



OAKLAND  
COMMUNITY  
COLLEGE

**MENTAL HEALTH/SOCIAL WORK  
ADVISORY COMMITTEE EVALUATION  
PROE REPORT  
FALL 2006**

**Prepared for:  
Letyna Roberts  
Manager of State and Federal Programs**

Prepared by:  
**Stephanie Wren**  
Research Analyst  
**Office of Institutional Research**  
(248) 232-4528  
December 20, 2006

## **Purpose**

The purpose of the study was to compile the data for a summary report of the Mental Health/Social Work Program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

## **Methodology**

Survey responses were collected from four advisory committee members. The survey gathered feedback from the advisory committee on issues such as whether the courses were preparing the students for the workforce, the advisory committees input regarding decision making within the program, and the direction of the program. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

## **Results**

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- The advisory committee member is essentially satisfied with the program as noted by the responses above.

**Open-Ended Comments:** If there is one thing the committee would like to change about the program, explain what it is and how it would enhance the program.

1. Create a better marketing plan to entice a student population who are truly interested in social work/mental health.
2. I think the program is exceptional as it is designed currently. The only thing I might suggest is adding additional mental health/social work elective classes as support.



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FACULTY EVALUATION  
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## **Methodology**

Survey responses were collected from one faculty member and 11 on-site supervisors. The survey gathered feedback responses on issues such as the courses offerings, quality of instruction, and departmental commitment to program success. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

## **Results**

Error! Not a valid link.

- Overall, the faculty and on-site supervisors are satisfied with the department and instruction.
- However, there is some concern regarding the circulation of information about the program as noted by an agreement rating of 3.8 out of 5.0.
- Also, there is some concern regarding the opportunities to make suggestions for improvements as indicated by an agreement rating of 4.1 out of 5.0.
- Additionally, 83% of the respondents indicated that they were satisfied with the program because it prepared students for employment in the workforce.
  1. More hands-on demos; students could organize a "Mental Health Fair" and bring service providers to campus.
  2. To be honest, at this time, there is not one thing that I would like to change.



OAKLAND  
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# **MENTAL HEALTH/SOCIAL WORK STUDENT EVALUATION**

**PROE REPORT  
FALL 2006**

**Prepared for:  
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Manager of State and Federal Programs**

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## **Purpose**

The purpose of the study was to compile the data for a summary report of the Mental Health/Social Work Program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

## **Methodology**

Survey responses were collected from 78 students. The survey gathered feedback from student responses on issues such as the courses offered in the program, student satisfaction with the course offerings, and the quality of instruction. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

## **Results**

**Error! Not a valid link.**

- Items three and four are indicating that the students do not want to change their program of study or attend another institution because of dissatisfaction with the program.

## Results (continued): Open-Ended Responses

1. Allowing more people with disabilities to enter the program
2. Better parking
3. Big smiles!!
4. I wish the program was offered close to my residence. Gail and Mel are definitely a team
5. I wish there was more internship offered at night - due to the fact people work during the day.
6. I would like the internships to be either shorter or a paid internship.
7. It would be free, meaning the different Gestalt activities, or at least let everybody go.
8. Learning more about substance abuse, alcohol, and drugs; mental conditions, and how to deal with them; more information about specific drugs (prescription and illegal) and what effects they have on people; more about AA, NA, etc.
9. Less internship hours required
10. More class days, like two, instead of once a week
11. More courses.
12. More help with internship locations.
13. No complaint about the program, only the parking situation - ugh! The instructors of MHA program are exceptional and go above and beyond!
14. Nothing - it is great!!
15. Nothing - Mel and Gail are wonderful! The program sets realistic expectations for what we will be doing in the work force, and I enjoy being challenged after wasting my time and money at another college.
16. Offer it at more campuses. Orchard Ridge is my home campus, but I have to drive to Auburn Hills for these classes.
17. Program meets and exceeds expectations.
18. Shorten internship hours. It makes it hard to work, go to school, and work your internship. It really destroys your body.
19. So far, the program exceeds my expectations, and every former student I encounter in my internship says this program will teach more than many Master's degree programs. So as far as I'm concerned, that is great and I would change nothing.
20. Still have a way to go - too early for me to say
21. That Mel and Gail would be required to prepare a skit that is to be presented to the students, in which they sing and dance, and do the Ho-Ke-Po-Ke!
22. The hard part of the program is that the internship classes are only offered certain semesters.
23. The hours of internship per week to be slightly less.
24. The Mental Health courses are offered more frequently than once a year. Courses were offered at more than Auburn Hills at least once a year.
25. The number of internship hours is a little too much
26. The T.A.'s
27. There should be more available intern positions in all areas.



# **FACULTY CURRICULUM**

## **REVIEW**

## **SELF-STUDY**

**Gail A Palmer, LMSW  
Mental Health/Social Work  
Associate Degree Program  
December 2006**





OAKLAND  
COMMUNITY  
COLLEGE

COLLEGE  
CURRICULUM  
REVIEW  
COMMITTEE

WELCOME TO THE CURRICULUM REVIEW  
SELF-STUDY PROCESS

Discipline/Program: Social Science      Mental Health/Social Work  
Coordinators    Gail Palmer (Fall 2006); Melvin Chudnof (Winter 2007)

CRC Mentor    Gail Mays \_\_\_\_\_

Review Date: January 19, 2007

Thank you for agreeing to coordinate the Curriculum Review in your area. As Discipline/Program Review Coordinator, it is your responsibility to make sure the steps detailed below are completed by the Review Date. Your packet includes instructions and forms for completing the Review. If needed, a CRC mentor is available to you. Your Dean will also be able to provide meaningful assistance in completing this important task.

In the Part I-Core Review, the College asks your discipline/program to analyze its curriculum from a variety of perspectives. These include course offerings and contents, enrollment/retention, transfer trends, and plans for the future. An additional section of activities is contained in Part II. The nature of these review activities will depend on whether you are a member of a Discipline or a Program.

Included in this document to help you work on your review are: 1) Data Collection forms to distribute to your Discipline/Program colleagues and 2) Data Analysis forms with summary sections to help you complete your review. After filling out these forms, you will finalize your review by re-printing all of the summary sections on one Summary Report Form for submission.

Once again, thank you for agreeing to work on this very important process with your colleagues. Together we will constantly strive to ensure the excellence of instruction at OCC.

College Curriculum Review Membership  
2005-2006

Lin Armitage (HL)  
Thomas Boozer (AH)  
Nadia Boulos (HL)  
Charlott Couch (RO/SF)  
Jennifer Craft (AH)

Diane Hill (OR)  
Tony Ingram (OR)  
Shelley Larson (RO/SF)  
David Mathews (RO/SF)  
Gail Mays (AH)-Chair

Janet Peart (AH)  
Letyna Roberts (ex-officio)  
Karen Robinson (HL)  
Beverly Stanbrough (RO/SF)  
Bob Zemke (OR)

## MENTAL HEALTH/SOCIAL WORK

### Associate in Applied Science (MHS.APP)

This Associate in Applied Science Degree Program is designed to prepare students for employment in a wide variety of human service agencies as assistants to professionals. The program is also designed to transfer as the first two years in the professional career programs of social work, counseling, special education, substance abuse, gerontology and human resource development.

Articulation agreements have been developed with several four-year institutions to better ensure transferability. Students intending to transfer are encouraged to discuss their plans with the program coordinators early in their studies to work out a transfer plan. In addition to general education courses, students receive supervised field practice in cooperating agencies including mental health clinics, drug and alcohol abuse centers, special education facilities, community action programs, public assistance offices, hospitals, rehabilitation programs and residential care programs. Students have the opportunity to work with a variety of clients including terminally ill, AIDS, developmentally disabled and geriatric clients.

All mental health core classes include both classroom experience and agency placement. The classes are designed to teach the skills and knowledge needed for the field as well as provide a forum for discussion on the field work. After a student is accepted to the program, he or she may begin the mental health classes in either the fall or winter semester. Classes may be taken one or two at a time.

In addition to the general education and core courses, a student may modify his or her program to suit his or her individual career plans by choosing the needed electives and support courses. The field and internship may be chosen to meet a certain area of specialization or a variety may be selected for the purpose of exploration. These are the most common areas of specialization:

- General Human Service
- Gerontology
- Substance Abuse
- Residential Care Programming
- Special Education or Classroom Paraprofessional

Upon completion of the program, students will be eligible to apply for and obtain a Social Work Technician Certificate from the state of Michigan.

Requirements for acceptance to the program include:

The completion of 25 college credits with a grade point average of 2.5 or higher.

- Completion of three psychology classes (PSY 2510 or above) and ENG 1510 with a grade of "C" or better.
- Two interviews with the coordinators of the Mental Health/Social Work Program at the Auburn Hills Campus. The interviews should be scheduled during the student's freshman semester.
- No current substance abuse, physical or mental health problems which might affect the students' ability to work in this field.

<b>Major Requirements</b>	<b>Credits</b>
<u>MHA 1404</u> Counseling and Interviewing Skills plus Field Work	4
<u>MHA 2406</u> Group Dynamics-Theory and Practice plus Internship	6
<u>MHA 1414</u> Interpersonal Theory and Practice plus Field Work	4
<u>MHA 2416</u> Family Systems Theory and Practice plus Internship	6

**Required Supportive Courses**

<u>ENG 1510</u> ● Composition I	3
<u>PSY 2510</u> ● Introduction to Psychology	3
<u>PSY 2410</u> ● Child Development	3
<u>PSY 2810</u> ● Psychology of Adjustment	3
<u>PSY 2730</u> Survey of the Exceptional Child	3
<i>or</i>	
<u>PSY 2830</u> <sup>1</sup> Experimental Psychology	4
<u>PSY 2910</u> Abnormal Psychology	3
SOC Electives	3

**Recommended Electives**

**It is recommended that at least two courses be taken from this list in order to increase skill and knowledge and to meet graduation or transfer requirements.**

ANT ● Any Anthropology Course	3
<u>ECO 2610</u> ● Economics I	3
<u>FSS 1500</u> Foundations of Behavioral/Social Sciences I	4
GRN Electives	3
<u>MHA 1500</u> Fundamentals of Alcohol and Drug Abuse	4
<u>MHA 1510</u> Substance Abuse Treatments	4
<u>PER 2540</u> Medical First Responder/First Responder	4
SOC Electives	3
SPE Electives	3
<u>SSC 2610</u> ● Marriage and Family in Modern Society	3

**Necessary Electives to Total 62**

See Graduation Requirements for an Associate in Applied Science Degree.

<sup>1</sup> Courses in Anthropology, Economics, Mental Health, Psychology, Sociology or SSC 2610 may be substituted.

- Course may be used to meet General Education requirements.

# Proposed Fall 2007 Changes for MHA/SW Program

## REMOVE from Requirement Supportive Courses

[	PSY 2730	Survey of the Exceptional Child
	PSY 2830 <sup>1</sup>	Experimental Psychology

## New Requirement Supportive Courses List After Changes

<b>Major Requirements</b>		<b>Credits</b>
<u>MHA 1404</u>	Counseling and Interviewing Skills plus Field Work	4
<u>MHA 2406</u>	Group Dynamics-Theory and Practice plus Internship	6
<u>MHA 1414</u>	Interpersonal Theory and Practice plus Field Work	4
<u>MHA 2416</u>	Family Systems Theory and Practice plus Internship	6

### Required Supportive Courses

<u>ENG 1510</u>	● Composition I	3
<u>PSY 2510</u>	● Introduction to Psychology	3
<u>PSY 2410</u>	● Child Development	3
<u>PSY 2810</u>	● Psychology of Adjustment	3
<u>PSY 2910</u>	Abnormal Psychology	3
SOC	Electives	3

### Recommended Electives

**It is recommended that at least two courses be taken from this list in order to increase skill and knowledge and to meet graduation or transfer requirements.**

ANT ●	Any Anthropology Course	3
<u>ECO 2610</u>	● Economics I	3
<u>FSS 1500</u>	Foundations of Behavioral/Social Sciences I	4
GRN	Electives	3
<u>MHA 1500</u>	Fundamentals of Alcohol and Drug Abuse	4
<u>MHA 1510</u>	Substance Abuse Treatments	4
<u>PER 2540</u>	Medical First Responder/First Responder	4
SOC	Electives	3
SPE	Electives	3
<u>SSC 2610</u>	● Marriage and Family in Modern Society	3

**Necessary Electives to Total** **62**

See Graduation Requirements for an Associate in Applied Science Degree.

<sup>1</sup> Courses in Anthropology, Economics, Mental Health, Psychology, Sociology or SSC 2610 may be substituted.

- Course may be used to meet General Education requirements.

## DATA ANALYSIS

### CORE REVIEW

#### A. COURSE CATALOG DESCRIPTION

**Coordinator: Complete this form after reviewing the Course Catalog Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog.**

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number MHA 1404	___	<u>X</u>
Course Number MHA 1414	___	<u>X</u>
Course Number MHA 2406	___	<u>X</u>
Course Number MHA 2416	___	<u>X</u>
Course Number MHA 1500	___	<u>X</u>
Course Number MHA 1501	___	<u>X</u>
Course Number _____	___	___
Course Number _____	___	___
Course Number _____	___	___
Course Number _____	___	___

#### COURSE CATALOG DESCRIPTION REVIEW SUMMARY:

**In reviewing the catalog description of the six MHA classes currently being taught are appropriate in the descriptions listed.**

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

**DATA ANALYSIS**

**Coordinator: Use a separate sheet for each course.**

<b>MHA 1404 – Counseling and Interviewing Skills plus Field Work</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>	
ADA Notification	100
Course Goals	100
Grading Standards and Practices	100
Tentative Schedule of Assignments and Tests	100
<b>Recommended Items (per Academic Senate)</b>	
Course Name and Number	100
Instructor, Office Location, Method of Contact	100
Office Hours	100
Available Assistance	100
Course Catalog Description with Prerequisites	100
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	0
Evaluation/Testing System & Policies	100
Attendance Policy	100
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	100
<b>Optional Items</b>	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	0
Applicable Forms Pertinent to Course	100
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	0
Student Bill of Responsibilities	100 - Reference to Student Code of Conduct and NASW Code of Ethics student are responsible to uphold.

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

**DATA ANALYSIS**

**Coordinator: Use a separate sheet for each course.**

<b>MHA 1414 – Interpersonal Theory and Practice plus Field Work</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>	
ADA Notification	100
Course Goals	100
Grading Standards and Practices	100
Tentative Schedule of Assignments and Tests	100
<b>Recommended Items (per Academic Senate)</b>	
Course Name and Number	100
Instructor, Office Location, Method of Contact	100
Office Hours	100
Available Assistance	100
Course Catalog Description with Prerequisites	100
General Education Attributes (where pertinent)	N/A Mentioned it does not apply
Required Books and Supplies	100
List of Supportive Materials (where available)	0
Evaluation/Testing System & Policies	100
Attendance Policy	100
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	100
<b>Optional Items</b>	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	0
Applicable Forms Pertinent to Course	100
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	0
Student Bill of Responsibilities	100 - Reference to Student Code of Conduct and NASW Code of Ethics student are responsible to uphold.

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

**DATA ANALYSIS**

**Coordinator: Use a separate sheet for each course.**

<b>MHA 2406 – Group Dynamics Theory and Practice plus Internship</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>	
ADA Notification	100
Course Goals	100
Grading Standards and Practices	100
Tentative Schedule of Assignments and Tests	100
<b>Recommended Items (per Academic Senate)</b>	
Course Name and Number	100
Instructor, Office Location, Method of Contact	100
Office Hours	100
Available Assistance	100
Course Catalog Description with Prerequisites	100
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	0
Evaluation/Testing System & Policies	100
Attendance Policy	100
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	100
<b>Optional Items</b>	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	0
Applicable Forms Pertinent to Course	100
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	0
Student Bill of Responsibilities	100 - Reference to Student Code of Conduct and NASW Code of Ethics student are responsible to uphold.



**CORE REVIEW**  
**B. SYLLABUS REVIEW**

**DATA ANALYSIS**

**Coordinator: Use a separate sheet for each course.**

<b>MHA 2416 – Family Systems Theory and Practice plus Internship</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>	
ADA Notification	100
Course Goals	100
Grading Standards and Practices	100
Tentative Schedule of Assignments and Tests	100
<b>Recommended Items (per Academic Senate)</b>	
Course Name and Number	100
Instructor, Office Location, Method of Contact	100
Office Hours	100
Available Assistance	100
Course Catalog Description with Prerequisites	100
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	0
Evaluation/Testing System & Policies	100
Attendance Policy	100
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	100
<b>Optional Items</b>	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	0
Applicable Forms Pertinent to Course	100
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	0
Student Bill of Responsibilities	100 - Reference to Student Code of Conduct and NASW Code of Ethics student are responsible to uphold.

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

**DATA ANALYSIS**

**Coordinator: Use a separate sheet for each course.**

MHA 1500 – Fundamentals of Alcohol and Substance Abuse	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>	
ADA Notification	100
Course Goals	100
Grading Standards and Practices	100
Tentative Schedule of Assignments and Tests	100
<b>Recommended Items (per Academic Senate)</b>	
Course Name and Number	100
Instructor, Office Location, Method of Contact	100
Office Hours	100
Available Assistance	100
Course Catalog Description with Prerequisites	100
General Education Attributes (where pertinent)	100
Required Books and Supplies	100
List of Supportive Materials (where available)	0
Evaluation/Testing System & Policies	100
Attendance Policy	100
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	100
<b>Optional Items</b>	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	0
Applicable Forms Pertinent to Course	100
Reference to Student Policies in OCC Catalog	100
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	0
Student Bill of Responsibilities	0

**CORE REVIEW**  
**B. SYLLABUS REVIEW**

**DATA ANALYSIS**

**Coordinator: Use a separate sheet for each course.**

<b>MHA 1510 – Substance Abuse Treatments</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per EMA and Federal Law)</b>	
ADA Notification	100
Course Goals	100
Grading Standards and Practices	100
Tentative Schedule of Assignments and Tests	100
<b>Recommended Items (per Academic Senate)</b>	
Course Name and Number	100
Instructor, Office Location, Method of Contact	100
Office Hours	100
Available Assistance	100
Course Catalog Description with Prerequisites	100
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	100
List of Supportive Materials (where available)	100
Evaluation/Testing System & Policies	100
Attendance Policy	100
Safety Instructions	N/A
Disclaimer Allowing for Reasonable Revisions	100
<b>Optional Items</b>	
Semester Meeting Times & Room	100
Teaching/Learning Strategies	0
Applicable Forms Pertinent to Course	100
Reference to Student Policies in OCC Catalog	0
Policy on Use of Computing Resources	0
Description of Required Computing Skills	0
Policy on Plagiarism	0
Student Bill of Responsibilities	100 - Reference to Student Rights and Responsibilities. Mentioning Student Handbook is available in the bookstore.

# DATA ANALYSIS

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

<b>INSTRUCTORS</b> ⇨	<i>M. Chubb</i>	<i>M. Chubb</i>	<i>B. Wendell</i>	<i>B. Wendell</i>	<i>J. Palmer</i>	<i>J. Palmer</i>			
<b>Mandatory Items (per FMA and Federal Law)</b>									
ADA Notification	X	X	X	X	X	X			
Course Goals			X	X	X	X			
Grading Standards and Practices	X	X	X	X	X	X			
Tentative Schedule of Assignments and Tests	X	X	X	X	X	X			
<b>Recommended Items (per Academic Senate)</b>									
Course Name and Number	1404	1410	1500	1510	2406	2416			
Instructor, Office Location, Method of Contact	X	X	X	X	X	X			
Office Hours	X	X	X	X	X	X			
Available Assistance	X	X	X	X	X	X			
Course Catalog Description with Prerequisites	X	X	X	X	X	X			
General Education Attributes (where pertinent)	N/A	N/A	X		N/A	N/A			
Required Books and Supplies	X	X	X	X	X	X			
List of Supportive Materials (where available)				X					
Evaluation/Testing System & Policies	X	X	X	X	X	X			
Attendance Policy	X	X	X	X	X	X			
Safety Instructions	N/A	N/A	N/A	N/A	N/A	N/A			
Disclaimer Allowing for Reasonable Revisions	X	X	X	X	X	X			
<b>Optional Items</b>									
Semester Meeting Times & Room	X	X	X	X	X	X			
Teaching/Learning Strategies									
Applicable Forms Pertinent to Course	X	X	X	X					
Reference to Student Policies in OCC Catalog	HA	ND	BO	OK	HA	ND			
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism									
Student Bill of Responsibilities	X	X	X	X	X	X			

## **DATA ANALYSIS**

### **CORE REVIEW**

#### **B. SYLLABUS REVIEW, CONTINUED**

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

#### **SYLLABUS REVIEW SUMMARY:**

**The syllabi for all six MHA classes were in 100% compliance with the mandatory items per FMA and Federal law.**

**All six MHA met all recommended items except list of supportive materials. Only one syllabus (MHA 1510) had supportive material. This is something for the instructors to look at whether there is additional material students could have listed.**

**Under optional items the glaring omission is any reference to a policy on plagiarism. Considering there had been incidents of plagiarism in the MHA classes I am going to recommend future syllabi address this issue in a uniform manner. All the syllabi refer to the student handbook which addresses plagiarism however more specific information would be appropriate in the syllabi. It is interesting to note how little the handbook says about plagiarisms nor does it define plagiarism.**

**Item not addresses in any MHA syllabi include:**

**Teaching/learning strategies  
Policy on use of computing resources  
Description of computing skills**

LIME

## CORE REVIEW

### C. ENROLLMENT TRENDS AND STUDENT RETENTION

*Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas:*

**Enrollment** (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

The Dashboard Detail report shows the MHA/SW program has higher success rate in all categories except Percentage of Incompletes. In addition if the incompletes were properly calculated the Student Completion Rate would also be higher.

#### Program Dashboard Detail Report

Dashboard Score 10.1

	MHA/SW Program	College Wide
Sections Filled to Capacity	88.7%	81.3%
Percent of Completed Sections	100%	87.7%
Headcount Trend Ratio	1.09	1.02
Credit Hour Trend Ratio	1.08	1.01
Percent of Minority Students	31.5%	27.8%
Percent of Withdrawals	7.1%	1.8%
<b>Percent of Incompletes</b>	<b>13.5%</b>	<b>1.8%</b>
<b>Student Course Completion Rate</b>	<b>75.0%</b>	<b>68.6%</b>

#### Approximate Adjusted Scores Based on Incompletes That Actually Became Completed Grades not Withdrawals

Percent of Incompletes/Withdrawals	6.5%	1.8%
Student Course Completion Rate	92.5%	68.6%

**Oakland Community College  
Program Dashboard Report  
2004-05**

**Mental Health / Social Work MHA  
Dashboard Score: 10.10**

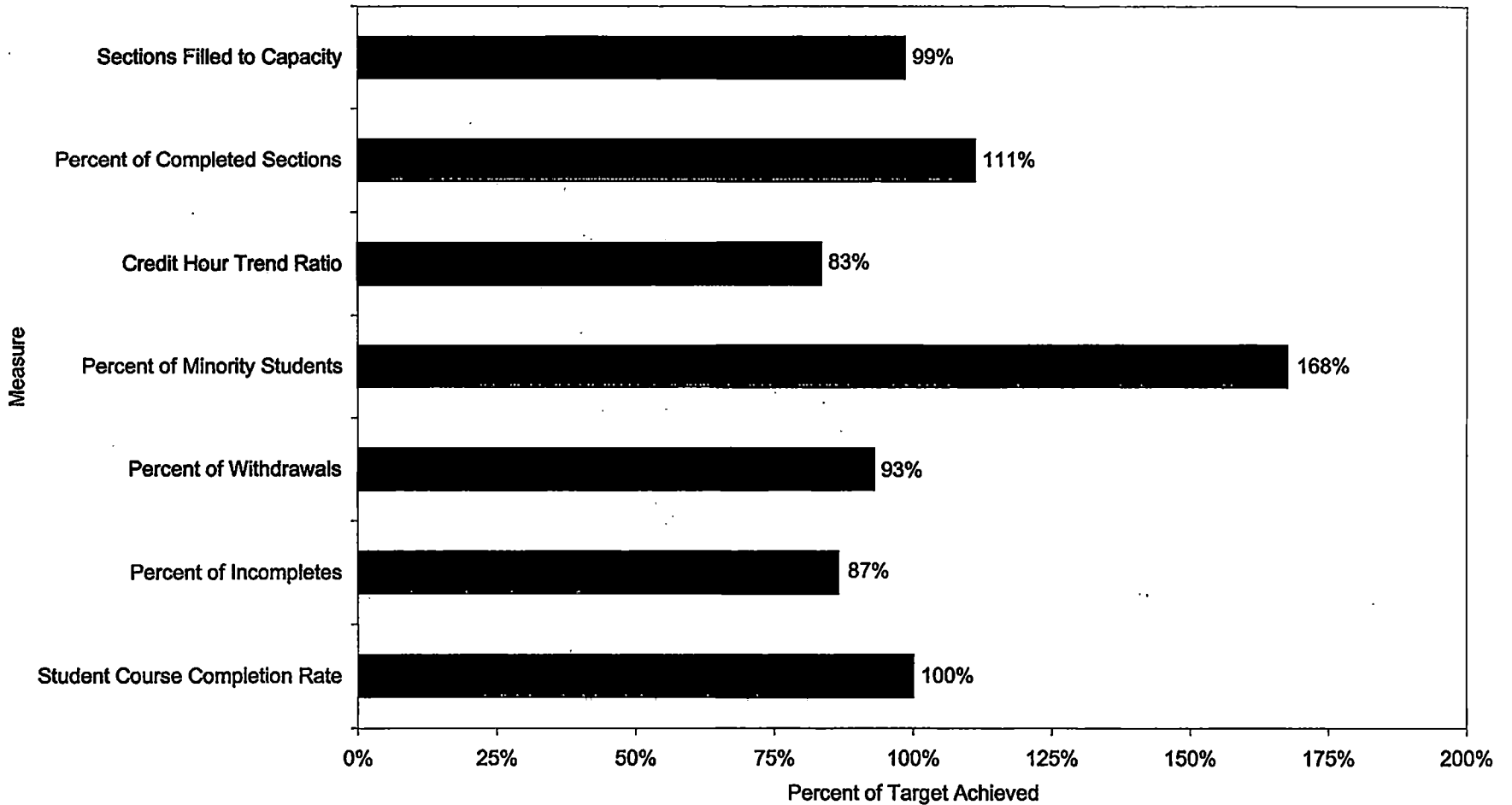
41

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target			
Sections Filled to Capacity	88.7%	75.0%	90.0%	98.6%	18.0%	1.77
Percent of Completed Sections	100.0%	75.0%	90.0%	111.1%	14.2%	1.58
Credit Hour Trend Ratio	1.08	0.75	1.30	83.4%	15.3%	1.28
Percent of Minority Students	31.5%	16.9%	18.8%	167.6%	6.1%	1.02
Percent of Withdrawals	7.1%	15.0%	0.0%	92.9%	12.0%	1.11
Percent of Incompletes	13.5%	3.0%	0.0%	86.5%	7.9%	0.68
Student Course Completion Rate	75.0%	60.0%	75.0%	100.0%	26.5%	2.65



# Oakland Community College Percent of Target Achieved 2004-05

Mental Health / Social Work MHA



81

Some of the reasons for the success rate for the Mental Health Program include:

1. Students entering the MHA/SW program are highly motivated to achieve their goals of becoming Social Workers.
2. The MHA/SW program offers the students many forms of supplemental assistance from PASS tutoring teaching assistance students have easy access to.
3. The hands on/experiential nature of the teaching in the MHA/SW classes makes the learning experience more enjoyable and interesting.
4. Students form strong support groups in class and help and support each other inside and outside of class.
5. Instructors who are interested in each students as an individual not just a student. Instructors often do personal counseling with students as well as academic support.

**Minority Students** (Use the Dashboard data on Minority Students to discuss this area.)

The percentage of minority students increases every year in the MHA/SW. The figures from the Office of Assessment and Effectiveness August 2006 reports 31.5% of the MHA/SW students in 2005 were minority students.

The Fall 2006 classes shows 49.3% of the students to be minorities. This represents an increase of 17.8% of minority students from 2005. The Winter 2007 class will show another increase however these figures are not currently available. A large percentage of the minority students come from Wayne County. The reasons are discussed later in this report.

Many of the minority students enter the MHA/SW program needing additional academic support. These students display excellent skills in their internships and are enthusiastic about becoming Social Workers. They access the additional support by signing up with the PASS office for individual tutoring. Fall 2006 in MHA 2406 I believe four or five minority students would not have passed the class without tutoring.

The rate of change in Student Credit hours reflects a drop rate. In the 2005-2006 the MHA classes have had higher enrollments and that trend appears to be true for Winter and Fall 2007 based on interviews of students already completed for those semesters.

The two substance abuse classes were filled both Fall 2006 and Winter 2007. Based on requests for the MHA 1500 and MHA 1510 classes after they are closed, adding an additional section of each class is presently being considered.

**Student and Course Success** (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

**Student and Course Success** (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

The percentage of WP reported in on the Office of Assessment and Effectiveness report are not an accurate account of the actual statistics regarding the MHA/SW grades. ( See follow letters and charts.) Also see above comments.

## **ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:**

**Enrollment in all the MHA classes is increasing. Student retention and completion rate is higher than the college overall even without factoring in students whose Incompletes becomes grades after they complete their internship hours.**

**In addition some of the MHA students who do have WPs as their final grade do return to complete the program anywhere from two to five years later after they take care of the problem(s) that caused them to have to leave the classes. (These problems could range from having a baby to financial considerations.)**

**The minority population is increasing rapidly in the MHA/SW Program. Based on current applications for the Fall 2007 MHA/SW core classes (These figures do not included MHA 1500 and MHA 1510.) in Fall of 2007 the majority population will be the majority of the MHA/SW students.**

**This could be true for Winter 2007. I may have those figures available at the CR Meeting.**

**From:** Palmer, Gail A  
**Sent:** Tuesday, October 24, 2006 10:10 PM  
**To:** Orlowski, Martin A  
**Subject:** Reports Supporting the Review of the Mental Health/Social Work Program

Marty,

Thank you for sending me the Reports Supporting the Review of the Mental Health/Social Work Program. I have a concern regarding how one of the statistics is derived. When I read the Program Dashboard Detail Report I found the final assessment of the completion rate of MHA/SW students is in error due to the way the statistics are done.

We always have a high number of MHA students who are given incompletes for their end of semester grade (13.5% for MHA as opposed to 1.8% college wide). This figure then impacts our student course completion rate MHA/SW student (75% for MHA as opposed to 68.8% college wide). These statistics do not reflect the true course completion rate as almost all of our students with incompletes do eventually get a grade and complete the course.

Students are given incompletes for two reasons. The first is our program requires a 230-hour internship *per semester*. Many of our student work full time along with raising families. Mel and I allow students a year to complete their internship hours. It is the exception for a student not to complete the requirement. The second reason a student will receive an incomplete is if he/she has not completed all the objectives of the class. We have an increasing number of students who come into the program with very weak social work and/or academic skills. When we have students who show progress in learning social work skills yet are not ready to be certified as Social Work Technicians (a license granted by the State of Michigan for MHA graduates) we give the student an incomplete (or as we look at it... a continuing grade) and have them repeat the class the following year. I presently have five students in MHA 2406 that are doing this. All of my students given incompletes last fall have return to complete MHA 2406 and are doing above average work this semester. They are blossoming with the extra year to learn to be social workers. (NOTE ADDED DECEMBER 18, 2006 - ALL FIVE OF THESE STUDENTS COMPLETE THE CLASS WITH GRADE OF B OR HIGHER.)

Our philosophy is a continuing grade does not give the student feeling of failure (the other option to the incomplete), as we do not consider the progress they have made a failure. It is just some students take longer to grasp some of the concept or we are teaching.

So the reason for this email is to see if there is a way the incompletes that have been figured into our completion rate can be shown in the statistics of what our true completion rate is. If our class completion rates were refigured one year after the original incomplete the statistics would most likely show a completion rate of MHA/SW students to be in the 90% +/- range. I feel strongly that our program needs to be represented in the true facts of our completion rate.

Hope you can give me an answer to this problem.

Gail Palmer  
MHA/SW coordinator

Gail,

Your point is well taken and appropriate under the circumstances. However, the data is not in error, rather it is a matter of timing. The Program Dashboard is an annual report, which examines "all" curriculum offerings based on a common set of indicators, which are equally applicable to all curriculums. In other words, we take a snapshot of each indicator at the same point each year which allows for consistency over time.

The Mental Health/Social Work program is unique in terms of what the students are required to accomplish e.g. internship. As you clearly outlined the high incomplete rate is the direct result of these program requirements and the policies and procedures you've established.

Hence, the number of incompletes is what it is at the point in time when we capture the data. This cannot be changed on a program-by-program basis since it would negatively impact the validity and reliability of the Program Dashboard.

Of primary concern is the extent to which these incompletes are eventually "completed" and turned into a final grade. It would appear as if you are able to adequately track and monitor these students.

Although I'm unable to modify the point in time when the incomplete data is captured, I will make a note in the database, which reflects your explanation so others who may see this information can be properly informed. Furthermore, I think your explanation is worth noting during the upcoming CRC review.

Martin A. Orlowski, Director,  
Office of Assessment & Effectiveness  
Oakland Community College  
(248) 522-3882

FALL 2006

MHA 1404 AND 2406

PROGRAM DASHBOARD REPORT

23

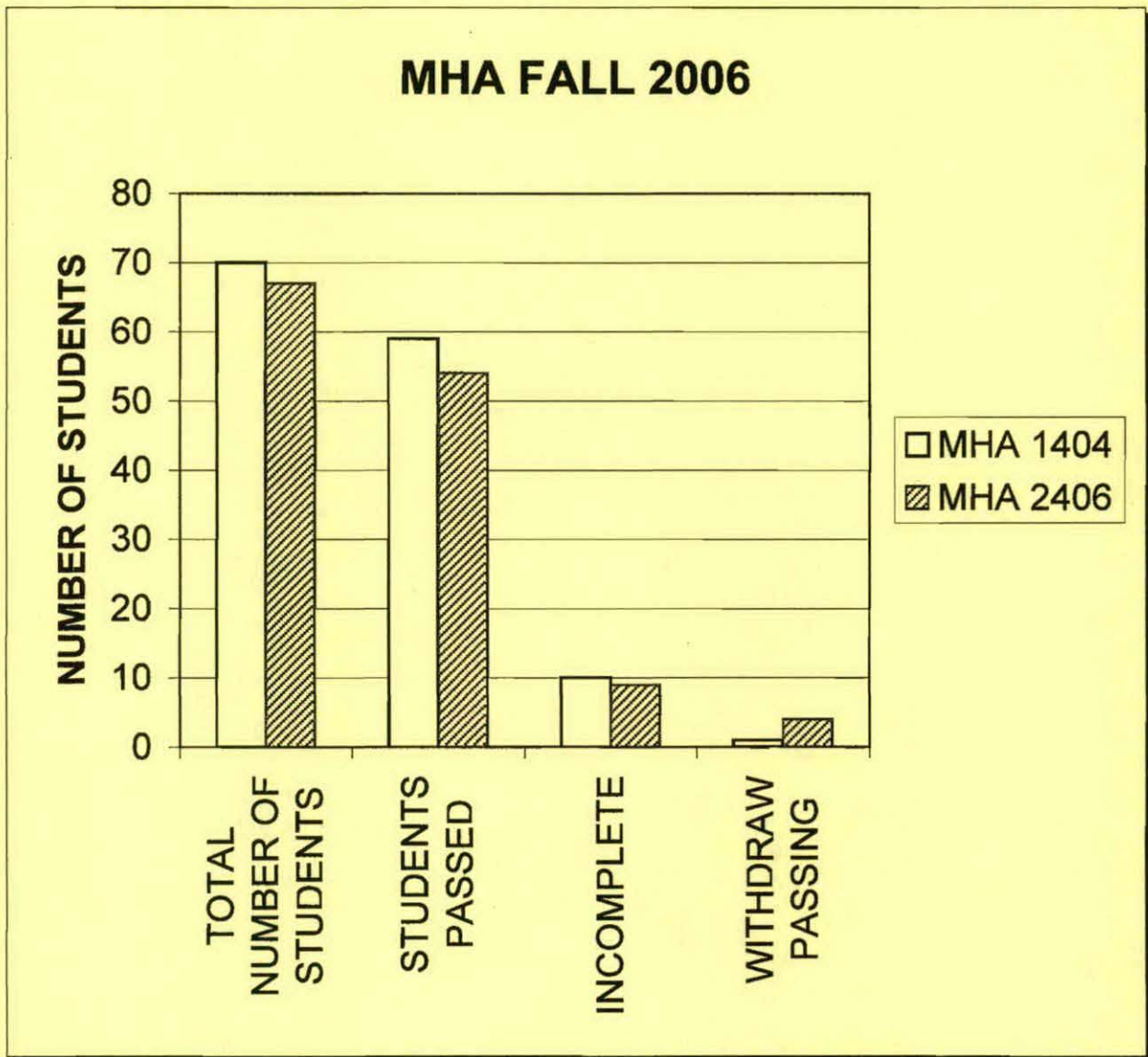
	CURRENT	TROUBLE		PERCENT OF		WEIGHTED
	SCORE	SCORE	TARGET	TARGET ACHIEVED	WEIGHT	SCORE
PERCENT OF WITHDRAWALS	3.6%	15.0%	0.0%	96.4%		
PERCENT OF INCOMPLETES	13.9%	3.0%	0.0%	86.1%		
STUDENT COURSE COMPLETION RATE	82.5%	60.0%	75.0%	110.0%		

PROJECTED PROGRAM DASHBOARD REPORT

	CURRENT	TROUBLE		PERCENT OF		WEIGHTED
	SCORE	SCORE	TARGET	TARGET ACHIEVED	WEIGHT	SCORE
PERCENT OF WITHDRAWALS	6.6%	15.0%	0.0%	93.4%		
PERCENT OF INCOMPLETES	0.0%	3.0%	0.0%	100.0%		
STUDENT COURSE COMPLETION RATE	93.4%	60.0%	75.0%	124.5%		

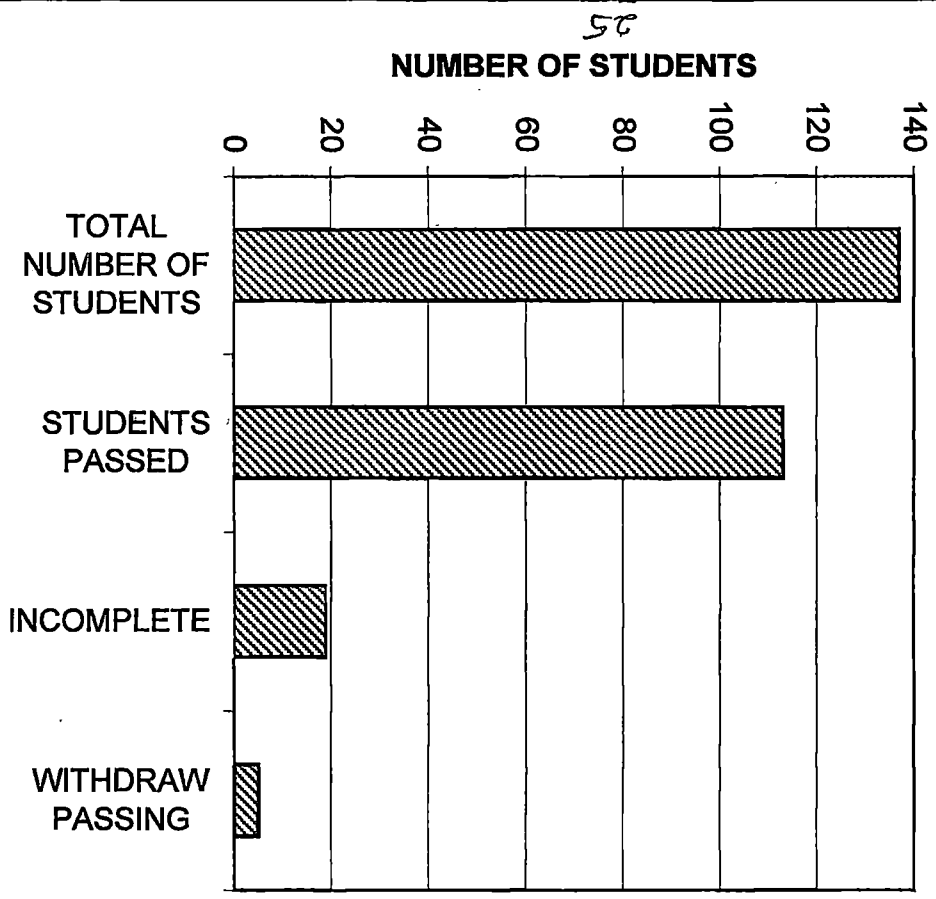
# MHA FALL 2006 1404 AND 2406

	TOTAL NUMBER OF STUDENTS	STUDENTS PASSED	INCOMPLETE	WITHDRAW PASSING
MHA 1404	70	59	10	1
MHA 2406	67	54	9	4

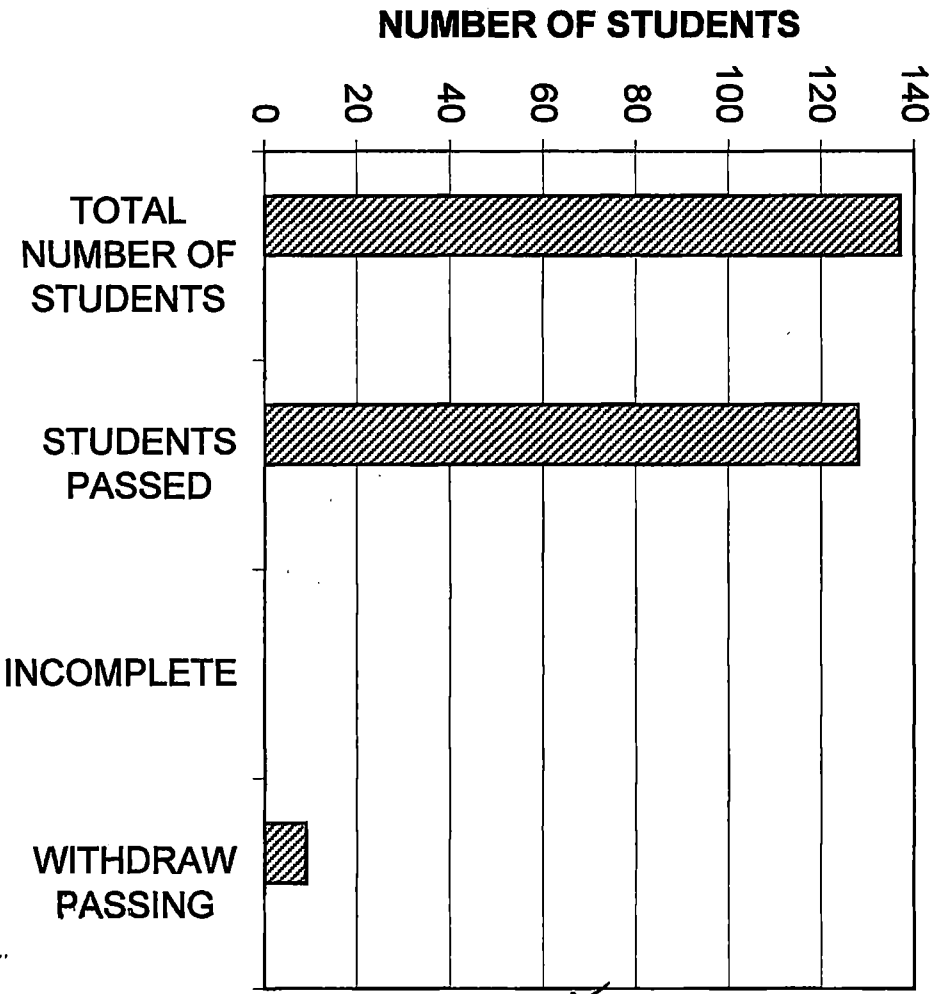


MHA FALL 2006  
1404 AND 2406

MHA FALL 2006 ACTUAL



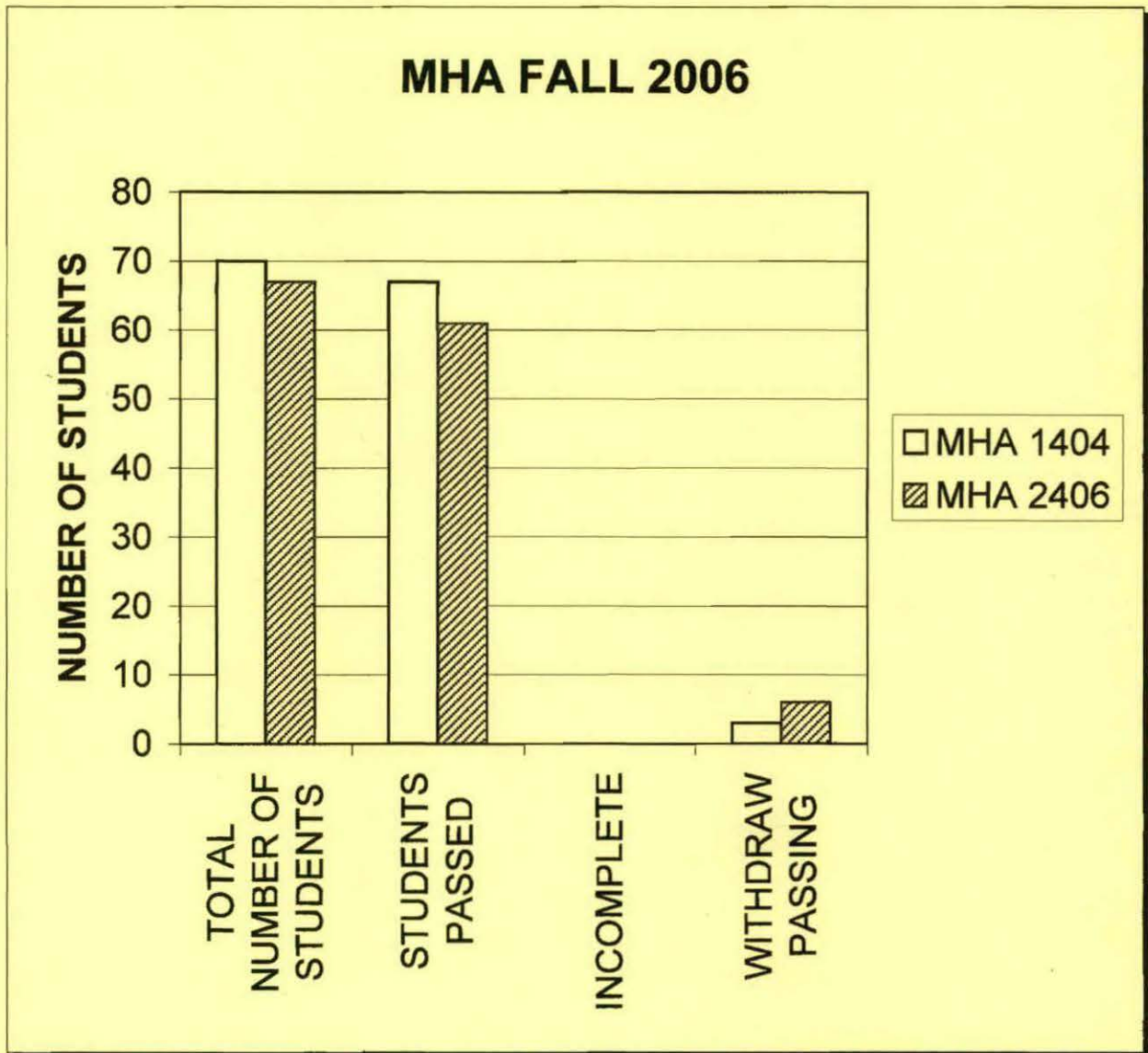
MHA FALL 2006 PROJECTED  
AFTER GRADE CHANGES





# PROJECTED MHA FALL 2006 1404 AND 2406

	TOTAL NUMBER OF STUDENTS	STUDENTS PASSED	INCOMPLETE	WITHDRAW PASSING
MHA 1404	70	67	0	3
MHA 2406	67	61	0	6



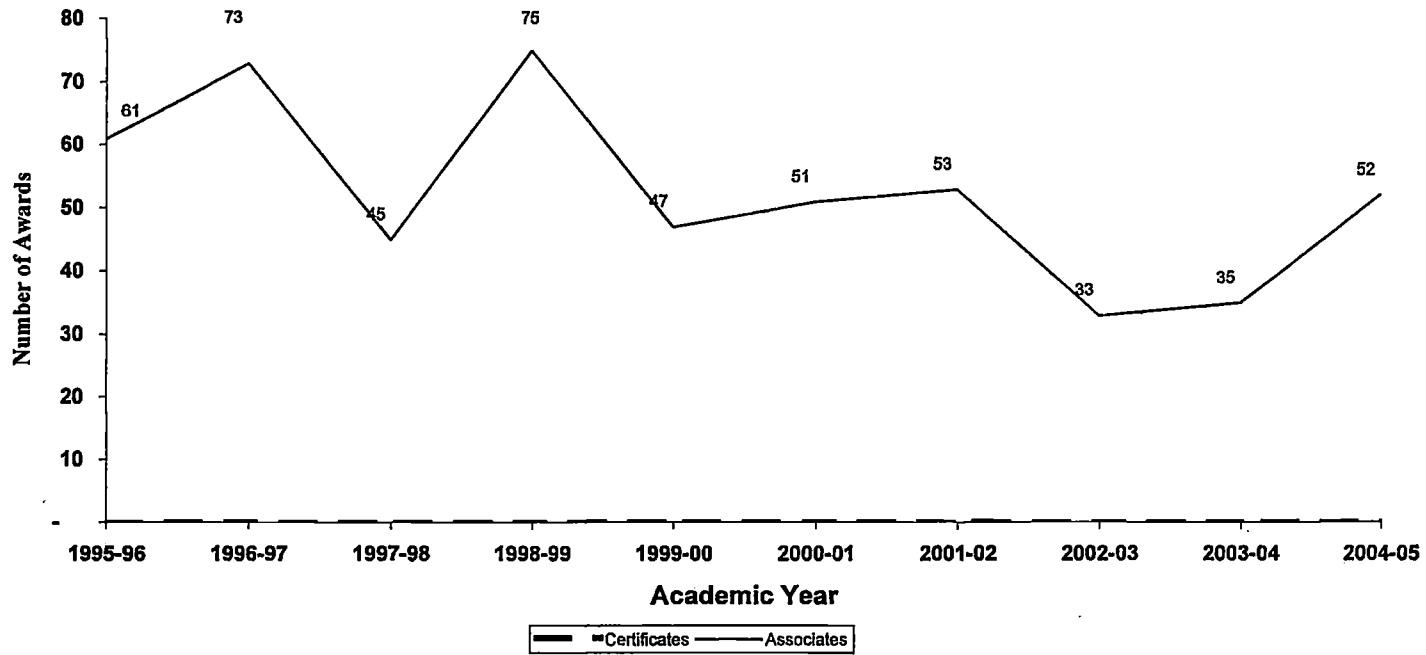


OAKLAND  
COMMUNITY  
COLLEGE

**Degree Trends Report**  
**Mental Health/Social Work**  
**MHS**  
**2004-05**

**Prepared by:**  
**Oakland Community College**  
**Office of Institutional Research**  
**July 28, 2006**

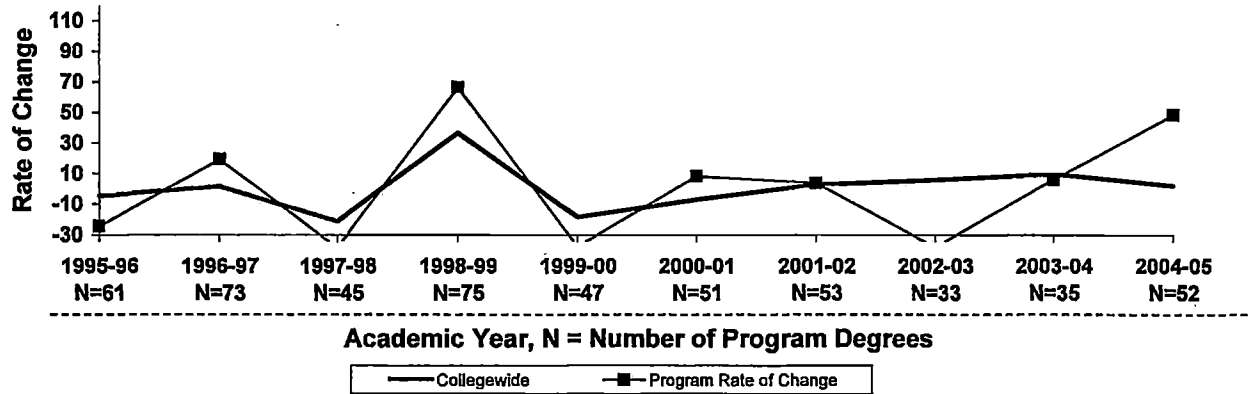
**Oakland Community College  
Associate Degrees and Certificates Awarded  
Mental Health/Social Work  
1995-96 through 2004-05**



<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1995-96	0	61
1996-97	0	73
1997-98	0	45
1998-99	0	75
1999-00	0	47
2000-01	0	51
2001-02	0	53
2002-03	0	33
2003-04	0	35
2004-05	0	52

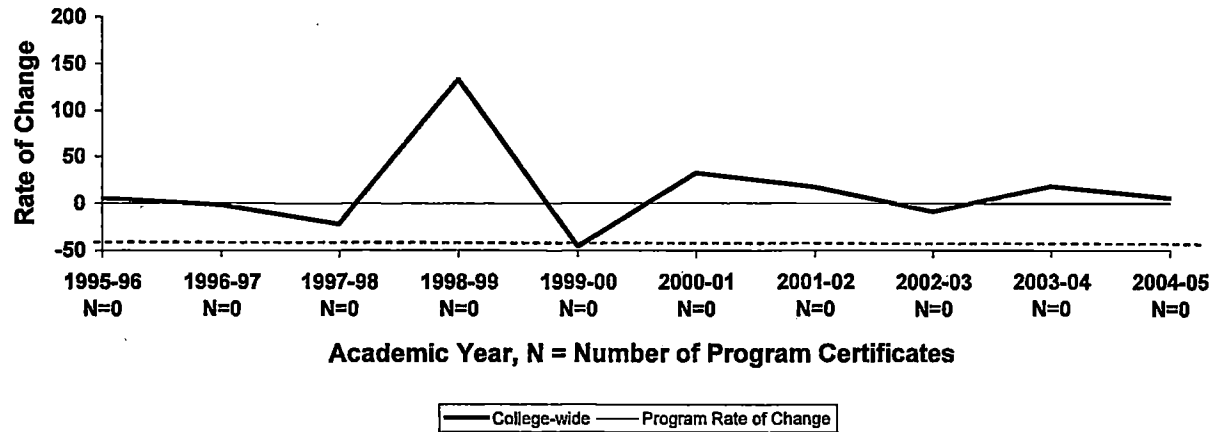
**Oakland Community College  
Rate of Change in Annual Awards  
College-Wide  
1995-96 through 2004-05**

**Associate Degrees**

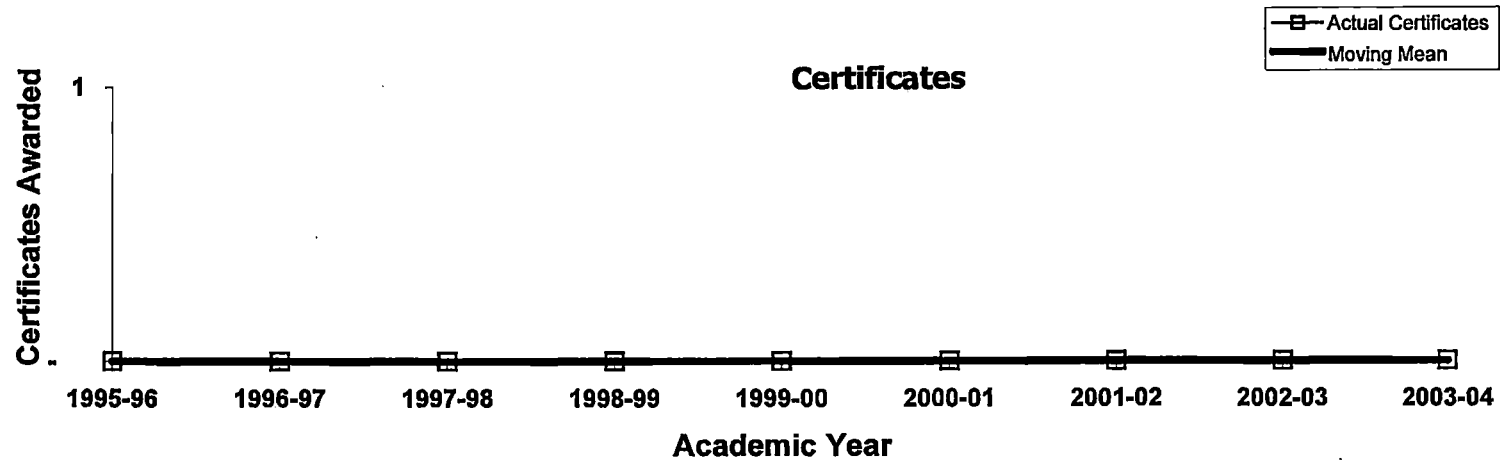
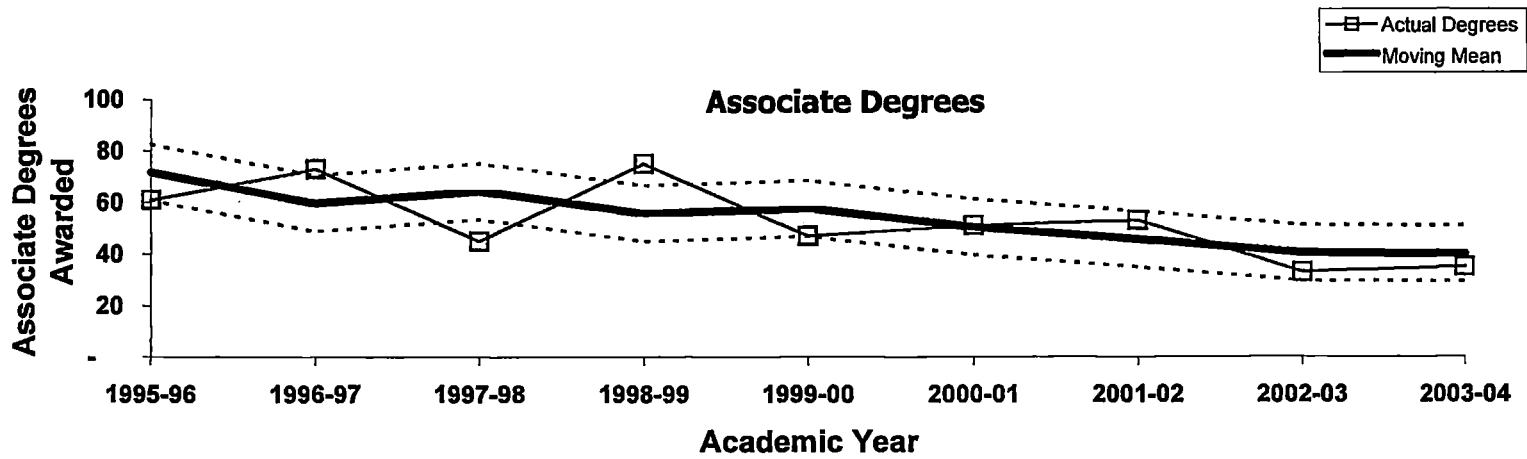


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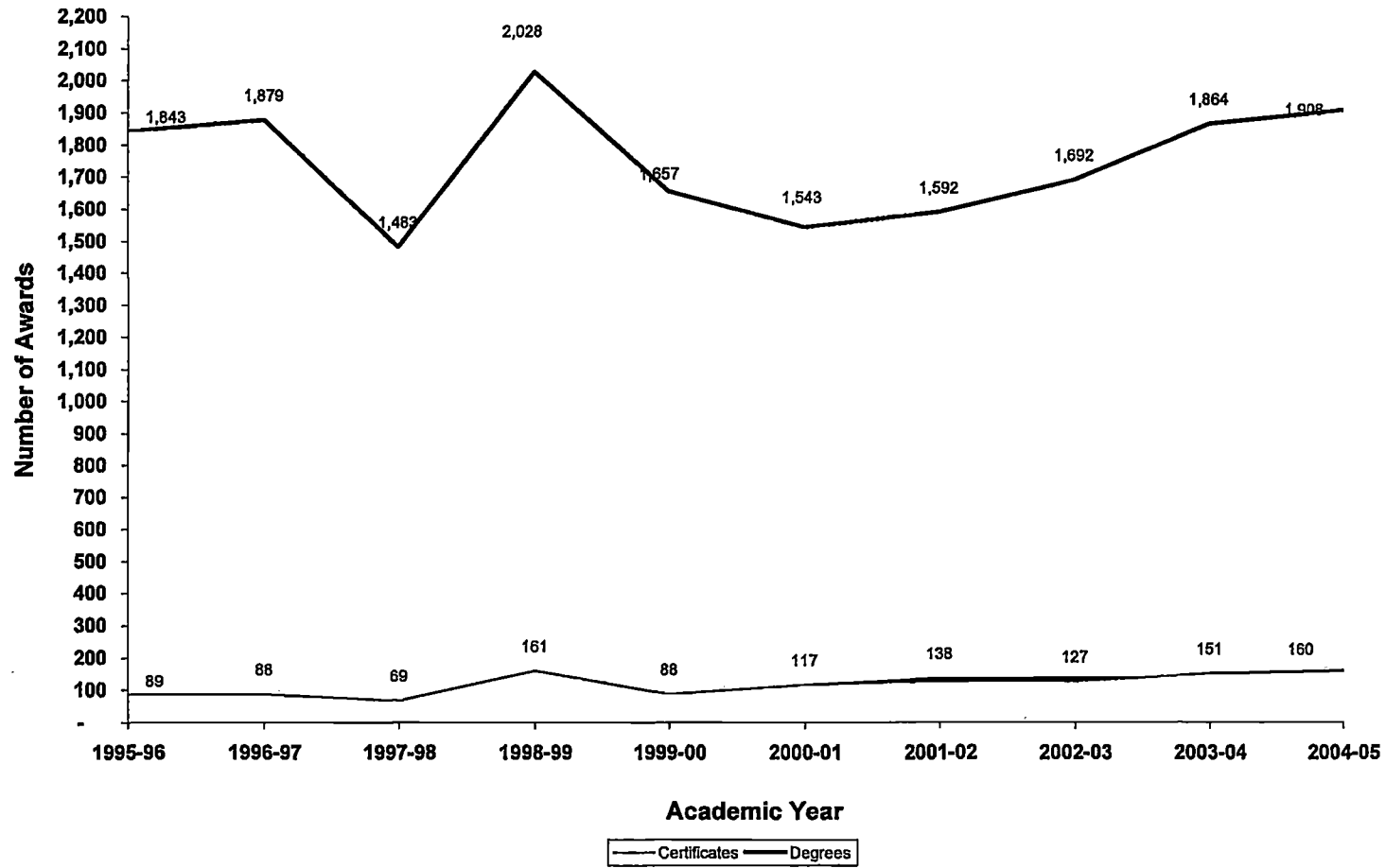
**Certificates**



**Oakland Community College  
Three Year Moving Mean in Annual Awards  
Mental Health/Social Work  
1995-96 through 2003-04**



**Oakland Community College  
Associate Degrees and Certificates Awarded  
College-Wide  
1995-96 through 2004-05**



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OAKLAND  
COMMUNITY  
COLLEGE

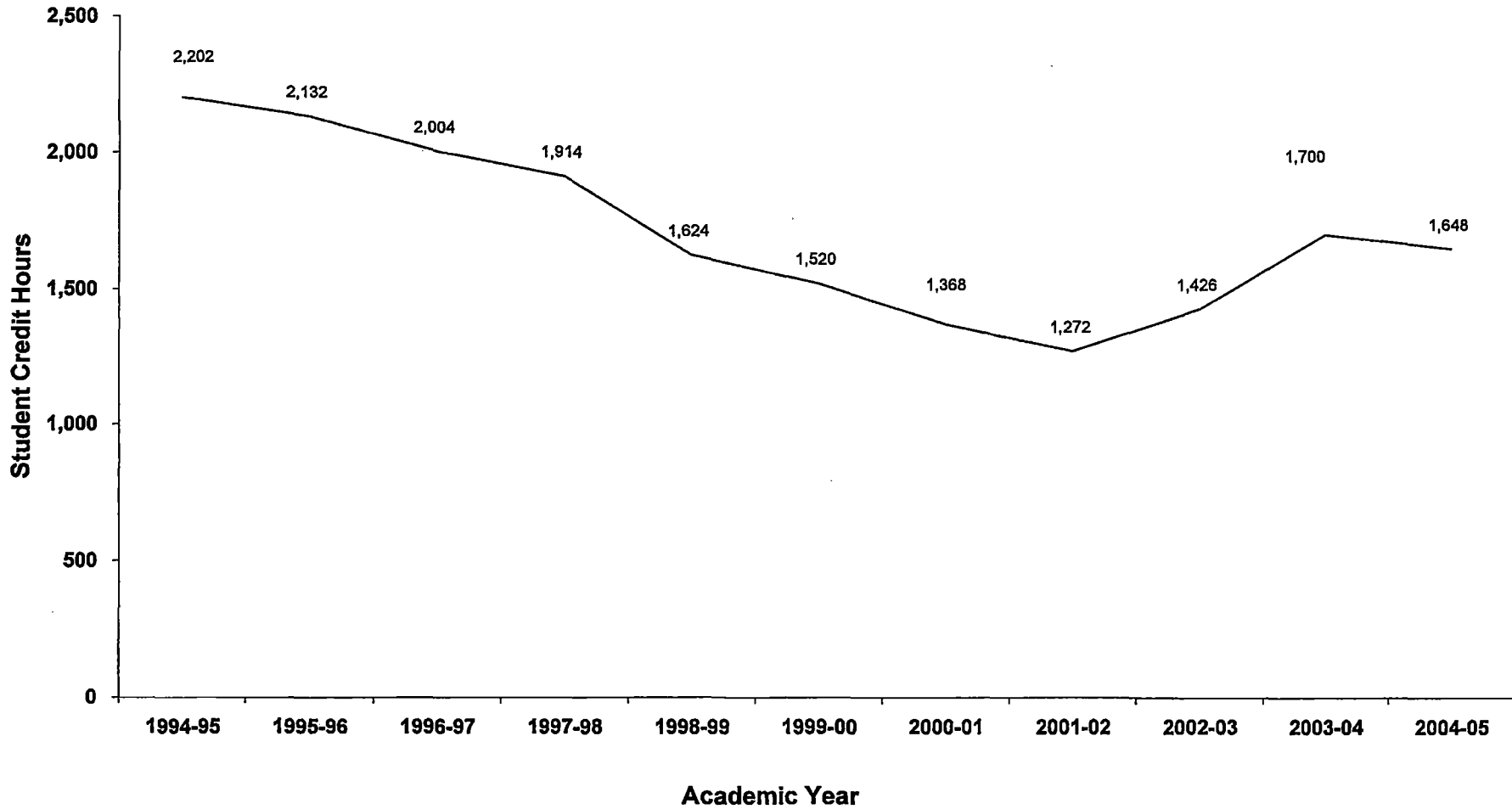
**Credit Hour Trends Report  
Mental Health  
MHA  
2004-05**

**Prepared by:  
Oakland Community College  
Office of Institutional Research  
July 28, 2006**

**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
Mental Health  
1994-95 through 2004-05**

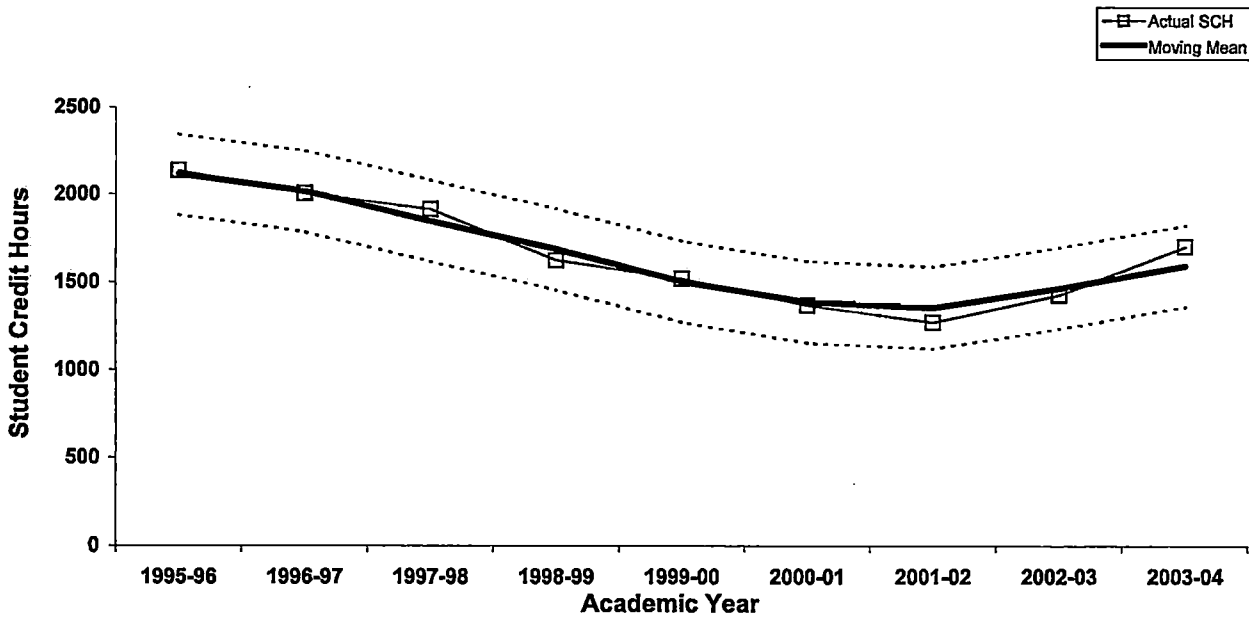
	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	5-Year % Change	10-Year % Change
Mental Health	2,202	2,132	2,004	1,914	1,624	1,520	1,368	1,272	1,426	1,700	1,648	8.4	-25.2
College Wide Totals	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	7.7	0.3

23

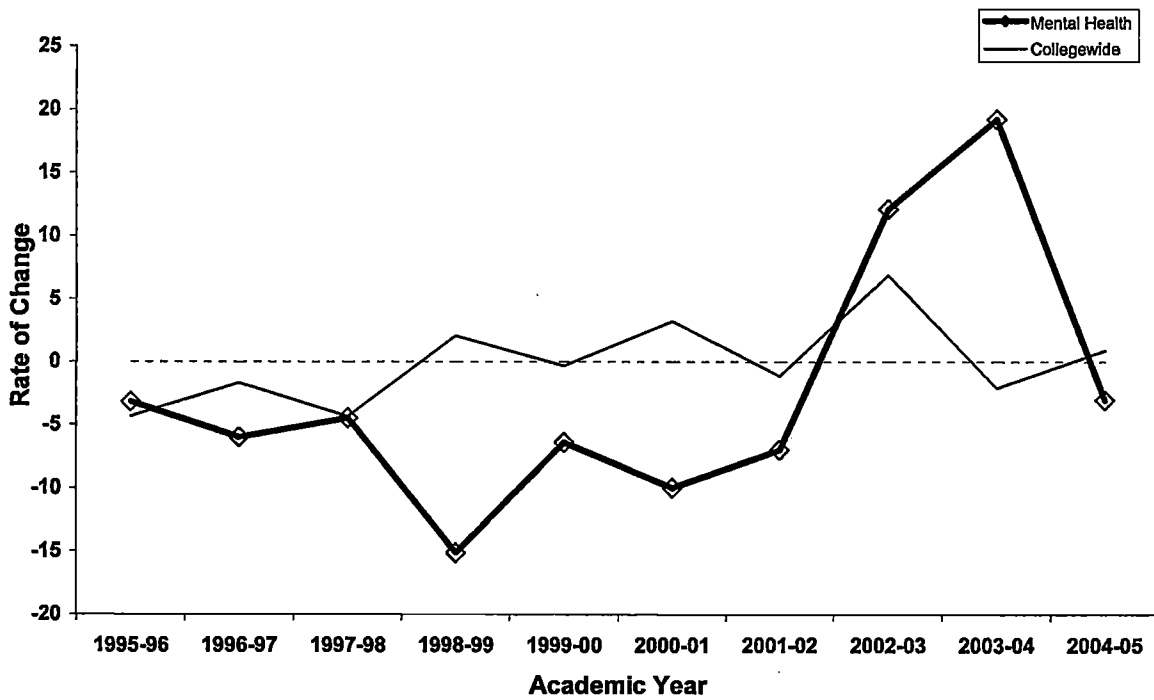




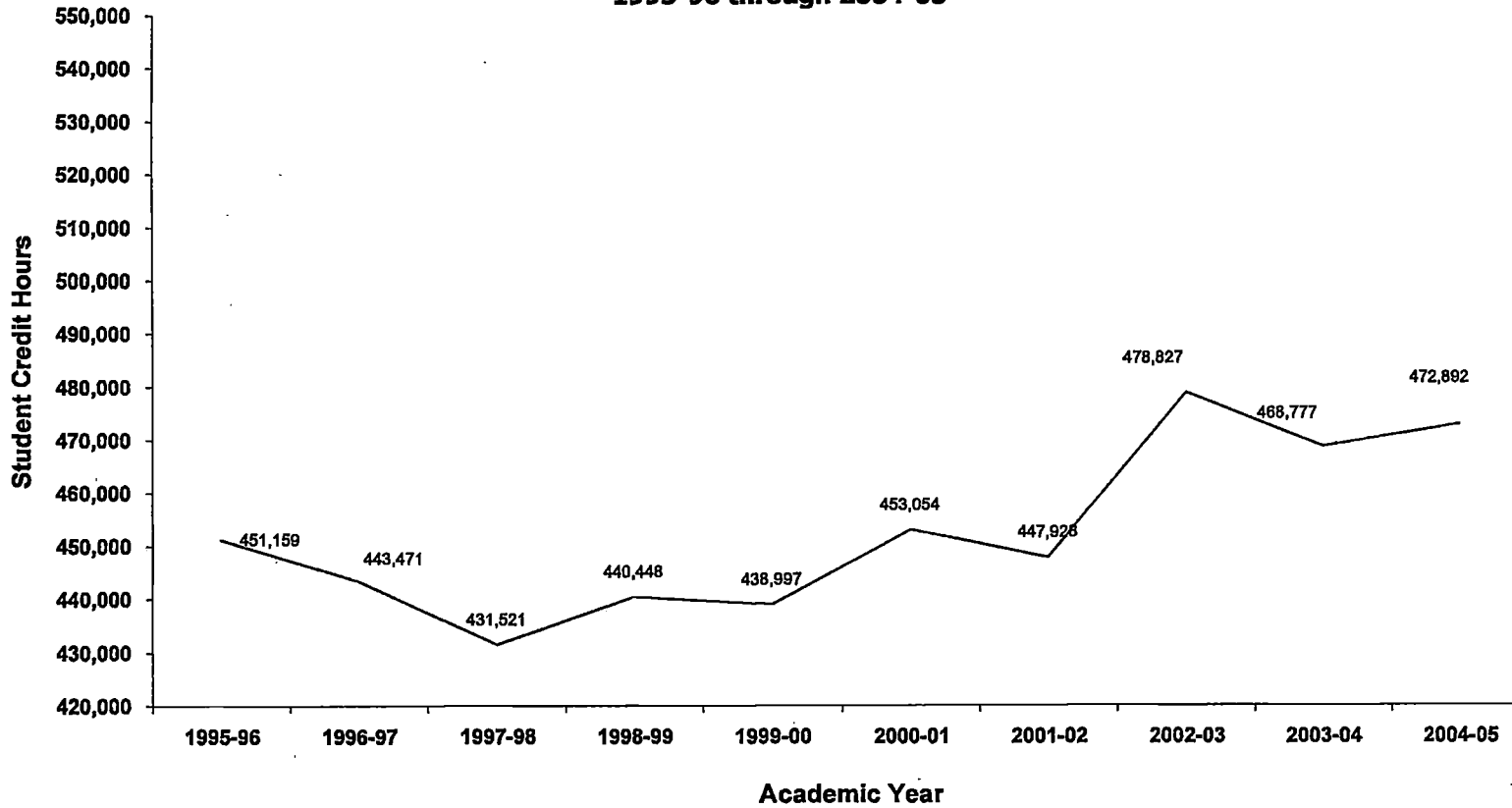
**Oakland Community College  
Three-Year Moving Mean  
Mental Health  
1995-96 through 2003-04**



**Rate of Change in Student Credit Hours 1995-96 through 2004-05**



**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
College-Wide  
1995-96 through 2004-05**



1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892

## **DATA ANALYSIS**

### **CORE REVIEW**

#### **D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES**

**Coordinator:** Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.

##### **What resources or services does your Discipline/Program need?**

The major need of the MHA instructors in the 2001 Curriculum Review Report was breakout space. Since the renovation of D building and a conference being built meeting the needs of the MHA students and instructors, the major problem for over twenty years has been rectified. This room also serves as a place for tutoring and group meeting when not being used as a breakout room.

None of the MHA instructors have identified and resources need. Being a very low-tech program we have no needs at this. Due to having a small lab fee we are also able to purchase material as needed.

The Mental Health instructor reported an excellent relationship with the AH Media department. Whenever media help is needed whether it is recording, copying or advising Robert Ladd and Tim are very supportive.

The Social Science Dean Tom Boozer is also very supportive to the needs of the Mental Health Program and instructors.

##### **What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?**

The college is currently working with WSU to arrange a transfer agreement that better meets the needs of the MHA/SW transfer students. In addition the MHA/SW instructors are currently asking for a minor curriculum change in the required supportive classes that will allow more flexibility for students choosing electives. The requested change is to remove Psy 2730, Survey of the Exceptional Child and Psy 2830, Experimental Psychology as required supportive classes. They will become electives instead. This will reduce the number of Psychology classes listed as required supportive classes from five to four.

MHA/SW students transferring to Social Work Schools lose some of the Psychology classes as transfer classes at the present time. The goal of this change is to allow students to choose more classes that transfer to the four- year institutions fulfilling the transfer college's requirements. This will be before the appropriate board in 2007 so the change will be effective in Fall 2007 catalogue.

#### **DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY:**

Currently there are no identified needs or resources for the MHA discipline.

**This information below reflects the needs the Mental Health /Social Work Program identified after the March 2002 Curriculum Review Self-Study was completed. Comments in bold print reflect action taken or not taken after these needs were identified.**

## **PART X: PROGRAM NEEDS AND RESOURCES**

After completing the Faculty Curriculum Review Self-Study I have become aware of some needs for the Mental Health/Social Work program. In addition, the study reinforces the awareness of needs Mel Chudnof and I have discussed in the past.

- Resources for recruiting new students internally and externally  
**2006 - No Change**
- Technical and graphic support in designing an OCC Social Work and Mental Health web site on <http://www.occ.cc.mi.us>  
**2006 – This has been discussed by the MHA instructors but not acted on. At one point a CIS student was considered to help develop a site. No follow through.**
- Budget for help in recruiting efforts  
**2006 - No Change. At the last CRC information was relayed that this is a problem for all small programs.**
- Making sure every psychology class has a presentation on the MHA/SW program.  
**2006- Over the past six years many of the Psychology classes were visited by Mel and Gail to inform the students about the MHA/SW program. On the positive side these visits have resulted in students who were unaware of the MHA/SW program at the OCC entering and graduating from it. On the negative side there are many classes that were never visited. This problem was supposed to be taken care of by the next item.**
- Develop a video presentation describing the Mental Health program to be shown in Psy 251, Psy 271, Psy 281 and Psy 291.  
**2006- A VHS tape was made in 2003 and distributed to all the full time Psychology instructors to be shown in their classes. The first year almost all the instructors showed the video to their classes. At the present time a few still do. The problem is the video was so poorly done (according to Mel Chudnof and Gail Palmer) it needs to be redone using DVD format and having the speakers do a better job so they aren't embarrassed when the DVD is shown. The Media department has been very supportive of these efforts.**
- Professionally developed program pamphlets for informational and recruiting purposes available at all campuses  
**2006 – There are that were created with the help of the MHA/SW instructors.**

- More information regarding a pre-Social Work program being offered at OCC be available in Michigan and other national college information publications. (Presently the MHA/SW program is not identified in these publications as a Social Work program.)

**2006 – No Action Taken**

- Research changing the MHA/SW program name to get a stronger identity as a pre-Social Work program to other colleges and universities. This could develop better recognition of the OCC pre-social work program. (A consideration regarding the possible negative effect of this change is the loss of identity to colleges, universities and agencies that presently recognize the program as the as the MHA/SW program.)

**2006- No Action Taken**

- Consider dual identity or cross-referencing program in catalogue and publication if name and course designations are changed.

**2006- No Action Taken as the information related in 2002 was this was not possible.**

- More internal college support of the MHA/SW program

**2006 – No change in some areas like recruiting. We were informed in 2002 recruiting personnel recruit for the college, not individual programs. Programs have to do their own recruitment. We have excellent support from the Social Science Dean, the ICC, the PASS office, the Media Department, the library and some counselors. Turn over at higher levels does not allow personnel to become familiar with our program in order to offer any support.**

- More accurate information in OCC publications regarding the expected salary of MHA/OCC graduates. Present figures stated are not current with salaries MHA graduates have received.

**2006 – Recent figure given in college publications appears more accurate.**

- Better physical environment in the classroom (temperature control).

**2006 – YEAH!!! With the renovation of D-building in 2005 this problem has been rectified after thirty years.**

- More space for break-out rooms and storage

**2006 – YEAH AGAIN!!! The Mental Health program has an extra room to use for both breakout room and a gathering place for the MHA students. The Social Science department has allowed the MHA instructors to use D-3316 all day Monday and Wednesdays.**

- A more user friendly way of paying for guest speakers

**2006 – No Change New Independent Contractor contracts have to be completed every year.**

- More frequent surveys of students to make sure their needs are being meet

**2006 – This is being done in the classroom through evaluations twice a semester.**

- More exposure to have students become aware there is a MHA/SW program at OCC (pamphlets, posters in classroom, etc.)  
**2006 – There are pamphlets however not very visible.**
- More support and follow through from administration when help is requested  
**2006 – Not sure what was the reason for this in 2002**
- Coordinators of the MHA/SW program need to be more assertive in getting college help for program needs and not always doing everything themselves  
**2006 – No Change**

During the curriculum review meeting the following ideas were discussed regarding additional program needs and resources.

- Have MHA/SW be considered as a program at risk.  
**2006 – No Action**
- See if any CIS students would like to help MHA/SW with graphic needs.  
**2006 – No Action**
- Attend psychology discipline meeting 3/15/2002  
**2006 – This was done in 2002. In discussing these ideas at a meeting of full time psychology instructors, strong support was voiced by the psychology instructors.**
- Posters about the MHA program displayed in designated psychology classrooms  
**2006 – No Action**
- Video about the MHA program available for all full and adjunct psychology instructors  
**2006 – Done, see above comments**
- Follow up video in psychology classes by MHA students or instructors visiting the psychology class to answer questions or provide additional information.  
**2006 – Done, see above comments**

## DATA COLLECTION

### F. COMPARABLE COURSES/PROGRAMS AND TRENDS

1. List three institutions to which the courses in your Program transfer, and list the specific courses for each institution. See following pages

*University of Detroit-Mercy:* Does not show transfer credit for any MHA classes.

*Wayne State University:* Does not show any MHA class equivalent to any of their courses

*Western Michigan University:* "No Credit Granted" for Substance Abuse classes.  
"Credit By Department Recommendation" only MHA core classes.

*Saginaw Valley State College:* No Credit MHA core classes, 100-level elective Sub Abuse

*EMU:* All recorded as "General Transfer Credit"

*Oakland University, Transfer:* Yes    *OU Equivalency:* No

*U of M-Flint:* 4 of 6 MHA core classes transfer as Social Science Division Credit  
MHA 1500, Substance Abuse transfer specifically as SAT 202,  
MHA 2406 TBD

It is clear from these lists the reason OCC counselors do not recommend students enroll in the Mental Health/Social Work Associate Degree Program. In spite of the excellent learning and internship experience the MHA classes are not currently recognized by most of the four-year colleges.

2. List the institutions with which articulation agreements exist that include the courses in your Program. (Consult with the Counseling Department)

At the present time there are no current articulation agreement with any college.

*There are "undetermined" or expired articulation agreements with the following colleges*  
*Eastern Michigan University*  
*Madonna University*  
*University of Detroit-Mercy*

### Little Bit of Clouded History or FYI

In the 1980s there was a group of Social Work Administrators from many of the local colleges that got together with instructors from Community Colleges to arrange transfer agreement and discuss other issues regarding Social Work programs. They meet once or

twice a year. The meetings were always both work and social. (I remember one year when I attended we stayed overnight at Meadowbrook Hall.) This organization existed for at least five years. I do not know the reason they stopped meeting. I do know there was excellent networking and problem solving that happened at the meetings. This group was called something like MACHESE. I remember representatives from OCC, Marygrove College, Madonna, Mercy and University of Detroit being there. I will have more accurate information at the Curriculum Review meeting as Mel Chudnof is out of the county and can fill in the blanks when he gets back.

3. Provide information regarding labor market trends in your field. (Consult with the Office of Assessment & Effectiveness)

The information covered in the Occupational Projects (2005-2015) relates continued growth in the Mental Health/Social Work field. The salary range is listed from \$25,022-56,950. The \$25,022 is more reflected of what a student with an associate degree could be expected to make after graduation. The exception would be students who obtain their CAC (Certified Addiction Counselor certification) and work in the Substance Abuse field. These student can expect a salary in the \$35,00 –43,000 range. These figure have been reported former OCC/MHA students currently employed in the substance abuse field.

4. Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years. (Consult with advisory committees, professional organizations)

Many of the MHA/SW students continue their education to bachelor and master degrees in the field of Social Work. Information related to me from former students reflects entry-level salary for a MSW in the tri-county is most likely to be in the \$25,000- 28,000. (Students going out of state often report high salary than in the tri-county area.) These statements come from report from graduating student not any statistical source.

There is a definitely correlation between salary and age in the Social Work field with the older, mature students both stating at a higher salary and getting raises and promotion quicker. Also students report after two or three years in what has been traditional defined as "entry-level" jobs in non-profit organizations, they move on to other agencies in order obtain employment at a higher salary level. Students report they move into the \$35,000 – 42,000 salary range.

One negative thing that has occurred in the Social Work field in the past five years is the decrease in many full time Social Work positions. Many Social Workers now work on a contractual basis where they get paid by the visits to clients. In many cases they are paid a flat rate per client, which covers transportation time, assessing and counseling the client and writing case notes. As a result of this often the salary quoted of what a Social Worker earns does not also reflect they are usually working far more than forty hours and take a lot of work home with them. Again these statements come from conversations with former students and MHA field supervisors.





**OAKLAND COMMUNITY COLLEGE EQUIVALENCY GUIDE**  
**CORE CURRICULUM REQUIREMENTS**  
**COLLEGE OF LIBERAL ARTS AND EDUCATION**  
**SOCIAL WORK**

This side of the equivalency guide is based on UDM's Core Curriculum *only* and reflects courses that transfer into it. According to transferability policies, courses not on this guide may be transferable. Students may transfer a maximum of 63 semester credit hours toward a Bachelor's Degree; the course grade must be a C or better. For more information or when choosing such courses, please contact an Admissions Counselor at 313-993-1245.

**OAKLAND COMMUNITY COLLEGE COURSES**

**Required Objective I Courses:**

SPE 1610 Fundamentals of Speech  
 ENG 1520 Composition II

**Required Objective II Courses:**

MAT 1150 Intermediate Algebra  
 CIS 1050 Personal Computer Productivity Tools

**Required Objective III Courses:**

ECO 2610, 2620; FSS 1500; POL 1510; PSY 2510; SOC 2510

BIO 1320, 1500-2810; CHE 1000-2620; FSN 1500;  
 GSC 1530-1620; PHY 1030-2520; PSC 1560

Choose 1 additional Natural Science or Social Science course from the above choices.

**Required Objective IV Courses:**

PHI 1510 Introduction to Philosophy  
 HUM 1710, 2720  
 HUM 1710, 2720; PHI 1520, 1710

**Required Objective V Courses:**

HIS 1510-1550, 1700-2520, 2610, 2620

ENG 1610, 1710, 1720, 2510-2770

ART 1550, 1560, 1700, 2510, 2520, 2560-2600; FSH 1500  
 HUM 1510-1520, 1900, 2900; MUS 1560, 1590;  
 THE 1561-1580, 1900

ANT 1520-2750; ARB 1510-2620; CHI 1510, 1530;  
 FRE 1510-2620; GER 1510-2620; ITA 1510-2610;  
 JPN 1510-2620; POL 2610; RUS 1510-2620; SOC 2530;  
 SPA 1510-2620

**Required Objective VI Courses:**

PHI 1610 Ethics  
 If transferable, determined by UDM Department

**UDM EQUIVALENCIES**

**Communication Skills:**

CST 101 Fundamentals of Speech  
 ENL 131 Academic Writing

**6 hours**

**Mathematical & Computer Skills:**

MTH 101 Algebra  
 CIS 100 Introduction to Computers

**6 hours**

**Scientific Literacy:**

Choose 1 Social Science course

**9 hours**

Choose 1 Natural Science course

**Meaning & Value:**

PHL 100 Introduction to Philosophy  
 Choose 1 Religious Studies Course  
 Choose 1 Additional Philosophy or Religion Course

**9 hours**

**Diverse Human Experience:**

Choose 1 Historical Experience Course

**12 hours**

Choose 1 Literary Experience Course

Choose 1 Aesthetic Experience Course

Choose 1 Comparative Experience Course

**Social Responsibility:**

PHL 201 Ethics  
 Contemporary Social Problems Course

**6 hours**

**Oakland Community College Courses****Core Courses:**

See Core Requirement Sheet (other side)

**Oakland Community College Courses****Supportive Courses:**

SPE 1610	Fundamentals of Speech
CIS 1050	Personal Computer Applications
PSY 2510	Introduction to Psychology
SOC 2510	Sociology
BIO 1530	Principles of Biology
POL 1510	American Government
ECO 2620	Economics II
PLS 1010	Introduction to Criminal Justice
MAT 1580	Statistics
PSY 2910	Abnormal Psychology

**\* Major Requirements:**

SW 200	Introduction to Social Work	3
SW 210	Social Welfare & Social Justice	3
SW 310	Social Welfare Policy	3
SW 320	Human Behavior in a Multicultural Environment I	3
SW 325	Human Behavior in a Multicultural Environment II	3
SW 370	Social Work Research Methods	3
SW 399	Social Work Practice I	3
SW 400	Social Work Practice II	3
SW 401	Social Work Practice III	3
SW 470	Field Instruction I	5
SW 471	Social Work Seminar I	2
SW 475	Field Instruction II	5
SW 476	Social Work Seminar II	2

\* All Courses to be taken at UDM

**UDM Equivalencies**

(other side)

**UDM Equivalencies**

CST 101	Fundamentals of Speech
CIS 100	Introduction to Computers
PYC 100	Introductory Psychology
SOC 100	Introduction to Sociology
BIO 108	The Science of Life
POL 210	American Politics
ECN 295	Microeconomics
CJS 130	Introduction to Criminal Justice
STA 225	Statistics
PYC 342	Abnormal Psychology

**Credits:**3  
3  
3  
3  
3  
3  
3  
3  
3  
5  
2  
5  
2



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# OFFICE OF TRANSFER CREDIT EVA

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[Transfer Plans](#)
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## Transfer Credit Equivalencies

[SCHO](#)
List courses starting with: 

[Search by WSU Course](#)

### Equivalent Courses from Oakland Community College

[Dow](#)
**Oakland Community College  
Course**
**Course Name**
**Wayne State University  
Course Equivalent**

MHA1404	COUNSELING/INTERVIEWING	
MHA1414	INTERPERSONAL THEORY/PRACTICE	
MHA150	FUND ALCOHOL DRUG ABUSE	
MHA1500	FUND ALCOHOL DRUG ABUSE	
MHA151	SUBSTANCE ABUSE TREATMENT	
MHA1510	SUBSTANCE ABUSE TREATMENT	
MHA170	UNDERSTAND DEVEL DISABLE	
MHA171	GROUP HOME/RESIDENT CARE	
MHA2406	GROUP DYNAMICS THEORY	
MHA2416	FAMILY SYSTEMS THEORY	

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Wayne



# WESTERN MICHIGAN UNIVERSITY

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## Transfer Credit Equivalencies (TCE)

OAKLAND COMMUNITY COLLEGE			Western Michigan University							
Subj	Crs	Title	Hrs	GRP	Notes	A/O	Subj	Crs	Title	Hrs
MHA	1404	COUNSEL/INTERVIEW SKILL FLD WK	4				TUN	CBDRO	CREDIT BY DEPT RECOMMEND ONLY	0
MHA	1414	INTERPERS THRY/PRACT FLD WK	4				TUN	CBDRO	CREDIT BY DEPT RECOMMEND ONLY	0
MHA	1500	ALCOHOL & DRUG ABUSE	4				TUN	NOCR	NO CREDIT GRANTED	0
MHA	1510	SUBSTANCE ABUSE TREATMENT	4				TUN	NOCR	NO CREDIT GRANTED	0
MHA	1700	DEVELOP DISABILITIES	4		INACT		TUN	NOCR	NO CREDIT GRANTED	0
MHA	1710	GROUP HOMES	4		INACT		TUN	NOCR	NO CREDIT GRANTED	0
MHA	2406	GRP DYNAMICS THRY/PRACT INTERN	6				TUN	CBDRO	CREDIT BY DEPT RECOMMEND ONLY	0
MHA	2416	FAMILY SYST THRY/PRACT INTERN	6				TUN	CBDRO	CREDIT BY DEPT RECOMMEND ONLY	0

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[Main Transfers Page](#)

**OAKLAND CC**

**Search by Department/Course Number**  
 Ex: "PSY", "CS", "BIO101", "MATH2"

**Search by Keyword**  
 Ex: "Spanish", "calculus", "COBOL"

**Browse by Department Letter**  
 A B C D E F G H I J L M N P Q R S T W

MHA

**MHA**

Transfer Course	Course Title	Credits	SVSU Course	SVSU Title	Credits
MHA1404	COUNSEL/INTERVIEW SKILL FIELD	4	NOCR	No Credit	-
MHA1414	INTERPERSONAL THEORY/PRACTICE	4	NOCR	No Credit	-
MHA1500	FUND OF ALCOHOL & DRUG ABUSE	4	GEN1EL	100-level elective	4
MHA1510	SUBSTANCE ABUSE TREATMENTS	4	GEN1EL	100-level elective	4
MHA2406	Grp Dynamics Theory/Pract-Inte	6	NOCR	No Credit	-
MHA2416	FAMILY SYS THEORY/PAC/INTERN	6	NOCR	No Credit	-

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Last Updated: 12/18/2006 8:21:29 PM



**EMU Online Services**

- my.emich Account Activation
- Online Directory
- Online Admissions
- Online Course Schedule
- Transfer Equivalency
- Job Classifications
- Parking Hang Tags
- Section Enrollment Reports

EMU Homepage

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**EMU TRANSFER EQUIVALENCIES FOR OAKLAND CMTY COLLEGE**

Quick Links:

Updated: January 02, 2007

**Instructions:**  [Click here for instructions detailing how to interpret reports.](#)

**\* See Group Equivalencies at the bottom of this listing if there is a group code in the GROUP column.**

Trans Subj	Trans Num	Trans Title	Trans Eff Term	Group	EMU Subj Num	EMU Title
MHA	1404	Cnsing/Intvwng Skills + Fld Wk	Fall 1986		SWRK 000	General Transfer Credit
MHA	1414	Intrpsnl Thy & Prac + Fld Wrk	Fall 1986		SWRK 000	General Transfer Credit
MHA	1500	Fund of Alcohol & Drug Abuse	Fall 1986		HLED 390	Drug Use and Abuse
MHA	1510	Substance Abuse Treatments	Fall 1986		SWRK 000	General Transfer Credit
MHA	1700	Understng Devlmtl Disabilities	Fall 1986		AACR GEN	General Credit
MHA	1710	Grp Homes,Rsd Care,Prg & Mgmt	Fall 1986		AACR GEN	General Credit
MHA	2406	Grp Dyn-Thy & Prac + Intrnshp	Fall 1986		SWRK 000	General Transfer Credit
MHA	2416	Family Sys Thy & Prac+Intrnshp	Fall 1986		SWRK 000	General Transfer Credit

**Grouped Equivalencies**

**Note: A "Grouped Equivalency" is a situation where a single course at one school is equivalent to multiple courses at another. In this context, a course from a transfer school might be equivalent to two EMU courses, or vice versa.**

Trans Subj	Trans Numb	Trans Title	Trans Eff Term	Group Code	EMU Subj	EMU Num	EMU Title
---------------	---------------	----------------	----------------------	---------------	-------------	------------	--------------

No Grouped Equivalencies for your search criteria.

- Quick Links:
- [Choose another school](#)
  - [Transfer Services](#)
  - [Other Useful Links](#)

Future Students	Current Students	Faculty & Staff	Alumni	Visitors	Site Map	<b>OAKLAN</b>		
About OU	Academics	Research	Arts	Athletics	Library	IT	Administration	Jobs

## Oakland University Transfer Credit Equivalencies

**College: Oakland Community College** [[change college](#)]

**Subject: MHA - Mental Health/Social Work** [[change subject](#)]

Need help interpreting this information? Visit our [transfer credit help page](#).

Subject	CRS Number	Title	Credits	Transfers?	OU Equivalency	GenEd
MHA	1404	Counseling & Interviewing Skills/Field Work	4	Yes	None	none
MHA	1414	Interpersonal Theory & Practice/Field Work	4	Yes	None	none
MHA	1500	Fundamentals of Alcohol & Drug Abuse	4	Yes	None	none
MHA	1510	Substance Abuse Treatments	4	Yes	None	none
MHA	2406	Group Dynamics/Theory & Practice/Intern.	6	Yes	None	none
MHA	2416	Family Systems/Theory & Practice/Intern.	6	Yes	None	none

*Course equivalencies are subject to change. Equivalency data are valid for students entering Oakland University Summer 2008.*

*Database last revised: 10/26/2006*

**Think Success. Think Oakland University.**



## Transfer Equivalency



A course equivalent listed "TBD" indicates that the equivalent has yet to be determined. Students may submit course descriptions for further review. For a detailed description of course **attributes**, click here.

Oakland Community College			=>	U of M - Flint		
Class	Title	=>	Class	Title	Credit Hours	Attributes
MHA 1404	Counseling, Interviewing Skill	=>	SSC 000	Social Science Div. Credit	4	S
MHA 1414	Interpersonal Theory, Practice	=>	SSC 000	Social Science Div. Credit	4	S
MHA 1500	Fundamentals of Alcohol & Drug	=>	SAT 202	Problems of Substance Abuse	4	S
MHA 1510	Substance Abuse Treatments	=>	SSC 000	Social Science Div. Credit	4	S
MHA 2406	Group Dynamics - Theory, Pract	=>	TBD			
MHA 2416	Family Systems Theory, Practic	=>	SSC 000	Social Science Div. Credit	6	S

[Back to find state](#)

**RELEASE: 7.3**

# Transfer MSU



Michigan State's searchable transfer credit equivalency system

<b>Search by MSU Course</b>	<b>Search by Institution</b>	<b>Transfer Admission</b>	<b>FAQs</b>	<b>Other Links</b>
-----------------------------	------------------------------	---------------------------	-------------	--------------------

## Search by Institution

To search for courses with MSU equivalencies at another institution, first select the state/country and institution and then indicate the course subject area and course number. (Please note: individual countries are listed below the states.)

<b>State/Country</b>	<b>Institution</b>	<b>Subject</b>	<b>Course</b>
Michigan	Oakland Community College	MHA	All

Oakland Community College				Michigan State University							
Subject	Course	Course Credits	Total Incoming Credits	Subject	Course	Waived Credits	Course Credits	General Credits	Total Course Credits	Total General Credits	Total Transfer Credits

MHA	1404	4.00	4.00	Does not transfer to MSU							
-----	------	------	------	--------------------------	--	--	--	--	--	--	--

MHA	1414	4.00	4.00	Does not transfer to MSU							
-----	------	------	------	--------------------------	--	--	--	--	--	--	--

MHA	1500	4.00	4.00	SW		0.00	0.00	4.00	0.00	4.00	4.00
-----	------	------	------	----	--	------	------	------	------	------	------

**Comments:**

For new transfer students only: This course may apply toward the Integrative Studies in Social Sciences requirement. Credit must be earned prior to matriculation at MSU. Please consult with your Academic Advisor.

MHA	1510	4.00	4.00	Does not transfer to MSU							
-----	------	------	------	--------------------------	--	--	--	--	--	--	--

MHA	2406	6.00	6.00	Does not transfer to MSU							
-----	------	------	------	--------------------------	--	--	--	--	--	--	--

MHA	2416	6.00	6.00	Does not transfer to MSU							
-----	------	------	------	--------------------------	--	--	--	--	--	--	--

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## **Occupational Projections (2005 – 2015)**

The following projections are for those occupations most closely associated with this program. However, the extent to which specific OCC programs lead to jobs reflected within SOC codes is highly dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" (N = 749) level according to the U.S. Department of Labor.

Projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Source for this information was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Data presented in the following tables include:

- Base Year: Current number of jobs in 2005.
- Five Year: Number of projected jobs in 2010.
- Ten Year: Number of projected jobs in 2015.
- New Jobs: Projected number of new jobs between 2005 and 2015.
- Replacement Jobs: Projected number of replacement jobs between 2005 and 2015.
- % New Jobs: Percent of projected new jobs in 2015 using 2005 as the base year.
- % Replacement Jobs: Percent of projected replacement jobs in 2015 using 2005 as the base year.
- % New and Replacement Jobs: Percent of projected new and replacement jobs in 2015 using 2005 as the base year.
- Earnings: Average annual earnings within the SOC code in 2005.

Note: Percent change figures must be interpreted carefully since they are based on actual number of jobs. In some cases the actual number of jobs may be quite low, thereby giving a misleading picture if only the percentage was considered.

## Mental Health/Social Work Related Occupations (2005 - 2015)

### SOC Detail Group

SOC Code	Name	Base Year	Five Year	Ten Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplmnt	% New & Rplmnt	Earnings
21-1011	Substance Abuse and Behavioral Disorder Counselors	593	702	757	163	138	28.0%	23.0%	51.0%	\$38,459
21-1012	Educational, Vocational, and School Counselors	2,477	2,541	2,549	72	545	3.0%	22.0%	25.0%	\$56,950
21-1014	Mental Health Counselors	625	719	763	138	145	22.0%	23.0%	45.0%	\$31,928
21-1015	Rehabilitation Counselors	708	772	804	96	157	14.0%	22.0%	36.0%	\$41,018
21-1019	Counselors, All Other	246	271	284	38	46	15.0%	19.0%	34.0%	\$38,459
21-1021	Child, Family, and School Social Workers	4,336	4,758	4,961	625	737	14.0%	17.0%	31.0%	\$43,742
21-1022	Medical and Public Health Social Workers	1,626	1,804	1,890	264	276	16.0%	17.0%	33.0%	\$46,197
21-1023	Mental Health and Substance Abuse Social Workers	1,880	2,158	2,304	424	321	23.0%	17.0%	40.0%	\$34,382
21-1029	Social Workers, All Other	523	573	596	73	97	14.0%	19.0%	32.0%	\$42,848
21-1093	Social and Human Service Assistants	3,575	4,123	4,453	878	618	25.0%	17.0%	42.0%	\$25,022
21-1099	Community and Social Service Specialists, All Other	2,801	3,167	3,420	619	510	22.0%	18.0%	40.0%	\$42,598
<b>Totals:</b>		<b>19,390</b>	<b>21,588</b>	<b>22,781</b>	<b>3,390</b>	<b>3,590</b>				

## Mental Health/Social Work Related Occupations Definitions

### **SOC Code 21-1011**

Name      Substance Abuse and Behavioral Disorder Counselors

Definition: Counsel and advise individuals with alcohol, tobacco, drug, or other problems, such as gambling and eating disorders. May counsel individuals, families, or groups or engage in prevention programs. Exclude "Social Workers" (21-1021 through 21-1029), "Psychologists" (19-3031 through 19-3039), and "Mental Health Counselors" (21-1014) providing these services.

Examples: Addiction Counselor, Chemical Dependency Counselor, Drug Counselor

### **SOC Code 21-1012**

Name      Educational, Vocational, and School Counselors

Definition: Counsel individuals and provide group educational and vocational guidance services.

Examples: Curriculum Counselor, Guidance Counselor, Educational Adviser

### **SOC Code 21-1014**

Name      Mental Health Counselors

Definition: Counsel with emphasis on prevention. Work with individuals and groups to promote optimum mental health. May help individuals deal with addictions and substance abuse; family, parenting, and marital problems; suicide; stress management; problems with self-esteem; and issues associated with aging and mental and emotional health. Exclude "Social Workers" (21-1021 through 21-1029), "Psychiatrists" (29-1066), and "Psychologists" (19-3031 through 19-3039).

### **SOC Code 21-1015**

Name      Rehabilitation Counselors

Definition: Counsel individuals to maximize the independence and employability of persons coping with personal, social, and vocational difficulties that result from birth defects, illness, disease, accidents, or the stress of daily life. Coordinate activities for residents of care and treatment facilities. Assess client needs and design and implement rehabilitation programs that may include personal and vocational counseling, training, and job placement.

Examples: Coordinator of Rehabilitation Services, Homemaking Rehabilitation Consultant

**SOC Code 21-1019**

Name Counselors, All Other

Definition: All counselors not listed separately.

Examples: Mental Hygienist, Race Relations Adviser

**SOC Code 21-1021**

Name Child, Family, and School Social Workers

Definition: Provide social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of children. May assist single parents, arrange adoptions, and find foster homes for abandoned or abused children. In schools, they address such problems as teenage pregnancy, misbehavior, and truancy. May also advise teachers on how to deal with problem children.

Examples: Adoption Agent, Child Abuse Worker, Foster Care Worker

**SOC Code 21-1022**

Name Medical and Public Health Social Workers

Definition: Provide persons, families, or vulnerable populations with the psychosocial support needed to cope with chronic, acute, or terminal illnesses, such as Alzheimer's, cancer, or AIDS. Services include advising family care givers, providing patient education and counseling, and making necessary referrals for other social services.

Examples: Bereavement Counselor, Hospice Social Worker, Medical Caseworker

**SOC Code 21-1023**

Name Mental Health and Substance Abuse Social Workers

Definition: Assess and treat individuals with mental, emotional, or substance abuse problems, including abuse of alcohol, tobacco, and/or other drugs. Activities may include individual and group therapy, crisis intervention, case management, client advocacy, prevention, and education.

Examples: Community Mental Health Worker, Psychiatric Social Worker

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**SOC Code 21-1029**

Name Social Workers, All Other

Definition: All social workers not listed separately.

Examples: Case Worker, Case Supervisor, Welfare Investigator

**SOC Code 21-1093**

Name Social and Human Service Assistants

Definition: Assist professionals from a wide variety of fields, such as psychology, rehabilitation, or social work, to provide client services, as well as support for families. May assist clients in identifying available benefits and social and community services and help clients obtain them. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or adult daycare. Exclude "Rehabilitation Counselors" (21-1015), "Personal and Home Care Aides" (39-9021), "Eligibility Interviewers, Government Programs" (43-4061), and "Psychiatric Technicians" (29-2053).

Examples: Case Aide, Home Visitor, Human Services Worker

**SOC Code 21-1099**

Name Community and Social Service Specialists, All Other

Definition: All community and social service specialists not listed separately.

Examples: Community Organization Worker, Veteran's Service Officer

## **DATA ANALYSIS**

### **F. COMPARABLE COURSES/PROGRAMS AND TRENDS**

**Coordinator: Please use the data from the Comparable Courses/Programs and Trends Data Collection form to answer the following questions:**

1. How does your program serve transferring students? Please discuss.

Unfortunately at the present time student transferring to four-year colleges or universities usually have to take from one to two semesters of additional classes in order to start Social Work classes. This means students attending Marygrove College, Madonna University, Wayne State University, Oakland University, Eastern Michigan or Michigan State University are advised that completing the MHA/SW program will mean it will take them longer to get a Bachelors Degree in Social Work.

The earlier the coordinators interview students the more able they are to direct students to take classes that meet both the MHA requirements and meet transfer requirements.

Over the past five years the transferring colleges have changed or added classes required for Social Work making it even more difficult for MHA students to get sixty-two hours of transfer credit accepted toward their course requirements. Many of the colleges argue "We accept all the credits student transfer to our institution." That may be true. The catch is they don't apply the transferred credits to anything the students are required to take there by actually have students lose those credit toward completing their degrees.

The coordinators have found the non-traditional colleges such as Rochester College or Sienna Heights accept all of the required classes from the MHA program. Many times they will accept seventy-two (72) hours credit and give credit for life experience (a bonus for our mature returning students). Students attending these colleges have been able to graduate with their bachelors degrees (not in Social Work) one year after leaving OCC. These students have then been accepted into traditional Master Social Work programs.

Due to the above facts the coordinators of the MHA/SW program have been informing students of the options of other degree programs. Quite a few are attending Rochester College and reporting back very favorable results both academically and transfer wise.



2. Are your articulation agreements current? Please discuss.

No, the articulation agreements are not current. See above comments.

The college has just started talking to Wayne State University about a more favorable treatment of the transferring MHA/SW students. WSU wants to offer their Bachelor of Social Work program on the Auburn Hills Campus in Fall 2007. In order to offer SW classes on the AH campus and have the MHA/SW students enroll in their classes we are in the beginning stages of looking at ways to allow MHA/SW students to transfer more credit towards their WSU-BSW degree requirements.

In addition Oakland University is opening a Social Work program in Fall 2007 on their campus. We will be negotiating with them also for a favorable articulation agreement. Hopefully all the colleges, being competitive for the MHA students due to the excellent reputation of our graduates, will be willing to negotiate better articulation agreements.

3. Discuss employment opportunities for students in both the current and future job market.

One of the growing opportunities for Social Worker is in the gerontology field. Again this is a low paying field to enter. Social Worker is the lowest paid of any professional group. Students applying to the MHA/SW program and withdraw their applications after looking at the salary potential in social work. Most of these students have gone into nursing or education instead. Not only is salary an issue, so is job security. Many social work agencies are funded by grants or public contributes. This strongly affects how long a Social Workers job might be there. So both salary and permanance affect the current and future positions available to graduates. In one of the OCC publications on expected salaries of OCC graduates the only graduate who had a lower salary rating was the "salad maker". Even the "bread maker" showed a higher expected salary than an OCC MHA/SW graduate.

The quote below by Elizabeth J. Clark, executive director of the National Association of Social Workers (NASW), was made in 2004. This represents the opportunities or lack of opportunities for Social Workers. Because Social Workers work with and represent the most needy and unfortunate of the population, they are the first to have their jobs eliminated or salaries lowered. Respect for people in the Social Work profession is sometime absent. One of my former students who went on the earn her MSW was offered a job for \$23,000. When she questioned the low salary she was told "That's all a Social Worker is worth." In much area there is little respect for the profession.

We often talk among our specialty practice groups about issues facing the profession, but it's time we have a more comprehensive discussion—across disciplines—about the future of social work. I don't believe I'm an alarmist when I say that we are witnessing encroachment from multiple allied professions and are experiencing eroding respect in many influential circles. Now more than ever, it is crucial that we get the message out about the importance of social work or our licensing laws will continue to be challenged, social work salaries will stay depressed, and social work jobs will be the first to be eliminated when budgets are tight. If nothing else, we owe it to the next generation of trained social workers to leave a legacy as strong as the one we inherited.

At many levels, we have allowed ourselves to be pigeonholed and marginalized by those who would like the rest of America to forget that there continues to be much suffering in this great country of ours. They would also like people to forget that individuals of all socioeconomic levels—our families, friends, coworkers, and neighbors—increasingly need help in navigating our country's cumbersome and inadequate social support systems.

NASW hopes that the social work public education campaign will remind our nation and its leaders about how the social work profession helped make the United States a compassionate world leader in the last century and that social workers continue to advocate for social justice and provide necessary services for all citizens. Our ultimate goal is to reposition social workers as critical contributors, not just value-added resources, in the new millennium.

Right now, NASW is taking time to assess barriers and opportunities for the profession so that when the national campaign is launched—backed by hundreds of thousands of professional social workers—we will make the best and most compelling case for the “economics of social work.”

To be successful, our case must (a) engender new respect among influential allies, (b) promote salary and career advancement for the next generation of social work professionals, (c) build pride and interest among current social workers, and (d) make our profession more accessible and understandable to broader audiences

*Mapping the Profession's Future*  
*Social Work Today*  
*By Elizabeth J. Clark, PhD, ACSW, MPH*  
*Vol. 4 No. 3 p. 10*

4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.

The MHA/SW instructors are constantly bringing in new material appropriate to the current needs of students learning about social work and how to work with future clients. Internship agencies are continually evaluated to see if the needs of students are being met at internship site. Internship sites or supervisors are removed as approved internship placements when the needs of students are not being met.

In addition new internship site are added when new information is presented about a new agency.

## **COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:**

Although Wayne County Community College (WCCC), does have a Mental Health program it is not comparable to the OCC MHA/SW program in either content of the classes or internship requirements. There are many Wayne county students who attend the MHA program at OCC rather than go to WCCC. When asked the reasons for coming to the MHA program at OCC rather than WCCC the response is always the reputation and learning available at OCC.

The OCC MHA/SW classes have excellent reputations. The two MHA substance abuse classes (MHA 1500 and MHA 1510) have students with bachelor degrees in the helping profession registered in the classes. In addition professionals in the community send their employees to the classes. Due to these two classes being closed within the first few weeks of early registration, discussions are currently going on regarding offering a second session of both classes. That would allow for both a day and night class.

## DATA ANALYSIS

### G. OUTCOMES ASSESSMENT

**Coordinator: Complete this form after reviewing your most recent Program Assessment Plan.**

1. How have you used the findings from your Program Assessment to improve your program?

There have been a few changes as a result of the Program Assessment. One major change made in MHA 2406 was recognizing the population of the OCC MHA/SW students has changed considerably in the past ten years. Ten years ago the majority of the MHA students were mature older women coming to college, either returning after getting married very young or women who had never attended college due to early marriages or lack of confidence as young women. There was also a large group of older students making career changes. Most of the males enrolled in the program were recovering for substance abuse addiction and very motivated to help other in their recoveries. At that time the average age of the MHA student was over 30 and higher than the general OCC population. These students were very dedicated to their education.

In the past six or so years the MHA population has gotten a lot younger, less experienced and less dedicated to the college experience. They are also entering the MHA program with lower academic skills and lower grade point averages. Some of the projects required of MHA students were overwhelming to the changing population of students.

While working on the most recent assessment plans the thought occurred to allow there to be two tracks for students in MHA 2406. One for students on the A grade plan and one for those working for a B. The plan was instituted this fall and worked wonderfully. It reduced stress not only on the student. It also reduced stress on the instructor. The plan needs some tweaking, however for the most part it was very successful and will continue to be offered.

1. What revisions to your Program Assessment Plan would you suggest?

At this point the program assessment plan is working. The coordinators have not worked on a revision at this time.

2. Discuss the SAGE findings that apply to the instruction in your Program. Obtain these findings from the Office of Assessment and Effectiveness. SAGE does not apply to our classes.

## **OUTCOMES ASSESSMENT REVIEW SUMMARY:**

- Between May 2004 and June 2006, the program conducted assessments on eight out of its fourteen benchmarks. Of the eight benchmarks that were assessed, six of them were met.
- Nonetheless, it was stated that refinement, innovation, and assessment would continue. Meanwhile, two of the benchmarks were not met and specific actions were stated. These actions involved a revision of the workbook used in the group class and an addition of special tutoring hours to help students as they are designing their group proposals. Also, regarding the internships for the program, a new evaluation form is being developed for students to give the instructors feedback prior to the instructors going out to the agencies to meet with supervisors. The form will include information regarding problems/concerns students may have regarding their internships.

### **Addressing the above comments;**

- 1. The workbook in the group class was revised and printed in September.**
- 2. Tutoring was set up for students to assist them with whatever they need tutoring for. Tutoring was especially recommended to complete the group proposal project. Three MHA graduates (two with MSWs) provided tutoring through the PASS office.**
- 3. A form was developed and filled out by students prior to the instructors meeting with the internship agency visit both in the Winter and Fall 2006 semesters. This information allowed the instructors to be aware of any issues the student had with their placement or supervisor. These forms were not shared with the supervisors.**

***Coordinator: Obtain the most recent copy of your Program Assessment from the Office of Assessment and Effectiveness. Please attach it to your Summary Report.***

## **Program Assessment Plan Mental Health Social Work**

### **Catalog Description**

This Associate in Applied Science Degree Program is designed to prepare students for employment in a wide variety of human service agencies as assistants to professionals. The program is also designed to transfer as the first two years in the professional career programs of social work, counseling, special education, substance abuse, gerontology and human resource development. Articulation agreements have been developed with several four-year institutions to better ensure transferability. Students intending to transfer are encouraged to discuss their plans with the program coordinators early in their studies to work out a transfer plan. In addition to general education courses, students receive supervised field practice in cooperating agencies including mental health clinics, drug and alcohol abuse centers, special education facilities, community action programs, public assistance offices, hospitals, rehabilitation programs and residential care programs. Students have the opportunity to work with a variety of clients including terminally ill, AIDS, developmentally disabled and geriatric clients. All mental health core classes include both classroom experience and agency placement. The classes are designed to teach the skills and knowledge needed for the field as well as provide a forum for discussion on the field work. After a student is accepted to the program, he or she may begin the mental health classes in either the fall or winter semester. Classes may be taken one or two at a time. In addition to the general education and core courses, a student may modify his or her program to suit his or her individual career plans by choosing the needed electives and support courses. The field and internship may be chosen to meet a certain area of specialization or a variety may be selected for the purpose of exploration. These are the most common areas of specialization: General Human Service; Gerontology; Substance Abuse; Residential Care Programming; Special Education or Classroom Paraprofessional. Upon completion of the program, students will be eligible to apply for and obtain a Social Work Technician Certificate from the state of Michigan. Requirements for acceptance to the program include: The completion of 25 college credits with a grade point average of 2.5 or higher; Completion of three psychology classes (PSY 2510 or above) and ENG 1510 with a grade of "C" or better; Two interviews with the coordinators of the Mental Health/Social Work Program at the Auburn Hills Campus. The interviews should be scheduled during the student's freshman semester; No current substance abuse, physical or mental health problems which might affect the students' ability to work in this field.

### **Statement of Purpose**

Prepare students for further education, and ethical, professional, competent practice.

### **Learning Outcome**

Graduates will demonstrate knowledge and application of facilitating groups in a Social Work setting (MHA 2406).

### **Benchmark 1**

90% of the students working for the grade of A will complete the required project. 85% of students working for the grades of C+ or higher will complete the required project. This benchmark will be re-evaluated in 2008 as this class is only taught in the Fall semester.

### **Assessment Method 1**

Utilizing a rubric: Students will demonstrate their group skills by completing either the entire group proposal or the introductory proposal. Proposals will show understanding of group process by including the necessary components of developing and facilitating a group using the model taught in class. This benchmark reflects a change in class requirements from previous years due to the full group proposal project having been shown to cause too much stress in students. This stress is reflected during the

entire semester. The end results of the proposal project with the students with lower GPAs has not been shown to validate the feeling and reactions students have stated through out the semester. Students will decide after the first exam if they want to work for an A grade or less than an A. 1. All students will facilitate one three-hour group during the semester. 2. Depending in the time available as many students as possible will also co-facilitate a group during the semester. 3. Students working for a grade of A will develop an eight-week interactive group proposal for the agency where they are doing their internship. Students working for a grade less than A will write a paper on a group they see is necessary for their agency and provide introductory information and the first week schedule for their group. This is the only class requirement the will differentiate the A students requirements from other students. 4. The students will be graded based on a worksheet provided stating all the required part of the group proposal and the points lost for not completing any item. The proposal will be graded both on form and content and following directions. 5. A students will be expected to have a score of 17 or higher on the proposal. Students working for a B or less s will be expected to score a C+ or higher (based on #4) will be the expected level of performance. 6. 88% of students will achieve the grade goal they decide is the appropriate grade for them to work on.

**Assessment Date 1 5/1/2007**

**Findings Sent to OAE Date 1 6/1/2007**

### **Learning Outcome**

Graduates will demonstrate knowledge and application of individual counseling skills (MHA 1404).

### **Benchmark 1**

88% of the students will receive a grade of C+ or higher based on the reflective responses.

### **Assessment Method 1**

Utilizing a rubric: 80% of students will demonstrate their counseling skills by making at least 10 reflective responses that include a feeling word, the source of the feeling, and under current feelings and sources. The quality of these responses will average 2.5 on a 3-point scale. 1. Students will produce two 10-15 minute recorded tapes of interviews. 2. Each of their counselor responses in the tapes will be rated on a scale of 1-3. 3. The scale will be based on the quality of empathic response which includes a feeling word, a tentafier, a source of feeling, and undercurrent feelings and sources. 4. A rating of 2.5 or high (based on #3) will be the expected level of performance. This class will be re-evaluated Fall 2008 as this class is only taught once a year.

**Assessment Date 1 5/1/2007**

**Findings Sent to OAE Date 1 6/1/2007**

### **Learning Outcome**

Graduates will demonstrate their knowledge and skills in applying Behavioral Principles to practice problems (MHA 1410)

### **Benchmark 1**

85% of the students will complete this project with a grade of B (80%) or higher.

### **Assessment Method 1**

Utilizing a rubric: Behavior Modification Project. Students will complete a behavior modification project in a real-life setting. They will define the collect baseline data, design and implement a 10-day program for behavioral change while charting the progress. A written report will include an analysis of the results. The students will be assessed on the quality and content of the five components of behavioral change projects included in their completed assignment: Narrative report writing, Collection, analysis

and recording of baseline data, Development of a balanced and well worded contract, Collection and recording of project data, Implementation of program. Each of these components are worth 20% of the total 100% grade for the project. 85% of the students complete the project with a grade of 80% or higher. This will be re-evaluated in 2008 due to the class only being taught in the Winter semesters.

**Assessment Date 1 5/1/2007**

**Findings Sent to OAE Date 1**

**6/1/2007**



**Summary of Program Assessment Results  
Mental Health Social Work  
(January 2005 through June 2006)**

**Catalog Description**

This Associate in Applied Science Degree Program is designed to prepare students for employment in a wide variety of human service agencies as assistants to professionals. The program is also designed to transfer as the first two years in the professional career programs of social work, counseling, special education, substance abuse, gerontology and human resource development. Articulation agreements have been developed with several four-year institutions to better ensure transferability. Students intending to transfer are encouraged to discuss their plans with the program coordinators early in their studies to work out a transfer plan. In addition to general education courses, students receive supervised field practice in cooperating agencies including mental health clinics, drug and alcohol abuse centers, special education facilities, community action programs, public assistance offices, hospitals, rehabilitation programs and residential care programs. Students have the opportunity to work with a variety of clients including terminally ill, AIDS, developmentally disabled and geriatric clients. All mental health core classes include both classroom experience and agency placement. The classes are designed to teach the skills and knowledge needed for the field as well as provide a forum for discussion on the field work. After a student is accepted to the program, he or she may begin the mental health classes in either the fall or winter semester. Classes may be taken one or two at a time. In addition to the general education and core courses, a student may modify his or her program to suit his or her individual career plans by choosing the needed electives and support courses. The field and internship may be chosen to meet a certain area of specialization or a variety may be selected for the purpose of exploration. These are the most common areas of specialization: General Human Service; Gerontology; Substance Abuse; Residential Care Programming; Special Education or Classroom Paraprofessional. Upon completion of the program, students will be eligible to apply for and obtain a Social Work Technician Certificate from the state of Michigan. Requirements for acceptance to the program include: The completion of 25 college credits with a grade point average of 2.5 or higher; Completion of three psychology classes (PSY 2510 or above) and ENG 1510 with a grade of "C" or better; Two interviews with the coordinators of the Mental Health/Social Work Program at the Auburn Hills Campus. The interviews should be scheduled during the student's freshman semester; No current substance abuse, physical or mental health problems which might affect the students' ability to work in this field.

**Program Statement of Purpose**

Prepare students for further education, and ethical, professional, competent practice.

**Learning Outcome**

Graduates will demonstrate knowledge and application of individual counseling skills.

**Benchmark 1**

80 % of students will demonstrate their counseling skills by making at least 10 reflective responses that include a feeling word, the source of the feeling, and under current feelings and sources. The quality of these responses will average 2.5 on a 3-point scale.

**Assessment Method 1**

15-minute interviews, taped and self critiqued.

**Benchmark Scheduled To Be Assessed:**

6/1/2004

**Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2004**

**Findings 1**

Students completed fifteen- minute taped interviews of individual counseling sessions that included at

least ten responses. Combined with a self-critique, this exercise demonstrated that eighty (85%) of the students were able to perform counseling responses with a skill level that averaged 2.5 or higher on a three-point scale. Results indicate a higher level of skill achieved in the outcome that the original expectation. This would indicate that the method of instruction and assessment should be maintained. Refinement, innovation and assessment will continue.

### **Benchmark 2**

80% of students will demonstrate their counseling skills by making at least 10 reflective responses that include a feeling word, the source of the feeling, and under current feelings and sources. The quality of these responses will average 2.5 on a 3-point scale.

### **Assessment Method 2**

15-minute interviews, taped and self critiqued.

**Benchmark Scheduled To Be Assessed:**

**5/1/2006**

**Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2006**

### **Findings 2**

Students completed 15 minute taped interviews of individual counseling sessions that included at least 10 responses. Combined with a self-critique, this exercise demonstrated that 85% of the students were able to perform counseling responses with a skill level that averaged 2.5 or higher on a 3-point scale. Results indicate a higher level of skill achieved in the outcome that the original expectation. This would indicate that the method of instruction and assessment should be maintained. Refinement, innovation and assessment will continue.

### **Learning Outcome**

Graduates will demonstrate their knowledge and skills in group design, dynamics and facilitation.

### **Benchmark 1**

80% of students will demonstrate facilitation skills by facilitating a group for at least one week. They will analyze their group's dynamics through a written assignment. Group proposal will include a design, an 8 week plan and documentation. (See attached).

### **Assessment Method 1**

Facilitation of one group session.

**Benchmark Scheduled To Be Assessed:**

**6/1/2004**

**Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2004**

### **Findings 1**

Every student (100%) in MHA 2406 facilitated one groups during the semester. Half of the students were also able to co-facilitate a group. Students were observed by the instructor and teaching assistants while they were facilitating and co-facilitating groups. A facilitating form was completed while the students facilitated giving student feedback (both positive feedback and constructive criticism) on their facilitating. After the facilitating was completed students were given the information from the observation. All students completed designing an eight-week proposal appropriate for their internship agency. Seventy-three proposal were submitted. Sixty-seven received passing grades on their proposals. Of the six proposals that were not passing quality, five were resubmitted and received passing grades after the students received further instructions and tutoring to complete the assignment. Twenty-two students were able to submit their proposals for a new group to their agency supervisor and get permission to facilitate the new group at the agency.

**Will changes be made to the way in which the information is presented to students as a result of these findings? Yes**

**If Yes, specifically what changes will be made?**

Format for the class will continue as it is currently presented. Workbook used in the group class is being revised in line with feedback from students and teaching assistants for the fall 2005 semester. In addition special tutoring hours are being designed to help students as they are designing their proposals.

**When will these changes be completed? 3/1/2005**

**Benchmark 1**

80% of students will demonstrate facilitation skills by facilitating a group for at least one week. They will analyze their group's dynamics through a written assignment. Group proposal will include a design, an 8 week plan and documentation. (See attached).

**Assessment Method 1**

Facilitation of one group session.

**Benchmark Scheduled To Be Assessed: 6/1/2005**

**Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2005**

**Findings 1**

Assessment not implemented.

**Will changes be made to the way in which the information is presented to students as a result of these findings? Yes**

**If Yes, specifically what changes will be made?**

Format for the class will continue as it is currently presented. Workbook used in the group class is being revised in line with feedback from students and teaching assistants for the fall 2005 semester. In addition special tutoring hours are being designed to help students as they are designing their proposals.

**When will these changes be completed? 3/1/2005**

**Learning Outcome**

Graduates will demonstrate their knowledge and skills in group design, dynamics and facilitation.

**Benchmark 2**

80% of students will demonstrate facilitation skills by facilitating a group for at least one week. They will analyze their group's dynamics through a written assignment. Group proposal will include a design, an 8 week plan and documentation. (See attached).

**Assessment Method 2**

Analysis of group dynamics.

**Benchmark Scheduled To Be Assessed: 5/1/2004**

**Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004**

**Findings 2**

Assessment not implemented.

**Benchmark 2**

80% of students will demonstrate facilitation skills by facilitating a group for at least one week. They will analyze their group's dynamics through a written assignment. Group proposal will include a design, an 8 week plan and documentation. (See attached).

**Assessment Method 2**

Analysis of group dynamics.

**Benchmark Scheduled To Be Assessed:**

**5/1/2006**

**Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2006**

**Findings 2**

Sixty-four out of sixty-seven students (97%) completed designing an eight-week proposal appropriate for their internship agency. Sixty (93% of the students completing the assignment or 89% of the students in the classes) received passing grades on their proposals. Of the four proposals (6.6%) that were not passing quality, two were resubmitted and received passing grades after the students received further instructions and tutoring to complete the assignment. In total 92.5% of the students completed the assignment with a passing grade. In addition twelve students actually facilitated the group they designed at their agencies.

**Learning Outcome**

Graduates will demonstrate their knowledge and skills in group design, dynamics and facilitation.

**Benchmark 3**

80% of students will demonstrate facilitation skills by facilitating a group for at least one week. They will write an 8 week group proposal.

**Assessment Method 3**

Write an 8 week group proposal

**Benchmark Scheduled To Be Assessed:**

**5/1/2004**

**Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004**

**Findings 3**

Assessment not implemented.

**Benchmark 3**

80% of students will demonstrate facilitation skills by facilitating a group for at least one week. They will write an 8 week group proposal.

**Assessment Method 3**

Write an 8 week group proposal

**Benchmark Scheduled To Be Assessed:**

**5/1/2005**

**Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2005**

**Findings 3**

Assessment not implemented.

**Learning Outcome**

Graduates will demonstrate their knowledge and skills in applying Behavioral Principles to practice problems.

**Benchmark 1**

Students will complete a behavior modification project in a real-life setting. They will define the collect baseline data, design and implement a 10-day program for behavioral change while charting the progress. A written report will include an analysis of the results.

**Assessment Method 1**

Behavior Modification Project.

**Benchmark Scheduled To Be Assessed:**

**6/1/2004**

**Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2004**

**Findings 1**

Eighty percent (80%) of the students were able to complete a behavior modification project with a performance level of B- or better. This would include all of the elements indicated in the benchmark. Results matched original expectation. This would indicate that the method of instruction and assessment should be maintained. Refinement, innovation and assessment will continue.

**Benchmark 1**

Students will complete a behavior modification project in a real-life setting. They will define the collect baseline data, design and implement a 10-day program for behavioral change while charting the progress. A written report will include an analysis of the results.

**Assessment Method 1**

Behavior Modification Project.

**Benchmark Scheduled To Be Assessed:**

**5/1/2006**

**Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2006**

**Findings 1**

80% of the students were able to complete a behavior modification project with a performance level of B-or better. This would include all of the elements indicated in the Benchmark. Results matched original expectation. This would indicate that the method of instruction and assessment should be maintained. Refinement, innovation and assessment will continue.

**Learning Outcome**

Graduates will demonstrate their knowledge and skills in family systems assessment and treatment.

**Benchmark 1**

Students will successfully complete a Genogram, which analyzes four generations of their family history and dynamics. They will also successfully complete an ecomap on themselves and a class Partner.

**Assessment Method 1**

Genogram and Ecomap Project.

**Benchmark Scheduled To Be Assessed:****6/1/2004****Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2004****Findings 1****Benchmark 1**

Students will successfully complete a Genogram, which analyzes four generations of their family history and dynamics. They will also successfully complete an ecomap on themselves and a class Partner.

**Assessment Method 1**

Genogram and Ecomap Project.

**Benchmark Scheduled To Be Assessed:****5/1/2006****Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2006****Findings 1**

All students (100%) enrolled in MHA 2461 completed genogram and ecomaps. Genograms were completed on both their dyad partners and their own family. Students were able to understand how family history affects current family dynamic through completing the genograms. Ecomaps allowed students to learn how to use an ecomap to understand how to develop goals for clients. Students completed genograms and ecomaps both on their own families and that of their dyad partners. These items are then discussed in class with the discussion showing how to use these tools with clients. Students take this information and do ecomaps and genograms at their internship agencies. All students enrolled in MHA 2461 completed genogram and ecomaps. Genograms were completed on both their dyad partners and their own family. These items are then discussed in class with the discussion showing how to use these tools with clients. Students were able to understand how family history affects current family dynamic through completing the genograms. Ecomaps allowed students to learn how to use an ecomap to understand how to develop goals for clients. Students take this information and do ecomaps and genograms at their internship agencies. Results matched original expectation. This would indicate that the method of instruction and assessment should be maintained. Refinement, innovation and assessment will continue.

**Learning Outcome**

Graduates will practically apply their knowledge and skills in a real-world agency setting.

**Benchmark 1**

Students will complete 460 hours of supervised internship in a human service setting directly with clients and staff. 80% will complete this work with an evaluation grade of C+ or better.

**Assessment Method 1**

Field work and Internship evaluations by field work supervisors.

**Benchmark Scheduled To Be Assessed:****6/1/2004****Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2004****Findings 1**

Of eighty-seven students in the Fall 2004 semester ninety-five (95%) of the students enrolled in MHA 1404.

**Will other steps be taken as a result of these findings? Yes**

**If Yes, specifically what steps will be taken?**

This method of assigning internship and monitoring student's progress has been very successful. Future plans call for continuing internships in this manner. Also continuing to meet with agency supervisors for feedback on both the internships and the agencies relationship with the Mental Health Program. In addition a new evaluation form is being developed for students to give instructors feedback prior to the instructors going out to agencies to meet with supervisors. The form will include information regarding problems or concerns students may have regarding their internships. The form will be utilized in the winter 2005 semester.

**When will this be completed? 3/1/2005**

**Benchmark 1**

Students will complete 460 hours of supervised internship in a human service setting directly with clients and staff. 80% will complete this work with an evaluation grade of C+ or better.

**Assessment Method 1**

Field work and Internship evaluations by field work supervisors.

**Benchmark Scheduled To Be Assessed: 6/1/2005**

**Assessment Results Sent To Office of Assessment & Effectiveness: 7/1/2005**

**Findings 1**

Assessment not implemented.

**Will other steps be taken as a result of these findings? Yes**

**If Yes, specifically what steps will be taken?**

This method of assigning internship and monitoring student's progress has been very successful. Future plans call for continuing internships in this manner. Also continuing to meet with agency supervisors for feedback on both the internships and the agencies relationship with the Mental Health Program. In addition a new evaluation form is being developed for students to give instructors feedback prior to the instructors going out to agencies to meet with supervisors. The form will include information regarding problems or concerns students may have regarding their internships. The form will be utilized in the winter 2005 semester.

**When will this be completed? 3/1/2005**

**CRC**  
**PART II- PROGRAM REVIEW and**  
**PROGRAM REVIEW OF OCCUPATIONAL EVALUATION**  
**(PROE)**

Under the provisions of the Carl D. Perkins Vocational and Technical Education Act/Public Law 105-332, if a Discipline/Program is of an occupational nature, a Program Review in Occupational Education (PROE) report is required by the State of Michigan every five (5) years and can be used for the purposes of the Curriculum Review process.

***Coordinator: Data Collection and Data Analysis forms for the following review areas are attached.***

**E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY**

- Collect information from faculty, students and external community (e.g., advisory committees and accrediting agencies) on your Program curriculum. It is recommended that you send or personally distribute these survey forms in your classes, during your advisory committee meetings, and/or at your departmental/staff meetings. Return these survey forms to the Office of State and Federal Programs.

Required survey forms:

- Individual Faculty Perceptions of Occupational Programs & Disciplines Forms
- Individual Student Perceptions of Occupational Programs & Disciplines Forms
- Individual Advisory Committee/Industry Perceptions of Occupational Programs & Disciplines Forms

**More information to follow.**



**OAKLAND COMMUNITY COLLEGE**  
***STUDENT PERCEPTIONS OF OCCUPATIONAL PROGRAMS***  
***AND DISCIPLINES***

**Program Review of Occupational Evaluation - PROE**

I was unable to get the forms to students to complete this project. The surveys will be completed in January. When I was originally scheduled for a September Curriculum Review meeting, the MHA/SW student were new to the MHA classes and would not have been able to answer the questions.

At the same time the MHA /SW coordinators were working with a former student, Shelia Dawson, who was doing a major research project for her Rochester College statistics class. The research involved contacting MHA/SW student who attended the program between 1996 and 2005. Oakland Community College funded the expenses for printing and mailing the surveys.

The research project was developed due to a decline in enrollment in the Mental Health/Social Work Program. Melvin Chudnof, Ph D and Gail Palmer, LMSW, the coordinators of the MHA/SW determined a need to do a survey of students that have participated in the MHA/SW programs' core curriculum. In an attempt to determine the appropriateness of the content of the curriculum for employment and continued education, surveys were mailed to 488 students that have attended the core curriculum classes. Mailing labels for the students enrolled in the MHA/SW program between 1996 and 2005 were printed by the college, and a random sample of those labels determined the students that would be mailed surveys. The survey was mailed to 488 students; 91 students completed the survey and returned it by mail, 2 returned the survey after the information was tabulated and 66 of the surveys were returned by the post office due to no forwarding address for those students.

The data that has been compiled has given specific information as to the students' opinions of the Mental Health/Social Work programs curriculum. Using a Likert-scale of 5 excellent, 4 very good, 3 good, 2 fair and 1 poor; the students were asked to rate how they feel about the program curriculum. The data collected in regards to the students rating of the program, was compared to the students' answers as to how they felt about the curriculum preparing them for employment, had they continued on to further education, and their principal reason for enrolling in the program.

Sheila's research hypothesized the students that have attended the Mental Health/Social Work program at OCC are satisfied with the education they have received. It is also hypothesized that the students that attended the Mental Health/Social Work classes feel the Mental Health/Social Work program at OCC provided them with an education that prepared them advanced education and for employment.

The response was favorable that 81 of the 91 students that returned the survey felt that they were prepared for employment through their attendance of the Mental Health/Social Work program. In relation to variable 3, question 9 also asks if students original intention in enrolling in the program was in regards to gain training, credentialing or to upgrade employment, 40.7% responded affirmatively. Upon calculation of the data in variable 1; the students rating of the program; and variable 3, the students feeling that the program had prepared them for employment; a comparison of the means (var. 1, 4.4945 and var. 3, 1.8352) determines that there is a significant correlation between the students rating of the program and the feeling that the program had prepared them for employment. The calculation of the additional data of question 9, suggests that there is a significant correlation between the students original intention of seeking training, credentialing and to upgrade employment, and their opinion in the rating of the program. The data determines that the students' opinion of the program is not solely based on whether or not the Mental Health/Social Work program prepared them for advanced education; it strongly suggests that their basis of rating the program is more significant to whether it prepared them for employment.

Based on the data collected in the surveys sent to students from the MHA/SW program, the student's responses validate the hypothesis that the Mental Health/Social Work program at OCC prepares the students for employment. Whether or not it prepared them for advanced education was not sufficiently determined by the quantitative data collected, however, due to the fact that this survey is part of a curriculum review I believe that their written statements are pertinent and valuable to the surveys results. The qualitative data collected from the students suggests that the students felt prepared for continuing education and that there is very little that they would suggest as possible changes to the core curriculum of the Mental Health/Social Work program.

The full report is available to anyone interested in reading entire project. Some of the highlights of the research project include regarding the value of teaching Social Work experientially. The article describe all the ways the instructors presently teach the MHA/SW classes and state in order to produce effective Social Worker colleges need to change to this from of teach.

The statistical data collected in this survey supports, Fortune, Lee and Cavazos (2005) research, as well as supporting the original research of Petrovich's theory (2004) that self-efficacy and confidence in preparation for students entering employment is important to the students themselves. Fortune, Lee and Cavazos (2005), suggest that students have a higher value of education, when the education assists them in gaining self-efficacy and confidence toward employment in the Social Work practice and profession. The data determines that the students opinion of the program is not solely based on whether or not the Mental Health/Social Work program prepared them for advanced education, it is strongly suggested that their basis of rating the program is more significant to whether it prepared them for employment. Based on the data collected in the surveys the student's responses validate the hypothesis that the Mental Health/Social Work program at OCC prepares the students for employment. Whether or not it prepared them for advanced

education was not sufficiently determined by the quantitative data collected. The qualitative data collected from the students suggests that the students felt prepared for continuing education and that there is very little that they would suggest as possible changes to the core curriculum of the Mental Health/Social Work program. Dietz (2000) suggests that curriculums create an empowering model of professional practice through the use of experiential classes to challenge students system of thought, to explore their values, ethics and skills in preparation for professional practice. The core curriculum of the MHA/SW program currently incorporates the experiential model and as the data has confirmed, prepares students for employment in the professional field of Social Work.

In questions 17, *What courses, information or skills do you feel were missing from the program curriculum that would have better prepared you for your career or continuing education?* and 31, *Rate the benefits of the Mental Health/ Social Work program over all students* were asked for personalized comments in an attempt to compile qualitative data for the purpose of written feedback on the MHA/SW program. Due to the fact that many of the comments were short and not written in complete sentences they have been report as written by the students.

I felt very prepared for the BSW and MSW programs, maybe preparing us with writing papers more and professionally and proper case notes would help.

Nothing, it was wonderful

None

None, I received much better preparation through Mel and Gail than at the Bachelors level.

Nothing, I believe that this program is great, I talk about it to everyone going into this field

Nothing, I loved the course, I learned more there then at Wayne State.

All I can say is that everything felt rushed, there was a lot of useful information to learn, but, never enough time.

More reading material for enhancement, I could have been a better participant for the various exercises.

Everything was good.

None, exceptional program.

I feel that nothing was missing, but more time could have been used to perfect interviewing skills; I use this skill the most.

I would have liked an internship actually working in the field of Social Work at a clinic. I worked at Royal Oak Beaumont New Mothers Program. I felt the only thing I got out of it was how to facilitate groups even though I worked in all areas as a volunteer.

I can't think of anything right now.

Hard to say since I am not in the field yet. Probably since I am in a dual diagnosis program, a course on mental illness, including signs, symptoms and DSM classification and treatment. I would also like to combine the family systems class with substance abuse.

From the MHA required electives should be a class on gerontology.

Research / evaluation and social policy.

I did not take all the classes so I cannot accurately answer.

None

Can't think of anything at this time.

Introduction to Social Work, focusing on history of social work, theories, laws and ethics.

Happy with the program.

None

More on counseling techniques and introduction of DSM IV diagnosis.

None that I am aware of.

Theory

None

Nothing, I felt the program was very good and very educational.

Field trips to visit different mental health facilities, shelters and programs, to see how they run first hand would be nice... I know the internships do but they only show each person 1-2 environments.

None, excellent program.

I think that every student should be very clear about their educational goals and that just taking MHA classes and getting an associates degree will not enable them to get a well paying job. They must have a vision of higher education if they want to excel and make a career.

None

Nothing I learned more in the OCC program than I learned at Wayne State. I feel like I wasted 2 years and a lot of money by going to Wayne State.

None

None

Policy information, procedural information for field of social work, i.e. small portion of course work that introduces field of social work.

Human behavior and treatment programs.

Nothing was missing, Excellent program.

Job placement.

Everything that was offered assisted my learning.

More training on dealing with people from inner cities/ urban areas.

None

I feel the information received from OCC has far passes the education I am currently receiving from Marygrove College.

None

None, I think the classes were sufficient

None that I can think of, however I am not currently working in the field. I loved the program and enjoyed and learned a lot from my internship.

None

None

My current position is an internship/ stepping stone that I have taken on for my own personal growth. My major has changed to human resource development; though anyone in the mental health field would benefit from all the program has to offer... what is missing would be different for everyone.

None, I feel I was fully prepared to operate successfully in my career. I feel this program prepared me more than my continued education at a four-year institution

The program was excellent. I learned more at OCC than at Wayne State Grad. School.  
Cultural diversity, stress reduction, alternative therapy

I would have liked to be introduced to some of the other different theories other than the ones we leaned or I should say in addition too.

Charting notes, Insurance company information, more personality disorders education and more mental health disorders education.

None I do think everything was great. I just wish that all of the MHA/SW classes or some of them were transferable to Eastern Michigan.

I do think everything was great. I just wish that all of the MHA/SW classes or some of them were transferable to Eastern Michigan.

It would have been helpful to know that Marygrove had an art therapy program.

Better information on transfer requirements.

Cognitive Therapy

Absolutely none, the MHA curriculum is thorough.

I feel it covered much of that area I am currently working in. The curriculum also had information and skills that will allow me to switch into another area if I chose.

As a graduate of the MHA/SW program and reviewing the information given in response to survey question 17 by the students, it is apparent to me that some of the students did not take full advantage of the elective courses that were offered at OCC that give a foundation for the Mental Health/Social Work program. It is also apparent that many of the students did not fully take advantage of the counseling staff at OCC to understand the process of gaining information about continuing education and transferring credits. However, this information does provide knowledge about areas of interest to the students that completed the feed back section on the survey.

In question number 31 the *students were asked to give additional comments after they rated the benefits of MHA/SW program over all.* The written comments made by the students that completed the survey offer positive reinforcement to the survey's results. The following comments were written by the students that responded to the survey:

I feel I learned more applicable skills in this program than I have learned anywhere else. It is an excellent program and the instructors are the best.  
Hi, Mel and Gail, your program is excellent.

The benefits I received from your program were enormous. I strongly feel I received knowledge that I could build on as well as continue to use in practice. The appreciation I have for this program and faculty responsible for it will not be forgotten.

This program was so helpful and so relevant to my current BSW course work. In fact much of what I'm doing and MU is a review of my MHA experience.

I absolutely love the program itself. Very needed and does wonders for many people individually and also benefits the workforce. The education obtained is invaluable.

I reflect on many topics covered in this program. I also am finding co-workers that have also graduated from the MHA program. It is neat to share stories

Wonderful and supportive instructors.

Prepared me for Theories class and behavior modification emphasis, Family systems will be useful when I begin my practice.

Even when I am not at work I use the skills I learned in everyday human interaction. No other classes have helped me to grow as a person to the extent that these have.

Mel and Gail thoroughly know their stuff. I have not met anyone in the last 13 years that can top their knowledge base, no one. I love the OCC mental health program."

Even though I'm not working in the field the skills are helpful in my personal life on a daily basis.

As I've said before I enjoyed the program a lot and feel that I learned a lot.

The program provided me a good head start towards my other degrees.

I was well prepared for my BSW and MSW.

I really enjoyed the interactive ness of the program.

Can't get much better.

Tremendous program. It truly prepared me for subsequent degrees. Excellent foundation in theory and practice.

Education and professional support. Excellent foundation for Bachelors degree.

I think both instructors cared and it was very important to them that you learned.

I truly learned how to listen, empathize and deal with human beings - weaknesses and all - everyone needs these skills no matter what occupation they have.

I feel the benefits will always help me with my personal and professional life.

The MSW I worked with used to tell me that she did not learn half of the things we did in the MHA program until she was working on her masters at Wayne State.

Even though a person chooses not to continue, like me, in the field of mental health. They can still learn a lot about themselves. This field is not only useful to those who choose mental health professions but any profession.

I was ahead of my peers in my Bachelors program.

Not only do you learn how to handle and deal with other people's situations in life, you learn a lot about yourself and that makes you accept others as well as yourself.

I use the skills learned in the program.

Some courses prepared me for the social work program at Marygrove.

Classes were current on issues and relevant to practice. Instructors were consistently available and well prepared to train and teach.

Mel's classes taught me valuable interpersonal skills.

The internship is great as are the class practices. Having had a highly theoretical academic background I greatly appreciate the practical hands on approach. I do think there is some intolerance /insensitivity to faith based approaches to sexuality and sexual relationships.

I learned a lot which will benefit me at my work site. Most students from other schools such as Wayne State, Eastern and others were nowhere near as skilled or prepared as OCC students.

I felt that I was prepared to work in the mental health field immediately. The agency I work for was impressed at my level of experience.

Mental Health/Social Work program prepared us for the BSW program.

It was more than excellent.

Excellent, because you cannot over look all the learning skills you gain by working with any group of people. I worked in retail for a while and the skills were applicable.

It was an excellent program with two instructors that really cared about what they were teaching.

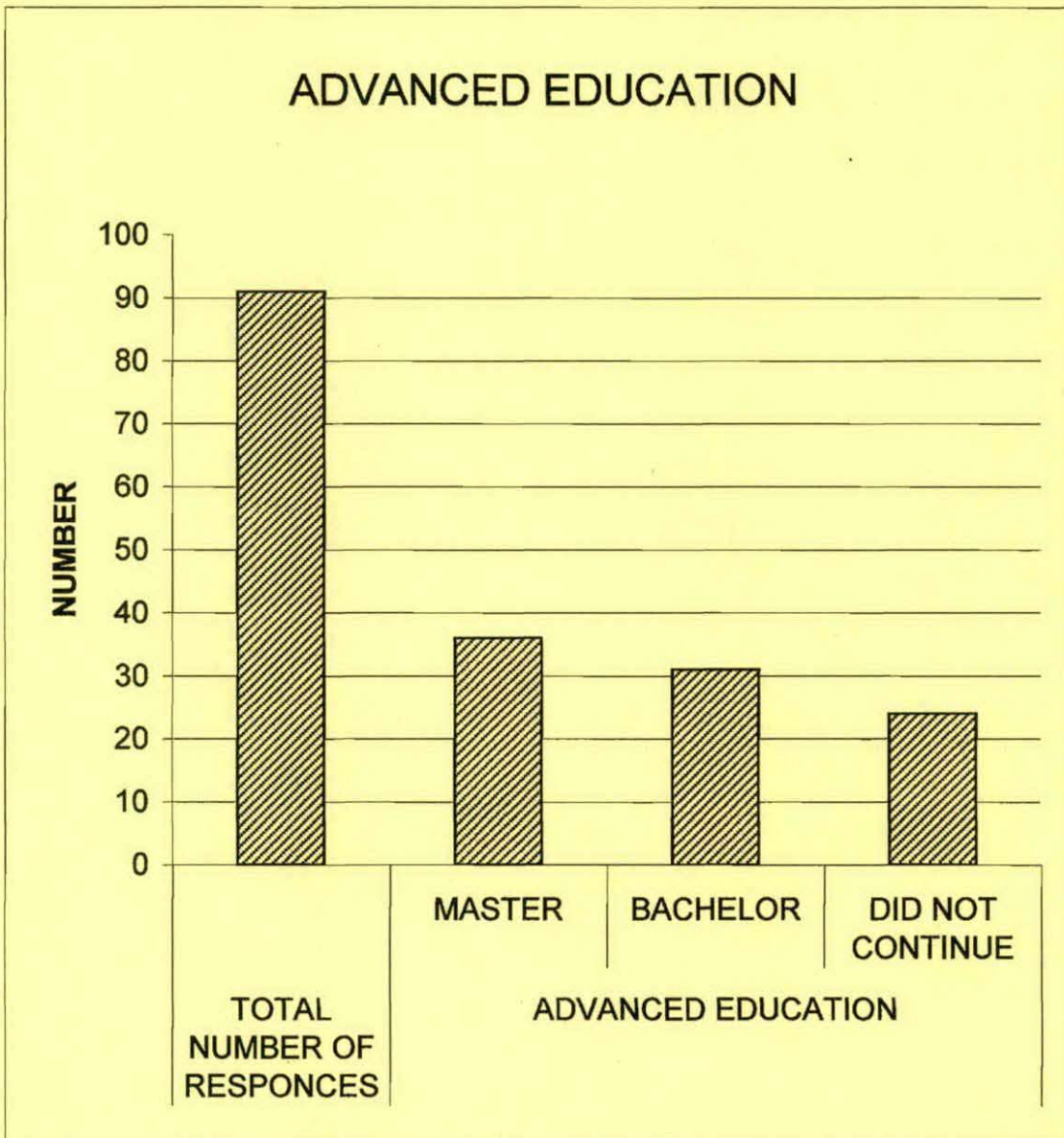
The following pages contain charts from the research completed by Sheila Dawson in 2006. This is the third time former MHA Students have been asked to participate in a follow-up research about their experience while enrolled in the MHA/SW Program. The other two research projects were completed approximately ten and twenty years ago.

Also included are letters from former students relating their experiences in the MHA/SW program. A few of them are from the 2002 curriculum review.



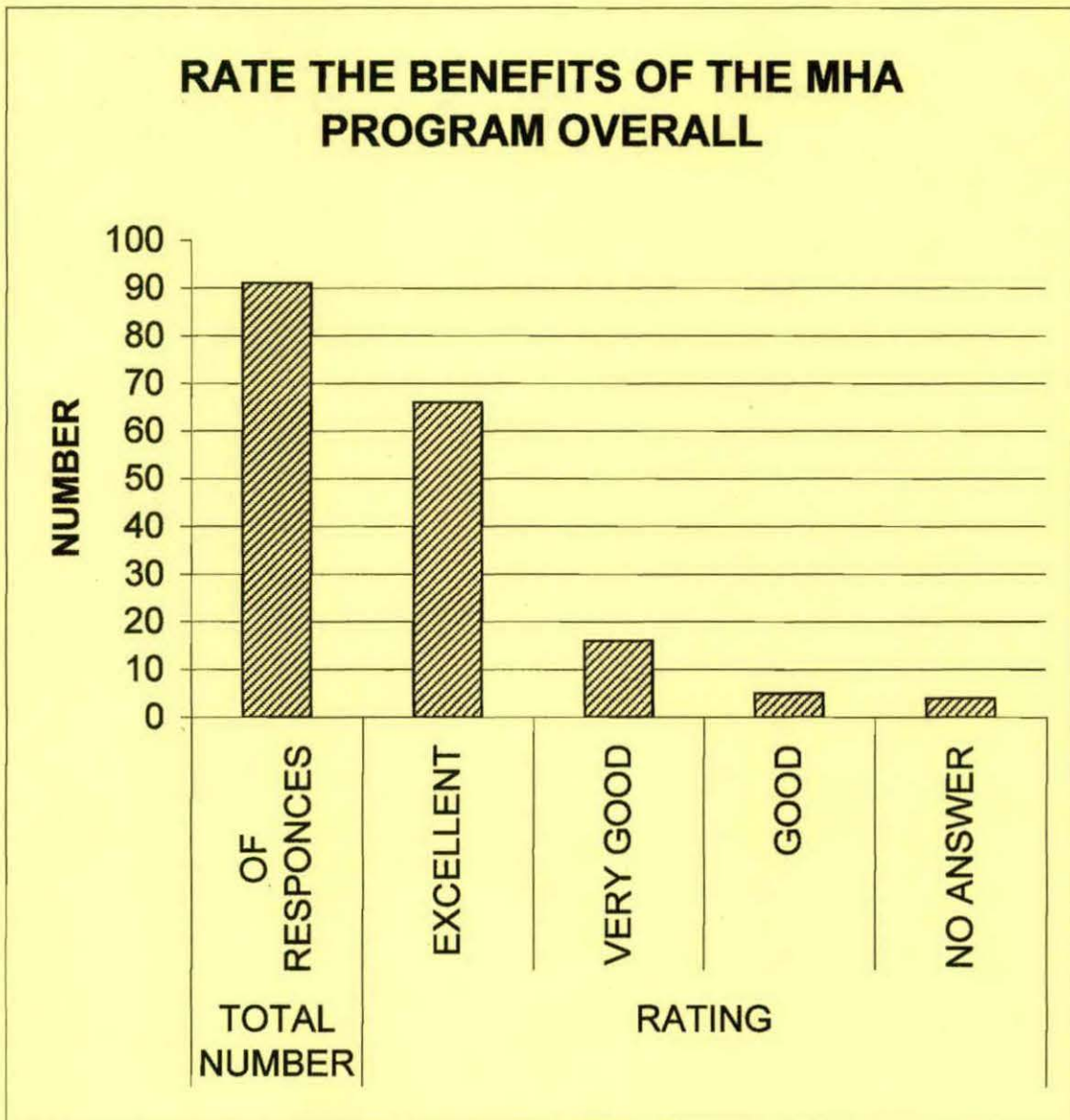
## MHA PROGRAM ADVANCED EDUCATION

TOTAL NUMBER OF RESPONCES	ADVANCED EDUCATION		
	MASTER	BACHELOR	DID NOT CONTINUE
91	36	31	24
PERCENTAGE	39.1%	34.5%	26.4%



# MHA PROGRAM OVERALL RATING

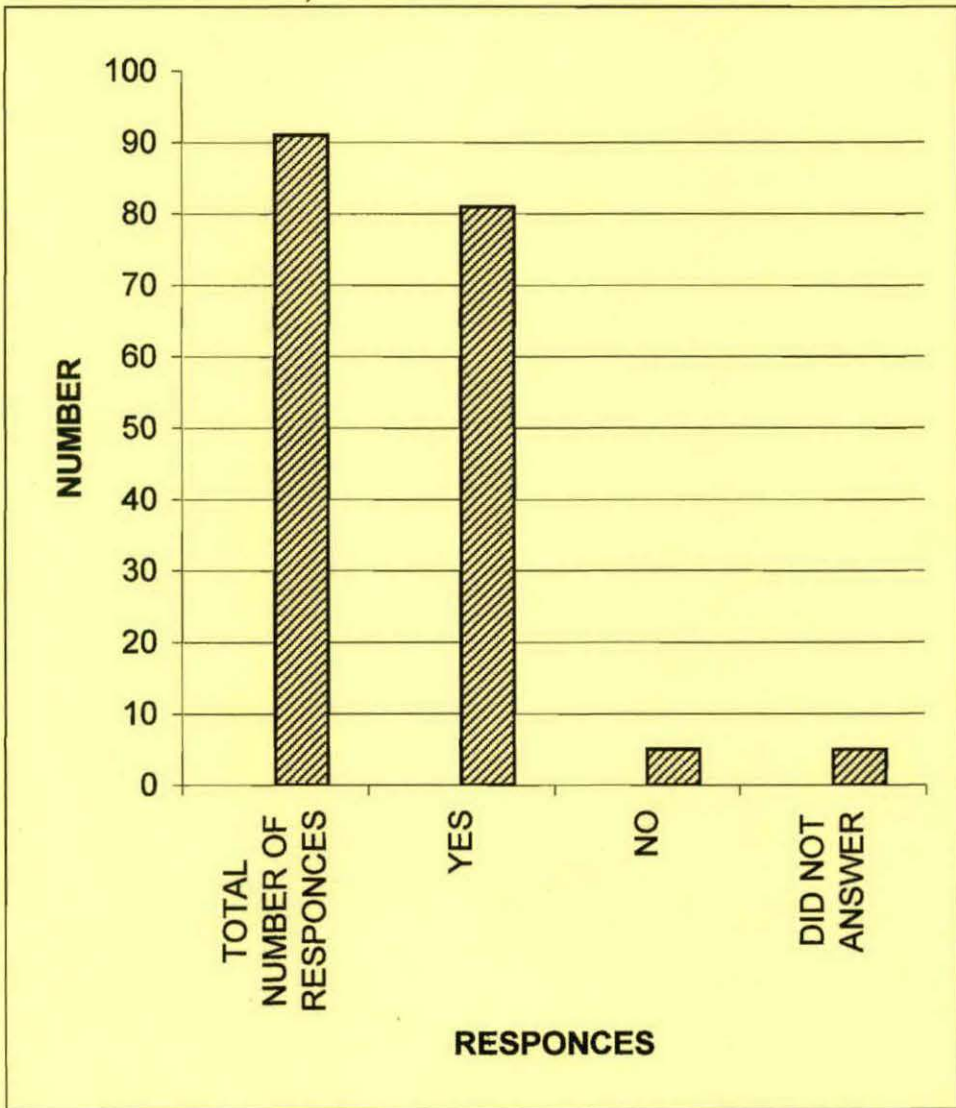
TOTAL NUMBER OF RESPONCES	RATING			
	EXCELLENT	VERY GOOD	GOOD	NO ANSWER
91	66	16	5	4
PERCENTAGE	72.5%	17.6%	5.5%	4.4%



# MHA PROGRAM

## DID THE MHA PROGRAM PREPARE YOU FOR EMPLOYMENT

TOTAL NUMBER OF RESPONCES	YES	NO	DID NOT ANSWER
91	81	5	5
PERCENTAGE	89.0%	5.5%	5.5%



APPENDIX B – Survey Tool

Oakland Community College Mental Health/Social Work Degree Program Survey

Please complete and return by June 23, 2006 in the stamped return envelopes provided.

Please fill in the space provided or circle an answer where appropriate.

- 1. Gender:    Male    Female
- 2. Current age: \_\_\_\_\_
- 3. Age at time of attending MHA classes: 18- 20    21-25    26-33    34- 41    42-49    50-59    60+
- 4. City where you live \_\_\_\_\_ work \_\_\_\_\_
- 5. Year graduated from the MHA program \_\_\_\_\_
- 6. If you did not graduate, year you attended classes? \_\_\_\_\_
- 7. If you did not graduate from the program what are your reasons for leaving the program?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. How did you hear about and choose this program?

- Recommendation of friend
- Recommendation of teacher
- Recommendation of former student
- Recommendation of counselor
- Own research
- Community awareness presentation
- Other, please comment \_\_\_\_\_

9. Principal reason for enrolling in this program?

To obtain training and credentialing needed for immediate employment in the Mental Health/Social Work field

To upgrade current employment opportunities

Preparation for further education

Other.... Please explain \_\_\_\_\_

MHA/SW Degree Program Information

These are the core classes for the Mental Health/ Social Work program, rate the skills from these classes according to your use in the field?

1 daily 2 frequently 3 occasionally 4 rarely 5 never

Under each class heading: Please score each individual skill category with a number 1 to 5

Example: counseling 3 interviewing skills 4 identifying feelings 3 empathy 4 listening

10. Counseling Theory and Interviewing skills

\_\_\_ Interviewing skills

\_\_\_ Identifying feelings

\_\_\_ Empathy

\_\_\_ Listening skills

11. Family Systems Theory and Practice

\_\_\_ Ecomaps

\_\_\_ Genograms

\_\_\_ Art Therapy

\_\_\_ Family Exercises

12. Interpersonal Theory and Practice

\_\_\_ Behavior Modification

\_\_\_ Transactional Analysis

\_\_\_ Assertiveness Training

\_\_\_ Agency Networking

13. Group Dynamics – Theory and Practice

\_\_\_ Group Theory

\_\_\_ Small group practice exercises

\_\_\_ Proposal development

\_\_\_ Gestalt exercises

14. Please rate the benefit of the additional support aspects of the program.

1-excellent 2-very good 3-good 4-fair 5-poor

Internship \_\_\_ Teaching Assistants \_\_\_ Peer support, study groups \_\_\_

15. Did the internship meet your goals and expectations? Yes No

16. If not ...how did it differ from your goals and expectations? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

17. What courses, information or skills do you feel were missing from the program curriculum that would have better prepared you for your career or continuing education?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Advanced education information...

Please fill in or circle an answer where appropriate:

18. Please indicate below if you have continued you education:

Bachelors program:	Currently Enrolled	Graduated
Masters program:	Currently Enrolled	Graduated
PhD:	Currently Enrolled	Graduated

19. Degree Title: \_\_\_\_\_

20. College/University Attended: \_\_\_\_\_

21. Reason for choosing college/university listed above:  
 \_\_\_\_\_

Employment information

22. Are you currently employed in the Mental Health/ Social Work field? Yes No

If no skip to question 30.

24. Place of employment \_\_\_\_\_

25. Title/Position \_\_\_\_\_

26. Do you work: Full time or Part time

27. In what area(s) do you specialize?

- General Human Services    Schools/Special Education    Paraprofessional
- Individual/Family Counseling    Clinical Social Work/Therapy    Child Welfare
- Substance Abuse    Residential Care Program    Gerontology
- Other \_\_\_\_\_

28. How did you locate your position?

- College placement office    Teacher referral    Placement agency
- Internet    Newspaper    Friend
- Other \_\_\_\_\_

29. Annual income: [Under 10k] [10k -15k] [16k - 25k] [26k- 30k] [ 30k -35k] [ 36k + ]

30. Have you had difficulty finding work in the Mental Health/Social Work field?

Please explain \_\_\_\_\_  
\_\_\_\_\_

31. Please rate the benefits of the Mental Health/ Social Work program over all.

- Excellent
- Very Good
- Good
- Fair
- Poor

Please comment \_\_\_\_\_  
\_\_\_\_\_

32. Do you feel the OCC MHA program prepared you for employment? Yes    No

33. What was your original goal upon entering the MHA/SW program? How does this apply to what you are doing now? Please comment. \_\_\_\_\_  
\_\_\_\_\_

I would like to follow up this survey with an interview by telephone. If you are interested in being contacted please put your name and current phone number, including your area code, in the space provided. Name \_\_\_\_\_

Phone Home \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_ Do you prefer a call on your home, work, or cell phone? Please circle the number at which you wish to be contacted.

**Letters  
From  
Former  
Students**



TO: Gail Palmer, Faculty  
Auburn Hills Campus

FROM: Barbara Griggs  
MHA – Teacher's Assistant

SUBJECT: Perspectives on Mental Health Program  
At Oakland Community College

DATE: February 28, 2002

Personally and professionally, the courses I took while enrolled in the MHA program at the Auburn Hills Campus greatly expanded my abilities to work with people in all walks of life, at all ages, and in all situations.

I have drawn upon this aspect of my education in all my personal and professional relationships. The results of these classes have yielded personal clarity in my future choices of continued education and professional endeavors, as well as improving the working relationships around me. I have used every drop of information received.

The experiences "required" in these courses – the AIDS presentation; attending an AA meeting; involvement in exercises that uncover/identify one's personal baggage; learning to focus on the individual/situation at hand; internships in varied social work settings; the Gestalt weekend – truly does present a student with information to render life decisions. The exposure to so many types of exercises, programs and situations provides the student with the critically important opportunity to *know* whether this field of work is appropriate for them.

The challenges of the program are many. The program is difficult and demanding, and causes the student to continuously open new doors to seek understanding and awareness. Expectations for the student are very high. In this field of work, expectations should be very high. Exercises can result in new respect and understanding for others, learning to be non-judgmental and an improved listener, and the crashing of many facades. I do not know of one person who was not *positively* changed by this program.

One of the many highlights of the program is the **Gestalt Weekend**. The intensity of this experience is incredible. Students get to observe and participate in a counseling process that is directed, deep and very impacting on the individuals involved (both "counselor" and "patient"). This weekend results in the following descriptive words: unbelievable; incredible; wonderful; clearing; healing; release; joyful; peaceful. The relationships experienced – trust; friendship; sharing; openness; learning; awareness; understanding – reach all new levels, and the energy, the "aura" of the weekend touches everyone. Those

Who attend realize the importance – and become the product – of what is taught in the program.

I cannot thank Gail and Mel enough for the opportunity to be a **Teaching Assistant** during the Winter, 2001, semester. This opportunity truly cemented my goals to continue in this field of work. I felt I was able to give back, to be a source of support and understanding for those who were also working through the program. The highlight of being a TA was working with the students when they had returned from the Gestalt Weekend – to use the training (and personal experience of my Gestalt Weekend) to be a guide who was trusted and valued for assistance I could give – for them to know that I'd had those same experiences, questions, reactions. They could work with a walking/talking product of the Mental Health/Social Work Program designed and implemented by Gail Palmer and Mel Chudnof; they could take all the information they were receiving through their own experiences and decide whether this field of work was their right path. I truly enjoyed and valued the gift of this experience. Being a TA allows the "master student" to exercise and model what was taught in the course and again, learn in the role of "counselor".

Results of being a student in this program? Many.

- I am still a volunteer at HAVEN, where I interned for two semesters
- I continue to increase my observational and listening skills
- I hear and see and experience those around me differently, empathically
- I will continue my education in this field
- I regard the MHA program as a highlight in my life
- I regard the MHA program as my supreme, internal obstacle course
- I learned a great deal about myself
- I learned and appreciate how to increase my strengths and boundaries
- I now know that no mountain is insurmountable, because  
I SURVIVED THE MHA PROGRAM!!

The program has an excellent reputation and transfers into the upper level classes of several 4-year institutions.

Excellent, demanding, and necessary program. Mel and Gail --- whatever I can do to be and stay involved in the program, please let me know! And sign me up for next year's Gestalt Weekend!!

The MHA Program at OCC literally changed my life. I attended OCC for approximately 17 years on and off. I finally obtained my associates degree in 1997. Before that I had worked in retail at a leading, upscale department store. I was in management but decided to go back (again) and finish up my degree. I interned at HAVEN, Oakland County's only domestic violence shelter, and was very fortunate when they offered me employment in their Residential Program as a Youth Counselor. I finally realized my goal of being a counselor and working in the Human Service field.

I have heard from many different sources that OCC and the MHA Program are the best in the state if not the nation. A friend of mine who is now a History Professor in Pennsylvania told me in his job search that other colleges looked very favorably on his part-time employment at OCC. I was also offered a full scholarship at a college in Detroit and at another college in Rochester, 4 classes were taken off my schedule because I had already taken their equivalent at OCC. I have had friends that I interned with at HAVEN call me about information on groups that I learned in the MHA program at OCC. They were in the Masters Programs at colleges in Detroit. I have recommended this program to many people and have supported the interns at HAVEN that are in this program because I feel so strongly that it is the best overall program for this field.

The MHA program offered many opportunities. One of them was being asked back to be a Teaching Assistant. This opportunity offered me the chance to hone my skills as a group facilitator as well as my skills in reflective listening. Also offered was the chance to facilitate Gestalt therapy groups at the Gestalt weekend. This was an unbelievable opportunity to see the power of Gestalt therapy and help new students with this aspect of their education at OCC.

In conclusion, the MHA Program at OCC was the best thing I have ever done. I am working for an Agency that I respect and doing a job that I love. Everyday is a new challenge and I look forward to going to work everyday. Thank you OCC for offering this wonderful program and thanks too to the dedicated teachers in the program.

Sincerely,

Sharon Everts,  
Crisis and Support Line Counselor  
HAVEN

RE: A reflection from a former student of the Mental Health Program

To Gail Palmer and all other interested parties:

Before beginning this letter, I took several days to reflect on my great fortune of experiences and wisdom found throughout my MHA classes with you and your partner, Mel Chudnof. My hope in writing this letter is to come close with words to briefly, yet accurately describe all that I think and feel about the Mental Health/Social Work program.

I can gratefully say, today, I was offered and welcomed into the program prior to meeting all pre-requisites due to the field I've worked in for several years as a substance abuse counselor. At that time, my own sense of inadequacies were high, confidence and self esteem low, not to mention the intense fear factor in returning to school after more than 30 years out of high school. Due to the arrangement of the classes and how they were coupled, not only did those issues improve immensely; the skills and wisdom necessary for an impacting counselor have increased.

I have been able to incorporate the lessons I've learned into my career. Such as: the 'life' a group takes on, as I facilitate groups five times a week; the importance of and how to involve clients' family into their treatment planning. In Mel's class I learned counseling and interviewing skills, behavior modification, and verbal assertion, to mention only a few lessons.

The greatest wisdom I learned throughout your four classes, are the identification, knowledge, acceptance and love of myself. Through that wisdom, I acquired a couple of relationships with fellow students. Friendships I never experienced before. They are life-long relationships, what we feel for each other cannot be taken away. Our bond is strong and I'm confident our feelings are close to mutual, if not mutual. I became close to one woman who was a member of the same group; we clicked as our bond was established on similar ground and identification with each other.

Interestingly, the other woman was not, yet was a fellow classmate, and I'm still not sure how our relationship started yet it did. The relationships continue to grow. Again, what great fortune for me. I realize, at times, words are inadequate to accurately express and describe the transformation that took place for me that year. Yet, I know how important it is for me to attempt this with you and it is important for me to inform you how important your classes are in my and any other helping field. As I cross paths with other O.C.C. Students, I don't hesitate to encourage your MHA classes, if not the entire Mental Health Program. Again, I would like to thank you and Mel for such a wonderful and enlightening year of my life, for I will never forget.

Sincerely,

Dodie A. Luxton-Stewart

I was chipping away at Associates in Liberal Arts when I stumbled upon the MHA program. I was bored with my schooling and uncertain of where my education was taking me. I thought I might fit the profile of a social worker and the sound of an Associates Degree in something other than Liberal Arts appealed to me. That's why I applied for and entered the MHA program - as simple as that. I began classes in September 2001. I was hooked from the very start.

I agree with the old adage "experience is the best teacher." The hands-on approach of the MHA program not only taught me tangible skills such as how to run a group, conduct an interview, draw an ecomap and a genogram, it taught me how to tap into my compassion and empathy for others. Compassion and empathy cannot be taught by lecture.

In my fieldwork, I have come across other interns, all of whom are Bachelor's and Master's level students, and they are amazed at the projects expected of me in the MHA program. I appreciate the demands placed on me because I believe they truly prepare me for the "real world."

The pinnacle of the fall semester of MHA is definitely the Gestalt training weekend. I am fortunate for having been chosen to participate. I became aware of some very important insights to my life that weekend, insights which have played an important role in my personal growth.

I'm still chipping away at an Associates Degree. Thanks to MHA, I am no longer bored, I know where I want my education to take me and that makes me happy.

Janet M. Hunko  
MHA Student 2001-2002

## My Experience in the MHA Program

The OCC Mental Health Program is a very intensive learning experience. I was able to receive hands on training right in the classroom. Although I was required to intern, I felt I learned more from attending class. I learned invaluable skills I am able to use in the field. Gestalt was one of my favorites, along with many others.

I would recommend any person who is interested in the Social Work field to enroll in this fine program. The teachers of the MHA Program are the finest teachers I have met. They are ready to help and assist you in anyway they can to make sure you reach your goals.

Sincerely,  
Sherry E. Lippitt (Class of 2002)

February 25, 2002

Hi Gail. How are you? I hope this input is not too late, sorry midterms are coming up. Well as for what the program did for me that is a big question. Before I started the Mental Health program I was a totally different person. I had no idea there were people out there just like me. I never felt I fit in anywhere and always felt different, but from the very first day I met people I could relate to and for the first time in 28 years I felt like I belonged somewhere and it was so nice to know that I was not the only one with a dysfunctional family.

Academically I got good grades and I feel this was due to the fact I was open to finding out about the people around me and myself. I found myself buying books on subjects that I would never have done before. Once again it was great to know I was not alone, and have made and kept many friends from the program.

I would be lying if I said the program isn't hard, but I think it is hard more on an emotional level than academic. I left every class drained but also enlightened to whom I was and what it was that I needed to change. I am a much better person thanks to the Mental Health Program. It has helped me avoid situations and relationships that before I would have got into without any thought to MY well-being. On a professional level, I gained an internship, which exposed me to people I had never been exposed to before. I have been introduced to people who are willing to help me through college and who have offered me positions once I graduate with my BA.

Before I entered the Mental Health program, I felt like a freak of nature, that nobody in the world would understand, I had low self-esteem and very little confidence. I left knowing exactly who I was and I like who I am, good and bad. My self-confidence has increased immensely, I accept my downfalls without beating myself up and I can finally put myself first and say no without feeling guilty.

From a TA's point of view, it opened my eyes to a lot more about myself. Watching other student and helping them was a wonderful learning experience for me. The Gestalt weekend was definitely a turning point for me. It made me realize that are still areas in my life that I need to work on. It was a great experience looking at the students and many in my group came to me afterwards to tell me what a wonderful experience it was for them.

I would recommend the Mental Health Program to not only people that want a career in Social Work, but for anyone who wants to learn about himself or herself and improve on themselves. The biggest thing I learned from this program, is that there is no such thing as a perfect family, and there is no such thing as a perfect person.

Take Care,

Natalie (MHA/SW Class of 2001)

Hi Gail,

This response has been fashioned in a similar manner to my proposal. By that I mean that I am getting a late start in my reply to your request!

Being an addictions counselor prior to my enrollment in your program might give me a different perspective than some of your other students. I think your program is *very* comprehensive in the material it covers and the work is very suited to cranking out *effective* social workers. I have seen a good number of your students who in my opinion could do a better job in most respects than some of my colleagues who have master's degrees or more. Not only is the content of your program on target, but also your practical experience in the field and in the classroom is effective. I think it is important for any social worker to experience the concepts of the field on a firsthand intimate basis. (Yeah, we can dish it out, but can we take it?) The decisions we make on the job will have such a tremendous impact on our individual clients and their families that it is imperative we understand how much power is entrusted to us. The empathy training in your program is excellent.

The Gestalt Weekend is a tremendous experience in this whole process and reflects much of what I have said in the previous paragraph. It would be great if *every* student in our school systems (way before college and more than once) was given this opportunity. The AA experience is beneficial to all who have never gone before. How can you recommend a client into a 12 Step Program if you haven't experienced it yourself. You may want to consider spending more time in this area because of the impact these programs carry. I am thinking of other 12 Step Programs because you don't really get an idea of what they are about by attending an open talk. You really need to sit at a table a few times to gain better insight as to what these programs are really about.

My experience with the proposal was great and I'll keep my response short. I was offered two jobs because of my proposal and one place asked if they could keep it (Sorry, the proposal comes with the author or it doesn't come at all!)

I didn't mean to be long winded here and use a lot (this is the first time I used a lot as I was terrified to attempt it in your class!) of words. I hope this helps in some way. Please let me know if there is anything else I could do to help your program.

Good Luck,  
Tom Ness

My experience as a TA has been wonderful. Every year I learn something new to take into the world or to even help me in my life on a daily basis. The experience and training the students at OCC receive is priceless. There is so much knowledge available to them, not only from the Mel and Gail, but also from the TA's.

The Gestalt Training weekend is the best possible way to teach Gestalt therapy. It gave me as a student, the first hand experience to see how much we are affected by even the smallest of actions in our everyday lives. I learned more from watching and experiencing the reactions of others than I ever could have learned from a book. The same holds true for the experience in the classroom. We participated in so many exercises that helped us better understand what others may be going through. I am 54 years old and of all the classes, training and life experiences I have had the one I would not trade for anything is the Mental Health Program at OCC. If a student is willing to open his or her mind and really hear, they can benefit tremendously from these classes.

Wanda Doyon (Class of 1995)

I FELT THE MHA PROGRAM WAS ONE OF THE MOST BENEFICIAL COURSES AND EXPERIENCES I HAVE TAKEN. BECAUSE OF GAIL AND MEL'S PASSION THAT IS EXPRESSED WITH CONFIDENCE, LOVE, CARE, RESPECT, AND PRINCIPLES FOR WHAT THEY TEACH AND BELIEVE. THE MHA MENTAL HEALTH PROGRAM HAS HELPED ME TO TAKE A CLOSE LOOK AT MY OWN SHORT COMINGS. THIS COURSE HAS GIVEN ME EXTENDED KNOWLEDGE TOWARD CONFIDENCE, AND STRONG INTERPERSONAL SKILLS. BY INTERACTIONS IN THEORY, ROLE PLAYING, COUNSELING SKILLS, GROUP GUIDANCE, AND GESTALT TRAINING. MY PERSONAL LIFE AND PROFESSIONAL LIFE HAS HANGED ONLY TOWARD THE BEST. DUE TO THE FACT THAT ONCE I WAS ACCEPTED INTO THE MHA PROGRAM, GAIL AND MEL GAVE ME ALL OF WHAT I NEED IN ORDER TO SUCCEED. HOWEVER; I HAD TO APPLY MYSELF AND WORK HARD TO ACHIEVED WHAT I WANTED TO TAKE WITH ME BY UTILIZING THE SKILLS GAINED WITH CONFIDENCE, CARE, AND RESPECT FOR SELF AND OTHERS.

THE MHA COURSE LAID MY FOUNDATION TOWARD MY GOAL PERSONALLY AND PROFESSIONALLY AS A SECURE SOCIAL WORKER WILLING AND ABLE TO HELP AS NEEDED IN SOCIETY.

SINCERELY,  
ROSETTA JAMISON (Class of 2001)



March 5, 2002

I walked across the stage and received my MHA Diploma all of the work I had done to each this point was flashing through my mind, and I knew I would never be the same.

The flashes started with the first day of class. I was intimidated by the syllabus yet anxious to see where it would lead. Since we were in a group class and experience is the best way to learn the class was separated into groups of 5 or 6. Within each group every person would get a chance to facilitate. As a group we went through similar struggles that most groups would and we learned how to work through them. This made the group experience a reality instead of a lecture.

From each group two students were chosen to attend Gestalt weekend. After this weekend the 2 students would come back to their group and share what they learned. I was curious and choose to attend Gestalt weekend. It was amazing. It was not a vacation and a very emotional time for me. The weekend was filled with educational, hands on experience. I think it's safe to say that everyone that was there learned at least one new thing. Gestalt is a very powerful part of the program. I wish there was more funding available so that more students could get the experience of Gestalt.

The MHA Program requirements also include attendance of conferences, an AIDS seminar and an open AA meeting. The AA Meeting was moving to me. I have always heard about AA meetings, but never thought I could get anything out of attending it. After attending the meeting I had a whole new respect for the cause and I learned more about the clients.

In addition to our classes we had a field requirement. Part of our field practice included an 8-week group proposal. In this proposal we had to show that we have learned how to prepare for and facilitate a group. I think that the hidden agenda behind this project was that we had to look for resources. I learned that there are many resources available if I look for them.

In the second semester we focused on the family and this is where we learned extensively how to do and read genograms and ecomaps. It was exciting as I saw my classmates and myself progress we went from reading C---A----T to reading CAT.

After I graduated I knew that I wasn't ready to leave the program so I decided to become a TA. This was a rewarding experience. I did not realize how much information I knew and how much I had retained until I was asked questions and was able to respond with an answer. I also learned more from the students that were in my group. I was able to attend Gestalt again and I had whole new out look. As a TA I was able to receive a different viewpoint on the program and continue my learning experience.

These are just a few of the projects that make the MHA Program a success. The program coordinators at OCC do not assume that students are going learn everything in the field placements; they make sure we learn it by making the class sessions full of hands on experiences.

I decided to further my education and I'm preparing to graduate in August with a BSW, but I have yet to learn any process or technique as extensively or intensely as I did at OCC.

Janice Kizy (Class of 2000)

**From:** Merritt, Sheila G  
**To:** Gail A Palmer  
**Sent:** Thursday, September 14, 2006 12:37 PM  
**Subject:** RE: MHA/SW Curriculum Review

There are so any wonderful experiences that came from my time as a student and T.A of the MHA program. Before coming into the program I had been a high school drop out and teen mother from an abusive home. I left the program a young social worker with yet a lot to learn but on a new path.

I can truly say I would not be where I am today with the MHA program. The program helped me obtain not only the skills to be a social worker but the skills that would help me through the most difficult and challenging time in my life. Adopting an eleven year little girl with FAS and Cerebral Palsy. She is now fifteen and stills a challenge but a wonderful blessing to my family. I've been working as a Prevention Director in the Waterford School District for eight years putting to use the knowledge Mel and Gail shared with me in the MHA Program. They are not just professors but also friends, counselors and mentors.

Gail, thank you for all you have done and been to me. You have a spot in my heart that simply belongs to you.

If I merely look at the curriculum I would say:

The most useful tools were:

- Internship
- Proposal writing
- Group work
- Public speaking
- Genograms
- Art therapy
- Behavior modification projects
- Gestalt therapy more for self awareness and examination than use with clients

Least useful tools were:

- Virginia Satire exercises
- Therapy role play at the end of the group class. I believe because it was graded and video taped I wasn't able focus on the lesson of putting together a treatment plan. I would still do it but don't grade it or tape it.

**Sheila Merritt**

September 18, 2006

Gail Palmer  
2900 Featherstone Road  
Auburn Hills, MI 48326

Dear Gail:

I am so glad to be allowed the opportunity to thank all the professors, instructors, teacher assistants and fellow students at Oakland Community College's (Auburn Hills Campus) Mental Health & Social Work Program. When I was accepted into the MHA program, I was ecstatic. I began an educational journey which I will never forget. The knowledge and friendships I gained during my stay in the program is priceless. I will use this knowledge for years to come. The MHA program prepared me for my continued educational path. In 2005, I graduated with a bachelor's in counseling psychology at Rochester College in Rochester, MI and I do not hesitate to say that without my experience in the MHA program, I would not have been as successful as I was.

The OCC/MHA professors/instructors were very knowledgeable and helpful. The teacher assistants were supportive and inspirational. The students were friendly and open to sharing. I feel like the MHA program embraced me and lead me into a wealth of knowledge, experience and friendships I will cherish forever. Gail I cannot thank you and Mel enough for my MHA experience. Oakland Community College's MHA program is a jewel I shall always treasure.

Respectfully yours,

Carmen R. Archer

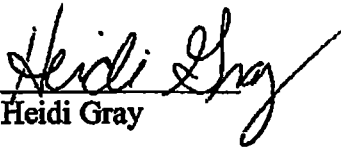
2001 - AAS, Mental Health & Social Work with Honors

September 22, 2006

To Whom It May Concern:

I recently graduated from the Mental Health/Social Work (MHA) program at Oakland Community College (OCC). During this time I have gained skills and knowledge that have been greatly beneficial. I have learned about myself and gained the self-confidence that I need to become a successful social worker. Due to the positive experience that I had at OCC and the MHA program, I have chosen to further my education at Madonna University pursuing a Bachelor's Degree in Social Work. I feel that my time at OCC has given me an excellent foundation to build my career on and I would highly recommend this program to anyone who is interested in the helping professions.

Thank you,

  
Heidi Gray

**Gail A Palmer**

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**From:** "Palmer, Gail A" <GAPALMER@oaklandcc.edu>  
**To:** <gailpalmer@comcast.net>  
**Sent:** Sunday, December 31, 2006 1:58 PM  
**Subject:** MHA/SW Curriculum Review

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**From:** christine woods [mailto:cwoods2120@hotmail.com]  
**Sent:** Wed 9/13/2006 12:12 PM  
**To:** Palmer, Gail A  
**Subject:** RE: MHA/SW Curriculum Review

Hi Gail. It is so nice to hear from you. I talk about you often but you never would know !

I can honestly say that through the MHA classes I have learned more about myself, my family, dealing with families and relationships than I have learned anywhere else including my Bachelor's degree. Turns out that the BA was a breeze since most of it was review from what you and Mel taught us.

Seriously Gail, I have my grade now and my degree, so there is no reason to suck up ! Ha ! Ha! We all know that wouldn't help if we didn't do the work ! I will always remember both of you fondly, I have and will continue to refer other students to your program so long as you are the instructors.

I still choose to teach preschool, but only because I get my summers off. But that doesn't mean I don't put what I know to use what I have learned every day working with the low-income, foster, drug abuse etc. families that we see in Head Start daily.

Talk soon! Christine

**Gail A Palmer**

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**From:** "Megan Maloney" <MeganMaloney@msn.com>  
**To:** "Gail Palmer" <gailpalmer@comcast.net>  
**Sent:** Friday, September 22, 2006 7:22 AM  
**Subject:** Re: MHA/SW Curriculum Review

## Curriculum Review

## To Whom It May Concern:

I entered the OCC MHA Program in the fall of 2005, seeking a career change. I already had a BA from Wayne State, MA from Catholic Theological Union in Chicago, and a PhD from Marquette University in Milwaukee, so my comments on the MHA Program are those of someone who has had considerable exposure to the academic world.

That said, I have been very favorably impressed with the quality of the MHA Program at OCC; it compares well to any academic program I have been in.

**Faculty:** Both faculty members, Gail Palmer and Mel Chudnow, combine professionalism with an appropriate level of warmth and care for students. Both are committed to preparing students to become competent professionals who have the skills, knowledge, ethics, and personal development that are needed to do well in this field. Because practitioners in this field must work through their own issues to be effective with clients, MHA courses often engage students at this level. Gail and Mel both model an excellent, effective combination of respect and forthrightness in their approach to students and the various personal issues that may come to the surface in class.

**Course Content:** I have had three of the four core MHA courses, and all three have been exceptionally strong on providing students with hands-on, practical experience. In every course, the study of theory and technique was integrated with concrete exercises and actual practice. This, along with the internship requirements, provides students with invaluable experience, an opportunity to learn by doing, and a growing sense of competency. Courses were also well organized, expectations and requirements made clear, and standards maintained.

Overall, I have been very pleased with my experience in the OCC MHA Program. It has definitely changed the stereotypical notions I had about the quality of community college education. My experience in this program has been second to none of my academic experiences, and superior to most.

**Criticism:** The one criticism I have is of the way in which human sexuality is approached in the program. I understand that certain views predominate among mental health/social work professionals, and I support the concern to cultivate a professional respect for clients without prejudice to clients' values or lifestyle choices. I think, however, there is a way to approach these matters that is more respectful of the diversity of belief among students, and distinguishes between the students' personal values/beliefs and their ability to provide appropriate service to diverse clients.

As a Catholic Christian, I have values/belief about human sexuality that regard chastity and abstinence as healthy options. I know personally many persons of different religious convictions (Christians, Jews, Muslims) who share my views about human sexuality. I also work with a student population that has a high percentage of Muslims (UM Dearborn), the majority of whom

do not embrace the dominant cultural norms regarding human sexuality, embracing as I do, values of chastity and abstinence outside of heterosexual marriage. I also have friends, colleagues, and family members who do not embrace these values, and I am fully capable of respecting their freedom and right to choose their own values, live by them, and advocate for them in a respectful and appropriate manner.

Rather than an open discussion of how a mental health/social work professional might appropriately and comfortably negotiate differences between his/her own values and those of his/her client in the area of sexuality, I was exposed to a film with sex scenes far more graphic than anything I care to watch, even if the persons engaged in sexual activity were a couple of married saints. I was told that this was a test of how comfortable I would be discussing sexual matters with clients. This is simply not true. I have counseled clients about their sexual relationship and felt no discomfort at all, even when the clients sexual values are different from my own. I can distinguish between my work for the church, where it is appropriate for me to present and advocate Christian sexual values, and my work at an organization where it is inappropriate for me to introduce my personal beliefs about sexuality.

This is one incident of many, where I felt the issue of human sexuality was handled in a way that may have been intended to counter prejudice but felt like it was imposing a different sort of prejudice, rather than mutual respect and acceptance of difference. Apart from my personal feelings, which are not in themselves grounds for advocating change, I think there is a more appropriate way to address the issue of human sexuality among MHA students, one that genuinely respects the diversity of the student population and openly and fairly addresses the challenges of working with an equally diverse client population.

## Gail A Palmer

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**From:** "Inette Slaton" <slaton.inette@hotmail.com>  
**To:** <gailpalmer@comcast.net>  
**Sent:** Tuesday, September 19, 2006 3:09 PM  
**Subject:** Former MHA student

Hi Gail/Mel 

and to whom it may concern,

It is an honor to repond to your request for my input about the MHA program.

As a graduate of the MHA program, I can honestly say that it helped established a sense of personal support regarding the various issues that held me hostage from completing my goals. As you know, I am now in my sixth year of recovery from drugs. This was the PRIMARY reason that I felt i would not measure up to... Needless to say, as I continued to come to each class session (first just observing) and eventually feeling comfortable enough to venture into foreign areas I realized that I REALLY weren't wearing a neon sign that read, LOSER, ADDICT...for it was these exact labels that I allowed society, family and even myself to dictate my worth and capabilities.

The curriculum not only taught me to accept myself for who I am, but allowed me to live in harmony with others because of who they are. The experiences we have and the choices we make can serve to be advantages, once we get past the hostage situations that paralyze personal growth.

Unknowingly to me, the MHA program equipped me with the foundation that I longed for to accomplish a variety of goals. From the security of self worth to applying & competing for other positions, I no longer live, react, or think as a "second class/alternate" human being.

Sturctured academics, groups, staff, and the TAs nourished my abilities to see the world for what it is now - not what my past had dictated. With a renewed spirit of stamina and confidence (that was always within) I shall continue my aspiration to become one of OCC's best Social Workers that ever was in my time.

Thanks Gail/Mel and the Mental Health/Social Work Program .

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**Gail A Palmer**

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**From:** "Palmer, Gail A" <GAPALMER@oaklandcc.edu>  
**To:** <gailpalmer@comcast.net>  
**Sent:** Sunday, December 31, 2006 1:58 PM  
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**From:** christine woods [mailto:cwoods2120@hotmail.com]  
**Sent:** Wed 9/13/2006 12:12 PM  
**To:** Palmer, Gail A  
**Subject:** RE: MHA/SW Curriculum Review

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Seriously Gail, I have my grade now and my degree, so there is no reason to suck up ! Ha ! Ha! We all know that wouldn't help if we didn't do the work ! I will always remember both of you fondly, I have and will continue to refer other students to your program so long as you are the instructors.

I still choose to teach preschool, but only because I get my summers off. But that doesn't mean I don't put what I know to use what I have learned every day working with the low-income, foster, drug abuse etc. families that we see in Head Start daily.

Talk soon! Christine

October 31, 2006

Gail Palmer, LMSW. CSW.

Ladies and Gentlemen:

### MHA CURRICULUM REVIEW

My name is Wendel Allen and I am a 2006 graduate of the OCC MHA program. Gail has asked I write this letter regarding my experience in the MHA program.

In January 2004, I enrolled in the OCC MHA program at 62 years of age, after having been out of school longer than most of you have been in the world. I am also a volunteer at the John Dingell VA hospital in Detroit and it was during my volunteer work there that I took note of how many of the veterans undergoing substance abuse treatment were, like myself, Vietnam era veterans. And though I don't condone the behavior, I understand how so many, including myself, came to be alcohol/drug dependent. And for that reason, I wanted to help. However, when I tried volunteering, I was told I would need a degree in social work/substance abuse, thus my decision to return to school.

I am an alcoholic in full remission, with sixteen plus years in recovery; however, it was not until having my first Gestalt experience that I realized how my Vietnam experience and PTSD contributed to my Alcoholism. The MHA program has been a Godsend for me in more ways than I care to describe, thanks to Mel and Gail.

I have family members and friends that hold Master Degree's in Social work who haven't a clue of what I'm talking about when I share with them the curriculum and teachings of OCC's MHA program. Eco-mapping, Genogram's, Gestalt, and several other therapies taught in the MHA program that I shared were "Greek" to most, to say the least.

I read recently where Oakland University has instituted an MSW program curriculum; however, unless they have persons of Mel and Gail's knowledge, caliber and program experience, it will be a while before they can compete, even so, let's wish them well.

Several of you, as did I, might question some of the "activities" Gail will have you do and complete; some will even question their relevance. However don't make any bets against them because you will no doubt lose! However, in the end every little tidbit will make more sense than you can imagine. Profound learning is what I have come to call it.

I was amazed at how much I didn't know or understand about myself and family interactions, but came to identify and better understand through Mel and Gail's teachings. Having a better understanding of who I am and why, will help me in my quest to help others. Mel's *Behavior Modification* processes were key.

Although I did not participate in the Gestalt Weekend, I had two, Gestalt experiences. One in the classroom, with Gail facilitating, another facilitated with my group participants.

I was ordered to DaNang South Vietnam on June 15, 1966 at the youthful age of 24. Some twenty-three months later, I was transferred home. At the time, unless there were obvious signs of PTSD, most returning veterans did not receive psychological de-briefing. Being a career veteran, I received orders to my next command with forty-four days of leave and travel time before reporting to my next duty station. Other veterans who had completed their tours of active duty were discharged and went their way.

Within twenty-four to forty-eight hours of my being home, I became fearful and paranoid. I felt as if I were living a dream and would wake up to learn I was still in Vietnam. So for the next 30 days, I lived in a darkened room, fearful of leaving to bathe or purge. A neighbor-friend, himself a Korean War veteran came to visit and we shared "War stories" in my darkened room. Within a few days of his visits, he began to bring alcohol that

we shared and consumed during our story telling. Prior to this, I had never drunk alcohol, it was not allowed nor part of my family activities growing up.

My family was concerned to say the least for my welfare, and asked one of my uncles, he an ordained minister, to come give me counsel. And though his counsel was not theological or religious based per se, he listened, and we talked. We did so daily for ten days, some days six to seven hours wherein a few days prior to my having to report to my next duty station, I left the room; however, I did not leave the alcohol and continued to drink "sociably" for several years. It wasn't, until I received a second DWI that I sought treatment.

It was the Gestalt experience that helped me to realize I had long suffered the pang of PTSD, a contributing factor to my substance abuse. You see, other than the conversations I had had with my neighbor and uncle, I refrained from any discussion about Vietnam and my participation until the Gestalt experience. Not out of shame in as much as fear.

Gail can attest to my being a different person after that experience. She mentioned how afterwards my smile brightened; I noticed too, a different gait in my walk. It was as if I had been released from the bowels of hell. Today, as you can tell from this writing, I have no problem with discussion of Vietnam, alcoholism or fear. For that, I give credit to the teachings of the MHA program.

My second Gestalt experience occurred not long after the first, only this time with my group members. For most of my life I have wished for and wanted a closer relationship with my sister, but for some reason my trying seemed in vain.

You see, our mother in her oft times selfish ways, put me out of the house at the request of her then live-in boyfriend, whom I didn't kow-tow to. I was every bit of sixteen years old and worked for an in one of his businesses. From that work and my uncles providing me a place to stay, I managed to finish school and move on with my life.

From birth to age 14, my mother sister and I lived together with other family members in the "family home" on 38<sup>th</sup> and Dearborn Street in Chicago, Illinois. However, so called "urban renewal" (removal if you will), caused us to move to another part of town to make way for the now infamous Stateway Gardens projects. And though several uncles/aunts and their families moved there with us, they eventually returned to an area of the city close to where other family and friends had relocated.

When we lived as family in the same unit, family disciplines came into play, as needed. However, when my mother decided to (also) return to the familiar neighborhood, the disciplines changed, as did the relationship I thought I had had with my sister.

In 1960 I left Chicago and enlisted in the United States Navy. Prior to that, I had not seen my sister since our mother chose her boyfriend over me, and put me out. I did see her the day prior to my going to the induction center, because I needed a copy of my birth certificate, which mother had. However, when I went to the home to get it, our mother was not home, and had instructed my sister not to allow me in the home should I ever come by, though I had not attempted to visit any of the previous years; being so I left to return later for the birth certificate. When I explained to our mother why I needed the birth certificate, she didn't believe me.

These events saddened me for a long time, in that I had never been a problem child. I ran track and swam at the local YMCA and boys Club. In high school I ran track, was a member of the varsity swim team and played drums in the marching band.

During my first enlistment and worldly travels, I'd write my sister at least twice a week, and send souvenirs. When my sister became pregnant at age 17, our mother and the parents of the young man that impregnated her decided these two young people should get married, and that they did two years prior to my going to Vietnam.

While in California, awaiting passage to Vietnam, I called my sister and others of the family to give my farewells. It was during the call to my sister that she asked my opinion as to where she and her husband should purchase their first, master bedroom suite. Her husband worked as a letter carrier, so for the times, he had secure employment. Instead of giving or recommending any specific place to purchase, I gave comment of my (in spite of all that had happened), that I too loved our mother, however, it was now time for her to live a life of her own to include putting her husband first in her life. Although I continued writing my sister when I could while in Vietnam, it was a year or so after my return that she renewed any communications with me.

It seems she followed our mother's lead and purchased a bedroom suite that exceeded their means in cost, causing some hardship, until they learned to better manage their income. The reason she didn't write is because, when she told mother what I had suggested, our mother turned her against me (again). Even then, I tried cementing our ties, to a minimum. I continued to write, send gifts, and remember birthdays. However, there was little if any reciprocation.

I shared some of this in my second gestalt experience, and as God is my witness, there too I walked away with a lessoned feeling of guilt.

My sister has twice married, and given birth to three children each marriage. Until my Gestalt experience, I tried communicating and assisting them as I had my sister, only to realize similar interactions.

Our mother's friend passed on at an early age and she, our mother moved to California where an aunt had moved to be close to her daughter and grandchildren. Four years ago, my sister's second husband divorced her, with three of the children though adult, still living in the home. They would eventually move out on their own, leaving my sister to fend for herself. Today she is a security officer in one of Chicago's Museum's. The aunt, with whom our mother moved, now lives in a nursing home since encountering Alzheimer's several years ago. Our mother returned home a year ago, and lives with my sister, I can only imagine how they're getting along, mirroring one another as they do.

I have lived in Michigan continuously since 1977, and from 1970 to 1975. My mother sister, nephews and nieces *have not* spent all told, 100 hours with me or in my home. Although this saddened and made me feel guilty for so very long, the GESTALT experience has helped free me.

Some might have similar Gestalt experiences, others might not. The key is to learn through MHA, Mel and Gail, all one can about themselves, family and other relations, to better their lives, live by, and become a better caregiver.

Last but not least, a grand salute and applause to the TA's! They are as much a gift of the program as are Mel and Gail. Then too, why shouldn't they be, they taught them as well.

Good luck and God's speed.

Sincerely,

Wendel Allen

## **MHA/SW CURRICULUM REVIEW SELF-STUDY CORRECTIONS AND ADDITIONS**

### **Page 13**

**Data Analysis** Both of M. Chudnof's syllabi include course goals. Please add Xs to both of these openings.

### **Page 19**

Reason #2 The MHA/SW program offers the students many forms of supplemental assistance from PASS tutoring **TO** teaching assistances students have easy access to. Teaching assistance (TAs) are former students who have completed the MHA/SW program. Many of them have completed their BSW and MSW degrees and are currently employed the field of social work. TA help both in and outside the classroom. TAs make a commitment to be present in the classes for an entire semester. In the fall semester four of the teaching assistances were former minority students. Some of the teaching assistance have over ten years of volunteering to be TAs. MHA classes will have between one and five teaching assistance depending on what the need is in each class.

### **Page 43**

**MAHSE, Michigan Association of Human Service Educators**, was active for approximately ten years. MAHSE included representatives from community colleges, bachelor and master level human service programs. The purpose of MAHSE was to help work out problems between the colleges as new human service programs were evolving. MAHSE members had mutual needs for transfer agreements between the institutions. (The three "undetermined" or expired articulation agreements (p.42) were a result of the work of MAHSE.)

MAHSE representatives met twice a year. They would often have a speaker or workshop after which they would work on situations that were important to all of the colleges. I remember attending one of the meetings in the late 80's when I was an adjunct instructor. There was a strong feeling of mutual respect among the members as they worked together to problem solve. We still work with some of the people who were part of MAHSE and there is still that respect connection from the past.

### **Page 62**

Unfortunately at the present time.....

### **Page 63 #3**

*First paragraph* Many social work agencies are funded by grants or public contributions.

*Last sentence* In many areas there is little respect for the profession.

**Insert as page 42B**

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