work is ideally positioned to offer both.

“Detroit provides a huge laboratory for students to practice their social work training,” observes Anwar Najor-Durack, director of field education. “The city has struggled, and there are hundreds of entities here that are committed to helping families. The School of Social Work has relationships with numerous organizations and agencies that have a need for help and are committed to preparing our social work students for practice.”

To illustrate, the School of Social Work this past year counted 446 agency partners in 20 U.S. counties and in Canada, a network that greatly enhances its ability to match the assignment preferences of its students. In the winter 2012 term, for example, the Office of Field Education placed 564 students in 267 agencies. These students worked under the supervision of 308 field instructors and 25 faculty advisors. The public, private and faith-based agency partners with which the School works comprise physical and mental health care facilities, substance abuse and trauma counseling centers, schools, adoption agencies, shelters, neighborhood centers, senior living facilities, veterans organizations and courts of law.

With its strong reputation as a practice school in an industrial metropolitan area, the School of Social Work puts an urban focus on field work at both the baccalaureate and master’s level. Students must have at least one field placement in the city of Detroit, the Detroit metropolitan area, or in an urban setting that is capable of providing field education serving people of color and/or populations that are vulnerable, oppressed, or disenfranchised. These challenges, endemic to urban societies, often stem from race, ethnicity, sexual orientation, mental, emotional or physical challenges, religious beliefs, place of national origin, gender or socioeconomic status.

In the B.S.W. program, seniors work two days a week during both semesters. The focus of this work is on observation, fact finding, communication, relationship, social work norms, values and programs, self-awareness, organization and application of data, and multi-system interventions. M.S.W. students complete two field placement experiences, each lasting two semesters. The first is generalist in nature and introduces students to the social work field. The second year placement is consistent with their concentration.

As Najor-Durack notes, field education at the School of Social Work benefits from several advantages in addition to an abundance of agency partners.

continued
First, because Wayne State University is a regional university, its social work graduates tend to remain in Southeast Michigan and “pay it forward” by offering to mentor the next generation of students. “It’s a big job to prepare a student through field work,” Najor-Durack says, noting that it requires interviewing, vetting, training, and weekly interviews on the part of the field educator. “But they see it as a way to give back.”

Next, the strong and varied relationships the School forges with its field education partners give graduates a leg up on the competition after graduation. These agencies know firsthand the skills and professionalism they will get from School of Social Work graduates, and many agencies go on to hire the students they mentored in the field.

Finally, there is a strong synergy between the School’s field education partners and its Center for Social Work Research – a synergy that advances both social work research and practice. Partner agencies routinely turn to the center when they experience capacity or delivery challenges, and faculty frequently engage with them to generate solutions that benefit the organizations and the field of social work as a whole.

“Founded in 1963, Starfish Family Services is a community-based nonprofit organization serving thousands of vulnerable children and families annually in Metro Detroit. Our programs and services uniquely recognize and respect the important role of parents and other caregivers in the long-term success of children. Starfish Family Services is a specialized provider of children’s mental health services, offering programs for prevention, early intervention and treatment services from pregnancy through six years of age, as well as a full continuum of care for at-risk youth ages seven through 17. Students placed with our agency receive trainings, participate in staff meetings, and attend weekly clinical supervision, and they are assigned their own caseloads based on their educational program requirements and agency expectations. Starfish Family Services is committed to partnering with Wayne State University to provide their students with valuable experience working with children and families whose lives have been impacted by trauma.”

– Marisa Nicely, director of clinical and youth programs

“The Children’s Center of Wayne County is one of the most diverse and comprehensive frontline child-serving agencies in Michigan, addressing the needs and challenges of some of the most troubled children, youth and families in the United States. Through more than 22 interrelated programs, we annually serve nearly 7,000 individuals and families challenged by mental, emotional and behavioral concerns arising from the trauma of abuse, neglect, substance abuse, mental illness, grief and loss, personal violence, and homelessness. The Children’s Center and Wayne State University School of Social Work have established a close long-standing collaborative relationship providing specialized clinical internship opportunities that offer practical experience and training in best practice models to complement the classroom educational experience. In collaboration with the school, we are dedicated to building a strong community resource base of well-trained, culturally competent professionals.”

– Debora Matthews, chief executive officer
The young women of AFG are greeted by encouraging messages as they walk up to the building that houses all three of AFG’s programs.

A young girl in AFG’s Prevention Program receives tutoring from a staff member.

Reem Al-Baadani will receive her M.S.W. from Wayne State in the spring of 2013. As part of her field education, she was placed at the Detroit Police Department Victims Assistance Program.

George Carver (1864-1963) once said that “How far you go in life depends on you being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and the strong; because someday in life you will have been all of these.” This quote never meant much to me until I interned at the Victims Assistance Program, which is geared toward helping change the lives of those who have been victims of domestic violence, sexual assault and homicide. At the beginning of my internship, I remember often wondering what I had gotten myself into and if social work was really the right choice for me. This was due to the fact that I was unsure if I would be able to handle the responsibilities I was given. As an intern, I was required to provide crisis counseling to victims who had come into Detroit Receiving Hospital after an assault had occurred. I also conducted home visits to provide support to secondary homicide and provided court support at murder trials.

What changed my views and helped me get through the year successfully was knowing that I could turn to my fellow colleagues, as well as my field instructors and faculty advisor, for support and a listening ear. Although there were some tough challenges, this experience has immensely enhanced my social work skills and taught me that I am a lot stronger person than I had imagined. I truly believe that this experience has been a great stepping stone for me to start my social work career, because I now know that if I can handle this, I can handle anything. It’s important to remember the words of George Carver, because as social workers we must never lose sight of the fact that we will all be vulnerable at some point and we must strive to turn our struggles into successes so that we can make an immense difference in the world, helping to heal one person at a time.

“Black Family Development, Inc. each year serves approximately 10,000 children and family members impacted by various sources of trauma, including maltreatment, violence in the home and community, physical, emotional or sexual abuse, and prolonged separation from primary caregivers. BFDI’s mission is to strengthen and enhance the lives of children, youth and families through partnerships that support safe, nurturing, vibrant homes and communities. We have enjoyed our close work with Wayne State over the last 20 years, and look forward to increasing the number of students we place within our programs.”

– Alice G. Thompson, chief executive officer

“Alternatives For Girls helps homeless and high-risk girls and young women avoid violence, teen pregnancy and exploitation, and helps them to explore and access the support, resources and opportunities necessary to be safe, to grow strong, and to make positive choices in their lives. We collaborate with the Wayne State School of Social Work every year to provide field placements for their students. This partnership has been very valuable, and we are happy to have this opportunity to strengthen our work together.”

– Brad Whitaker, chief operating officer
Terasiena Cunningham, who earned her B.S.W. at Wayne State, was placed in Genesis House III, an emergency shelter for women and their children. Genesis House III is run by the non-profit organization Detroit Rescue Mission Ministries (DRMM), which helps individuals and families escape addiction and homelessness. It is one of the largest rescue missions in the country.

As an intern at Genesis House III, I assisted counselors and staff at every level and conducted some of the mandatory, daily group sessions with the women. In these sessions, we discussed all topics pertaining to maintaining their sobriety, forgiving themselves and others, and, most importantly, dealing with their addiction. I was also required to conduct individual sessions in order to write Psycho-Social reports, which detail the history of the client starting from childhood and what brought them to DRMM. These sessions were intense and emotional, and it was very hard for the women to think about the things they have encountered in their lives that made them turn to drugs and alcohol to hide the pain.

I was also required to help the clients organize a service plan consisting of their goals while in treatment and to make progress notes.

My field instructor was absolutely superb. Her only concern seemed to be that I get the most out of my experience. She required that I work with different counselors every other day to get a complete understanding of the various ways the reports could be written, and she met with me at the end of each day to hear what I had learned and how I learned it. Meanwhile, the team of individuals at DRMM was very helpful and always available if I had questions or comments.

I learned a lot about myself during this field placement experience. I often wear my heart on my sleeve, and I must realize that I cannot help everyone! I had no idea that hearing the stories of some of the women would affect me as it did. I also learned how important it is to allow the clients to become a part of the decision-making process in regards to their lives, because it promotes self-empowerment.

My field placement experience allowed me to utilize the skills I learned in my social work classes. As I prepare to go into the field, I feel more confident, and I have a better understanding of the expectations of a social worker and the many hats we are required to wear.
Researchers at the School of Social Work are advancing the field’s understanding of the factors that determine propensity to initiate or submit to dating violence during the teenage years. With their findings that context, gender, and ethnicity greatly impact help-seeking and coping among youth, School of Social Work faculty cite a critical need for intervention and prevention programs that are sensitive to these and other factors. The school’s contributors to this area of research are Kim Jaffee, Poco Kernsmith, Debra Patterson, Stella Resko, Joanne Smith-Darden and Arlene Weisz. Weisz, professor and director of the doctoral program, has published extensively on peer intervention, peer education, disclosure, parental response, treatment and prevention. Weisz is coauthor of Programs to reduce teen dating violence and sexual assault: Perspectives on what works, which is based on analysis of more than 50 dating violence and sexual assault programs across the United States.

Associate Professor Kernsmith published two studies in 2011 on gender-related considerations for understanding and preventing teen dating violence. In the first, Kernsmith and an associate looked at a high school program that trained well-respected male students to educate the study body on sexual assault, prevention, rape culture, assisting victims, and the unique role of men in rape prevention. Consistent with social cognitive theory, the study showed significant positive changes in the attitudes of male and female students who felt connected to their school after receiving prevention information from these male peer role models. Kernsmith’s second study attempted to understand the reasons adolescent girls commit dating violence. Guided by the theory of planned behavior, Kernsmith and an associate analyzed data from a sample of high school students to assess their likelihood of using violence in the future and to gauge their opinions on the social acceptability and consequences of violence. The results showed that adolescent females are less likely to use violence if they deem it socially unacceptable.

Kernsmith’s next research project focuses on factors that facilitate and discourage intimate partner violence (IPV) perpetration among middle school and high school youth. With a three-year, $1,049,223 grant from the Centers for Disease Control and Prevention, Kernsmith, Wayne State School of Social Work Assistant Professor Joanne Smith-Darden, and Roger Kernsmith of Eastern Michigan University will follow two cohorts of middle school and high school students to explore modifiable risk and protective factors — including the complex interrelationships of individual, relational, school, community and societal processes — that lead to healthy and as well as violent behaviors, such as stalking and physical, sexual and emotional abuse.

As Kernsmith notes, the study is novel in a number of ways. First, it will examine IPV through a “gender-sensitive” lens that is largely absent from similar studies on IPV, and which considers differences in the context and precursors to IPV perpetration by males and females. Next, it is responsive to the changing nature of relationships, in which lines between friendships, dating and committed relationships are blurred. Finally, given reports that one in four teens has been the victim of technologically facilitated abuse, the research will consider how technology and social media provide both opportunities and challenges for the development of healthy relationships.

Teen dating violence can have a devastating and long-lasting impact on perpetrators and victims alike. Early romantic relationships determine what youth consider to be appropriate interactions, and physical, emotional, and sexual violence — including stalking and electronic harassment — can lead to harmful behaviors such as depression, substance abuse, eating disorders, poor academic performance, suicide, and future victimization and aggression.
The Ph.D. program equips social work scholars to engage in research on contemporary urban issues and problems for the advancement of social work practice and social welfare policy. It also prepares them to assume leadership positions as social work educators, researchers, and agency administrators.

The Doctor of Philosophy in Social Work program was approved in 2005 and admitted its first class in the fall of 2006. The curriculum is intended to provide social work educators with rigorous training in social work theory, qualitative and quantitative research methodology and statistics in order to address contemporary issues and problems associated with social work practice or social welfare policy at all levels. Completion of a cognate area in another discipline, mastery of specialized content areas, and the completion of a Ph.D. dissertation are required.

The Ph.D. program offers advanced training through flexible full- or part-time study that will enable graduates to assume positions of leadership in the social work profession locally, regionally, and nationally. Service-oriented faculty and staff provide personalized advisement and support geared toward maximizing degree completion and career success, providing an intimate environment that combines personalized attention with the resources of a large urban university.

Meanwhile, the diversity of faculty and students enriches the development of culturally responsive scholarship, challenging doctoral students as they assess new and evolving urban problems and issues affecting individuals, families, groups, organizations and communities, particularly within vulnerable and oppressed populations. Opportunities also exist for interdisciplinary collaboration, including a Dual Title Ph.D. in Social Work and Infant Mental Health and other options under development.
The School of Social Work will begin admitting doctoral students this fall to a new Clinical Scholarship Track designed to address the relative scarcity of social work Ph.D.s who join faculties to teach clinical practice as well as conduct clinical research.

“The new track is consistent with our school’s longstanding reputation for strength in the area of direct practice,” says Arlene Weisz, director of the doctoral program. “In that respect it’s an important affirmation of our roots. We expect this program to appeal to those going into higher education as well as to clinicians seeking leadership positions in agencies and organizations.”

While doctoral students in the track will still take courses in research methods and statistics and complete a dissertation, they will also take a course in advanced clinical theory and a two-course sequence in applied clinical practice. Specifically, Advanced Clinical Social Work Theory will broaden and deepen participants’ mastery of several theories of development, personality, behavior and psychopathology.

Drawing from original sources, students will consider key assumptions, constructs, and propositions of each theory in terms of its congruence with social work’s principles, values, and mission and in relation to the profession’s person-in-environment perspective.

Applied Clinical Social Work Practice I and II is a year-long course structured partly as a didactic seminar and partly as a continuous case conference. Students will critically examine the literature and research on the essential elements of effective clinical practice and clinical supervisory work and consider common ethical dilemmas confronting clinicians and supervisors through case examples.

Students with fewer than five years of postgraduate supervised practice experience will take a doctoral-level clinical practicum with a clinical liaison provided by clinical-track doctoral program faculty. Students will devote the equivalent of one full day per week in both semesters to practicum-related activities, which will be individually tailored to their interests. Activities will include direct client contact or supervision, didactic seminars and the student’s own weekly supervision.
Jessica K. Camp conducts research using large national datasets to examine trends of economic and social inequality faced by Americans with disabilities. Her particular focus is on labor market exclusion, wage inequality, and poverty among individuals with psychiatric disabilities. She is a Licensed Masters Social Worker and Certified Advanced Alcohol and Drug Counselor.

Prior to enrolling in the Ph.D. program at Wayne State University, I was a therapist for several years in the Wayne County area. My work as a therapist reinforced an understanding of the social and economic inequalities faced by individuals with psychiatric disabilities and substance use disorders. Like so many who are drawn to the social work field, I felt motivated to find a way to do more to challenge the injustices around me. For me, that meant going back to school and pursuing my doctorate.

The Ph.D. program here at Wayne State has given me the skills necessary to take my social justice interests to the next level. Currently, I use large secondary datasets, such as the Survey of Income and Program Participation, to track economic and labor inequalities among individuals with disabilities in the United States. These trends illuminate the way that disability policies have challenged discrimination and exclusion among disabled Americans, as well as provide clues to ways these policies can be improved. Having the ability to critically investigate inequality and conduct research is crucial for social workers today.

In the future, I could see myself working at a university or college where I can continue to pursue my research, publish, and teach. I could work for an institute that is focused on disability rights issues and explore ways to defend labor market inclusion and wage equality. I could work in the community and advocate for improved transportation systems so that individuals with disabilities are better able to access the labor market and local centers of government. Regardless of exactly where the next few years take me, the Ph.D. program has put me on a trajectory for success.

Erin Comartin this spring received her Ph.D. in social work with a specialization in criminal justice and is assistant professor at Oakland University, where she teaches B.S.W. courses in human behavior in the social environment and foundations of multicultural practice. Her field placements involved program development with the American Civil Liberties Union of Michigan and the Skillman Center for Children. She earned her M.S.W. at Wayne State and a Graduate Diploma of Arts in Community and Family Studies from the University of Otago in Dunedin, New Zealand.

My time at Wayne State’s School of Social Work fully prepared me for my journey as a social work practitioner and as an emerging academic. The M.S.W. program was exceptional at integrating what I learned in the classroom with practice in my field placements. My advisor and the faculty in the Ph.D. program were dedicated to my individual growth by monitoring my progress and continuously providing opportunities to develop skills in areas where I had room to grow. The classroom was a challenging and supportive environment where I acquired the necessary skills; however, it was these additional opportunities where I “came into my own” sense of being a professional social worker and researcher.

Overall, the greatest advantage of Wayne State’s programs is the knowledgeable and dedicated members of the faculty. They took the time to review my work, give constructive feedback, and challenge my thoughts and values. The time I spent here was instrumental to my professional and individual development and I will hold on to the memories as I move into the next phase of my life.

Challenging Minds, Leading Change, Transforming Lives
The School of Social Work has partnered with The Merrill Palmer Skillman Institute For Child and Family Development and other university departments to offer this multi-disciplinary program of study, which will allow M.S.W. and Ph.D. students to gain expertise in infant mental health along with their social work education. Dual-title degrees consist of an area of study and the subsequent integration of content from that area of study into the coursework and milestones required by the major program. For the dual-title degree, M.S.W. students integrate infant mental health into their field education, while Ph.D. students integrate infant mental health in their qualifying examination, thesis and dissertation.

Three Wayne State schools — Social Work, Nursing, and Education — are lending their expertise to the training of dual-title students, each by offering a required core course. These courses will include content on evidence-based interventions used by infant mental health specialists working with infants and families, an overview of formal and informal assessment methods used to assess infant social-emotional development, parent mental health and parent-infant relationships from the attachment perspective, and a foundation of infant mental health theory and evidenced-based infant mental health practices applied to various early childhood settings.

In addition, all dual-title students will be required to take two psychology courses from the College of Liberal Arts and Sciences, and M.S.W. students will be required to take a two-semester infant mental health seminar.

The School of Social Work is ready and eager to meet the demand for training in infant mental health. It assisted the Merrill Palmer Skillman Institute with Wayne State University’s IMH certificate program – the longest running training program – from 1988 until the revision to a dual-title program in 2012. During that time, approximately 100 students have earned a certificate in IMH, most of whom also earned an M.S.W. According to the Michigan Association for Infant Mental Health, 42 percent of professionals earning the association’s highest level endorsement (Level IV) are graduates of the Wayne State IMH certificate program.

Physical, cognitive and social development during infancy is so critical to healthy human functioning that it can truly be said the first few years last a lifetime. Wayne State University is committed to protecting and promoting social-emotional capacities and primary relationships in children from birth through the age of five, and has become the only university in the country to offer a dual title in social work and infant mental health (IMH).
Graduate certificates help social work professionals develop career competency in a single subject through a grouping of courses, usually completed within a year or two.

**Alcohol and Drug Abuse Studies**
Formerly a program of the WSU Graduate School that was operated under the Department of Community Medicine, this interdisciplinary program examines biological, psychological, social, cultural and public health perspectives on alcohol and drug abuse as well as addiction.

**Gerontology**
There is a growing demand for professionals to work in the area of gerontology and this certificate uses a multidisciplinary approach that draws on the best science from social work, nursing, public health, biology, psychology, sociology and economics, considering how each of these factors impacts aging.

**Developmental Disabilities**
This certificate prepares students to assume leadership positions as service providers, policy makers, administrators or educators who can plan creatively and implement activities that positively affect the lives of individuals with disabilities. This certificate is a collaborative effort with the Developmental Disabilities Institute (DDI).

**Social Welfare Research and Evaluation**
This certificate offers the advanced research training and skills necessary to engage in evidence-based practice across micro, mezzo, and macro levels of practice in social work and social welfare, allowing recipients to formulate research designs, analyze data, translate research into theory and interventions, improve organizational efficiency, and more.

**Social Work Practice With Families and Couples**
This certificate trains social workers in the “family systems perspective” to understand diverse family structures, learn interventions for families of various ethnic, racial and cultural backgrounds, and develop practice skills needed for multiproblem families. It positions recipients for leadership roles in family service agencies and clinical settings.

These certificates give practitioners new skills and knowledge to advance or shift areas of practice.
CHERYL WAITES
Cheryl Waites became the seventh dean of the Wayne State University School of Social Work on June 1, 2012. A Hartford Geriatric Social Work Faculty Scholar Cohort VII, she specializes in healthy aging, health promotion, intergenerational relationships, and culturally appropriate and responsive practice. She has also studied promising practices for enhancing gerontological social work education and training. Dr. Waites is chair of the Michigan Department of Human Services’ Child Welfare Certificate Endorsement Committee and a member of the Council on Social Work Education (CSWE) Commission on Educational Policy. She was a member of the CSWE Commission on Accreditation from 2006 to 2012 and a member of the Michigan State Advisory Council on Aging from 2008 to 2010. Waites joined the School of Social Work in 2007 as an associate professor and associate dean for academic affairs and was promoted to full professor in 2011.

CASSANDRA BOWERS
Cassandra Bowers is an assistant professor, clinical and coordinator of the Bachelor of Social Work program, which offers both face-to-face and completely online cohort-model programs. She has worked extensively with abused, neglected and delinquent children in residential treatment facilities and developed an adolescent “boot camp” to help keep male adolescents from incarceration in the adult criminal justice system. She has also provided behind-bars parenting education for adult male prisoners and consulted for child caring and child placing agencies. Bowers teaches policy and services in the junior and senior year of the B.S.W. Program as well as the senior year capstone course. She currently serves as the secretary to the board of the Association of Baccalaureate Social Work Program Directors, Inc.

JERROLD BRANDELL
Jerrold Brandell is distinguished professor and formerly, interim associate dean for academic affairs. He has been a visiting professor at Lund University School of Social Work (Lund, Sweden) and The University of Canterbury (New Zealand). A practicing psychoanalyst and child, adolescent, and adult psychotherapist, he has published ten books (an eleventh is in production), and numerous book chapters and articles. Brandell has lectured widely on clinical topics in the U.S., as well as in China, France, Israel, Spain, Sweden, and New Zealand. He is the (Founding) Editor-in-Chief of Psychoanalytic Social Work and serves on the editorial boards of Clinical Social Work Journal and the Bulletin of the Michigan Psychoanalytic Council. In 2001, he was recognized as a distinguished practitioner by the National Academies of Practice.

ANIELIQUE DAY
Angelique Day is an assistant professor and expert in child welfare, specifically issues impacting youth aging out of foster care. A former ward of the court herself, she has worked to help foster care youth obtain post-secondary educations and have a voice in public policy debates. Day founded a Michigan State University college access and retention program for students who have aged out of foster care, developed child welfare policy for the nonprofit advocacy organization Michigan's Children, and worked as a child protective services worker for the state. She has extensive experience in research and training, including services in tribal communities across Michigan. Day's Ph.D. dissertation on post-secondary educational access, retention, and success of foster care youth was awarded a prestigious Dissertation Award in 2011 by the American Psychological Association's Section on Child Maltreatment. Day teaches social welfare policy in the undergraduate and Ph.D. programs.

HEATHER EDWARDS
Heather Edwards joined the Wayne State University School of Social Work faculty as an assistant professor in 2011. Her translational and interdisciplinary research focuses on the ways in which individuals and groups can influence federal policy making. She uses her research and teaching to increase the effective involvement of social workers in the social welfare policymaking process. To this end, Edwards applies student-centered, web-enhanced, and active-learning approaches to prepare students to work competently and confidently as agents of change for vulnerable populations. She draws inspiration for her work from her tenure as a foster care worker in Washington, D.C., and a staff person in the United States House of Representatives.

ANTONIO GONZÁLEZ-PRENDES
Antonio González-Predens, an associate professor, is chair of the M.S.W. Interpersonal Practice Concentration and lead teacher for the M.S.W. Cognitive-Behavioral Theory track. He has extensive clinical and administrative experience in the field of mental health, and a special interest in the applications of cognitive-behavioral approaches to the areas of mental health and addictions treatment, particularly as they relate to minority populations. His research revolves around the investigation of cognitive, emotional and cultural dimensions of anger, particularly related to gender, racial, and ethnic minorities and specifically to Latino populations. González-Predens this year was awarded a Wayne State University...
Presidents’ Award for Excellence in Teaching for his superior classroom performance, effective student mentoring and curricular leadership. González-Prendes’ teaching philosophy is based on the notion that education is more effective when it is student-centered, experiential, driven by a critical examination of ideas, and rooted in a fundamental appreciation and respect for the individual student.

**FAITH HOPP**
Faith Hopp is an associate professor, coordinator of the Gerontology Certificate Program, and the lead teacher for research methods and statistics. She joined the faculty in 2006 after working as a research investigator with the VA Ann Arbor Healthcare System’s Health Services Research and Development Center of Excellence. She completed her doctoral degree at the University of Michigan in Social Work and Sociology, where she specialized in gerontology and health care. She is a Hartford Geriatric Social Work Faculty Scholar Cohort VIII. Her recent research focuses on interventions and policies to help people facing chronic diseases, including heart failure and diabetes, and consequent end of life issues.

**Kim Jaffee**
Kim Jaffee is an associate professor and coordinator of the Master of Social Work program. She has taught and conducted research in the areas of health policy, mental health, maternal and child health, intimate partner violence, racial segregation, and Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) health and well-being. Much of her work has focused on the impact of neighborhood environment on health and mental health outcomes, including her dissertation on the relationship between residential segregation, neighborhood poverty, and birth outcomes. She practiced social work policy and research for many years at the Massachusetts Department of Public Health and the New York State Department of Health.

**POCO KERNSMITH**
Poco Kernsmith is an associate professor. Her primary research interests include violence in families and relationships, sexual assault and coercion, dating and domestic violence, and stalking – specifically explorations of gender differences in perpetration, prevention and interventions, the role of social media and technology, and policies addressing reentry of sexual offenders. Prior to obtaining her Ph.D., Kernsmith gained experience in crisis intervention, legal advocacy, community education, and interventions with children exposed to violence. She advises on curriculum and teaching across the university and is a member of committees on general education, student evaluation of teaching, academic technology and the advisory board to the Office for Teaching and Learning. She encourages students to actively engage with class material, whether in class or online, to facilitate cooperative learning and critical thinking.

**FAYETTA MARTIN**
Fay Martin is an assistant professor, clinical, coordinator of the Alcohol and Drug Abuse Studies graduate certificate, and education technology coordinator. She works with faculty, staff, and students to develop sophisticated pedagogical environments that incorporate the use of advanced technologies in teaching, learning and research. She also mentors new online faculty and trains experienced ones in the latest online instructional methods. Her research examines the impact of various approaches to online learning and teaching and also behavioral addictions, risk taking, and antisocial behaviors of urban elders. She came to Wayne State University from the George Warren Brown School of Social Work at Washington University in St. Louis, where she completed her post-doctoral studies with funding from the National Institute on Drug Abuse. Martin received the 2012 School of Social Work Teaching Award for outstanding contributions to undergraduate and graduate social work education.

**Jamie Mitchell**
Jamie Mitchell is an assistant professor and interdisciplinary applied researcher whose work focuses on the preventive health needs and behaviors of African American men across the lifespan. She has surveyed over 1,700 African American men to better understand how factors such as health literacy, knowledge of cancer family history, and fatalistic beliefs influence cancer screening completion in this population. Mitchell is a faculty member of the Population Studies and Disparities Research Program within Karmanos Cancer Institute and an active collaborator of both the Minority Men’s Health Center at the Cleveland Clinic Foundation and the Bell Resource Center on the African American Male at The Ohio State University. In the classroom, Mitchell teaches human behavior and social theory with an emphasis on utilizing higher-order thinking skills, self-reflection, and the professional and personal experiences of adult-learners.

**Durrenda Onolemhemhen**
Durrenda Onolemhemhen is an associate professor and a specialist in health and international social work. A native Detroiter, she has taught at a number of universities worldwide, including Ahmadu Bello University in Zaria, Nigeria, and American University, Les Cayes, Haiti. She is a Rockefeller Foundation Scholar and Fulbright Scholar, and a past member of the Council on Social Work Education.
(CSWE) Commission on Global Social Work Education. Onolemhen’s research interests include international social work, social development in Africa, minority aging, and women’s health. She was honored in October of 2011 for her role as a social work mentor by the Council on the Role and Status of Women in Social Work Education of the CSWE Commission for Diversity and Social and Economic Justice.

**DEBRA PATTERSON**
Debra Patterson is an assistant professor and an expert in qualitative research methods, interviewing vulnerable populations, and program evaluation, which she teaches along with interpersonal practice. Her research primarily involves archival and qualitative research to examine the social systems’ responses to sexual assault survivors. Prior to earning her Ph.D., she worked at a domestic and sexual violence agency for eight years as an advocate, therapist, and director. Patterson’s interests include sexual assault victims/survivors’ barriers to help-seeking; formal social systems’ responses to sexual assault survivors; community collaborative efforts in improving the response to sexual assault survivors; and the effectiveness of sexual assault nurse examiner (SANE) programs. She characterizes her teaching philosophy with a Chinese proverb: “I hear and I remember. I do and I understand.”

**STELLA RESKO**
Stella Resko, an assistant professor, studies the ways different risk behaviors are interrelated and how substance use contributes to adverse health outcomes, including sexual risk taking and violent behaviors. Guided by a socio-ecologic framework, she is particularly interested in urban, low-income communities and the role of neighborhood- and community-level influences (e.g. poverty, crime, alcohol outlet density) on risk-taking behaviors. Resko has worked to develop and test the effectiveness of brief interventions addressing substance use and violence perpetration among adolescents and has worked at a community-based drug and alcohol treatment programs on several national multi-site studies. She is currently researching substance abuse treatment and prevention, violence, and sexual risk taking behaviors among adolescents and adult women.

**RICHARD SMITH**
Richard Smith is an assistant professor whose expertise is in sustainable community development, inequality, and migration. In the classroom, his students consult with each other, community leaders, and science to propose new community interventions and policy. In Detroit, Smith supports neighborhood indicator development with Focus: Hope. Globally, he is a core advisor for Oakland, Calif.-based EcoCity Builders, Inc., a United Nations-accredited organization.

He has researched the impact of the US Department of Housing and Urban Development’s Empowerment Zones and Renewal Community tax incentives and ways local governments engage immigrants in creating jobs. At the California Social Work Education Center, he published work on child welfare turnover. Smith has had advanced training in geographic information science (GIS), spatial statistics (R-spatial, OpenGeoDA) and causal inference using matching (GenMatch).

**JOANNE SMITH-DARDEN**
Joanne Smith-Darden is an assistant professor, research. She is an applied researcher and interdisciplinary scholar whose primary research examines the interface between early relational maltreatment, attachment, and cognitive processing, particularly auditory and language processing. Additional research examines how context predicts school adjustment in at-risk children and youth relative to the ability to self-regulate and process information, the evolution and prevention of teen dating violence, and the role of technology and social media in understanding perpetration of teen dating violence. She has significant experience in conducting large community- and school-based studies, and she has trained, practiced, consulted, and evaluated service delivery in a variety of settings including schools, educational cooperatives serving low-incidence handicaps, non-profit community agencies, rehabilitation facilities, hospitals, and the Michigan Bureau of Juvenile Justice. She is the faculty advisor for the “Student Mentors Applied Research Team” (SMART) Learning Community.

**JOANNE SOBECK**
Joanne Sobec is an associate professor, associate dean for research, and director of the school’s Center for Social Work Research. Her leadership in creating partnerships between the school and entities throughout metropolitan Detroit earned her the WSU Alumni Association’s Alumni Faculty Service Award for 2012 for “exemplary community service activities that have contributed to the reputation of Wayne State University.” Her research includes capacity building with nonprofit organizations, applications of evidence-based programs in community settings, and processes related to program development, implementation science, and evaluation. Sobec is chair for the M.S.W. concentration in Innovation in Community, Policy and Leadership. Students find her engaging and knowledgeable as an instructor and mentor for research.

Challenging Minds, Leading Change, Transforming Lives
Shirley Thomas is an assistant professor, clinical, whose research centers on social work interventions and methods with children and families, health and health disparities, child welfare services and policies, and stress and stressors. Her studies on war stress and stressors confirm their long-term impact on veterans’ emotional and physical health and on veterans’ families, and she is currently collaborating on a Department of Defense-funded project on returning service members and motivational enhancement. She is also developing a framework that describes the interplay of strength, powerlessness, stress and anger on African American women. Thomas has served as a community organizer, child protective services worker, program evaluator, and geriatric medical social worker.

Eileen Trzcinski is a professor of social work who specializes in labor economics and comparative international policy and labor market analysis. She has more than 30 years of experience designing and conducting surveys at the national, state, and local levels and has worked at some of the leading survey research centers in the world, including the Institute for Social Research at the University of Michigan, the U.S. Census Bureau, and the Institute for Statistics and Demographics in Warsaw, Poland. She has produced more than 70 publications, including work that has focused on low-income labor markets and on comparative family and labor market policy in Canada, the United States, Africa and Asia. She has recently been focusing on Haiti, including labor market outcomes, food insufficiency, service delivery, and women in management. She is also a research professor at the German Institute for Economic Research in Berlin and at the Institute for Social Work and Social Science in Haiti.

Arlene Weisz is professor and director of the doctoral program. Her research interests include youth dating violence, sexual assault prevention, and family and domestic violence. She co-authored a book that gathers and disseminates practice wisdom and research from respected youth dating violence and sexual assault prevention programs across North America, and she is now preparing manuscripts on several aspects of teen dating violence and domestic violence. She has collaborated with colleagues to develop sexual assault and dating violence prevention programs for middle schools and Wayne State University students. Weisz joined the faculty after working as a psychotherapist in several different settings in Chicago. In her teaching, she raises many questions and favors considering multiple possible answers for those questions. She is a member of the Council on the Role and Status of Women in Social Work Education, which is part of the Council on Social Work Education Commission for Diversity and Social and Economic Justice.

This fall, the School of Social Work was pleased to welcome five new faculty: Assistant Professors Suzanne Brown, Carolyn Dayton, and Tam Perry; Interim Associate Dean for Academic Affairs Delores Dungee-Anderson; and Lauree Emery, who will hold the position of lecturer and director of continuing education. To learn more about these new faculty, visit http://socialwork.wayne.edu/faculty/profiles.php.
Few issues have elicited as much public consternation in recent years as the rash of teen suicides attributed to bullying across the United States. Cyberbullying, fueled as it is by ubiquitous social media and relentless electronic messaging, has garnered particular attention, moving municipalities and states to pass regulations and prompting the U.S. Department of Health and Human Services to launch its Stop.Think.Connect campaign to promote safety on the Web.

The WSU School of Social Work is doing its part to encourage “cyber civility” and raise awareness about the need for prevention and intervention. In the fall of 2011 it established a CyberMentoring program to help high school students learn to engage in responsible electronic messaging. The program enlists the aid of B.S.W. and M.S.W. students, who reach out each week to teens at University Preparatory High School in Detroit, meeting with them face-to-face as well as communicating with them outside of school hours using texting, instant messaging, Skype and other applications.

The CyberMentors also strive to raise awareness. The group’s inaugural event, its 2012 Cyber Summit on March 8, brought together University “Prep” students, the father of a bullied teen, and a Detroit civic leader to tell the story of bullying from varied perspectives. Presenter Kevin Epling, whose fourteen-year-old son, Matt, killed himself after intense bullying, is national co-director of the watchdog group Bully Police USA. His organization was a driving force behind Michigan’s Matt’s Law, which requires every school district in the state to have an anti-bullying policy.

Detroit City Council Member Saunteel Jenkins told participants at the summit her work to pass an anti-bullying ordinance highlights the important role social workers can play in determining public policy. Jenkins, who earned her B.S.W. and M.S.W. at Wayne State University, introduced legislation – passed unanimously by the Detroit City Council in November 2011 – to make bullying anyone under the age of 18 in the city a misdemeanor crime.

“We don’t have any disposable children,” said Jenkins, an adolescent therapist by training who designed the bill to rehabilitate those caught bullying. In drafting the bill, Jenkins worked with city police and county prosecutors “to make sure they know it’s not just about arrests and charges.”

According to StopBullying.gov, an anti-bullying awareness and outreach website run by the U.S. Department of Health and Human Services, research indicates that, nationwide, 28 percent of students in grades six through 12 have experienced bullying and six percent of students in grades six through 12 have experienced cyberbullying.

The CyberMentoring program was conceived by Janet Joiner, School of Social Work assistant dean for student affairs. Since the fall of 2011, Joiner has delivered nearly a dozen community-based workshops and seminars on the topic of ethical online interaction. Among these was a workshop showing social workers with political aspirations how to use social media as an effective and responsible communication tool. Joiner believes “cyber social work,” a nascent discipline, has great potential to affect societal change.

“It’s a growing area of practice for the profession and offers numerous opportunities,” Joiner said, “including training agencies to integrate technology in client service delivery, using social media as a marketing tool, teaching online courses and continuing education workshops, and so much more.”

The School of Social Work will devote its 25th Annual Edith Harris Endowed Memorial Lecture to the topic of cyberbullying this fall. The lecture will be given on Nov. 15 by Faye Mishna of the University of Toronto. Mishna is Professor and Dean, Factor-Inwentash Faculty of Social Work, Margaret & Wallace McCain Family Chair in Child & Family.
Every gift to the School of Social Work is significant and advances our students, our research, and our field. The generosity of the following supporters makes it possible for us to be leaders in social work education and knowledge. We have made every effort to compile a complete and accurate list. Please alert us to any errors or omissions at ae8206@wayne.edu.
For Giving

I give to the WSU School of Social Work because my education prepared me for my life's career in the field of social work. The scholarships and loans I received from WSU enabled me to attend graduate school, providing excellent opportunities for skill development and lifelong learning experiences.

When I began my private practice four years ago, I knew I wanted to give back to the school that has meant so much to me. Offering financial support to a student was another important way I could give back to Wayne State University. Financial support provides hope to students, and is often the deciding factor in determining whether a person is able to attend school. The development office assisted me in creating a scholarship that would be offered to students interested in working with people with intellectual and developmental disabilities. Because this is the focus in my career I know the necessity of engaging quality social workers to enter this scope of practice.

I have never doubted my career choice and cannot imagine working in any area other than social work. My passion for what I do has many of its roots in the education I received, from the classroom to the field experiences during my tenure in graduate school. I will always remember the significance of receiving the much needed financial assistance I was given. It is my way of saying thank you and giving back to Wayne State University – my school.

Susan H. Rogers, LMSW, ACSW
Director, Parare Counseling and Consulting, PLC
M.S.W., Class of 1977

I give to the WSU School of Social Work because it provided me with a stellar professional education. As a student I was given the essential tools to understand the dynamics of planned change and how one goes about creating change. I was challenged to think strategically, act decisively and argue persuasively for the things that matter to me and those persons who can benefit from engagement with a professional social worker. The faculty and fellow students affirmed my commitment to social justice, and the professional relationships that I developed as a result of the Wayne State connection have given me a cadre of expert consultants who have helped me succeed in the positions I have had over the years.

My Wayne State University School of Social Work education provided the impetus for me to dedicate my efforts as a social worker to the elimination of oppression of all kinds and to unceasingly claim the value of dignity and human rights for all people. I give because the lifelong friends that I made while a student at the School of Social Work have given me the encouragement and support to pursue professional opportunities when they have presented themselves. In short, I give to Wayne State University School of Social Work because it gave me a chance.

Peter B. Vaughan
Dean, Fordham University Graduate School of Social Service
M.S.W., Class of 1966
The work we have described in the pages of this annual report is made possible by contributions to our general development and scholarship funds as well as to specific scholarships. Our students benefit immeasurably from this support. Please consider making an investment in their future and in the lives of the individuals they will help as social workers.

☑ Yes, I would like to make a contribution to the School of Social Work!

Make check payable to Wayne State University and select a fund number from the chart below.

Mail to: WSU Fund Office
5475 Woodward Avenue, Detroit, MI 48202

For more information, contact Marguerite Carlton, major gift officer, at 313-577-8807

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Society is continually evolving, and these constant changes present social workers with new challenges as they seek to understand and interact with those they serve. The School of Social Work provides comprehensive continuing education to help social workers bring innovative skills, theories and research to their practice and maintain licensure with the State of Michigan.

Since launching its program in 2007, the WSU School of Social Work has been a premier provider of affordable continuing education in the Detroit metropolitan area, lending a distinctly urban context to its offerings. These workshops are taught by full-time faculty and outside experts in the field, who use their own extensive and ongoing research to inform discussions of important and timely issues in social work. Nearly a dozen programs are offered each semester at three convenient university locations, and are held during the day and evening and on weekends and weekdays to accommodate diverse schedules. The School of Social Work also offers customized, on-site programming for local agencies that need consultation and employee education on topics specific to their mission.

The Continuing Education program, which also offers a social work licensing exam preparation workshop, maintains a broad programmatic focus that encompasses treatment, assessment, administration and ethics, says Lauree Emery, director of the Office of Continuing Education and Professional Development. Programs for the Fall 2012 term are illustrative, she noted, covering such diverse topics as injustices in the health care system, the therapeutic use of mindfulness, transitions in divorce, the latest techniques in grief counseling, changes in the field of substance abuse treatment, difficult adolescents, and cyberbullying.

“We strive always to present innovative and new materials that will give social workers skills that are immediately applicable to their practice,” Emery said, adding that the program “carefully considers evaluations and feedback from our clients. We know we need to give practitioners the material they are asking for, so we listen to what they want and incorporate it into our programming. The result is that our programs enjoy consistently high ratings.”

The Continuing Education program, which is part of the Michigan Social Workers Continuing Education Collaborative, also offers two certificates. The Social Work Clinical Supervision Certificate is a 17-hour program that bolsters practitioners’ knowledge and skills and examines legal and ethical issues as well as contemporary trends in clinical supervision. The Social Work Substance Abuse Treatment Certificate, which is a 20-hour program with a two-hour online integration, reviews changing paradigms regarding causality and intervention, integrative approaches for long-term recovery, and special populations.

According to Emery, one of the greatest strengths of continuing education at the School of Social Work is the interactive format of the programs, which incorporate small- and large-group discussions, role playing and other exercises, and videos.

“Instruction is not passive,” Emery stressed. “Our clients are actively learning and are enhancing the content with their own insights and observations.”