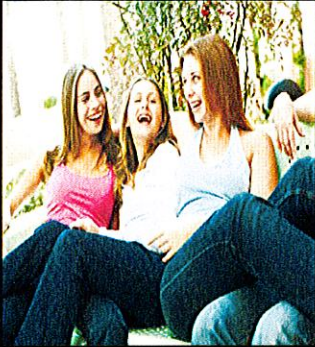


MASTER OF SOCIAL WORK

ADVANCED YEAR CURRICULUM

A DESCRIPTION OF THE TWO
CONCENTRATIONS AND THE
ADVANCED YEAR CURRICULUM

2012 - 2013



WAYNE STATE
UNIVERSITY

The advanced-year educational program in the Wayne State University School of Social Work is an innovative, creative, and rigorous curriculum designed to prepare ethical and competent Master of Social Work (MSW) professional practitioners. This booklet describes the school's advanced year MSW Program. Please take time to read it carefully.

Both current and potential students will find this booklet helpful. It provides specific information about the structure and substance of the school's advanced year curriculum. The advanced portion is designed to promote the development of social work competencies in a concentration. Students choose between two concentrations: **Interpersonal Practice (IP) and the newly designed concentration, Innovation in Community, Policy and Leadership (I-CPL)**. This booklet describes these concentrations and assists students in making important decisions regarding selection of concentration, electives, and field placement. The booklet is equally important as a valuable resource to prospective students who are seeking to learn more about our program and the advanced curriculum. I offer you a warm welcome and best wishes in pursuing your educational goals.



Cheryl Waites, Ed.D, MSW, ACSW
Professor and Interim Dean

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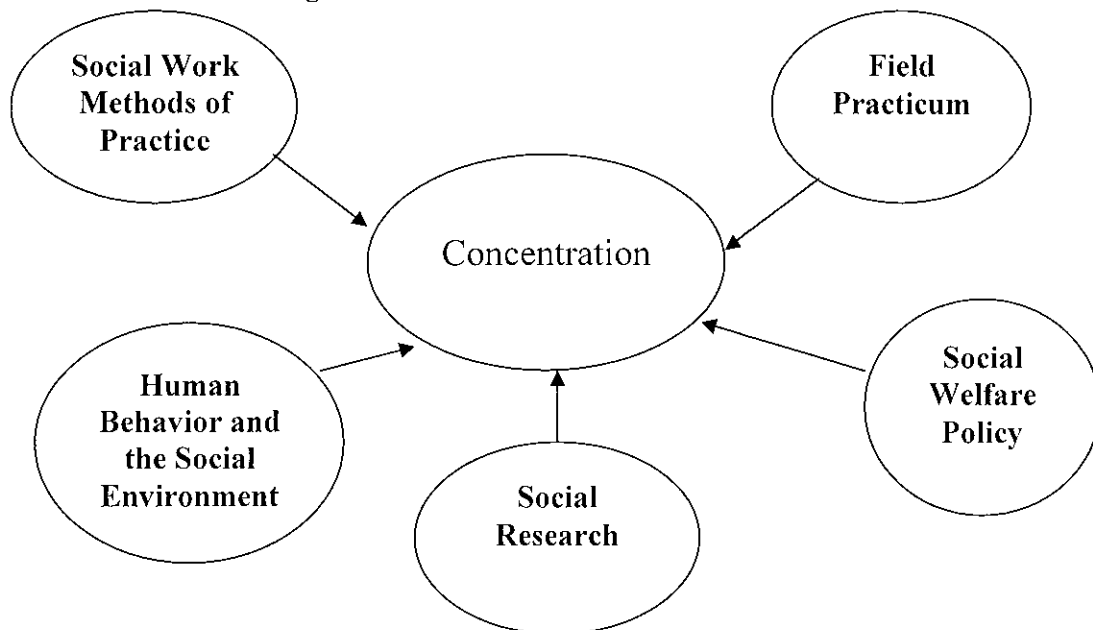
INTRODUCTION

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

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

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

Figure 1: Concentration Curricula Areas



At WSU there are two Concentrations: 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

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

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

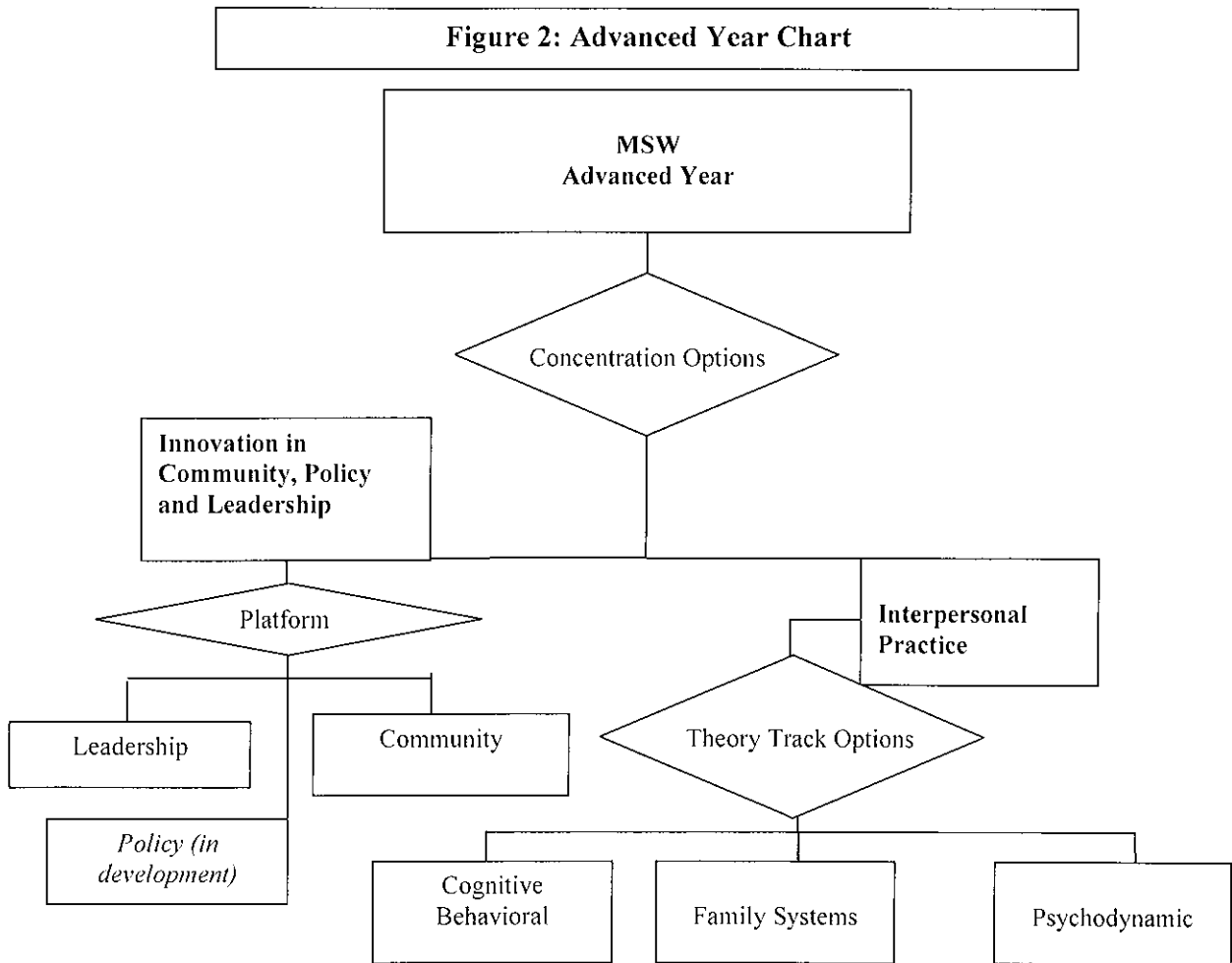
The decision is important; one only students can make. There is no road map or decision tree. It is based on students' preferences, individual predisposition, and knowledge about the scope, expectations, and requirements for each concentration, theory track/platform and specialized interest area. Students 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).



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

ADVANCED YEAR – COMMON OBJECTIVES

Objectives for all advanced year students

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

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

CONCENTRATION SPECIFIC OBJECTIVES

Advanced Year *Interpersonal* Concentration Specific:

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

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

awareness and autonomy in work with clients, particularly with oppressed and disenfranchised populations.

Advanced Year Innovation in Community, Policy and Leadership Concentration Specific:

When students complete the advance-year Innovation in Community, Policy and Leadership curriculum, they will be able to:

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

Table 1: Curriculum Pattern for Concentration in 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 – 4 cr.	
Research Course	Choose one of the following options (3 cr. Required)* SW8055 - 2 cr. SW8025 – 1 cr. SW8035 – 1 cr. SW8045 – 1 cr.	
Field Seminar	Required: SW 8883 – .5 cr.	Required: SW 8884 – .5 cr.
Electives	Number dependent on student’s program – see advisor.	

Table 2: Curriculum Pattern for Interpersonal Practice Concentration

Courses	Fall Term	Winter Term
Concentration Field Work	Required – 4 cr.	Required – 4 cr.
**Concentration Human Behavior and Methods/Practice Course	Required – 4 cr.	Required – 4 cr.
Social Welfare Policy	Required enroll either term, check Schedule of Classes – 3 cr.	
Field Seminar	Require – .5 cr.	Required – .5 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.

**Theory tracks 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 community work. Those who select this Concentration will receive training in the areas that make Social Work unique among the helping professions: a focus on the person in the environment through social action that leads to social change. This perspective assumes that change efforts are necessary at a systems level, and includes consideration of interventions designed for organizations and agencies, neighborhoods, communities, and the overall society. Individuals can be empowered to change their lives by participating in such macro efforts, which may be required to create the environment in which their individual change can be facilitated and maintained.

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

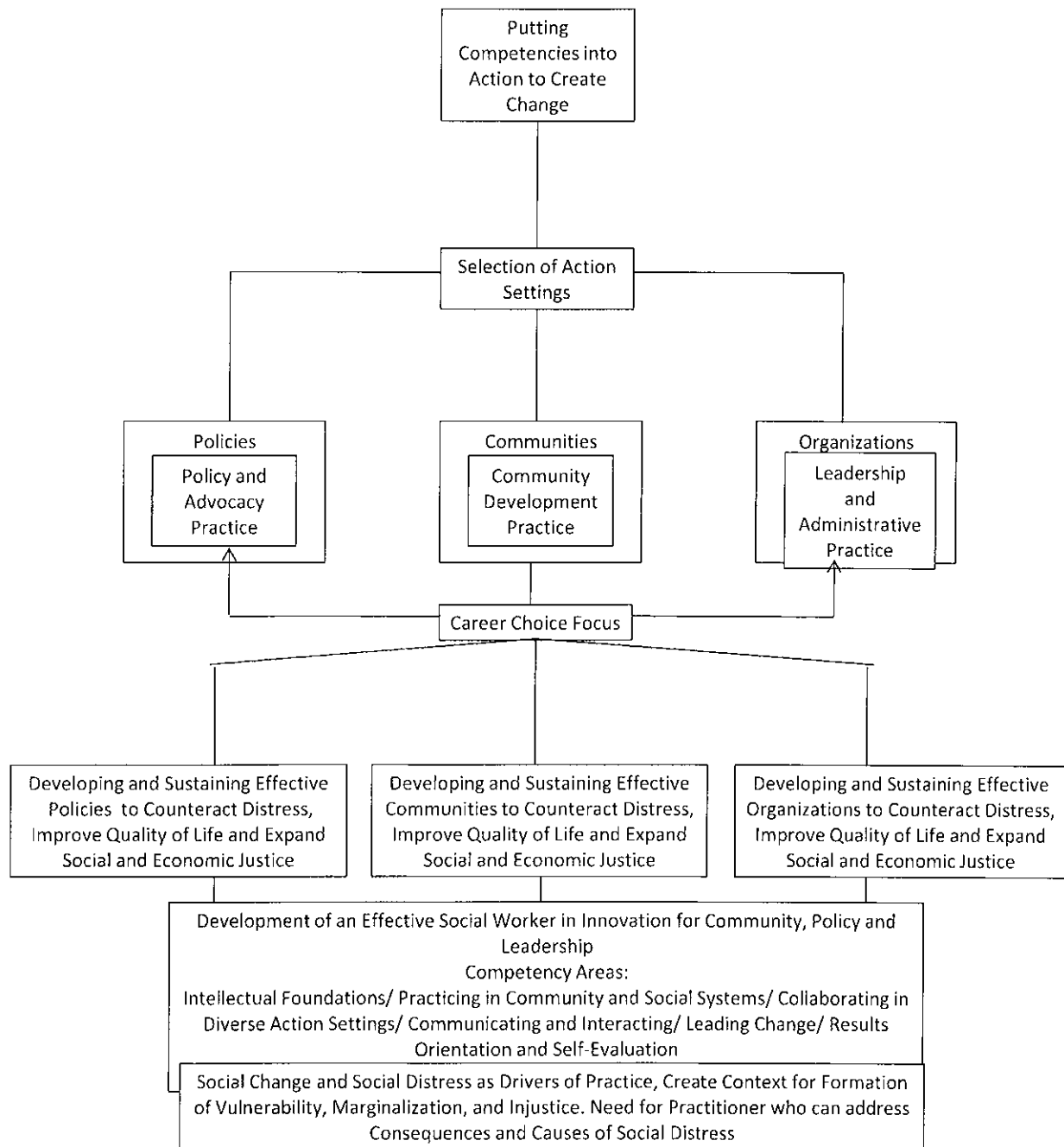
Model of Concentration

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

Faculty members of the Concentration help students acquire a core set of competencies that are relevant to careers in Innovation in Community, Policy and Leadership. The six core competencies are:

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

and evaluation practice. Evaluation practice introduces students to evaluation as a tool for capacity-building, to the process of undertaking high-quality, scientifically valid evaluation and meta-evaluation, and to the interface between evaluation and organizational practice, program development and policy action.

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

The revised concentration will offer macro students two platforms from which to choose in the 2012 - 2013 academic year. Platforms are defined as major starting points for the concentration that unite the macro practice program and distinguish it from other forms of practice. Platforms represent core ideas in macro social work including: Leadership, Community Building/Development, and Policy. The third platform on policy is in the development stage and will be proposed at a later date.

The **Leadership Platform** is for two types of 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 Building/Development Platform** will offer two focus areas: 1) International and 2) a broad-based community perspective. 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. The International focus area will train students for careers in immigration and human rights, international development, and economic and social development.

Each platform 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 platform and focus area. The research requirement will be tailored to student interest and platform. 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)
- 2) 3 credits in research, selecting from:
 - a. SW8025 Community Assessment – 1 credit
 - b. SW8035 Techniques of Quantitative Data Analysis – 1 credit
 - c. SW8045 Techniques of Data Interpretation and Presentation – 1 credit
 - d. SW8055 Social Action Research – 2 credits
 - e. SW 7999 Research Essay – 3 credits
 - f. SW8996 Group Research Project – 4 credits
 - g. SW8999 Master’s Thesis – 6 credits
- 3) 8 credits in field (SW8998)
- 4) 1 credit field seminar (SW8883 & SW8884)
- 5) 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.

See website for list of the example field placement sites:

http://socialwork.wayne.edu/pdf/site_descriptions-2008-06.pdf.

Employment and Career Opportunities

Professional social workers trained in this Concentration can fill a number of traditional and emergent roles in a diversity of community settings, organizational contexts, and service sectors. Traditional roles include positions as program coordinators, social planners, policy specialists, community organizers, and community development specialists. Emergent roles will involve new marketing specialties surfacing in human services; new roles created through community-based system development in the fields of child welfare, mental health, health care, and aging; public health positions that are focused on addressing community issues and challenges; and roles addressing the development of 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, Policy Analyst, , Planner, Resource Developer, Policy Advocate, Community-School Liaison, Knowledge Manager, Integrated Care Coordinator, Program Coordinator, or Administrator.

For more information contact:

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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 those suffering from emotional or mental disorders who may experience a range of problems from mild adjustment reactions to psychosis; posttraumatic conditions; developmental crises; emotional crises that are precipitated by the loss of a job, divorce, or death of a loved one; or the psychosocial sequelae of institutionalization and/or physical health problems.

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

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

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

OVERVIEW OF THEORY TRACKS

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

Theory and Practice with Families

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

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

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

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

The courses will cover appropriate ways to handle planned and unplanned termination and how to maximize the benefits of supervision.

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

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

Psychodynamic Theory and Practice

What is psychodynamic theory? How can it help me in my clinical work? In an effort to equip students for practice in a changing practice landscape, the School of Social Work offers a two semester, eight credit sequence, "Application of Psychodynamic Theories to Interpersonal Practice I & II." These two courses, which integrate content on assessment and treatment with human behavior theory, are designed to acquaint students with a *contemporary psychodynamic social work* framework for the engagement, assessment and treatment of children, adolescents, and adults. In the first semester, several different dynamic models for understanding deviations from normal development in infancy, childhood, adolescence, and adulthood are presented and discussed, and the contribution of psychoanalytic developmental psychology to our understanding of development and developmental psychopathology is reviewed. The significance of a diagnostic approach that integrates dynamic and etiological diagnosis with descriptive (clinical) diagnosis is discussed, and a model for psychodynamic clinical assessment is presented. Students will also become familiar with issues associated with the beginning stages of treatment (i.e., the initial engagement process and the development of the therapeutic alliance). During the second semester, students will examine the treatment process (working through, termination, and evaluation) and more serious disorders (e.g., psychosis). Questions such as what is unique in the dynamic view of psychopathology, and in the contribution of classical and contemporary psychoanalytic developmental theories, are addressed. The significance of violence in our lives, (ranging from domestic violence to international terrorism) and the various ways in which it may shape the process of treatment, is presented. Other content will 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 a significant role in human adaptation and in the etiology and treatment of emotional disorders. Although there are a number of approaches that fall under the cognitive-behavioral umbrella, these are unified by this fundamental principle: 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 Three Theory Tracks 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.	Individuals can find relief from psychological disorders and problem behaviors by identifying and modifying their thinking and beliefs.
Attachment issues are important: these influence how we predict and interpret behavior of others and how we respond to others.	Focuses on the role of the family in helping each other with developmental, acute, and chronic problems.	Behavioral practice theory posits that behavior is learned and therefore can be changed (eliminated, modified, new behavior created).
Psychological defenses are stressed: we avoid certain thoughts/feelings, experiences to alleviate pain, anxiety, and the experience of unpleasure.	Focuses on understanding the impact of oppression and racism on families and therapists.	Individuals can find relief from psychological disorders and problem behaviors by identifying (targeting), analyzing, and modifying antecedents and consequences of behaviors.
Postulates two interlinked maturational processes: development of self/ego and psychosexual development.	Focuses on understanding health and dysfunction from the perspective of each family's culture.	These two theories are often combined in a therapeutic approach that focuses on the present, and is grounded in empirical evidence
Views human connectedness as a primary need. Satisfaction in love, work, and play support healthy functioning.	Focuses on understanding families' interpretation of gender roles and how these interpretations contribute to resilience or dysfunction.	Emphasize worker-client collaboration and the consistent evaluation of client progress throughout the treatment process.

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

Required Concentration Specific Courses

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

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

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

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

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

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

Field Education Sites

The Concentration in Interpersonal Practice offers field placement in residential settings, outpatient and inpatient psychiatric settings, community mental health agencies, various social services agencies, child welfare settings, school settings, hospitals settings, etc. *Agencies or organizations offering field instruction in this Concentration will vary from year to year according to the needs of the students and sites. See website for list of the example field placement sites: http://socialwork.wayne.edu/pdf/site_descriptions-2008-06.pdf.*

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.

Social Work Practice with Families and Couples Certificate Program

The Social Work Practice with Families and Couples Certificate Program is designed to provide current knowledge and skills for social work practice in the Detroit metropolitan area. Research and practice innovations also will be explored.

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.

An Informational Meeting will be held on **March 21st from 3-4:30PM in Old Main, Rm. 1168** to provide students with detailed information regarding the Certificate and Dual Title degree programs.

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 2012-2013 academic year are listed below and may be particularly congruent with the special area of interest and the student's field placement. **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 2012-2013

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 6540	Effects of Drugs and Alcohol on Phys&Soc Funct.	1
SW 6500	Social Work and the Law	2
S W 6700	Disabilities in Urban Society	3
SW 6535	Juvenile Delinquency: Social Functioning	3
SW 6991	Special Topics in Social Work:	
	International Social Work	3
	Career Opportunities in Higher Ed	3
	Dispute Resolution	2
	Adolescence & Emerging Themes	3

	LGBTQ Health and Well-Being	1
SW 7010	Intervention Strategies in Infant Mental Health	1-2
SW 7085	SW Leadership Strategies**	3
SW 7995	Intro Gerontology	3
SW 8015	Intervention/Program Planning**	3
SW8025	Community Assessment**	1
SW8035	Techniques of Quant. Analysis**	1
SW8045	Techniques of Data Interpret.& Presentation**.	
1		
SW8055	Social Action Research**	2
SW 8180	Social Services in the Schools	3
SW 8330	Psychosocial Assessment of Children and Youth	3
SW 8550	Social Functioning: Human Sexuality	2
SW 8570	Dynamics and Intervention in Family Violence	3
SW 8580	Impact of Health and Disease on Soc. Funct,	3
SW 8620	Interpersonal Practice- Couples	2
SW 8690	Interpersonal Practice- Substance Abuse	3
SW 8710	Ethical Issues in Interpersonal Practice	2
SW 8860	Grief and Loss Issues in Social Work Practice	3
SW 8865	SW Theory & Practice LGBT	3
SW 8991	Advanced Special Topics in Social Work:	
	DSM -IV	1
	Therapeutic Storytelling	1

**** May be used to fulfill requirements for I-CPL students**

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

FIELD PLACEMENT SITES

Note: Placement sites are listed on the WSU website

http://socialwork.wayne.edu/pdf/site_descriptions-2008-06.pdf