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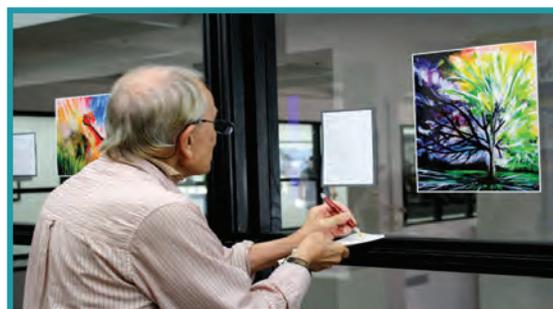
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Showcasing Social Justice

By Jenna Voeks

In July, Ann Arbor art lovers were presented with a new perspective at the School of Social Work's Social Justice Art Fair. Walking into the School of Social Work building, art-goers were greeted with the question "What is Social Justice?" and the opportunity to post their interpretation on a board in the lobby.

The Social Justice Art Fair (SJAF) was organized by a group of social work students to engage community members around themes of social justice through art. The SJAF brought a unique contrast to the larger art fair that was going on at the same time, which concentrated on buying and selling art. The overall focus of the SJAF was on community engagement and community voice showcased through dif-



Jim Toy, MSW alumnus, views the social justice art gallery

Jasleen Singh

ferent artistic mediums.

The event brought in art from various members of the community ranging from students and alumni to community members and actors in the movement. The artists were able to interpret their own idea of social justice

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Agency Spotlight: Community Action Network

Cultivating Community

By Chelsey Vanden Esschert



Entrance to Hikone Community Center

Joan Doughty

Community Action Network (CAN) is a non-profit organization that is comprised of four community centers in Ann Arbor. CAN started in 1987 as a grassroots effort by residents of Hikone, a public housing site that

serves children and families in the community and addresses concerns about safety, drugs, and the absence of positive activities available for youth. The leaders of CAN were eventually able to get the Ann Arbor Public Housing Commission to take one unit in the small housing community offline to become the community center, which is where it is still located today.

The organization was restructured in 2002. Joan Doughty, who has a background in policy and juvenile justice advocacy, became the Executive Director and many new board members and staff were added to the organization.

Three more community centers became a part of CAN over the next six years: Green Baxter Court, Bryant, and Northside. CAN provides wellness, food, housing, and education services for residents of these communities, based on the needs of the particular community.

Joan's experience as Executive Director of the organization has helped her gain knowledge about what it means to run a non-profit organization. She has used a mix of community organizing, interpersonal practice, policy and, evaluation skills in her work with the organization. When Joan first

Continued on page 5

From the Director's Desk

By Elizabeth (Betsy) Harbeck Voshel, Director of Field Instruction & Associate Clinical Professor



Welcome to the Fall edition of *Field Notes*. We trust that you have enjoyed the weather we were lucky enough to experience these last few months and that the Fall term got off to a good start. The Field Office had a great turnout for our pre-field orientation workshop which was held in August and we were very actively involved as well in the School's summer sessions where we met with students and focused on preparing them for their field placements.

We have instituted a new approach this year which concentrates on encouraging students to participate in *self-reflection* throughout the time they are in the social work program. Using these simple words "What?"; "So What?"; and "Now What?" we hope to instill and prompt students to continually identify what they have learned not only using a wide lens such as what career opportunities social work offers, but also recurrent *reflection* about any "event" they have experienced on their educational journey. These words indeed force them to "boil down" their learning in this way:

What? What have I learned?
So What? Why was what I learned important?
Now What? What am I going to do with what I have learned?

We are hoping to nudge both students (and field instructors!) to think about how they engage in supervision, how open they are to critical, constructive feedback, and how they incorporate their values and ethics with those of the profession using the NASW Code of Ethics as the guide.

We are asking students to *reflect* on why they chose social work as their career path, how their personal and professional experiences help inform their work, what skills they need to learn, and what are their career aspirations? We are putting constant emphasis on the importance of integrating coursework/academics with field experiences, thus enabling students to "connect the dots". Field instruction is the signature pedagogy of social work education so building this bridge is extremely important.

Obviously, not a bit of this will be beneficial without the involvement of the classroom faculty and the field instructors who spend more time with

individual students than anyone else. The goal is to assist students, to close their educational loops and push them early on to identify what they have learned and how they are going to use their knowledge to inform their work. We urge you to start using these words "What?"; "So What?"; and "Now What?" in your supervisory sessions so that you can help students to not only capture their learning but also articulate how they will put their new found knowledge to work. Any type of *reflection* takes time and encouragement.

As Confucius said, "By three methods we may learn wisdom: First, by *reflection*, which is noblest; Second, by imitation, which is easiest; and Third by experience, which is the bitterest."

I extend my ongoing appreciation to our field instructors for helping us continue to "push the educational envelope" and for believing in the power of mentoring. On behalf of the Office of Field Instruction and the School of Social Work, we wish you a wonderful holiday season.

Betsy Voshel

Field Notes Editorial Team 2012-2013

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

Ashley Garrick, Freud Fellow

Joanna Krasnisky, Freud Fellow

Chelsey Vanden Esschert, Freud Fellow

Jenna Voeks, Freud Fellow

Carolyn Ruffolo, Co-Editor-in-Chief

Alia Wesala, Co-Editor-in-Chief

Ways to Be Assertive in Field

By Jenna Voeks

Field Placement disappointment: It is a situation all students dread. You get one of your top choices for field and it turns out to be nothing like you had expected. You find yourself wanting more responsibilities and more experience, but you are not sure how to address your concerns with your field instructor. The field liaisons have offered their advice about how to overcome this obstacle and get the most out of your placement. Here are some steps you can take to improve your field experience:

Make sure you MEET REGULARLY with your field instructor

- ◆ Use your Educational Agreement as a tool. This serves as a contract between you and your field placement, indicating the type of experience you are looking for in field. Stress the goals that you have listed with your field instructor so they can become aware of what skills you want and need to learn
- ◆ Take your course syllabi to your field instructor to show what you are learning in class and the types of experiences you want to be gaining based on this new knowledge

- ◆ Use your weekly Supervision Agenda to advocate for yourself. Express your concerns in the agenda you send to your field instructor, so you can be sure they are discussed
- ◆ When establishing goals and identifying skills to learn, make sure you give yourself reasonable tasks that can be accomplished in the amount of time that you will be in the field work site

REFLECT on what you are accomplishing in field

- ◆ What did you do, why was it important, and how can you use it in the future?

- ◆ Read the NASW Code of Ethics and think about how it relates to what you are doing in field. Stick to one point per day

VOLUNTEER

- ◆ Make known what your interests and goals are
- ◆ Look for projects that could be possible options for you to work on and present them to your field instructor
- ◆ Observe different activities in the agency and ask to help. This shows that you are eager to participate, which will cause people to want to help you gain diverse experiences

If all else fails, talk to your field liaison. They are there to advocate for you and will help you work with your field instructor so that your field placement can be a positive learning experience. Remember, you are responsible for getting what you want to learn out of your field experience. Be assertive! ◆

Student Spotlight: Christina Rodriquez

Managing Sensitive Issues in a Hospital Setting

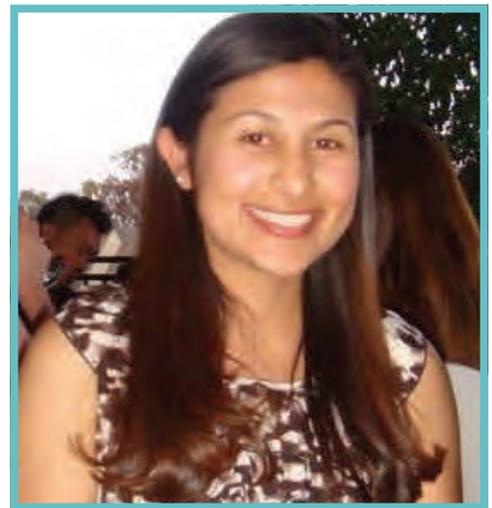
By Jenna Voeks

Christina is a dual degree student in the School of Public Health and the School of Social Work. She is concentrating in human services management, with a practice in health. Born in San Diego, CA, Christina completed her undergraduate career at the University of California at Berkeley, with a double major in Public Health and Sociology, and double minor in Education and Spanish. Before coming to Ann Arbor to continue her studies, Christina worked at the California Center for Civic Participation as a Program Coordinator for the Statewide Youth Board on Obesity Prevention in 13 communities in California "infusing youth in the obesity prevention dialogue at the local and state level".

Christina's field placement experience is with the University of Michigan Health

System's Child Protection Team (CPT), which is a multidisciplinary team dedicated to improving the identification and treatment of abused children. The CPT works to strengthen and coordinate the community's response to child maltreatment issues, hoping to increase the safety of children and families. The CPT works with Children's Protective Services (CPS), Michigan Department of Human Services, law enforcement and the judicial system to ensure the best possible outcome for children and their families.

In her placement, Christina has had multiple special projects. One of these projects is with the Michigan Medical Resource System, which contracts between the University of Michigan Health System Child Protection



Christina Rodriquez

Continued on page 6

Agency Spotlight: Recovery Happens

Home of New Vision

By Joanna Krasnisky



Home of New Vision's "Plots of Love" program at Growing Hope, one of many programs organized by HNV's Peer Support Program as a way to engage clients, peers, and staff in safe, sober activities.



Glynis Anderson, CEO, and Heather Scheuer, Community Case Manager at a recovery rally



Home of New Vision's first transitional house on Kingsley Street in Ann Arbor

The Home of New Vision (HNV) was founded in December 1996, motivated by the lack of available resources for women leaving treatment for substance use disorders. Most of these women were forced to return to the drug-using environments from which they came because they had nowhere else to go. HNV was established as a transitional home with the intention of providing secure, structured and supportive housing for women who were committed to their recovery from chemical dependency.

What started years ago as an effort to fill a service gap and provide the most comprehensive care possible has led Home of New Vision to become a highly respected addiction and recovery program. The expanding non-profit organization now provides programming for both men and women, as well as offers a variety of specialized services that empower, encourage, and enrich the lives of women, their families, and communities affected by the disease of addiction. HNV has been identified as a Washtenaw County core provider of services for substance use disorders by the Washtenaw Community Health Organization.

On October 1, 2010, Home of New Vision began providing addiction and recovery services under the Recovery-Oriented System of Care (ROSC) approach. The ROSC approach shifts the treatment of addiction from an acute model to one of a chronic disorder model that strives for sustained recovery management, which includes providing an array of services from pre-recovery engagement to ongoing post-treatment recovery support, including Case Management and

Peer Recovery Support Services. According to the State of Michigan, "Michigan's recovery-oriented system of care supports an individual's journey toward recovery and wellness by creating and sustaining networks of formal and informal services and supports."

"It's important that people know that our work is not to support addiction, but to embrace recovery."

Glynis Anderson, CEO

In accordance with the ROSC model, HNV believes it is important to have a range of options available. "We really try to engage the person by meeting them where they are at," says Julie Cushman, HNV Associate Executive Director and U-M School of Social Work Lecturer. An individual's path to recovery is influenced by their stage of readiness to change and is encouraged at HNV by utilizing such techniques as motivational interviewing, strength-based assessments, and strength-based case management.

Currently, HNV provides men and women's recovery residences, peer support services, all levels of treatment (early intervention, detoxification, residential and outpatient services), prevention, crisis intervention, case management, assessment and referral, and other recovery services for men, women, and adolescents with substance use disorders and any co-occurring mental health disorders. HNV also addresses individual housing, vocational, and interpersonal needs.

The Home of New Vision is committed to promoting change and awareness, and reducing the stigma and shame of substance use

disorders by providing education on recovery in the broader community. Julie Cushman notes that the stigma around substance use disorders leads to decreased funding options to support the needs of this vulnerable population. The stigma itself prevents the community from understanding that substance use disorders are a *health crisis* for communities, and highlights the vital importance of education and stigma-reduction. "It's important that people know that our work is not to support addiction, but to embrace recovery," states Glynis Anderson, CEO.

Home of New Vision takes pride in collaborating with other agencies to recognize and respond to the needs of the community. The opportunities established through collaboration, partnership and a broad array of services promote life-enhancing recovery and wellness for individuals, families and communities.

The Home of New Vision is dedicated to partnering with individuals for long-term recovery and providing services that will have an impact over their life span. HNV strives to embrace individuals and support them at every stage of recovery.

Over the last four years, the organization has rapidly grown, making significant structural changes to meet the needs of the Washtenaw County community. HNV invites those who have a passion for recovery to join the organization in its continued growth. Opportunities are available for employees, volunteers, and board and/or committee members. Please visit homeofnewvision.org for more information. ♦

Agency Spotlight: Community Action Network

(continued from page 1)

started working in the Hikone community, she noticed how much trash there was in the parking lot and started picking it up. Eventually, people joined in and community started to be built. During this time, the presence of drugs disappeared and the wellness of the community as well as their unity strengthened. The sense of community at Hikone today is still very strong and noticeable.

Joan examined the needs of the residents at

Hikone when she first started with CAN by listening to the community members to determine what they believed to be their most pressing needs. She began “giving people a voice and allowing them to prevail.” CAN has changed the services they provide based on the demographics of the residents in the communities and the needs present. In the public housing sites (Hikone and Green Baxter Court), housing stabilization has been

a priority. At Bryant, fixing a major drainage issue has been the recent focus. Each of the centers also focuses on youth through their “School Comes First” programs. In ten years, only one teenager that participated in CAN’s after-school programs did not graduate from high school. CAN recently developed a youth matrix to look at school achievement, focusing only on the things CAN can affect. Their goal is to fill the gaps that currently exist in policy so that the children they serve have equal opportunities compared to their peers.

In addition to relying on residents to express the needs of the community, Joan also pays close attention to the underlying difficulties people in these communities face because they are living in poverty. She suggested that it might be more difficult to be of low socio-economic status in Ann Arbor than in places like Detroit because of the visible differences that exist between the poor and wealthy in the city. While in the School of Social Work we discuss a lot of PODS (Privilege, Oppression, Diversity and Social Justice) issues, Joan brought up one that we may not talk about very often: the privilege of having cognitive strengths such as having a sound mind, decision-making skills, and prioritizing, all of which are important for well-being and life outcomes. She adds to this saying, “you don’t know what you don’t know,” and many of the people in these communities do not know what they never learned from their families or schools. CAN works to empower residents to build on their own personal strengths to produce change in their lives.

Joan advises those who want to start their own non-profit organizations to first check and see if there are other organizations that they could team up with to start a program. She knows first-hand all of the hard work and learning that comes with starting from scratch. Therefore, Joan urges people to research the effectiveness of programs already in place and collaborate with other organizations to reach more people in the community. ♦



Hikone Community Center

Joan Doughty



Joan Doughty at CAN’s 25th anniversary celebration with award winner Francine Fein

Emily Hastie

In ten years only one teenager that participated in CAN’s afterschool program did not graduate from high school.

Field instructors at OFI's fall field instructor training



Thank You Field Instructors!



The Office of Field Instruction would like to thank our field instructors for their time, commitment and passion for the University of Michigan's School of Social Work students. We owe the success of our field instruction program to the hard work and investment that the field instructors provide our school each day!

Field faculty Oliva Kuester and Stacy Peterson at the fall field instructor training

Student Spotlight: Christina Rodriguez

(continued from page 3)

Team and the Department of Health and Human Services. Together they provide a medical triage for the Department of Health Services (DHS) workers, law enforcement and medical providers. Christina's main role was to compile all of their case information and determine the statistics for each county served. She then created a database for this comprehensive case information, which she used to generate monthly and quarterly reports as records management and contract agreements.

Another special project Christina worked on was event coordination for the 31st Annual Michigan Statewide Conference Child Abuse and Neglect: Prevention,

Assessment and Treatment. Christina was extremely involved; she attended planning meetings, researched possible speakers and vendors, and scheduled the entire conference. Through her connections with the committee, Christina was able to contact Pat Stanislaski, founder of Child Assault Prevention project, who became the keynote speaker at the conference. Overall, Christina learned about conference and event planning, skills for communication, multitasking, and time management. This experience has allowed her to expand her professional network statewide.

When asked what Christina would like to do in the future, she replied "Ideally, I want to work at a hospital and manage some

aspect of it...a hospital provides me with the opportunity to work side-by-side with a diverse group of people on a daily basis and diversity in perspectives, concentrations, specialties and ethnicities."

Christina has had many opportunities through her experience at the School of Social Work. "I want to thank all members of the CPT (Martha, Nancy, Donna, Dr. Markman and Dr. Mohr) because they've contributed a lot to my professional development. They've allowed me to explore and challenge perspectives by giving me freedom to take ownership of projects and have trusted me to complete them." ♦

Student Spotlight: Ariana Berrios Educating and Helping Parents Through Adoption

By Joanna Krasnisky



Ariana recently coordinated a trans-racial adoption panel event...where each panel member shared their unique story of adoption

Having a field placement in the Catholic Social Services' Pregnancy Counseling and Adoption program has been an inspirational experience for Ariana Berrios. Currently halfway through her last term of field, Ariana has reflected on the development of her professional identity and shared some of the challenging yet rewarding aspects of providing counseling to both birth mothers interested in open-adoption, and prospective adoptive parents. Her work also involves educating mothers about parenting, relative care-giving, and trans-racial adoption options.

Along with another intern, Ariana recently coordinated a trans-racial adoption panel discussion event at her agency. Each of the five panel members and families shared their unique story of adoption along with some of the challenges and delights of living within a racially diverse family. After evaluating the surveys and listening to the thoughtful and honest questions of the prospective adoptive parents, Ariana and colleagues concluded that the event was a positive and beneficial experience for all. She inferred that the prospective adoptive families were considering all aspects of a trans-racial adoption, whether they have the needed social supports and knowledge, as well as the culturally honoring and nurturing environment they could provide.

Ariana enjoys facilitating bonds between birth mothers and adoptive families. Through our interview, her authentic empathetic nature to both birth mothers and adoptive parents is apparent. One of the challenges that she has encountered within her work has been balancing the emotions and needs of both populations. Some of the common concerns and fears of prospective trans-racial adoptive parents are combating the stereotypes from others and creating a

welcoming environment for their transracially adopted child. Ariana helps ease parent's anxiety by educating parents about the challenges they may face and discusses options for each family's situation.

Ariana has enjoyed the flexible and individual-centered philosophy of Catholic Social Services. She appreciates the care and concern the agency shows the birth mothers. Counseling is provided to these women throughout the entire adoption process and potentially up to one year if needed. Ariana notes that the adoption process is sometimes a painful experience for all parties; therefore, intensive counseling is provided at every stage, including at the hospital. Essentially, the choice is made by the birth mother to follow through. Catholic Social Services works with these moms and supports them in their choice, whether it is adoption or parenting. Ariana expresses that these birth mothers all want to give their child the best life possible. She helps in the process of the birth mothers choosing a family and facilitates a growing relationship between the two populations over time, if desired by the birth mother.

Ariana's interpersonal connections with these populations hits close to home. She has a younger sister who was adopted from Vietnam and has shared some of the challenges her family has overcome in the beginning stages of the adoption process. She also plans to adopt a child of her own in the future. Therefore, Ariana's passion and devotion to the pregnancy and adoption services she provides is embedded not only within her professional identity but resides in who she is as a person. "For me it's so rewarding to see strong relationships between birth and adoptive mothers. Knowing that I helped facilitate that is truly incredible," she said. ♦



Outside of the Brotherhood of St. Laurence on Brunswick Street



Sarah at high tea in the Royal Melbourne Botanical Gardens



Flinders Street Station, used to transport around city near Sarah's flat

Going Global: Australia

By Chelsey Vanden Esschert

Global Scholar Sarah Jadrich, had the opportunity to do her second field placement in Melbourne, Australia this past summer. As an undergrad, Sarah studied international development, as a graduate student she studies Community Organization in Community and Social Systems. Sarah decided she wanted to do a global field placement partially because she wanted to combine her undergraduate concentration with social work and also because she spent some of her childhood living in Australia and still has extended family there.

Sarah interned at an organization called Brotherhood of St Laurence, which provides services to refugees from all over the world. During her time at Brotherhood of St Laurence, Sarah worked on a research evaluation project relating to

the organization's family services. Sarah interviewed service workers, community leaders, and former refugees to learn about the gaps that exist in resources and possible solutions to fill those gaps. She looked particularly at family violence and family breakdown, which tend to occur in refugee families due to the stress and other effects of migrating. Sarah found that culturally appropriate counseling options were not being offered to these families. She believes that services offered to refugees should help them integrate cultures, instead of making them assimilate to the new culture that they just entered.

Sarah's previous coursework helped prepare her for her global field placement. Sarah was able to use what she had learned about cultural humility

and the idea of "waiting on the outside until you are invited in" when working with refugees, some whom just arrived in the country from Afghanistan, Iraq, and Iran. Sarah took advantage of the opportunity to take classes in other departments and said a class she took at the Ford School of Public Policy on conflict in other countries was also very beneficial to working with refugees. It is important to know the background of a country to understand where a person is coming from.

Sarah learned a lot from her experience in Australia. Working with people from many different countries, she learned to look at cultures from the other person's perspective and not to view aspects of their culture as right or wrong. She also learned the importance of building on a community's own resources and validating those

resources rather than deciding what is best for them as an outsider.

Her experience working with people from all over the world while in a foreign country prompted Sarah to would urge other social workers to listen to people's stories and most importantly, to do something about them. She would also suggest asking clients what they need and utilize their own strengths to counteract challenges that exist. She believes that viewing culture as a barrier is a problem and would instead advise that we learn as much as we can from other people's cultures. Finally, she said that globalization impacts every aspect of our work, so having knowledge of current events in the world and how they relate to social work is essential to serving clients in the best ways possible. ♦

Thoughts on Organizing

From *Axioms for Organizers* by Fred Ross, Sr.

“If you think you can do it for people, you’ve stopped understanding what it means to be an organizer.”

“An organizer is a leader who does not lead but gets behind the people and pushes.”

“We educate people in order to organize them. We don’t organize people in order to educate them.”



“The duty of the organizer is to provide people with the opportunity to work for what they believe in.”

“Organizing is providing people with the opportunity to become aware of their own capacities and potential.”

“To inspire hope, you have to have hope yourself.”



From left to right:
Kate Liparoto Rachel Martin, Cameron Hoellrich, Laura Cambuzzi, Nichole Amaro, and Chris Rapisarda

Many Thanks to our Peer Facilitators

Thank you to our student Peers for their valuable contributions as co-facilitators to the SW 531 Foundation Field Seminars Fall 2012 term.

Student Spotlight: Erica Jorde

Generations United

By Chelsey Vanden Esschert

Erica Jorde is a 16-month student concentrating in Management of Human Services with Children and Youth in Families and Society. She is also minoring in Social Policy and Evaluation. To complete her field hours for her minor, she decided to do a national placement in Washington, D.C. She wanted to take advantage of the opportunity to do a national placement because of the numerous opportunities Washington, D.C. has for macro students

Erica interned at an organization called Generations United, an intergenerational collaboration program that seeks to bring generations together to benefit society. Before this placement, Erica had previous experience working in a nursing home as a nurse aid, working in Child Protective Services, and most recently caring for her grandmother. Erica is very passionate about both children and the aging.

During her time at Generations United, Erica appreciated the experience of being a part of a small team and being treated as regular staff. She attended congressional hearings related to the organization's work and was able to talk to people that were releasing research related to intergenerational work. She also was able to work with University of Michigan graduates and learned a great deal from a special MSW advisor

for the organization who is 85 years old and received his MSW degree in the 1960's when he was in his 30's. Erica also saw strong macro leadership exhibited by the Executive Director of the organization, Donna Butts, who was on *The NonProfit Times Power & Influence Top 50* list for 2012.

Erica's main responsibilities during her field placement were to write policy alerts, prepare for Grandparents Day as a day for intergenerational advocacy, and to make an infographic (pictured at right) about contributions of grandparents in the United States. This was her first time making an infographic and the first infographic Generations United ever used. The infographic received a lot of press coverage, as part of the organization's Grandparents Day action campaign, including being shown at a White House event and written about in several news sources, including the Washington Post.

Erica said that she really enjoyed her field placement at Generations United and learned a lot during her time there. She feels that she received a strong policy foundation in Washington, which her classes are now building upon. She also feels that she will be more confident in her job search after graduation from the experience she received there and would encourage more students to do a national field placement. ♦



Erica Jorde

Generations United presents

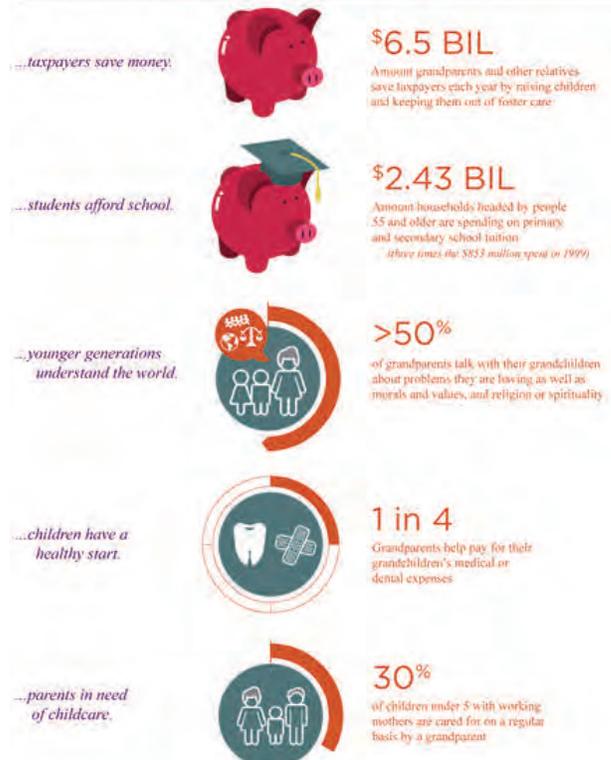
GRANDPARENTS in the UNITED STATES

"Doing Something Grand"

The Grandparent Boom



Grandparents Help...



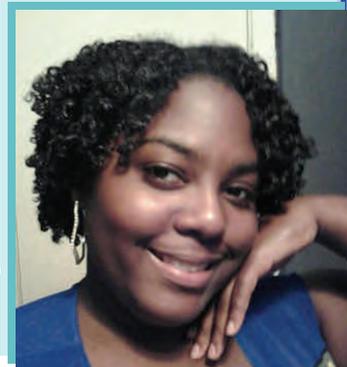
Selected sections from Erica's infographic, which can be found at <http://www.gu.org/RESOURCES/Publications/GrandparentsInfographic.aspx>

Freud Fellows Newsletter Team

Many thanks to our dedicated team of writers who have taken time out of their busy student lives to make contributions to *Field Notes*. Jenna Voeks, Chelsey Vanden Esschert, and Joanna Krasnisky are the recipients of the Clarice Ullman Freud Fellowship. Ashley Garrick is the recipients of the Clarice Ullman Freud Individual Research Scholarship. Professor Clarice Ullman Freud was Director of Field Instruction when she was on the U-M School of Social Work faculty. These scholarships, awarded to MSW students in the Children and Youth in Families and Society practice area, are made possible through a gift from Professor Freud, with the intention of providing opportunities to help students build connections between theory and practice.

Ashley Garrick

is from Columbia, South Carolina. She holds both a Bachelor of Social Work and Bachelor of Arts degree in Psychology from Winthrop University. Ashley is a McNair Scholar who has researched alcohol consumption and sexual behavior in college-aged adults. She is currently a first year Advanced Standing MSW candidate focusing on Community Organization and Children and Youth. She is currently placed at the Judson Center in Royal Oak, MI and is interested in working with communities and families affected by substance abuse.



Jenna Voeks

is a first-year MSW Candidate concentrating in Interpersonal Practice with Children and Youth. She obtained her BA in Psychology from the University of



Michigan. Jenna is working towards getting a certificate in Child Welfare, in hopes of going into that field. In her spare time, Jenna enjoys cooking, baking, doing crafts, and watching HGTV.

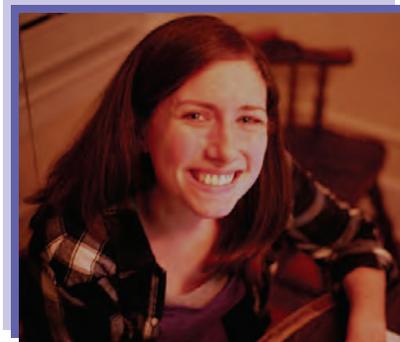
Joanna Krasnisky

is from Doylestown, PA. She holds a behavioral and humanistic psychology background from Fordham University and is a first semester, 20-month Interpersonal Practice in Mental Health student. Currently placed in the children's program at Lenawee Community Mental Health Authority, Joanna has a passion for working with children and victims of trauma. Her interests are also in geriatric care, spirituality, and research on cross-cultural subjective and psychological wellbeing. She is in the process of writing a self-help book.



Chelsey Vanden Esschert

is a first-year Interpersonal Practice in Health student, minoring in Management of Human Services. She was born and raised in the metro Detroit area and graduated from U of M in 2011 with a BA in psychology and sociology. She's excited to finally be able to learn about social work. She loves hanging out with kids and worked at a summer camp for four summers and currently works at an after-school program in Ann Arbor. She hopes to work with children and families after she graduates. Outside of school, Chelsey loves being with people, enjoying Ann Arbor's many delicious restaurants, going to concerts, attempting creative projects, and baking.



Social Work Power in Residential

Each of us chose social work because we want to make a positive difference in the world. In our classes we learn that social work is a flexible discipline that allows for the application of many approaches, concepts and theories in everyday practice; however, in the real world, many social workers find themselves struggling to do good within service systems that are broken. Systems in which many social workers are employed are often based on principles that are not social work value friendly. At times, this power struggle can reinforce damaging messages to both staff and clients.

How severely emotionally-disturbed youth in need of treatment services are placed in residential treatment portrays power struggles in broken service systems. There are three initial systems through which these youth can enter residential treatment – juvenile justice, child welfare and community mental health. Although these youth receive needed treatment services in such facilities, their journey to treatment can be rather difficult and at times further induce trauma.

Over one million youth end up in juvenile court each year where every sixteen out of 100 youth are placed in residential treatment facilities such as correctional institutions and group homes due to their behaviors. It has been found that such settings can cause more harm than do good where youth responses include depression, suicide ideation, acting out behaviors and recidivism (National Mental Health Association, 2004). Some youth that are in the child welfare system and have severe emotional disturbance as a result of trauma commonly exhibit behaviors that families may be unable to accommodate. Jennifer Trotter, Judson Center Regional Director, states “kids

placed in homes have behaviors that foster families cannot handle. [The behavior] is not necessarily delinquent but cannot be maintained by the family. Foster parents can request that kids be removed [and] these kids are moved from home to home but still exhibit behavioral problems. Trauma increases, behavior escalates and they are moved again. Eventually, they cannot be placed and these kids end up in residential treatment.”

How does a social worker navigate such systems when there are larger systems controlling overall practice?

Community mental health programs offer services for youth and their families within the community and have purpose to prevent youth from entering higher levels of care such as residential treatment. Services provided through community mental health programs are more person-centered and more resources are in place to meet the needs of children and their families. However, Kathryn Latra, LMSW and Residential Treatment Program Manager, believes the main reason youth are referred to residential treatment is “the home environment is inadequate and parents are unable to meet needs of the child or worry about the child being hurtful to themselves. Sometimes 24-hour supervision is needed and they are unable to do this.”

Each system of juvenile justice, child welfare, and community mental health has specific guidelines that are tailored towards the culture and social structure of each particular organization. Latra states that “the systems consistently overlap. Some youth are a lot of times in all three areas; mostly community mental health and juvenile justice

or community mental health and child welfare. Communication between the three is non-existent and it is almost like you can’t get to the core problem”. Latra further stresses the systems are conflicting in their principles and guidelines. With the three major systems, problems arise such that trauma is not initially a focal point when severely emotionally disturbed youth exhibit acting-out behaviors. Shelley Vrsek, LMSW and Residential Treatment Program Manager, states that different systems have different expectations. Within community mental health and child welfare, the parents “have accountability in their kid’s behavior” such that change involves the parent and not just the child. In juvenile justice, “courts decide whether youth can return home when the child has changed” and not so much accountability is placed on parents. In cases such as these, youth can return home to an environment where “nothing has changed” and trauma still remains a part of the problem.

How does a social worker navigate such systems when there are larger systems controlling overall practice? According to Vrsek, all three systems choose theories that work well for clients such as Cognitive Behavioral Therapy as a form of treatment but “it depends on the organization. Most agencies have therapy guides that are within the guidelines of social work values. In agencies that do not uphold social work values, social workers do what the agency does not value. Social workers advocate for change or leave if values aren’t the same.” Working within an organization culture that is not social work friendly can be overwhelming but social workers are equipped with the intellectual ability to create change within organizations through

Treatment Settings

By Ashley Garrick

advocacy and being client centered. For youth who have experienced trauma, it is the role of social work in juvenile justice, child welfare and community mental health to assure that the voice of these youth is heard. Advocating for trauma-informed care such that the presence of trauma symptoms is recognized and the role that trauma has played in their lives is acknowledged is extremely beneficial.

Staci Beukers, MSW candidate studying Interpersonal Practice and Mental Health, states that social work classes create a foundation and give knowledge but there is no replacement for experience. Beukers works with youth in residential treatment as a part of the juvenile justice system where their behavior is addressed to

create a safe environment and then trauma informed services are provided as the root of the problem is trauma. Beukers believes that youth should not be viewed as delinquents but also cannot be viewed completely victims of trauma. "There has to be responsibility and accountability for behaviors but there also has to be understanding and compassion for the trauma that sparks the behavior," Beukers says. In addition to the role of social work, parents can play a vital role in initiating change by recognizing the need for this balance in addressing behaviors.

Differential distribution of power may exist within organizations and navigating complex systems has its impact on social work practice. There needs

to be a balance between responsibility and understanding as well as accountability and compassion. Advocating for effective practices and the use of social work values in organizations that are typically unbalanced, allows greater power to lie within the hands of social workers and clients served. In residential treatment settings, youth at times cycle through systems before the root of their problems are addressed. Additionally, these youth are away from their families and schools which can be difficult. Prioritizing client needs, respect and developing empathetic relationships will cause not only the clients to respond but also the organization as well as the community. ♦

Showcasing Social Justice

(continued from page 1)

through their art. The art presented in the fair was diverse and represented different communities and voices. Artists submitted visual art, 3D art, storytelling, poetry, theater, stand-up comedy, music, and film. Even though the mediums were extremely diverse, they were united through their core theme of social justice. The art presented different perspectives on the theme of social justice from showcasing the artists' personal experience to documenting work within the field.

The School of Social Work students hope to continue the Social Justice Art Fair in the future, but are in need of new students to take on the leadership and organizational roles to continue this event. If anyone is interested, please contact Bill Vanderwill, LMSW, wmvand@umich.edu, OFI field faculty. ♦



Storyteller Jill Halpern

Orientation Inspiration:

Student Wisdom from the Field

These are some of the students who spoke at Fall orientation about how their field experience has shaped them as social workers. Highlighted below are excerpts from their inspiring speeches.



Laura Cambuzzi
Alternatives for Girls, Detroit

"I often thought it would be difficult to connect with the women because we came from such different backgrounds, and they were living the harsh reality of the street while I got to drive safely home at the end of the night. I soon learned that the foundation for deep connections can come from little things like remembering small details, providing a smile and a bit of comfort, sharing a joke, or listening without judgment....The women themselves helped me learn to never give up on people and to recognize the importance of small steps to change. They were open and honest about their struggles, which gave me the courage to put myself out there. I gained both the patience and sense of humor so crucial to what we do as social workers."



Veronica Groom
University of Michigan Health System Crisis Support Clinic, Ann Arbor

"I realized that helping people move forward is not knowing the exact thing to say or achieving all that I want to get done, but it is about the therapeutic relationship, helping clients realize their own potential, and working with them to achieve *their* goals—not mine!... It is an interesting journey we are on pursuing social work: the road may seem long, tiring and without praise. There are times when you will doubt yourself, your talents, your intuitions, your compassion, and your knowledge; however, these are the things that have gotten you this far already and these are the things that are going to take you even farther. Remember, you already possess all that you need—you just have to realize it. It is here and now in this school, program, and experience that you will fine-tune your abilities."



Tonya Mercier
*Southwest Solutions
Housing Opportunity Center,
Homeless Veterans Reintegration
Program, Detroit*

"There is a connection that must be made between the individual lives we may touch, the system that dictates what we all have access to, and what our role as social workers will be. There will always be challenges, but being involved at this level put my own personal complaints into perspective very quickly. This work is not about us as individuals. It is about those we are here to serve.... Whether you are micro or macro today, you will become a combination. My field placement has enabled me to make the connection between my passions, how I can serve one individual, how policies dictate what services and resources I will be able to provide, why relationships between people as well as between community agencies are crucial, and why I have an obligation to actively participate at a legislative level and advocate for system change."

Announcements

New Course Offering: SW 503 Social Work & Sport Mini-Course

This one-credit hour mini-course will explore the emerging practice area of social work and sport. Students will explore how social work values, ethics, theory and interventions enhance the world of sport and recreation throughout the life span. Topics will include youth development, strength-based coaching, enhancing sports performance, diversity, team building and social work careers on both the micro and macro levels of practice. The mini-course will include lecture, discussion, group activities, guest speakers, videos highlighting model programs and an opportunity for students to develop a program for a special population (individuals with disabilities, at-risk children, or older adults). The course will be offered on Friday, February 15th and Saturday, February 23rd from 8:30am to 4:30pm. Field instructors who have a current student may register at no charge and receive 15 CEU credits for attending. The mini-course will be taught by OFI field faculty Warren Clark, LMSW, and Bill Vanderwill, LMSW.

Field Instructor Uniqnames

Beginning Winter 2013, Field Instructors are required to have a University of Michigan uniqname to approve their student's placement verification forms. To request your uniqname, please submit the forms found online

at <http://ssw.umich.edu/programs/msw/ofi/complete-uniqnames-mailing.pdf> via fax or U.S. Mail.

Uniqnames and passwords will be distributed via U.S. Mail to your home address so please watch your mail. For questions pertaining to the process, please call OFI at (734) 763-6321 or email at ssw.ofi@umich.edu.

Social Work and Sport Mini-Conference

The Social Work & Sport Association (SWSA) Student Organization will be hosting a free mini-conference on Friday, March 22, 2013 from 12:30pm to 5:30pm. This interdisciplinary event will include scholars from Ohio State University, North Central Carolina University, Michigan State University, University of Michigan, and experts from community-based programs. Topics will include current developments in the field of sport and a review of the emerging research. Field instructors with a current student are eligible for free CEUs. For additional information, please e-mail the SWSA at swsa-active@umich.edu or Bill Vanderwill at wmvand@umich.edu.

Accolades

Social Work and Sport Association (SWSA)

Social Work Sport Association student organization sponsored a high school student who was homeless to attend the University of Michigan Football camp this summer. SWSA members Nate Recknagel, Katelyn DeBerardinis and Meaghan Turner arranged for the scholarship with the Association's funds. Congratulations to these U-M SSW students who are changing lives one day at a time!

Young Leader Award

Congratulations to **Ashley Atkinson**, MSW Alumna and Director of Urban Agriculture for the Greening of Detroit who received the Young Leader Award from Robert Wood Johnson Foundation. The organization selected ten individuals, who are leaders 40 years of age and younger, and offer great promise for improving health and health care for all Americans. Congratulations again Ashley from the entire SSW community.

MacArthur Foundation Grant

Congratulations to **Mary Heinen**, a current U-M SSW student! Based on her hard work and dedication to raise awareness about the lack of digital literacy access and education programs in the prison system, the MacArthur Foundation has established a grant that will further research her findings and will hopefully lead to criminal justice reform and more educational resources for inmates.

Welcome to OFI



Carolyn Ruffolo is OFI's Student Liaison and serves as the Co Editor-in-Chief of *Field Notes*. She graduated from Villanova University with an English degree and is currently a first-year MSW candidate in interpersonal practice in mental health. She hopes to become a clinical social worker who works with children who have autism and other mental disorders. During her free time, Carolyn enjoys running, hanging out with friends and reading.

Hannah Levitt is a sophomore in LSA. She is undecided about her major, but has an interest in Economics, English, and Spanish. She hopes to eventually go into either business or law. In her free time, Hannah enjoys playing sports, reading, spending time with friends, and boating.



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"Reach Out, Raise Hope, Change Society"

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