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From the Director's Desk

By Elizabeth (Betsy) Harbeck Voshel, LMSW, ACSW- Director of Field Instruction



Betsy Voshel

Greetings and welcome to the Fall 2010 term! As I write this, we have been fortunate to have experienced glorious weather in the 60s which is usually unheard of in November. That said, I am chagrined to find that all the holiday hoopla has already started particularly in the stores. I am also overwhelmed with the amount of things we have to choose from when shopping in this country. I understand our economy and how it works (or doesn't work) but I am struck by the number of things and the variety of all those things that fill our stores. This is particularly frustrating when we all know, all too well, the number of people out of work or unable to provide for their families and how difficult this time of year can be for them.

School got off to a great start this year with a great turnout for our pre-registration Webinars and our pre-field orientation sessions where our focus was on helping students identify social work skills and helping them to begin conceptualizing what they know and what they need to learn. We also successfully hosted 2 free Field Instructor workshops this Fall; one focusing on "What Makes A Safe Beginner" (to be repeated January 21, 2011) and one entitled "Field Educators Re-

flect upon Reflective Supervision" which was presented by my field office colleagues from Michigan State University, Jo Ann McFall, LMSW, ACSW, RN and Cheryl Williams Hecksel, LMSW.

Over the summer I was fortunate to have work-study Heather Thackston work tirelessly re-formatting our Educational Agreement forms to more closely align us with the Council on Social Work Education, Educational Policies and Standards. We rolled this revision out this Fall which now requires that students in addition to field instructors rate their completion of their field-based assignments. We are hoping to move forward with our effort to have these documents on-line and thus easier to complete and submit.

When school started this year, I found that we have been blessed with an extraordinary group of students who are in receipt of the Freud Scholarship and thus will be our main contributors for the newsletter this year. I am also excited to introduce Jamila Abdur-Rahman, our new OFI student liaison who works closely with me on any and all field related projects including functioning as the Editor of this newsletter. She is available to support and assist students with any issues or ideas related to field instruction. Her contact information is at the end of this edition so please contact her if you would like to discuss a field related issue.

We have identified with many topics that will be highlighted in this

edition. We are featuring the Freud Fellows, the new work-study students assigned to the OFI office, and the new Student Peer Facilitators who co-facilitate the Foundation Field Seminar. Other topics covered in this edition include, agency "highlights", field instructor and student "spotlights", some articles related to students' experiences, school and community related events and important announcements. As always, if you have an idea for a future edition, please don't hesitate to contact me! This year also begins the celebration of the School's 90th year so we hope you can join us at some of the events.

Finally, I would like to personally extend my heartfelt appreciation to Ms. Hannah Briolat, the OFI Project Coordinator, who will be leaving her position in January 2011. We would like to congratulate her on her recent marriage and wish her the best. Her contributions to the work of the office are greatly appreciated and she will be missed.

All of us in the Office of Field Instruction wish you a safe and happy holiday season. We also continue to be thankful for your generous support of the field program. I know I have said this before but we truly appreciate you and we hope you know that we cannot do what we do without all of you.

Happy Holidays!!



Tip of the term:

Students are encouraged to ask field instructors to participate in agency employee interviews to gain an understanding of the interview process.

OFI Introduces Our New Work-Study Students

Chris Dolan works in the Office of Field Instruction assisting the Administrative Coordinator, Lisa Kelley and the Field Faculty. Chris is in his second year at U of M and is currently finishing up his prerequisite course work for Pharmacy School. Next Fall, he will be attending The University of Michigan's College of Pharmacy, where he'll be for the next four years. He is originally from Sterling Heights, MI but has grown to love it here in Ann Arbor.



Jamila Abdur-Rahman joined the Office of Field Instruction this Fall as a Student Liaison working closely with The Director, Betsy Voshel. She is currently an advanced standing student in the School of Social Work who is concentrating in Management of Human Services and Community and Social Systems. She grew up in Ann Arbor and graduated with a BSW from Eastern Michigan University. Some of her work study responsibilities in the OFI include serving as the primary editor of the OFI newsletter, coordinating seminars, new student educational sessions, and assisting students with questions or concerns related to field.



Fall 2010 Field Instructor Training



Please welcome the most recent cohort of Field Instructors who recently attended Field Instructor Orientation.

Inspirational Quotes

- *The greatest good you can do for another is not just to share your riches but to reveal to him his own. ~Benjamin Disraeli*
- *How wonderful it is that nobody need wait a single moment before starting to improve the world. ~Anne Frank*
- *We make a living by what we get, but we make a life by what we give. ~Winston Churchill*
- *Service to others is the rent you pay for your room here on earth. ~Mohammed Ali*

Peer Facilitators Rock!

By John Lewis, MSW Candidate

Are you feeling overwhelmed in your field placement? Do you have questions about balancing field and other studies or specific field assignments? Do you need some advice from someone who has been through the process and came out alive? If so, then your peer facilitator is the person for you!

The peer facilitators are students who have been in, or are currently in field and assigned to each field seminar. I sat down with my very own peer facilitator, **Rose Urbano-Spencer** to get a feel of what it is like.

As a Geriatric Scholar at the University of Michigan School Of Social Work, Rose's concentration is Management of Human Services in Aging. Rose had the opportunity to have two internship placements in the City of Detroit. Rose's first internship was at Luella Hannan Memorial Foundation where she obtained skills in case management and program development. Her second internship was at Latin Americans for Social & Economic Development (LA SED) where she developed skills including grant writing, program evaluation, and developed and coordinated events for LA SED Senior Olympics.

Upon graduation, Rose plans to pursue an entry-level management position with the State of Michigan in the Department of Human Services or the Office of Administration of Aging within the federal government serving the aging population.

Rose says that she decided to become a peer facilitator in order to make a difference in students' lives. From this experience she has learned to be patient and focus on listening, rather than just asking questions. For students in field right now, Rose suggests "learning as much as you can in your field placement so that you can apply something in your real life work experience."

Now let's meet the rest of the wonderful cast of Student Peer Facilitators!

Sarah Harmon is studying Community Organization with Children and Youth and is graduating in December. She is originally from St. Charles, IL, a suburb about 50 miles west of Chicago. Sarah is very interested in community food access and gardening, as well as overall food justice issues as they relate to individuals, families, and communities. This year she has been in a field placement at Growing Hope in Ypsilanti, where the organization works on improving lives and communities through gardening and food access.

Kathryn Szewczuk is an extended degree student planning to graduate April 2012. She has worked at Lenawee Community Mental Health Authority for the past 15 ½ years. Prior to that, she worked at a Youth Residential Facility for 5 years. She is passionate about changing the "system" to better meet the needs of the people served, which explains why she is studying Community Org. and Community and Social Systems.

Whitney Lacefield grew up outside of Atlanta, Georgia. The only thing Whitney wanted to be when she grew up was a singer. She still has dreams of being a rock star, but ever since working with Jewish youth at the University of Georgia's Hillel, upon graduating from The College of Wooster, her dreams have also included becoming a leader and youth organizer within the Jewish community. As a social work student at U-M, Whitney has been working with intergroup dialogue and Community Organizing with Children and Youth.

Marcy Kolb is an MSW student studying Interpersonal Practice with an emphasis on Children and Youth and is also obtaining the School Social Work certification. She at-

tended Western Michigan University for her undergrad, where she studied Behavioral Analysis Psychology. Marcy will be graduating this December and hopes to work in a school or non-profit agency. She loves to travel and hopes to go somewhere exciting after she graduates, and before she starts her career.



Nasreen R. Islam

Nasreen is studying Interpersonal Practice with Mental Health and Community Organization. She is interested in mental health issues of Asian Americans, especially South Asians, and hopes to work towards building the bridge between Asian American communities and human service providers. Nasreen did her undergraduate work at Eastern Michigan University, where she majored in Biology and minored in Chemistry. Following her graduation, she worked at the Cancer Research Center.

Pictured left to right: Sarah Harmon, Katherine Szewczuk, Rose Urbano-Spencer, Whitney Lacefield Marcy Kolb and Nasreen Islam

If you are interested in becoming a Peer Facilitator for Fall 2011, please contact The Office of Field Instruction:

(734) 764-5331

Or Email:

ssw.ofi@umich.edu

Introducing the 2010-2011 Freud Fellows!

By The Freud Fellows



John Lewis



Kristen Zappalla



Kimberly Hack

John Lewis is originally from Detroit, MI and is a proud graduate of Wayne Memorial High School (Go Zebras!) in Wayne, MI where he currently lives. He attended Schoolcraft Community College and then went on to study Philosophy, Religion and History at Eastern Michigan University. After graduation, he had a short stint fixing up foreclosed and abandoned houses and an even shorter stint as a substitute teacher. He is currently studying Social Policy and Evaluation with Children & Youth; though he is undergoing a professional existential crisis and considering Interpersonal Practice. John hopes to work in an environment where he can utilize both micro and macro methods to help better serve children and youth.

Kristen Zappalla is an advanced standing student who is concentrating in Community Organization with Children & Youth. Kristen recently moved to Michigan from Kentucky where she worked with youth in Appalachia as an AmeriCorps volunteer. Prior to her service in AmeriCorps, Kristen received her BSW from Seton Hill University in Pennsylvania. She had the opportunity to work as a shelter advocate for survivors of domestic violence and their children in both Pennsylvania and Kentucky. Her primary professional interests include coupling Adventure Therapy techniques when working with children of trauma and her continued advocacy for survivors of domestic violence.

Kimberly Hack graduated from The University of Michigan in 2008 with a BA in Sociology and The History of Art. She is a 16-month student concentrating in Community Organization with Children & Youth and will begin her field work in January. Prior to starting the MSW program, she spent the past two years working for the University as a library supervisor, volunteering around the Ann Arbor community, and raising her dog, Margot. In the future, she hopes to develop and implement community programs that benefit children and their families and she would particularly like to promote community empowerment through the arts.

90 Years Young: Celebrating the School's 90th Anniversary

By Kimberly Hack, MSW Candidate

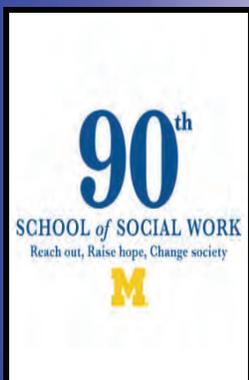
The School of Social Work kicked off its year-long 90th Anniversary Celebration on November 19th, 2010. The celebration encompassed the arts, lectures, discussions, and the school's commitment to "Reach Out, Raise Hope, Change Society." The day began with "Speak for Yourself!" a performance by Mosaic Youth Theater of Detroit. A youth dialogue program addressing race in Detroit inspired the play on diversity, which portrayed it in a creative and humorous way. The play was followed by "The Caring Spirit," a lecture on the School's impressive modern art collection. Former UM SSW Art Curator, Rick Axson, spoke on various pieces displayed throughout the School, including works by well known artists Robert Rauschenberg, Keith Haring, and William Kentridge. The

collection illustrates the School's professional values by embodying social justice, diversity, and family.

After lunch, the keynote address by Dr. Michael Sherraden and a panel discussion on social policy got underway. Dr. Sherraden is a UM SSW alumnus and one of Time Magazine's 2010 most influential people, chosen for his work with asset building for low-income people. Others on the panel included Dr. Trina Shanks, a social policy faculty member at the School; Ismael Ahmed, the Director of the Michigan Department of Human Services; and Dean Laura Lein. The program broke off into smaller discussions following the panel, which were led by faculty and covered a variety of topics, such as health disparities, child welfare, and social policy. The kick-off wrapped up with a

celebratory reception and a Worldwide Day of Service on November 20th. Other exciting events will take place throughout the year, including lectures, conferences, and social activities. If you would like more information about the 90th Anniversary and an up-to-date list of events, please visit the website:

www.ssw.umich.edu/90



Social Justice Begins With Justice for Ourselves

By Kristen Zappalla, MSW Candidate

As winter and deadlines approach and life's obligations continue to exist, how does an MSW student stay sane? There's no one-size-fits-all answer. Before reading the strategies in this article or any other article, learn how **YOU** best relax! We are all unique and must learn our individual personalities as it correlates to stress relief strategies. Therefore, know your personality traits; what works for you in stress relief techniques? If unsure, take a personality test to learn what strategies are applicable to your typology such as Myers Briggs and The Enneagram. For example, If you are an extrovert, needing human interaction to wind down, a solitary game of cards may leave you still tangled in frustration. Here is a helpful list of strategies taken from MSW candidates: Engage in games, cards, TV and/or mindful breathing exercises Find something, ANYTHING that takes your mind away from life's

stressors for a few seconds or even a few hours. Read a pleasurable book, watch a favorite movie, play a simple card game or conversely, play a challenge game using opposite operations than you daily elicit in solution finding. Transform your heartfelt work to making your heart work: Exercise! Even taking a short 20 minute walk promotes circulation and stimulates brain activity. The UM gyms offer free admission for current students to use their facilities and equipment. Students can also partake in a number of classes including, cardio, art, outdoor adventure climbing, aquatics, and strength and conditioning. To find the dates and cost of classes, visit their website: <http://www.umoverregister.org/uofm/Default.aspx>.) Recognize that health is multi dimensional Nurture all areas of your individual health. Gaining peace of mind may include being attentive to your mental, emotional, physical, spiritual,

social, financial, and environmental well-being. "Pace, not race"... bask in Michigan time! Slow down; leave time in the day to get from one meeting to another and to drive to your field placement and other engagements. Avoid checking and rechecking your calendar, watch and/or cell phone needlessly. The constant reminder of just how busy you are, may further add to your stress level.



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Evaluation: Interview with Sue Ann Savas

By John Lewis, MSW Candidate

For some social workers, evaluation is almost a dirty word. In a profession where hands-on work is valued and progress can be hard to quantify, evaluation can be treated with skepticism. Images can be conjured up of professionals with clip-boards or statisticians in a cubicle far removed from the neighborhoods and agencies where many in our field work.

Students taking Sue Ann Savas's SW 683 Evaluation course are sure to take a different perspective. In this course, students conduct evaluation projects for real agencies in the community.

Students begin by filling out an interest survey at the beginning of class which assesses previous experiences, areas of interest and future placements. Based on the surveys, students are placed

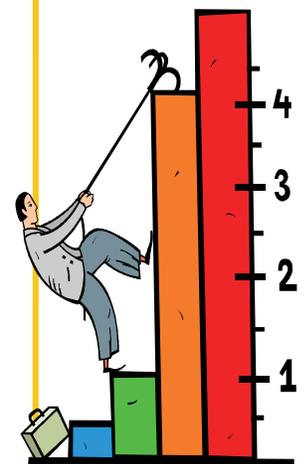
in groups of 3-5 and are linked with an agency in the community. The students then work with the agency to develop an evaluation project.

The class is currently working with 15 different agencies including: The Guidance Center in Southgate, Ozone House in Ann Arbor and Catholic Social Services of Wayne County. Since the evaluation projects are meeting actual needs for these agencies, they vary just about as much as the agencies do: focus groups, "monkey" surveys, and evaluation methods for after-school programs.

Professor Sue Ann Savas says that while it can be challenging at times, students really enjoy the 'real world' experience that the class provides. In addition to field, it also offers another opportunity for

students to identify as well as make contacts with area agencies and organizations.

Not only do the students have the opportunity to learn the "ins" and "outs" of the evaluation world, they are also providing a valuable service for a lot of different agencies. And since most of these agencies also have field students placed there, the class is helping to further strengthen the school's ties to its community partners.



10 Fieldwork Tricks of the Trade from an Alumnus

By Kristen Zappalla, MSW Candidate

“It’s a good idea to take advantage of the networking opportunities you have around you, not only for purposes of school achievement, but also in terms of your professional goals.”

For all students already in the field or for those starting in January 2011, here are a couple tricks of the trade offered to me by Amy Marzulla LLMSW, a current Counselor and Community Education Advocate. Amy is a UM-SSW alumna who also works closely with UM-SSW interns.

1. Be responsible for your learning and remember to advocate for yourself in the field; if your dream meets the organization’s strategic plan and mission statement, pitch your idea! Give us a chance to validate your ideas. Be creative with your field placement tasks and educational goals. Most organizations appreciate innovation.
2. Utilize your Field Liaison as they are there to advocate for you in your fieldwork site.
3. When possible, couple class assignments with field work educational goals, tasks and assignments.

4. When co-workers talk about professional development opportunities and you long to join them, remember that the SSW Student Union will assist you in the cost of most relevant conferences up to \$50 per semester.

5. Network! As students, you have various avenues and opportunities to attend conferences and networking events in the community. Utilize your fellow students’ field placement engagements, your own field placement, events, and UM-SSW’s luncheons/meet and greets. All in all says Amy, “It’s a good idea to take advantage of the networking opportunities you have around you, not only for purposes of school achievement, but also in terms of your professional goals.”

6. Similarly, Amy suggests attending committee meetings and even possibly joining committees within your agency or as a collaborative effort across a variety of agencies.

7. When you find fieldwork triggers you, use supervision to discuss helpful strategies and determine the best practice to use with participants.

8. After an assignment is finished, if it’s relevant to your agency, share it with them so that they can learn something too! Often times, Amy states, “I think agencies don’t remember or do the research piece (because where is the time for that?) So it’s good to keep updated in the field, and having interns in school makes that part easy and convenient.”

9. Learn who the other interns in the agency are, collaborate on projects, share class materials related to field and even carpool to events if possible.

10. HAVE FUN!

Agency Spotlight: Girl Scouts!

By Jamila Abdur-Rahman, MSW Candidate

I currently have the privilege of interning with Girl Scouts Heart of Michigan (GSHOM), where I am developing skills in management, programming and fund development. When speaking in the community about my field placement, I have noticed that most people are unaware of the breadth and diversity of the programs and services offered by Girl Scouts Heart of Michigan. Many are of the belief that Girl Scouting is only about camp, cookies and crafts. However, their extensive programs and activities prove quite the contrary. The outreach programs, for example, provide a unique curriculum for girls who may not have the

opportunity to engage in classic troops. GSHOM outreach programs serve girls in shelters, juvenile halls, migrant facilities, and schools with high percentages of free and reduced-rate lunches. “BrainSTEM” which provides girls with a foundation for lifelong technology learning through exciting activities that develop and improve skills in Science, Technology, Engineering and Math (STEM) is an example of an outreach curriculum which demonstrates the diverse and innovative ways that GSHOM provides Girl Scouts. Another outreach program that is close to my

heart is the “uniquely ME!” curriculum that strives to improve the self-esteem and self worth of girls through discussions and group activities led by femtors (female mentors). As a part of my program learning with GSHOM, I have the opportunity to facilitate a “uniquely Me!” troop meeting once a week at Willow Run Middle School. I have witnessed the benefits of the program through my interaction with the students and feel honored to be a part of the Girl Scout mission of building girls of courage, confidence and character.



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“Telling It” Like It Is

By Kimberly Hack, MSW Candidate



Outside of the classroom, the high school students in the “Telling It” program face a variety of hardships in their lives, but inside the classroom, they are writers, artists, musicians, and actors. Through the use of creative expression, the students in the alternative education program at COPE School

in Ypsilanti, Michigan work towards understanding themselves and the world they live in. The “Telling It” program is designed to help students reflect on their emotions, think critically about issues of identity and social inequity, and inspire them to think about future goals. The students are also encouraged to share their work and engage in class discussion, giving each of them a voice. In traditional schools, students are not often given the opportunity to speak out about their experiences, while “Telling It” gives each person freedom of expression. The ability to speak and express, along with the understanding that those voices will be heard, em-



powers each participant in the class.

The students are not the only ones who benefit from this unique program. University of Michigan School of Social Work students in the course *Community Empowerment Through Creative Expression* taught by Professor Richard Tolman volunteer in the classroom each day. The social work students apply the material taught in this course, which addresses the use of the arts as a tool for individual and community empowerment, to the “Telling It” classroom. The volunteers use these skills to assist in creating lesson plans and facilitating the activities with the “Telling It” students. The activities range from turning poetry into rap lyrics to improvising scenes on peer pressure to creating works of graffiti art. MSW candidate Elana Weinstein, a volunteer with “Telling It”, likes the “hands-on style and creative thinking” used in the class. “You get to know each student personally and the class gives everyone involved something to look forward to in our lives.”

Through this course and their involvement in “Telling It”, the volunteers are able to apply the skills they have learned in the social work program in addition to getting in touch with their own creative side. Although the focus is on supporting the high school students, the social work students grow through the process, as well.

“Telling It” offers an opportunity for students in the alternative education program to tell their stories in a creative way within a supportive setting. Students explore the issues they face, but they also go beyond that and think about their goals for the future. Not only does the program provide an outlet for expression, it empowers each student and allows them to grow into self-aware and creative thinkers.

Announcements

- Required Pre-field orientation workshop for all 16-month Foundation field students starting field in Winter 2011 will be held in SSWB, Lower Level on 01/04/11 from 1:30 p.m.– 5:00 p.m.
- Classes begin 01/05/11
- Field instruction begins for all continuing students and 16-month students on 01/05/11
- Foundation Field Seminar begins on 01/11/11, from 12:00 p.m.- 2:00 p.m. Students will be notified of section assignments during orientation
- Field Placement Verification Form is due on 01/19/11
- Educational Agreement Form is due for review on 02/02/11
- If you are a student or faculty member who has successfully written a proposal for funding and have been granted the funds requested, then we would love to feature you in the next edition of “Field Notes”. Please email the “Field Notes” Editor: jamilaa@umich.edu

A Sad Loss for the School of Social Work

Bill Vanderwill, Field Faculty

The Office of Field Instruction would like to remember one of our graduates, Selena Hudson who died in October, 2009, just six weeks after graduating from the MSW program. After many years of practice with the Department of Human Services (DHS), Selena enrolled in the School of Social Work's DHS Part-time Program in 2006 to study Interpersonal Practice with Children and Youth. Selena completed her field placement at the Judson Center's Residential Program in Royal Oak, Michigan.

What we remember most about Selena was her commitment to complete her MSW degree. During her time here at the School of Social Work, she struggled with her major health issues and significant losses, but never gave up on her goal to earn her MSW. Her determination will always be an inspiration for us.

Kathleen Coulborn Faller, Faculty

I was very saddened to hear of Selena's passing. Selena was a full-time employee of the Michigan Department of Human Services while she attended school to pursue her MSW part time. I served as her Academic Adviser. She was enormously dedicated to and respectful of her clients. Despite serious health challenges, she was steadfast in her pursuit of her MSW and more knowledge so she could better serve clients. Her death is a great loss to her family, to the social work community, and to the Michigan Department of Human Services.

Kathleen Coulborn Faller, Ph.D.,
A.C.S.W., L.M.S.W.
Marion Elizabeth Blue Professor of
Children and Families
Director of the Family Assessment
Clinic
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Thanks To Everyone Who Contributed
To This Edition of Field Notes!

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Kimberly Hack, John Lewis, and Kristen Zappalla

Editor-in-Chief:

Jamila Abdur-Rahman

OFI Staff and Countless Others!



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