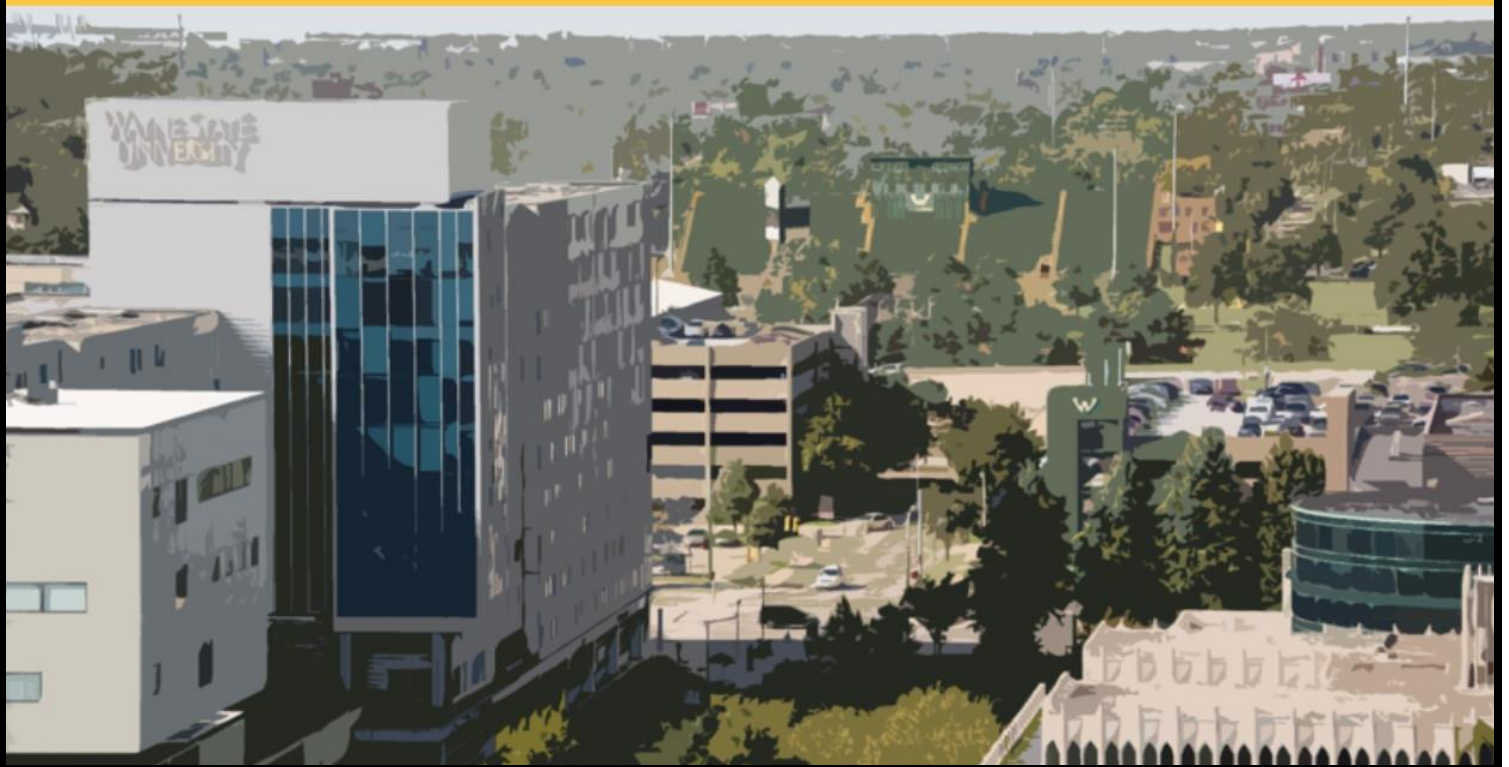




**WAYNE STATE
UNIVERSITY**
School of Social Work

2020 - 2021

Advanced Year MSW Program Curriculum



Welcome! We are pleased to present you with this overview of the dynamic Master of Social Work concentrations available to you at the Wayne State University School of Social Work. For more than 80 years, we have produced leaders in social work research, policy, and practice who have helped address and alleviate complex problems that affect individuals, families, and our society-at-large. Whether we are treating an adolescent suffering from a major depression, intervening with a foster family to protect a vulnerable child, or working to alleviate broader societal problems such as poverty, injustice, and inequality, Wayne State social work graduates have been and continue to be at the vanguard of change.

While pursuing your MSW degree you will be provided with a creative and rigorous curriculum designed to promote the development of social work competencies. You may choose between two concentrations: *Interpersonal Practice (IP)* and *Innovation in Community, Policy and Leadership (I-CPL)*. This booklet describes these concentrations and will assist you in making important decisions regarding the selection of your courses, electives, and field placements. Because this information is indispensable in planning the advanced MSW academic year, I encourage you to read it thoroughly.

As the premier urban research institution in Michigan, Wayne State has earned the Carnegie Foundation's highest classifications for research and community engagement. This commitment to innovation and interdisciplinary research extends to Social Work where we have deployed faculty, staff, funding and other resources to support two distinct Centers of Excellence – the Center for Social Work Research and the newly launched Center for Behavioral Health and Justice. There are ample opportunities for you partner with researchers and community organizations via our centers, your coursework and fieldwork. I encourage you to become involved and see how you can put your social work principles into valuable community action.

I know you will find your time with us fulfilling, challenging, and useful as you prepare yourself for a career in social work. On behalf of the School of Social Work, I thank you for choosing Wayne State University for your training and invite you to reach out to our faculty and staff for information or assistance at any point along the way.

With best regards,



Sheryl Kubiak, PhD, MSW
Dean, School of Social Work
Director, The Center for Behavioral Health and Justice

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INTRODUCTION

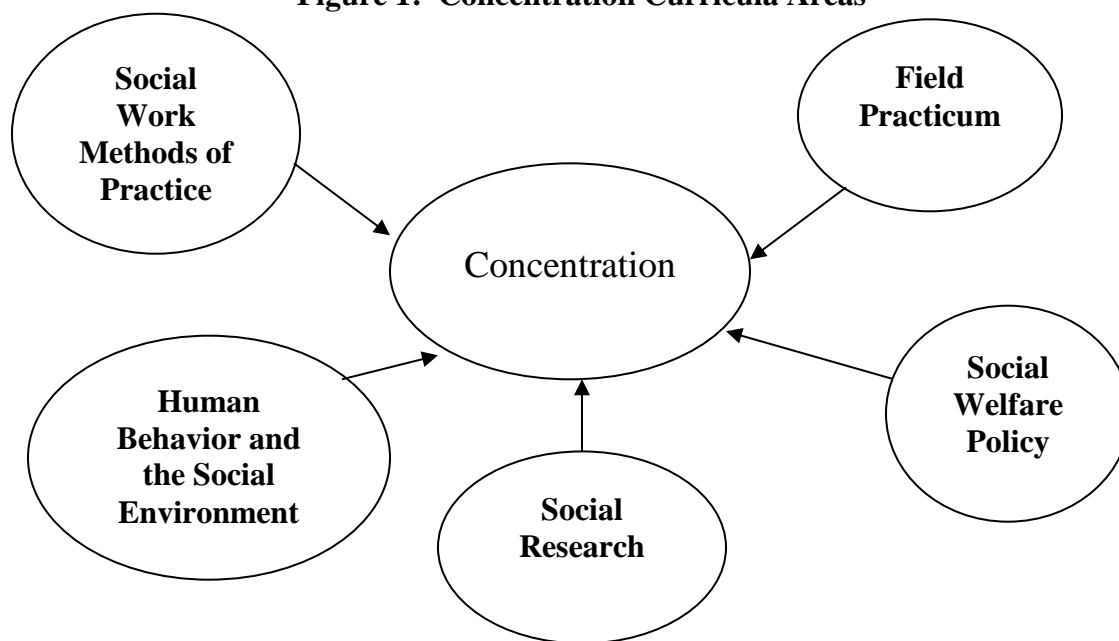
At the School of Social Work at Wayne State University, the curriculum of the Advanced Year of the Master of Social Work Program is organized into Concentrations. The national accrediting body, the Council of Social Work Education, requires that all graduate programs be composed of a foundation year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

As a school within an urban research university, the mission of the Wayne State University School of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy in order to promote social, cultural and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society, by:

- preparing ethical and competent social work generalists, advanced practitioners and scholars at the B.S.W., M.S.W., and Ph.D. levels, respectively, with learning that primarily emphasizes urban settings;
- conducting research, primarily relevant to urban populations; and
- providing innovative leadership and service to the urban community and the profession.

A Concentration is a group of courses spanning all five of the social work curricular areas (see Figure 1).

Figure 1: Concentration Curricula Areas



At WSU there are two Concentrations: Innovation in Community, Policy and Leadership (I-CPL) and Interpersonal Practice (IP). Each covers a broad scope and there are many overlapping areas of concern. The purpose of the Concentrations is to organize the curriculum so students have a framework upon which to build their second year program.

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

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

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

Cognitive Behavioral Theory and Practice
Family Systems Theory and Practice
Community Development Theory and Practice
Psychodynamic Theory and Practice
Advanced Systems Theory and Practice
Theories and Practice of Social Policy and Social Action

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

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

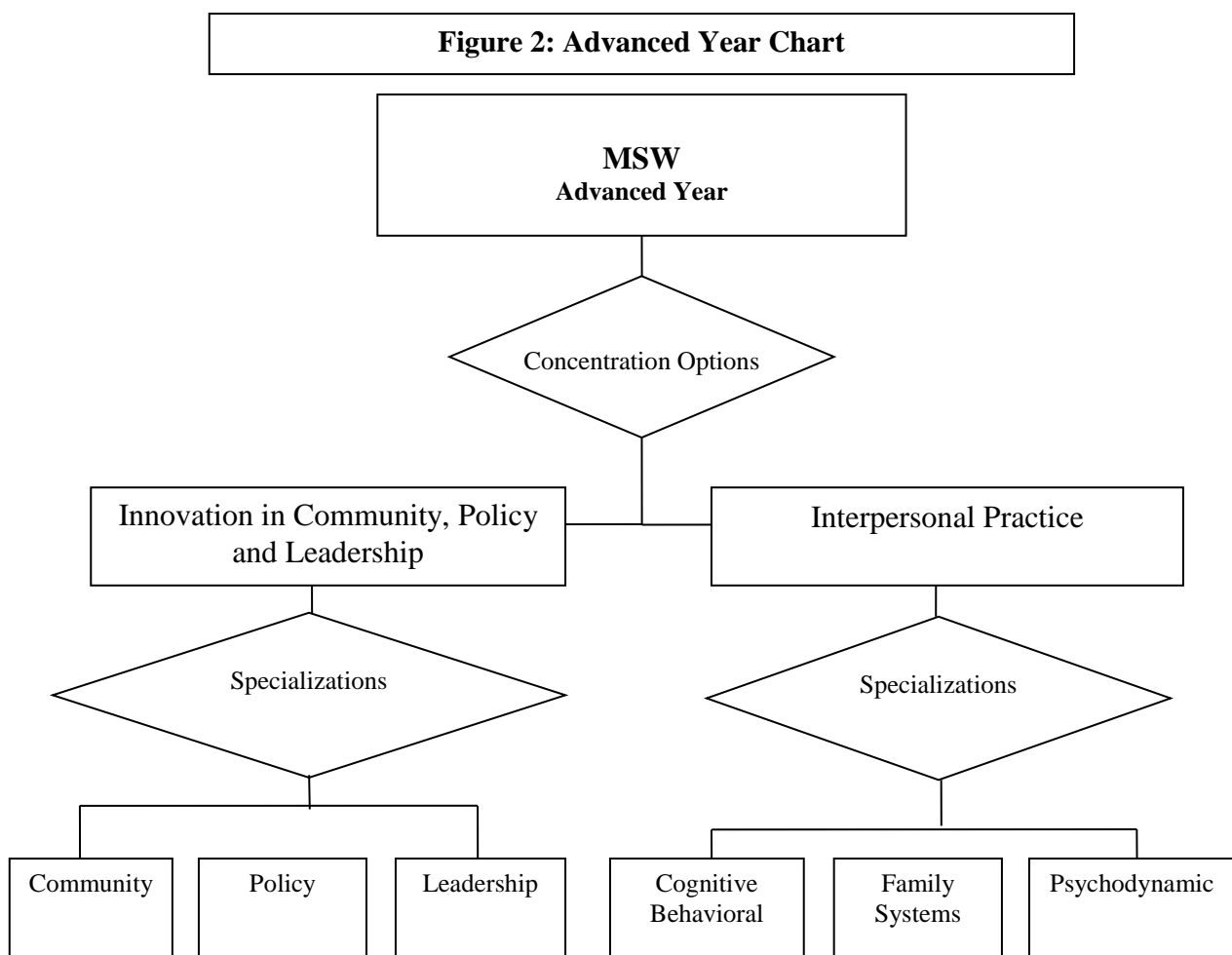
The decision is important; one only students can make. There is no road map or decision tree. It is based on students' preferences, individual predisposition, and knowledge about the scope, expectations, and requirements for each concentration, and specialized interest area. Students may find it helpful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

ADVANCED YEAR REQUIREMENTS

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

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

Figure 2 shows an organizational diagram for the advanced year students. Following this are the curriculum patterns for each concentration (Tables 1 and 2).



ADVANCED YEAR – COMPETENCIES

Competencies for all advanced year students

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

- 1: Demonstrate Ethical and Professional Behavior
- 2: Engage Diversity and Difference in Practice
- 3: Advance Human Rights and Social, Economic, and Environmental Justice
- 4: Engage in Practice-informed Research and Research-informed Practice
- 5: Engage in Policy Practice
- 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- 7: Assess Individuals, Families, Groups, Organizations, and Communities
- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
10. Analyze the impact of the urban context on a range of client systems, including practice implication.

CONCENTRATION SPECIFIC COMPETENCIES

Advanced Year *Interpersonal* Concentration Specific Competencies:

1. Demonstrate ethical and professional behavior.
4. Engage in practice-informed research and research-informed practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Note: These competencies are part of the 2-semester sequence in the Psychodynamic, Family Systems, and Cognitive-Behavioral areas of specialization. I-P students meet the rest of the competencies in other courses such as SW 8770, SW 8115, and SW 8998.

Advanced Year **Innovation in Community, Policy and Leadership** Specific Competencies:

- 1: Demonstrate Ethical and Professional Behavior
- 2: Engage Diversity and Difference in Practice
- 3: Advance Human Rights and Social, Economic, and Environmental Justice
- 4: Engage in Practice-informed Research and Research-informed Practice
- 5: Engage in Policy Practice
- 6: Engage with Organizations, and Communities
- 7: Assess Organizations, and Communities
- 8: Intervene with Organizations, and Communities
- 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
10. Analyze the impact of the urban context on a range of client systems, including practice implication.

Table 1: Curriculum Pattern for Concentration in Innovation in Community, Policy and Leadership

Courses	Fall Term	Winter Term
Concentration Field Work	Required – 4 cr.	Required – 4 cr.
Concentration Methods of Practice, Human Behavior, and Social Welfare Policy Course	**SW 8065 or SW 8075	** or SW8085 – 4 cr.
Research Course (3 cr. Required)	SW8025 – 1 cr. SW8035 – 1 cr. SW8045 – 1 cr.	SW8048—3 cr.
Electives	Number dependent on student's program – see advisor.	

**Students must select at least one from the core courses that reflect their specialized concentration method including: Community (SW8075), Policy (SW8085) or Systems (SW8065) for the Leadership specialized concentration.

Table 2: Curriculum Pattern for Interpersonal Practice Concentration

Courses	Fall Term	Winter Term
Concentration Field Work	Required – 4 cr.	Required – 4 cr.
**Concentration Human Behavior and Methods/Practice Course	Required – 4 cr.	Required – 4 cr.
Application of DSM Assessment System in Social Work Practice	Required enroll either term, check Schedule of Classes – 3 cr.	
Social Welfare Policy	Required enroll either term, check Schedule of Classes – 3 cr.	
Electives	Required enroll any term – number dependent on program.	

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

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

CONCENTRATION IN INNOVATION IN COMMUNITY, POLICY AND LEADERSHIP

General Description of the Concentration

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

Margaret Mead

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

Society is transformed when we transform it.

Paulo Freire

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

Harry Specht &
Mark Courtney

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

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

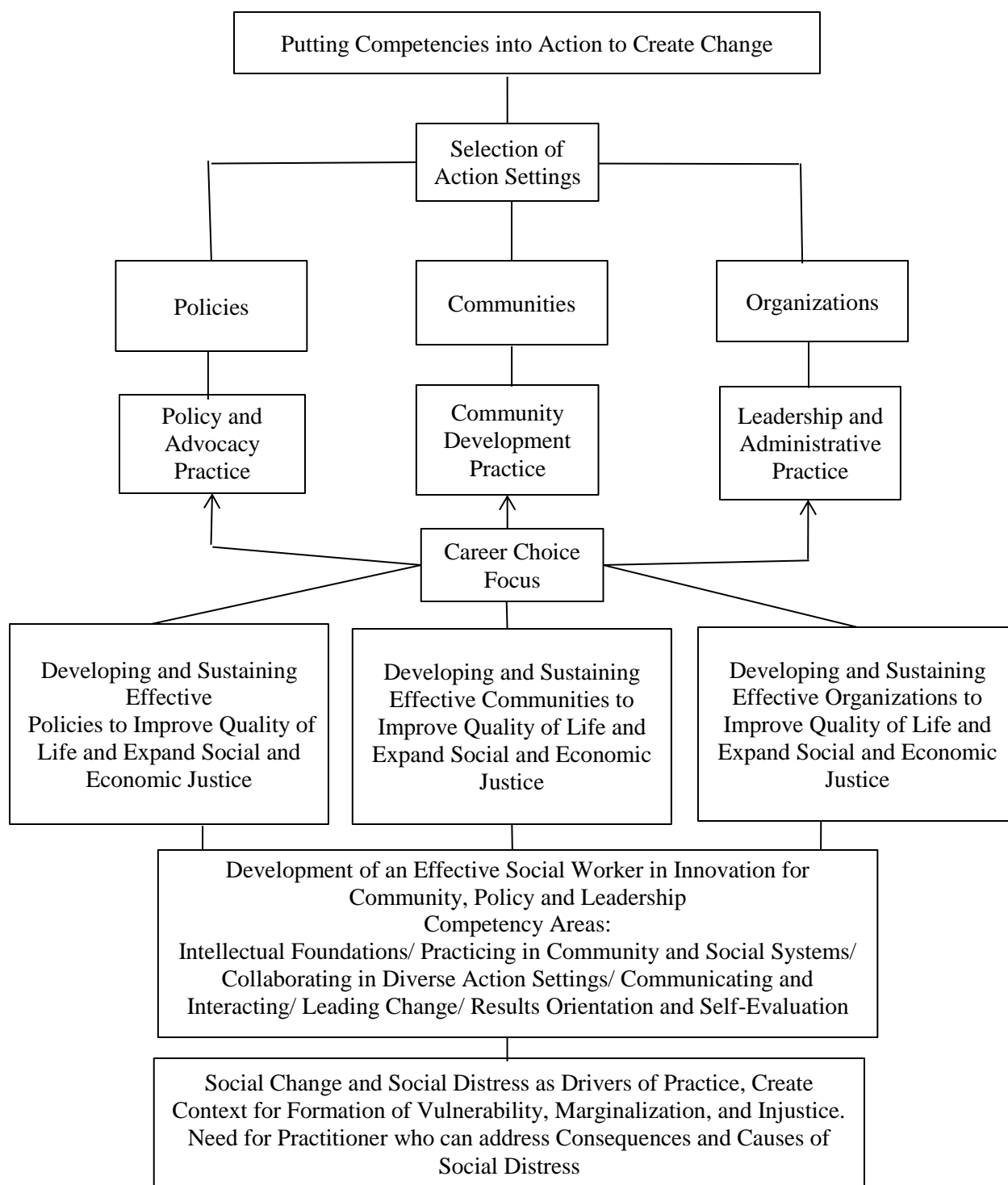
Model of Concentration

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

the learning experience (leading effective organizations, developing and sustaining effective communities, and developing and sustaining effective policies).

The content of these streams is designed to increase student awareness of career possibilities in Innovation in Community, Policy and Leadership. Students also develop and deepen their awareness of the settings where Innovation in Community, Policy and Leadership can take place through their field placements, class discussions, and firsthand experience in field situations.

Figure 3: Innovation in Community, Policy and Leadership Concentration Model



Core Competencies of Students

A knowledge-based paradigm underscores the Concentration in Innovation in Community, Policy and Leadership. Organizational theory and innovative models of community engagement, development, and change give shape to the strategies for social action. Leadership is prominent in the Concentration as a critical role for social work identity and as a skill that can be honed for advocacy and other change strategies. Moreover, students in the Concentration are taught to integrate research into practice by using evidence for community assessment, organizational analysis, policy analysis, program development decisions, and by learning scientific methods of evaluating social work programs and policies. The Concentration expects students to develop skills in assessment, analysis, advocacy, planning, organizing, funding, implementation, and action research/evaluation. As each practice skill is taught, students are required to analyze their options in the face of strengths and available supports as well as challenges.

Faculty members of the Concentration are co-learners that work with students help students practice a core set of competencies (see above) that are relevant to careers in Innovation in Community, Policy and Leadership. All of the competencies infuse the urban context. In I-CPL we practice the competencies in these six ways:

- *Engage in Practice-informed Research and Research-informed Practice.* These intellectual and research foundations incorporate the ideas framing the purpose of social work in a macro context. These foundations also include the development of the student's capacity for critical thinking and action in Innovation in Community, Policy and Leadership.
- *Engage, Assess, and Intervene, with Communities and Organizations and Policy Practice.* Students learn how to frame, plan and enact action within complex systems mindful of complexity, ethics, and dynamics of change. Students are introduced to practice as a process that occurs within specific contexts and that leads to specific impacts that can be defined and evaluated as a set of outcomes at the individual, household, organizational, community, and societal levels
- *Engage Diversity and Difference in Practice.* Students learn about the essence of collaboration in teamwork especially within the context in which complexity and diversity influence action. Diversity as strength is central to this area and students learn how culture—its formation, influence, and use—is an influential aspect of collaboration.
- *Demonstrate Ethical and Professional Behavior.* Within all courses students engage in reflective communication in which writing, report preparation, and verbal presentation are essential tools of professional effectiveness. Students develop in this area through a range of assignments that focus on written and oral communication skills, including assignments where students must produce products based on intense collaboration with community partners.
- *Leading Change to Advance Human Rights and Social, Economic, and Environmental Justice.* Students come to understand themselves as leaders given their own distinctive socialization, development, education, and experiences. Leading change emerges informally within the Concentration through intensive team-oriented assignments. Supplementing this form of learning is formal content on leadership incorporated into several of the courses.

- *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.*

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

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

The concentration offers macro students three Specialization from which to choose for the academic year. Specialization are defined as major starting points for the concentration that unite the macro practice program and distinguish it from other forms of practice. Specialization represent core ideas in macro social work including: Leadership, Community, and Policy.

The **Leadership Specialization** is for students interested in careers in 1) nonprofit administration with positions such as program officers in private foundations, or executive directors of social service agencies or those interested in careers related to running a small nonprofit or coordinating programs, or 2) professional leadership positions in social work member associations or advocacy organizations.

The **Community Specialization** is for students interested in careers in: 1) International social development and 2) a broad-based community development. Students interested in the broad based area will be prepared for work in community development corporations, community organizing and work with community coalitions and place-based initiatives. Those interested in international social development will prepare for careers in immigration and human rights, international development, and economic and community development.

The **Policy Specialization** is for students interested in careers related to 1) policy advocacy and/or 2) policy analysis, two roles combined in smaller organizations. Policy advocates seek to engage in public education, negotiation and mediation to influence policies that advance human rights, social and environmental justice. Those interested in policy analysis will practice research skills to prepare for working in government institutions, legislative bodies, and public or private organizations supporting various constituency groups.

Each specialization has the same core credit requirements in Theory/Practice/Policy, Research, and Field which is sufficient for the advanced level of the proposed program; however, students will enroll in different core courses depending on their Specialization and desired career path. The research requirement will be tailored to student interest and specialization. All I-CPL students are required to have:

Required Concentration Specific Courses

- 1) 4 credits in theory /practice/HBSE/policy (SW8065 Advanced Systems Theories & Practice or SW8075 Theories and Practice of Community Building/Development or SW8085 Theories and Practice of Social Policy and Social Action)
- 2) 3 credits in research, selecting from:
 - a. SW 8025 Community Assessment & Evaluation – 1 credit
 - b. SW 8035 Techniques of Quantitative Data Analysis – 1 credit
 - c. SW 8045 Techniques of Data Interpretation and Presentation – 1 credit
 - d. SW 8048 Social Action Research & Evaluation – 3 credits
 - e. SW 7999 Research Essay – 3 credits
 - f. SW 8996 Group Research Project – 4 credits
 - g. SW 8999 Master’s Thesis – 6 credits
- 3) 8 credits in field (SW 8998)
- 4) 11-14 credits of electives (approved by MSW Advisor)

Field Education Sites

The Concentration in Innovation in Community, Policy and Leadership offers field placement in community-based organizations, legislative offices, health and mental health settings, educational settings, and advocacy bodies. Agencies or organizations offering field instruction in this Concentration will vary from year to year according to the needs of the students and sites.

Employment and Career Opportunities

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

It is important to recognize the variety of roles that may be open to those with this degree, and position listings may use widely varying terminology. To list just a few examples, a graduate from this Concentration may be hired as a Community Organizer, Community Developer, Compliance Specialist, Government and Community Relations, Policy Analyst, Social Services Planner, Resource Developer, Development Officer, Policy Advocate, Community-School

Liaison, Knowledge Manager, Integrated Care Coordinator, Program Coordinator, Program Evaluator, Research Administrator, Program Officer, Project Manager, or Administrator.

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INTERPERSONAL PRACTICE CONCENTRATION

General Description of the Concentration

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

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

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

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

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

OVERVIEW OF THEORY TRACKS

Students choose one specialization for the Fall-Winter sequence. The tracks are substantially similar in that each includes content on human behavior as well as theories and methods conducive to effective social work practice. The tracks differ in the theoretical model used to understand human behavior/development as well as practice interventions applicable to clients. An introduction to each specialization and an overview of their major tenets (Table 2) follows.

Practice with Families

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

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

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

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

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

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

Psychodynamic Theory and Practice

What is psychodynamic theory? How can it help me in my clinical work? In an effort to equip students for practice in a changing practice landscape, the School of Social Work offers a two semester, eight credit sequence, "Application of Psychodynamic Theories to Interpersonal Practice I & II." These two courses, which integrate content on assessment and treatment with human behavior theory, are designed to acquaint students with a *contemporary psychodynamic social work* framework for the engagement, assessment and treatment of children, adolescents, and adults. In the first semester, several different dynamic models for understanding deviations from normal development in infancy, childhood, adolescence, and adulthood are presented and discussed, and the contribution of psychoanalytic developmental psychology to our understanding of development and developmental psychopathology is reviewed. The significance of a diagnostic approach that integrates dynamic and etiological diagnosis with descriptive (clinical) diagnosis is discussed, and a model for psychodynamic clinical assessment is presented. Students will also become familiar with issues associated with the beginning stages of treatment (i.e., the initial engagement process and the development of the therapeutic alliance). During the second semester, students will examine the treatment process (working through, termination, and evaluation) and more serious disorders (e.g., psychosis). Questions such as what is unique in the dynamic view of psychopathology, and in the contribution of classical and contemporary psychoanalytic developmental theories, are addressed. The

significance of violence in our lives, (ranging from domestic violence to international terrorism) and the various ways in which it may shape the process of treatment, is presented. Other content will examine dynamic approaches to supportive treatment, brief and time-sensitive approaches to practice, and crisis intervention. The dynamic treatment process, including the phases of treatment (from initial engagement to post-termination), will be presented and illustrated, as will relational features such as the transference-countertransference matrix, the working alliance, and the non-transference relationship. Using a diverse assortment of methods and teaching technologies (ranging from traditional lecture to popular films), students will have the opportunity to explore such topics as:

What's "normal" anyway? Normal development and developmental tasks and crises in childhood, adolescence, and adulthood, and the range of variables (environmental, interpersonal and intrapsychic) that contribute to developmental derailments;

"Stressed out" or emotionally ill? Various psychopathologies (including reactive disorders, neuroses, disorders of character, and psychoses) affecting infants, children, adolescents, and adults;

Getting it right. Dynamic diagnosis and assessment of children, adolescents, and adults, and how it differs from other kinds of clinical assessment (e.g., how one uses knowledge of the client's intrapsychic organization; nature/level of object relatedness; cohesiveness of self-structure; capacity for an affective tie; cognitive, intellectual, social, and physical capacities; character/degree of involvement in relationships within the family and with other social systems, etc.);

Doing psychotherapy. Dynamic social work interventions with children, adolescents, and adults across the phases of treatment, from pre-treatment through post-termination;

Cultural practice, idiosyncrasy, or pathology? Understanding psychopathology, from reactive disorders to psychosis, within the context of an individual's race, gender, sexual orientation, or culture; the effects of a hostile environment on human functioning; and how these factors shape human behavior and influence the therapeutic work;

Exactly what happened here? Methods for understanding clinical process and for the evaluation of treatment outcomes in psychodynamic practice;

Funny, you remind me of my mother. The importance of relational features in the process of treatment (e.g., resistance, transference, countertransference);

"The meter's running." Crisis intervention, brief, and time-limited dynamic treatment.

Cognitive Behavioral Theory and Practice

Cognitive behavioral therapy (CBT) is based on the simple proposition that thought processes play in significant role in human adaptation and in the etiology and treatment of emotional disorders. Although there are a number of approaches that fall under the cognitive-behavioral umbrella, these are unified by this fundamental principle: thinking, in the form of meanings, judgments, assumptions, and interpretations associated with life events, is the prime determinant of an individual's emotional and behavioral responses to such events.

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

The philosophy behind CBT emphasizes the individual's innate capacity to change, and promotes the client's right to self-determination. As such, this approach fits nicely with the values of the social work profession. CBT is an empowerment and strengths based approach that starts "where the client is". Using a "here-an-now" and "problem-focused" approach, various CBT models have been developed to work with children, adolescents, and adults. In order to formulate an effective and accurate approach to addressing problems, CBT stresses the importance of building a collaborative alliance with the client (e.g., collaborative empiricism), as well as understanding the importance of the client's world-view. In doing so the CBT practitioner endeavors to be culturally sensitive by assessing the individual's thoughts and behaviors against the background of culture and gender, and recognizing the adverse impact of environmental pressures such as poverty, discrimination, and oppression. CBT aims to empower clients to recognize and implement solutions within their control in order to address such issues and improve their place within society.

The School of Social Work has designed a two-semester, eight credit-hour, sequence to introduce second year MSW students to the principles of CBT theory and practice with emphasis on the assessment, engagement and treatment of clients. The School stresses that its primary function is to train social workers. With this in mind the CBT courses "Applications of Cognitive-Behavioral Theory to Interpersonal Practice I & II" [SW 8340 & SW 8350] build upon knowledge that the student has gained through the core year courses in practice, human behavior, policy, and research. Students in the CBT track discuss and assess cases using cognitive and behavioral methods as well as bio-psycho-social and person-in-environment perspectives in order to evaluate points of conflict in the person-systems interactions; appreciate the context of the individual's social environment to gain a full understanding of factors that influenced the development of a person's self and world views; address maladaptive cognitions, risk factors and areas of concerns; and build upon the individual's strengths, resources, and protective factors.

Over the course of the two-semester sequence students are introduced to contemporary cognitive and behavioral models for the engagement, assessment and treatment of children, adolescent, adults and culturally diverse at-risk populations. Emphasis is given to the conceptualization and understanding of the development of normal behaviors and common psychopathologies of

childhood, adolescence and adulthood, including neuroses, personality disorders, and psychotic conditions. The practice content in the first semester emphasizes a range of strategies that integrate CBT perspectives for the engagement and assessment of clients. The second semester focuses on the practical use of CBT interventions with specific problems, ways of evaluating practice, and approaches to termination and aftercare. In order to facilitate the learning process a variety of pedagogical methods are used including: lectures, PowerPoint, electronic on-line material, videos of clinical sessions, student presentations, role-play, group discussions, discussion and analysis of cases and clinical vignettes, and hands-on workbook assignments.

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

Table 3: Comparison of Specializations for the Interpersonal Practice Concentration

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

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

Required Concentration Specific Courses

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

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

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

- SW 8380 Application of Family Theory to Social Work Practice I (4 cr.)
 SW 8390 Application of Family Theory to Social Work Practice II (4 cr.)

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

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

Field Education Sites

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

Employment and Career Opportunities

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

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

For more information contact:

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Graduate Certificates and Dual Title Degree Programs

The School of Social Work offers Graduate Certificates, Dual Title Programs, and a School Social Work Approval Program for MSW students who want to specialize in a specific area of social work practice.

Graduate Certificate in Alcohol and Drug Abuse Studies (CADAS)

The Graduate Certificate Program in Alcohol and Drug Abuse Studies is designed to provide advanced students in education, health and human services with an integrated learning experience that includes social work, biological, psychological, cultural, and public health perspectives in alcohol and drug abuse. The breadth and scope of the CADAS program will allow students to accomplish their own specific objectives within a multidisciplinary context.

Dual Title in Social Work and Infant Mental Health (IMH)

This dual title degree is designed to prepare social work students to support early social and emotional development especially in contexts in which parents or children suffer from developmental disabilities, health problems, or mental health problems. Students are required to take 12-14 credits of infant mental health coursework and must complete one of their clinical placements at an infant mental health agency.

Public Health

This joint degree program provides students with a deeper understanding of complex determinants of health and the scientific methods necessary to operate in an interprofessional environment. It provides the knowledge base necessary to address health disparities, urban health challenges, and equips students with the skills to qualify for employment that demands integration of prevention, research, and social epidemiological methods.

Graduate Certificate in Child Welfare

The Wayne State University Child Welfare Graduate Certificate (CWGC) is designed to provide specialized knowledge and best practices for child welfare social work practice in the Detroit metropolitan and state of Michigan practice arenas. Historically, professional social workers have worked with families and children affected by social injustice and adverse economic situations. The CWGC curriculum is designed to provide best and competent practices in situations where families and children encounter child maltreatment, often with compounding issues of poverty, racism, substance abuse, domestic violence and other experiences of trauma.

Graduate Certificate in Disabilities

The Graduate Certificate in Disabilities prepares students to assume leadership positions as service providers, policy makers, administrators or educators. Students learn to plan creatively and to implement activities that positively affect the lives of persons with disabilities. The program provides a useful educational experience to those committed to the full community inclusion of persons with disabilities.

Graduate Certificate in Gerontology

The Graduate Certificate Program in Gerontology is designed to prepare graduate students, individual practitioners, and professionals to work in the field of aging in a variety of settings, by

integrating gerontology into the student's primary discipline. The field of gerontology is multi-disciplinary, drawing on the best science and practice applications from a number of areas including biology, psychology, sociology, social work, health, and economics. Gerontology applies this knowledge to increase the understanding of aging and older adults and to meet the needs of the rapidly growing aging population.

School Social Work Approval Program

Students in the program leading to the Master of Social Work may qualify concurrently for Department of Education temporary approval for social work positions in Michigan school districts through completion of additional course work in the area of school social work.

Special Interest Areas

Special Interest Areas that permit the student to focus on a specific population or social problem within their field practice setting include: 1) Mental Health/Substance Abuse; 2) Health Care; 3) Gerontology; 4) Families/Child Welfare; and 5) School Social Work. The elective courses offered serve to advance student knowledge in special interest areas. The electives offered during the academic year are listed below and may be particularly congruent with the special area of interest and the student's field placement. Students should check the Bulletin and the current schedule to determine when the courses are to be offered. **These courses are subject to change without notice. There must be a sufficient number of students enrolled in order for an elective course to be offered.**

Tentative Elective Schedule 2019-2020

Course	Title	Credit Hours
SW 5720	Social Services for Older Adults	3
SW 5755	Intro to Child Welfare	2
SW 6010	Family Centered Collaboration	3
SW 6100	Child Welfare and Social Systems	3
SW 6540	Effects of Drugs and Alcohol	3
SW 6500	Social Work and the Law	2
SW 6535	Juvenile Delinquency	3
SW 6575	Violence Prevention and Intervention	3
SW 6585	International Social Work	3
SW 6700	Disabilities in Urban Society	3
SW 6810	LGBTQ Health and Well-Being	1
SW 6815	Mind-Body-Spirit Approaches to SW Practice	3
SW 6883	Social Work Practice with Young Children and Families	1
SW 6991	Special Topics: Understanding Suicide	3
SW 7025	Infant Mental Health: Theory to Practice	2
SW 7095	Social Entrepreneurship	3

SW 7140	Biomedical Components of Substance Abuse	3
SW 7150	Health Disparities and Substance Abuse	3
SW 7010	Infant Mental Health	1
SW 7085	Leadership Strategies	3
SW 7700	Trauma – Informed Child Welfare Practice	3
SW 7770	Palliative Care and Elder Law	3
SW 7995	Introduction to Gerontology	3
SW 8015	Intervention and Program Planning	3
SW 8025	Community Assessment and Evaluation	1
SW 8035	Techniques of Quantitative Analysis	1
SW 8045	Techniques of Data Interpret & Presentation	1
SW 8048	Social Action Research and Evaluation	3
SW 8180	Social Services in the Schools	3
SW 8330	Psychosocial Assessment of Children and Youth	3
SW 8550	Human Sexuality	2
SW 8570	Dynamics and Intervention in Family Violence	3
SW 8580	Health and Disease	3
SW 8620	Interpersonal Practice- Couples	2
SW 8690	Interpersonal Practice- Substance Abuse	3
SW 8710	Ethics in Social Work Practice	2
SW 8860	Grief and Loss	3
SW 8865	SW Theory & Practice LGBT	3
SW 8991	Special Topics:	
	Social Work Practice in Integrated Healthcare	3
	Integrated Health Policy and Services	3
	Understanding Military, Personnel, Veterans & Families	3
	Advance Interpersonal Practice in Trauma & PTSD	3

Please see MSW Academic Advisors for additional electives approved for ICPL and IP concentrations. For additional questions regarding the program, contact the MSW Advisors at 313-577-4409.

FIELD PLACEMENT SITES

Note: Placement sites are not listed on the WSU School of Social Work website. Please contact the Office of Field Education at (313) 577 - 4446.