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Social Work & Sports

By Nastassja Cuellar-Wilson

On November 16th, 2011 the Office of Field Instruction collaborated with social work students and faculty, as well as outside community members, to host a "Social Work and Sports" panel. Warren Clark and Bill Vanderwill, OFI Field Faculty, organized the event. Bill took some time to illustrate the many applications of social work in sports across the lifespan. "Sports help children build skills like team work, self-esteem, and conflict resolution"—the same skills that social workers strive to teach their clients.

So how can one become involved with sports within their field placement? For those that are



The Social Work and Sports Panel featured speakers Greg Harden, MSW, Associate Athletic Director; Warren Clark, LMSW, Field Faculty; Measie James, MSW, Field Instructor, Washtenaw Health Plan; John Hagen, Ph.D., Professor Emeritus of Psychology; and MSW students Alisa Jacobo and Nate Recknagel with moderator Dale Rominski, LMSW, Clinical Social Worker.

placed within the school system, sports may be the easiest way to reach out to young children and adolescents. Social workers may be coaches who encourage positive attitudes and behaviors that

translate into life skills. Social workers might also collaborate with physical education teachers to foster teamwork amongst all students, regardless of physical or athletic ability.

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The Gathering Storm: Michigan's New Cash Assistance Rules

By Libby Cochran

This November, the work of many field sites may have just gotten a bit harder; the laws surrounding eligibility for cash assistance have changed and an estimated 14,062 cases receiving an average monthly benefit of \$515 will be closed in fiscal year 2011-2012. These changes are coupled with the anticipated 40% reduction in federal and state funding for low-income energy assistance programs that help those in need pay their utility bills. Removing these families

from the welfare rolls will have a projected savings of \$74,852,364. It will also force many of Michigan's neediest families to find another way to pay for basic necessities and pose an additional challenge for field sites and other agencies that are already struggling to provide services in the aftermath of the Great Recession.

For example, SafeHouse Center, a UM field site that works with survivors of domestic violence and sexual assault, will need to take the new rules into account

when helping service participants make plans for their own safety and that of their children. Barbara Niess-May, director of SafeHouse

"With lifetime limits... [people] have to be more strategic in thinking about how they use it."

Center said, "Staff have to think about safety planning around that change ... safety planning, of course, is so individual to the person's circumstances so safety planning will be critical...because if

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From the Director's Desk

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



Greetings and welcome to the Fall 2011 term! I am writing this column on the day the School of Social Work is celebrating its 90th birthday! We are so excited to be hosting a "Celebrating YOU" field instructor event this evening, complete with a strolling gourmet dinner. I am certain there will be a few toasts to our field instructors who give so much to our School. This evening I will be highlighting that field instruction makes up 25% of the social work curriculum and is the backbone of our nationally-ranked program. Deciding to become a mentor is neither an easy decision nor one that should be made lightly due to the time and effort involved. As Ralph Waldo Emerson said, "Life is a succession of lessons which must be lived to be understood." I think this applies to the pivotal role our field partners' play--so, thank YOU for deciding to be a field instructor. Our students surely appreciate the role you play in their education and their lives.

School got off to a great start this year with a high turnout

for our pre-registration webinars and our pre-field orientation sessions. We focused on helping students identify social work skills and begin conceptualizing what they know and what they need to learn.

I have been very fortunate to have Alia Wesala, an incoming student, join our team as a Graduate Student Staff Assistant and Editor of this newsletter. In addition, she is functioning as our OFI student liaison who will work closely with me on field-related projects until she graduates. We also once again have an excellent crew of newsletter writers who are receiving the Freud scholarship for their efforts. Please welcome Kathy Bolton, Libby Cochran, Nastassja Cuellar-Wilson, and Dafnah Meron and let them and Alia know your thoughts about their work.

Our 6th edition of *Field Notes* includes student profiles, "words of wisdom" from past students, our new Student Peer Facilitators, a profile of our new OFI undergraduate work-study student, and several articles focusing on field-related topics by our student writers. Please

pay special attention to our story "The Gathering Storm"—this topic is incredibly important and will impact many field sites and their clients.

We are also highlighting two successful events that were held this Fall term. With Field Liaison Bill Vanderwill's leadership, OFI hosted a "Social Work and Sports" panel presentation that featured university-wide participants. The other event was the school-wide "Teach In" on the Julea Ward Freedom of Conscience Act hosted by the School and NASW under the leadership of Leigh Robertson, Field Liaison. Both of these events were well-attended, sparked lively discussions, and provoked continued thinking. As always, if you have an idea for a future edition, please don't hesitate to contact me!

Thanksgiving arrived before we knew it so that means that the December holiday break will be fast upon us. Please know that all of us in the Office of Field Instruction wish you a safe and happy holiday season.

Field Notes Editorial Team 2011-2012

Our sincerest thanks to the School of Social Work students, faculty, staff, and field instructors whose contributions made this newsletter possible.

Kathryn (Kathy) Bolton, Freud Fellow

Elizabeth (Libby) Cochran, Freud Fellow

Nastassja Cuellar-Wilson, Freud Fellow

Dafnah Meron, Freud Fellow

Alia Wesala, Editor-in-Chief

Ethical Challenges in Field

By Nastassja Cuellar-Wilson

Working in field may put interns in predicaments that may evoke questions of what is best practice and what is ethical practice. As future social workers, and students at the University of Michigan School of Social Work, we are required to follow the NASW Code of Ethics and function as “mandated reporters” under the supervision of our assigned field instructors when cases involve child and/or elderly abuse and neglect. There are specific guidelines that have to be followed when reporting and this can be stressful. Students need to learn what is involved in reporting as an intern but the official report must be signed by the field instructor. Once employment and state licensure are obtained, social workers are

required by law to function as mandatory reporters, which is imperative if you do not want to lose your job and license to practice.

There are many situations that can and will provoke ethical dilemmas. Such a dilemma may arise when an organization needs billable hours but is unable to fulfill the complete criteria to qualify—is it okay to fabricate? Without funding, the organization may lose essential income and eventually close, leaving consumers without their services. Another situation may involve a family that has multiple caseworkers due to resource issues. Is it appropriate to share information with multiple workers? How do you ensure the family’s privacy and confidential-

ity? Do you raise issues using a “disguised” family, or are there some issues that you should not share? How should you use your supervision time as an intern and how do you decide what concerns you should bring up in supervision? Some interns might ask, “How do you even know if you’re doing something unethical?”

“Sometimes our clients or colleagues may ask us to do things that violate our ethical obligations....”

It is natural to want to protect our clients, to keep them out of the judicial system, to keep families united, and to continue to give them care. At some point, however, even the smallest details in their lives may prevent that from happening. As future social workers, it is our job to remain committed to our Code of Ethics, our organization’s mission and philosophy, and our clients. Sometimes our clients

or colleagues may ask us to do things that violate our ethical obligations – if you sense this happening always talk to your field instructor or your supervisor. If you’re not sure whether something is right or wrong, re-read the Code of Ethics and be sure to seek supervision and consultation. If you feel embarrassed that you don’t know the answer to your own problem, disguise the situation and ask, “What would you tell a friend who is being asked to [insert scenario here]?” As interns, we are preparing for these kinds of ethical dilemmas that may confront us when we’re employed as social workers. Advice that a current field instructor gives may help you in future situations or could even be something you tell a future intern when they face the same problem. Take advantage of your learning time, no one expects you to know everything or to be perfect! We’re allowed and encouraged to ask questions and learn from our experiences. ♦

◆ “Be open to new and exciting learning opportunities! Although they can be scary, they are great occasions to explore your skills.”

◆ “EVERY experience is a learning experience, especially the negative ones.”

◆ “The career of social work is a lifelong growing process. You will not only be helping the lives of others, but you will experience a lot of self-growth along the way.”

◆ “Do not be afraid to speak up and ask for more responsibilities.”

Words of Wisdom from recent graduates

◆ “It is not about the placement type or population you work with—it is about the skills that you learn and how you choose to transfer them to your area of interest.”

◆ “Do a lot of research on your placement choice and also do some soul-searching.”

◆ “Do not stress out over readings and assignments; be more concerned with your learning.”

Freedom of Religion...or to Discriminate?

By Dafnah Meron



Leigh Greden,
Executive Director of
Government and Community
Relations at EMU



Maxine Thome,
Executive Director
of the NASW
Michigan Chapter

On Monday November 7, 2011, the School of Social Work TBLG Matters Dean's Initiative and the Queer Social Work Alliance sponsored a teach-in on the Julea Ward Freedom of Conscience Act, Senate Bill 518.

Senate Bill 518 was introduced on June 23, 2011 by Senators Hunter and Jansen and is presented as, "A bill to protect the right of a student to assert conscientious objection to providing certain counseling or other service; to prohibit certain actions by institutions of higher education; and to provide remedies."

Simply put, the Julea Ward Freedom of Conscience Act would allow students in an academic social work, psychology or counseling program in the state of Michigan the right of refusing to coun-

sel another student based on the student's "moral conviction."

Associate dean Mike Spencer addressed a significant discrepancy between this act

"...one big difference in this legislation is it allows people to discriminate on an entire class of people."

Associate Dean Mike
Spencer

and what we are taught as social work students. He validated the benefit of case referrals in situations where a practitioner recognizes she or he has biases that might adversely affect treatment of a client, but clarified that "...one big difference in this legislation is it allows people to discriminate on an entire

class of people."

Leigh Greden, Executive Director of Government and Community Relations at Eastern Michigan University (EMU), was a special guest at the event and gave the audience a detailed account of the Julea Ward case, in which he served as EMU's attorney.

Ms. Ward was a successful student in the counseling program at EMU and began interning at the school's clinic during her last year. After reading over the case notes of the second client to whom she was assigned, Ms. Ward discovered that he was a gay male seeking guidance on academic-related issues. She told her supervisor she could not counsel him because of her beliefs. The conflict was brought to a university review committee. After Julea Ward refused to

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Associate Dean Michael Spencer introduces the legislation to the audience in McGregor Commons.

(continued from page 4)

go through a remediation program, the committee unanimously voted to expel her from the program.

Backed by The Alliance Defense Fund (ADF), Ms. Ward immediately sued the university for her expulsion. She lost the case and went on to file an appeal with the U.S. Court of Appeals in Cincinnati. Mr. Greden said he was quite certain that regardless of who wins the appeal, it will go on to the Supreme Court as another appeal by either Ms. Ward or EMU.

Dr. Maxine Thome, Executive Director of the National Association of Social Workers (NASW) Michigan Chapter, was another special guest asked to speak at the teach-in. She highlighted that this proposed act is not solely an LGBTQ issue, rather a jumping off point for any discrimination in the educational setting. "If the universities follow this legislation then there's clearly discrimination..." she commented. Dr. Thome led a discussion on what the social work community can do that would be most effective in addressing this issue.

At the end of the event, the call for action was direct and powerful: Dr. Thome looked at the many students, faculty, and community members in the room and challenged, "My question to all of you is: What do you do about this?" ♦

Student Spotlight: Dani Lugo Genderfluid...and So Much More

By Dafnah Meron

Dani Lugo is an MSW student who is currently interning with The Detroit Center for Family Advocacy (CFA), a University of Michigan Law School project. She was raised in Romulus and Monroe, Michigan on her grandfather's farm; holds degrees in Business Administration, Philosophy, Psychology, and Comparative Religion; has a goal of establishing a non-profit dedicated to young adults of the foster care system...and identifies as genderfluid.

When I asked Dani what she wishes the greater community would understand about individuals who identify as transgender (TG), she told me, "I wish that the community would simply look at an LGBT person as a person and understand that being transgender is just ONE part of us. We have much to offer and give..."

Fortunately, the staff at Dani's field placement not only understands this, but also appreciates it. Dani was nervous about her initial interview with CFA and decided to present androgynous for it. Shortly after it began, she felt comfortable disclosing her TG status and discussing expectations, concerns, worries and advantages

of being part of the team. Once on board, Dani presented in her preferred gender and has never felt inferior or compromised as an intern at CFA. "In fact, the opposite has

"Being transgender is just ONE part of us. We have much to offer and give...."

Dani Lugo

been true. They have gone out of their way to understand TG as it relates to my journey and the community," Dani shared.

Dani has a few recommendations of ways in which the Office of Field Instruction (OFI) could further support queer students in placement. She feels that a peer-mentor component of the program would be highly beneficial for LGBTQ students during this daunting time. One-on-one mentorship would provide a network of resources and advice to all students entering field placement from those familiar with the process themselves. Maybe one reason Dani suggests a peer-mentor program in OFI is because she realizes that not everyone can say, "...my placement is one of

the best experiences I'm having at the SSW," as she can.

Dani recognizes the individuals that have contributed to her overwhelmingly positive field placement. Jamila Weathers, Dani's supervisor, is a strong ally to her and always makes time to talk about TG related issues and offer relevant advice. Stacy Peterson, a Field Educator in OFI, is another individual to whom Dani accredits much of her smooth transition into field placement to. "Working with Stacy Peterson was a blessing because she is a strong LGBT advocate and would not have thrown me to the lions if she felt the placement interview would have been a disaster."

It was refreshing to hear Dani say, "My overall experience as a TG person here at the SSW has been a positive one based in growth by experiencing as much as I can take in." At the same time it is vital to remember how far we can still move forward within our classrooms and around campus. The more we engage as a community, the more awareness we can spread and encourage placements to be as supportive and respectful as CFA is to the students they supervise. ♦

Happy 40th Anniversary to the UM Spectrum Center!

Since 1971, the Spectrum Center has been a LGBTQ resource at the University of Michigan and is currently a SSW fieldwork site.



Fall 2011 Orientation Community Service Day

Before classes started this fall, incoming social work students helped out and got acquainted with each other at various service sites in Ann Arbor, Detroit, and Ypsilanti, including . . .

Hannan Foundation's St. Martha's Commons
AIDS Partnership

Greening of Detroit

Community Action Network – Green Baxter Court

SOS Community Services

UMHS Child Care Center

Peace Neighborhood Center

Tour of Detroit/ Gleaners Community Food Bank

People's Community Services

POWER, Inc.

If your organization would like to host a group of student volunteers during next year's service day, please contact Bill Vanderwill at wmvand@umich.edu.



The Gathering Storm *(continued from page 1)*



“...it’s a war on the poor.”

Julie Steiner,
Executive Director,
Washtenaw Housing
Alliance

KNOW YOUR FACTS!

Contrary to many media reports...

- ◆ Very little budget savings result from imposing the 48-month limit.
- ◆ Most savings come from ending hardship exemptions to federal limit.
- ◆ Only about 1/5 of cases had received assistance for over 5 yrs.

they expected that income to help them stay independent from the abuser that may in fact affect their ability to stay safe.” She added that because of Michigan’s lifetime limit on benefits, welfare recipients will need to think carefully about when to apply for assistance. “With lifetime limits...[people] have to be more strategic in thinking about how they use it.”

Julie Steiner, the Executive Director of the Washtenaw Housing Alliance anticipates an increase in the number of homeless in the coming year. She points out that the recession started earlier in Michigan than in many other states due to the decline of the state’s manufacturing industry. Steiner says that many of these policy changes are founded on the assumption that welfare recipients often try to abuse the system by staying on benefits rather than looking for work. However, in September 2011 Michigan’s unemployment rate was 11.1%, leaving many workers unable to find jobs. Now the new, stricter policies will make it harder for the unemployed to access resources. Steiner added, “I basically feel it’s a war on the poor.”

The new Michigan welfare rules are significantly stricter than the federal minimum guidelines. The federal time limit for TANF (Temporary Assistance to Needy Families) cash assistance is 60 months. These funds are intended to allow children to be cared for by family members, promoting employment and marriage while discouraging out-of-wedlock pregnancies. States receive TANF block grants with which to fund their cash assistance programs and have the option of imposing shorter time limits. States also have

the option of providing hardship exemptions to up to 20% of recipients if they meet certain requirements. Michigan has opted for a shorter time limit of 48 months (four years) for recipients of the state’s FIP (Family Independence Program) assistance, which is funded by both state funds and the federal TANF program. Lawmakers voted this year to eliminate a sunset clause from the 2007 statute that imposed the time limit, putting it into effect as of October 1, 2011. Under the new rules, exemptions are limited and extensions are eliminated altogether. Up to about 6,135 families can be exempt from the time limit; however, such exclusions are decided by the Department of Human Services (DHS).

While the 48-month lifetime limit is very controversial, only about 1,194 recipients will have their assistance terminated due to the state’s 48-month lifetime limit in 2011-2012. Far more Michigan families will be immediately affected by the 2011 DHS decision to eliminate hardship exemptions to the federal time limit. Ending the hardship exemptions means that this year over 12,000 recipients who have passed the federal time limit will no longer be eligible for cash assistance.

On October 4, U.S. District Judge Paul Borman issued a temporary federal injunction preventing the terminations from going into effect on the grounds that DHS had violated recipients’ rights to due process and had failed to provide recipients with the minimum notice required by federal regulations before the time of termination of welfare benefits. The changes to assistance eligibility went into effect on November 5. Those who have re-

ceived a letter of notice that their assistance will be cut off can call 211 to get information from United Way about possible options and resources. They should specifically mention the DHS letter when calling.

Barbara Niess-May pointed out that social service agencies such as SafeHouse Center are stretched right now. Survivors of domestic violence “try to handle their problems on their own first and come to [SafeHouse] when they run out of resources. They’re running out of resources sooner than they might have five years ago or ten years ago” resulting in increasing numbers of people asking for SafeHouse Center help. Because of the economic downturn, social service agencies and community organizations are facing the challenge of increasing numbers of people in need, fewer donations and the continuing possibility of government funding cuts.

By reducing the already limited social safety net available to Michigan’s poorest, policymakers may risk increasing poverty across the state. For the thousands of Michigan children whose families will no longer be eligible, the long-term consequences of growing up in poverty may be profound. No matter what type of social work services we provide at our field sites, the restrictive policies surrounding welfare benefits is of serious concern to us all.

If students or agencies are interested in training on clients’ options following a FIP benefit closure notice please contact esehnert@umich.edu. ◆

Frustrated in Field?

By Nastassja Cuellar-Wilson

Fieldwork is a great link from classroom theory to real world application. It is important for all of us to use this experience to gain as much knowledge as possible.

There may be instances when field seems irrelevant to long-term goals, but don't get frustrated: there is a learning experience in everything.

If you're feeling a little frustrated and wondering what to do, field seminar instructors teach a wonderful problem solving strategy:

Start from the top and work your way down the list at the right (it probably wouldn't hurt to have someone without bias help you come up with some answers either).

At the end, if you still have no clear answer, try to change your attitude. Use what your organization does as part of a research paper for a class. Learn all about the organization, its partners, and what impact it makes on the community or society as a whole. Appreciate how it will look on your resume. Filing can be a great opportunity to learn the paperwork that goes into the program. Use observation time to take detailed notes.

Eventually you'll have the resources and knowledge to do the work on your own, and your field instructor will be thoroughly impressed with your accomplishments and proud that he/she was able to help you grow into a wonderful social worker. ♦

A Problem-Solving Strategy:

- ♦ What is the problem? What about your particular placement is making you so unhappy?
- ♦ What are the variables that may account for those particular circumstances?
- ♦ Are there things that are acceptable that you can work with?
- ♦ What are your options to change the circumstances?
- ♦ What are the pros and cons of each option?
- ♦ Make a decision and implement it. Keep the documentation of how you came to your decision.
- ♦ Summarize how you came to your conclusion.
- ♦ Reflect on the decision. Was it worth it?

Sports and Social Work

(continued from page 1)

Coaches' degrading remarks to their athletes may lower self-esteem, instill a sense of competition within the team, create cliques, and promote bullying amongst team members. A social worker might conduct workshops to educate parents and coaches about the impact of their behaviors on their children's performances. Sports may also be used as a possible deterrent from chemical dependence, relational issues, and sexual promiscuity.

The other aspect to school social work and sports is the fact that many school districts are charging athletes to play on sports teams. Districts are cutting funding to sports programs but athletes still need proper protective equipment. Macro level social workers can be involved by working with organizations and community clubs, such as Kiwanis or the Rotary Club, to provide funds

for athletes that are unable to pay the fees or afford the proper equipment. They can also write proposals for grants so that districts can increase funding for sports programs, while will help cut direct costs for the athletes.

For those who are not in school settings, intramural sports are a great way of getting clients active and continuing to build positive life skills. Sports can also be an outlet of stress and a teaching strategy on how to become disciplined and cope with anger and impulsiveness. There is also the concern of the obesity epidemic within the American society; social workers can encourage physical health through fun-based sports activities.

For social workers interested in working with older athletes and professionals, there are

opportunities in doing therapy as a mean of sports enhancement. Social workers can also help athletes cope with redefining their lives after injuries or to integrate back into society after retirement.

The field of social work and sports is new and there is little research done on the impact social work and sports can have on an individual or group. Some models are being implemented in other countries such as a means of HIV prevention in Kenya and Oprah's school in Africa as a mean to enhance self-esteem. Hopefully within our own communities we can start to implement social work and sports practices to enhance lives as well. Continue to be on the look out for more information on how to become involved with sports through social work! ♦



Student Spotlight: Radha Bhatt At Ozone House

By Kathy Bolton



Courtesy of Ozone House

Radha Bhatt is a twenty-month student whose concentration is Interpersonal Practice in Mental Health. She is placed at Ozone House in Ann Arbor. At Ozone House, Radha is part of a dedicated team that works with at-risk youth between the ages of 10 and 17 who are thinking of running away, are homeless, or at risk of being homeless. Radha started with

Ozone House in September of 2011 during her first semester at U of M. Both Radha's field liaison, Stacy Peterson, and field instructor, Joi Rencher, have been very supportive of her desire to work with youth and families.

One of Radha's responsibilities is taking calls on the Crisis Line. These calls generally placed by youth who have run

away from home or parents whose children have run away. Radha also conducts follow-up calls where she interviews youth that have used services at Ozone House in the past. These follow-up calls are to see how the youth are doing and find out if they are in need of any additional services.

Radha also attends all staff meetings where the Ozone staff discusses funding needs and how those needs may affect their ability to serve at-risk youth in Ann Arbor and Ypsilanti. In addition, she attends social justice committee meetings, which are held every three months. The committee is responsible for introducing a topic of interest at staff meetings, which can range from social injustice issues to religion and spirituality inside and outside of the workspace, as well as diversity within the population they serve.

Every Friday, Radha goes to Food Gatherers' free food pantry and restocks the refrigerator for clients. Through Radha's commitment, she is helping make sure Ozone

House has a stocked fridge for non-residential clients who come in and want a quick snack or meal.

In addition to offering kids a meal, both locations Ann Arbor and Ypsilanti offer clients the option to take showers and do laundry. Radha expressed a deep sadness regarding the reduction in hours at the drop-in center in Ypsilanti, which limits Ozone's ability to fully service youth in that area. They will still be offering hot meals and their Work Zone program, but now it will only be open for 1.5 hours a day.

Radha handles the stresses of working for an organization with limited resources and worrying about the vulnerable population Ozone House serves by breathing deeply and taking time to process what she has experiences. Radha expressed frustration around not personally having enough power to make political change that would help these kids, though she finds great satisfaction in knowing the fridge is stocked for the non-residential clients at Ozone. ♦

Food for Thought

We strongly encourage you to check out "Dissonance Between Personal and Professional Values: Resolution of an Ethical Dilemma" (2011) by Erin B. Comartin, LMSW and A. Antonio González-Prendes, Ph.D. in the *Journal of Social Work Values and Ethics*, Volume 8, Number 2. The article portrays a social worker's reflections on resolving a complex ethical dilemma—an enlightening read for social workers of all skill levels. The article can be found at <http://www.socialworker.com/jswe/fall11/fall115.pdf>.

For more information, please see page 3, "Ethical Challenges in Field."



A delicious spread from the University of Michigan School of Social Work 90th Anniversary Field Instructor Appreciation Strolling Dinner



From left to right:
Rebecca Wassell,
Brittany Sandefur, Mo
Patterson, Lindsay Bryan,
Bryan Pullins, & Ann
Greene

Many Thanks to our Peer Facilitators!

Thank you to Peer Facilitators Rebecca Wassell, Brittany Sandefur, Mo Patterson, Lindsay Bryan, Bryan Pullins, & Ann Greene for their invaluable contributions to the Fall 2011 Foundation Field Seminars.

Student Spotlight: Rebecca Parten In Field at SSW

By Kathy Bolton

Rebecca Parten is one of only a handful of MSW students to be doing her fieldwork within the School of Social Work itself. Through her position in the Office of Development and Alumni Relations, Rebecca is working on two major projects. The first project is entitled "Class Gift" this project involves working with a community of current year graduating students 2011 who are raising funds in support of a select group of scholarships; the scholarships the students support are chosen by a committee of students from the group. One of Rebecca's responsibilities in her field placement is to support the graduating students involved with this project. Students involved in raising funds decide what approach will best suit their efforts.

This year's students will be encouraged to concentrate on "one-on-one asks," in which graduating students discuss the importance of supporting scholarships

through Class Gift contributions. Rebecca shared, "I think it's important for students to contribute because [they are] supporting future students. As current students we understand how much everything costs, we understand living on our own, paying for food and books, transportation. So many expenses go into being a student-the more scholarship support the students can get, the better." Rebecca went on to explain that the scholarships not only help reduce the expenses of student but they also help reduce the students' stress levels, which allows them to be better students.

Rebecca explained that the students involved in this project are not involved in the selection of students who will receive the scholarships; they are only responsible for collecting the money for the scholarships. The selection process is the responsibility of the Office of Student Services.

The Class Gift scholarships are a part of the pool of scholarships students can apply for each year.

This year's Class Gift committee have a special "\$1 Million Student Support Challenge" sponsored by Dean Laura Lein. The school has set aside \$1 million in funds to support student scholarships. Through the program, donations ranging from \$1 to \$250,000 will be matched dollar for dollar. This makes any one student's donation of \$10.00 worth a \$20.00 donation.

Rebecca's second major responsibility in her field placement is to serve as project lead for the Winkelman Lecture, which will take place in February and focuses on a topic related to gerontology. This is one of two annual endowed lectures that the Office of Development and Alumni Relations coordinates. The other is the Fauri Lecture, which occurs in the fall and covers some aspect of child welfare. Rebecca will be responsible for room reservations and travel arrangements for the keynote speaker(s). Leigh Johnson is the events specialist who is working with Rebecca on this project. Social workers attend these conferences to meet their required continuing education hours.◆

Announcements

New Campus Resource for Self-care!

Taking time for some self-care just got easier. U-M Counseling and Psychological Services (CAPS) has recently opened their "Wellness Zone" to help increase students' well-being. Located on the 3rd floor of the Michigan Union, the Wellness Zone is FREE to students and is loaded with awesome equipment, including

- ◆ Massage chairs
- ◆ Biofeedback programs
- ◆ Light therapy for the winter blues
- ◆ Yoga mats
- ◆ Meditation cushions
- ◆ Xbox Kinect

No appointment or registration is necessary—simply "Drop in and Relax"!



Counseling and Psychological Services
3100 Michigan Union
www.umich.edu/~caps
www.mitalk.umich.edu

Monday-Thursday: 8am-7pm
Friday: 8am-5pm



Community Office Hours

As a proud member of the Metro Detroit Community, Google Ann Arbor is excited to be hosting community office hours as an opportunity for local nonprofits and small businesses to get their questions related to Google products* answered.

You're invited to join us at our Office Hours which are held at the McKinley Towne Center every Thursday from 11:00am to 1:00pm. Simply sign up for a 20 minute appointment and one of our Google Gurus will provide one-on-one help with your question or concern.

*Supported products include: Google AdWords, Google Analytics, Google Places, Google apps, and Google+

When

Thursday afternoons
11am-1pm

Where

McKinley Towne Center
201 S. Division Street
Ann Arbor, MI 48104

RSVP (required)

<https://sites.google.com/site/googa2officehours/>

If you have any questions, please send them to a2communityofficehours@google.com. We look forward to seeing you at Community Office Hours!



School of Social Work

Office of Field Instruction

Pre-Field Orientation

The Office of Field Instruction's REQUIRED Pre-field Orientation for all 16-month students and others starting field in Winter 2012 has been moved from its originally-scheduled January date.

- WHO:** **SW 515:** Incoming **FOUNDATION** Field (16-Month Students starting Field in Winter 2012)
- WHAT:** REQUIRED Pre-field Orientation
- WHERE:** School of Social Work – Lower Level Commons & Break-out Rooms
- WHEN:** **Wednesday, December 14, 8:00 a.m. – 12:00p.m.**
- WHY:** To prepare **FOUNDATION** students for field placement

Welcome to OFI



Brianna Chamberlin works in the Office of Field Instruction assisting the Administrative Coordinator, Lisa Kelley, and the Field Faculty. Brianna is currently in her second year at U of M and is a biochemistry concentrator. She also works in a research lab on campus studying pharmaceutical polymorphism. Brianna enjoys reading, running, and snowboarding. She is from Elkhart, IN, but has grown to love the unique atmosphere of Ann Arbor.



Alia Wesala is OFI's Student Liaison and serves as Editor-in-Chief of *Field Notes*. She is a women's studies graduate of U-M and is currently a first-year MSW candidate in interpersonal practice in mental health. Having spent the previous five years working in administrative services at the SSW, Alia is very familiar with the school. In her free moments, Alia delights in eating good food around town, reading astrological charts, and perusing design blogs.

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