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~ Field Notes ~

OFFICE OF FIELD INSTRUCTION NEWSLETTER
VOLUME 5, ISSUE 2 OFI WINTER 2011

From the Director's Desk

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



Betsy Voshel

I have been wondering lately just where the time goes. I know that most of us are very glad that winter is now over and that we survived the snowfall and icy roads but it does seem that the Fall 2010 term just started and now it is time to wish the graduating class of 2011 much success as they embark on their first professional venture.

The Editor of Field Notes, Jamila Abdur-Rahman, is graduating in August 2011 so I would be remiss if I didn't thank her for her efforts with the newsletter among other tasks she has accomplished in my office this past year. I also would like to acknowledge the work of the Freud Scholars whom have been the major contributors to this newsletter this academic year. Please show your gratitude to Kristen Zapalla, John Lewis and Kim Hack for all their hard work in producing this great newsletter.

Since this is our "macro" focused edition, we have featured those students and fieldwork settings that are involved in more of the macro side of social work practice. I hope you find the articles interesting in this last edition of Field Notes for this academic year which include spotlighting several agencies, articles about being a field instructor, the Dean's LGBTQ Matters Initiative, a feature about those students

accepted for global and national field placements in the Spring-Summer 2011 term, and the accomplishments of students who are involved in grant writing. It is particularly exciting when a student is successful in obtaining funding for their fieldwork site which is one small way we can give back to those who have spent hours mentoring our students in placement.

I want to take this opportunity to thank our most excellent group of Student Peer Facilitators for all their hard work this past term co-facilitating the Foundation Field Seminar. Accolades go to Kate Fawcett, Venus Miller, Stacy Sieraczynski, Aaron Surma, and Rebecca Wassell for their leadership and skill in co-facilitating the Winter term Foundation Field Seminar. They have been a great group to work with and we will miss them. As I write this, we are in the process of interviewing candidates for the Fall term 2011 seminar.

Another innovation this past year includes hosting a section of the Foundation Field Seminar in Detroit for those students who were awarded the Community Based Initiative Scholarship (CBI). Students in receipt of this scholarship must agree to a field placement in Detroit and also take several classes that are held in Detroit as part of the School's effort to collaborate with the Detroit community. Appreciation goes to Bill Vanderwill, LMSW, field liaison, for teaching this seminar in Detroit this term.

I have been fortunate to have had the opportunity to collaborate with the School's Office of Global Activi-

ties (OGA) this past year in many areas. The School is now offering a Global Activities Scholarship and we have interviewed many top candidates. In March Katie Lopez, Program Manager of the OGA office and I attended the annual summit of one of our global partners, Cross Cultural Solutions (CCS) which was held in New Rochelle, NY. We were able to meet with the in-country Directors who will be hosting our students this summer and hear about the incredible experiences of those who have volunteered with CCS. Katie, and I, along with Dr. Siri Jayaratne, Director of OGA, also had the opportunity to present at the Fourth Conference on International Social Work held at the University of Southern California School of Social Work, Los Angeles, California. We have also been working hard to develop an exchange program and will have students from Hong Kong and Australia placed here at Catholic Social Services and interviewing at Growing Hope this Spring-Summer term. We will highlight their experiences in our Fall edition.

Finally, congrats to our new grads! The Office of Field Instruction wishes you every success and hopes you keep in touch and want to be a field instructor someday. I would also like to extend my continued appreciation to our current group of field instructors for your incredible devotion in helping to shape the next generation of social workers.



Tip of the term:
Make sure to monitor your online footprint!

Going Global: International Field Placements

By John Lewis, MSW Candidate and Kristen Zappalla, MSW Candidate



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“International social work is a growing and important field. Our world is becoming more and more connected and we need to recognize that through our practice .”

-Allie Standal

Are you interested in International Social Work, and learning from international non-profits? Do you value challenging yourself and your world view? The School of Social Work Office of Global Activities (OGA) offers students who choose the out-of-sequence 16-month track, the opportunity to participate in international field placements. OGA “plans to promote social work in a global context, emphasizing principles of co-learning and partnership, not a Western-centered, top-down approach.” Today, in line with this vision, OGA partners with The University of Hong Kong and the University of Melbourne as well as Cross Cultural Solutions (an agency connecting volunteers and students to global field sites), to offer numerous international field placements.

One of the students who will be doing an international placement this summer is Allie Standal. She will be spending her summer at a management placement in Melbourne, Australia. Allie explains what inspired her to do an international placement and said: “I wanted to pursue a career in international social work and

hopefully work abroad for a couple of years. I also really love traveling and experiencing new cultures. I think it will be a great learning opportunity that will challenge me to step out of my comfort zone.” When asked what she wanted others to know about international social work, she replied, “International social work is a growing and important field. Our world is becoming more and more connected and we need to recognize that in our practice.” She further stated that social workers within the US can be leading examples to social workers in countries where the profession is just beginning to be recognized.

Another student with an international placement is Andrea Ortega, who will be spending her summer in Lima, Peru. Andrea became interested in international social work in order to see how other countries pursue social justice. “I think I am more or less trying to learn different approaches to helping vulnerable populations that might vary from social work practice in the United States.” When asked what she is hoping to get out of her placement, she responded, “I am hop-

ing to have a wonderful experience working and living in Lima. I think that most of all, I am looking to really delve into the culture and experience life in a new city while attempting to help those cases to which I am assigned.”

Andrea and Allie are not the first MSW students to do an international placement. Since 2006, 36 students traveled to 10 countries located in Africa, Asia, Eastern Europe and Latin America. While overseas, micro and macro students worked with a variety of agencies and organizations. The following highlights a few past partnerships and placement possibilities: Ashoka Innovators for the Public (India), Foundation for Sustainable Development (Nicaragua), Foundation for Sustainable Development (Ecuador), U-M Center for Growth and Human Development, University of Ghana Medical School (Ghana) and U-M Center for Growth and Human Development, University of Chile (Chile). If you are interested in pursuing a global field placement, e-mail OGA at ssw.oga@umich.edu.

Thank You Peer Facilitators for a Job Well Done!



From left to right: Rebecca Wassell, Venus Miller, Stacey Sieraczynski, Kate Fawcett and Aaron Surma

The following students assisted with the facilitation of the Foundation Field Seminar during the Winter term:

Rebecca Wassell is concentrating in IP, Children & Youth with a CO minor and is placed with Spectrum Child & Family Services; **Venus Miller** is a Management of Human Services in Mental Health student who is placed at Development Centers Inc.; **Kate Fawcett** is an IP and Mental Health student placed at Unison Behavioral Health; **Stacey Sieraczynski** is an IP and Children and Youth student placed at Change is Possible Counseling Services; **Aaron Surma** is a Management/CSS student who is placed at Greater Detroit Network for Social Innovators. We wish them well as they near graduation and pursue their careers!

Agency Spotlight: The Guidance Center

By John Lewis, MSW Candidate

"Born and raised in South Detroit." Yes, that is from the song "Don't Stop Believing" by Journey. Though sometimes mistaken for a reference to the Southwest Neighborhood of Detroit, the song is actually referencing the Downriver community, which is a collection of 18 cities and townships directly south of Detroit.

Serving the Downriver community's mental health and social services needs since 1958, The Guidance Center offers nearly 50 different programs that strengthen families and change lives across the lifespan. The agency operates out of over 20 different locations and serves over 20,000 individuals annually, making it one of the largest social services agencies in the area.

The agency was also awarded one of the Promise Neighborhood Grants from the Department of Education to create a plan to provide cradle-to-career services that improve the educational achievement and healthy development of children in the city of River Rouge.

What makes The Guidance Center even more awesome is that they have a variety of programs for field placement. School of Social Work students are currently placed in the following programs: The Center for Excellence, School-based Mental Health, Michigan Green Recovery, Children's Home-based, Children's Outpatient, the Infant Mental Health Program and Kids TALK Children's Advocacy Center. Oh and before I get too ahead of my-

self, full disclosure: I am also placed at The Guidance Center and have a lifelong affinity with the Downriver community.

Such a variety of programs provides a unique opportunity to really see how services work on individual, family, and community levels. Nicole Williams, a self-described "numbers cruncher", who has a policy and evaluation placement with the Kids TALK Program, says that she enjoys working at The Guidance Center because of its "commitment to evaluating every program along the way". She says that "having a placement at The Guidance Center means that you will be working on meaningful projects. It's really a sink or swim environment - and I like that."

"The agency operates out of over 20 different locations and serves over 20,000 individuals annually, making it one of the largest social services agencies in the area."

- John Lewis

Mastering Your Master's Degree

By Kimberly Hack, MSW Candidate

The Master's program at the U-M School of Social Work requires students to complete a rigorous curriculum in a short amount of time. Students take an average of 15 credits per semester, 100 part-time hours through their field placements, and still manage to squeeze in other social and academic activities. With all of the demands MSW students face, it seems like some of the course material might get lost in the mix. However, MSW students have found ways to get the most out of their coursework by applying classes to their future goals. Students have the opportunity to design their course work so that classes chosen will directly relate to their career interests. More specifically, macro-focused students can take classes on community organizing, social policy, and many other topics involved in social work, whether on the macro or micro level or anything in between.

MSW student, Brietta Allen, chose to take *Grant Getting, Contracting, and Fundraising* because she knew the course would provide her with marketable skills for her

work as a community organizer. "This course gave me the tools I need for basic fundraising and community relations, grant researching and writing strategies." Brietta hopes to work with a non-profit organization and put these skills to use after graduating from the MSW program.

Kara Fitzgerald is interested in practicing social work on an international level and found *Introduction to International Social Work* helpful in developing skills in this area. "We were encouraged to research current events and ethical issues of countries that we are specifically interested in. It allowed us to learn about the profession and then apply it to our interests for the future." Kara is also interested in working with youth and has been inspired by a mini course on youth empowerment. "Because of the course, I have started to think about how youth can significantly contribute to community efforts and how social workers can be adult allies for them. I am thinking about gearing my career towards working with youth and young adults to create community change." Through her course work,

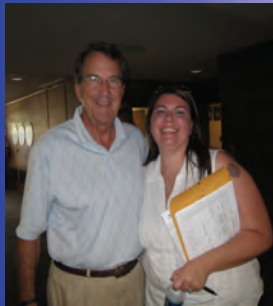
Kara has acquired a diverse set of skills and interests that can all be applied to her future goals.

Like Brietta and Kara, I have also explored career interests on a macro level through my course work. *Children and Youth Services and Social Policies* has helped me gain a better understanding of the policies and programs that affect youth. Since I hope to work with youth programs in the future, I now know how policies can influence this work and make a difference in the lives of children.

Although the School of Social Work requires students to take a variety of courses to ensure that each student has the education to be a well-rounded social worker, the program also allows students to focus on more specific interests. Despite the fast-paced program, macro-focused MSW students in the school are able to gather the knowledge needed for their future careers and explore the diverse aspects of social work.

Agency Field Instructors Speak: Big Brothers Big Sisters

Kristen Zappalla, MSW Candidate



Jennifer at the 14th Annual Golf Classic to support BBBS with Lloyd Carr

Big Brothers Big Sisters (BBBS) of Washtenaw County's mission statement is to "help children reach their potential through professionally supported, one-to-one relationships with adult mentors committed to helping them grow socially, emotionally and academically." BBBS is one of the field placement sites offered to MSW students. BBBS generally has placements for approximately 4 to 8 interns a term whom are offered a range of opportunities within the agency.

Jennifer Spittler, LMSW and Executive Director, seeks to foster the learning and growth of interns, staff and herself through the partnership with UM-SSW Office of Field Instruction.

She explains that interns bring academia, new ideas and materials into the office. Interns sharing information learned in class, Jennifer believes, "aids in staff's practices to be up to date, informed on new initiatives, theories and strategies and stays connected to the University and thus ingrained in academia." Moreover, interns gain and practice skills which often transfer to various realms of the social work field. When asked, "What do your UM-SSW interns generally do during their field placement with BBBS?"

Jennifer responded with a wide spectrum of experiences offered to interns. Jennifer assists interns with their educational agreements, helping them match their professional goals with the needs of BBBS participants, and current BBBS projects.

Interpersonal interns work with individuals and families; matching "bigs" to "littles" and in partnering with schools; interviewing students and potential volunteers. *Community Organizing and Management* interns are currently working on an annual fundraiser hosted by BBBS called, Bowl for Kid's Sake. Students are fundraising, soliciting in kind donations, talking to community members, and working with Ann Arbor and Ypsilanti schools to identify volunteers and/ or have teams at the Bowl for Kid's event.

Additionally, macro-focused interns hone in on nonprofit management skills through developing partnerships with volunteers and community members. A few examples Jennifer cited were, creating and maintaining relationships with volunteers who offer specific skills to mentor children, collect and analyze data, and work with board members.

Jennifer, who has been with BBBS for 9 years, expresses her feeling privileged to serve as a field instructor for UM-SSW students. She affirms that interns enrich the work environment and believes agencies shouldn't shy away from accepting interns. She states that the positives of hosting interns at the agency far supersedes any perceived time and commitment 'burdens'.

Jennifer offers the following advice for those looking for field placements in the fall, "match your passion with your field placement choice, even if it's not exactly what you want to do, make the placement and educational agreement work for you and what you need out of the experience."

Finally, Jennifer reminisces about how frequently students return to her and recount their, "aha moments" of connecting skills learned in field to their current job responsibilities. She loves when interns come back to her years later and are appreciative of the skills they cultivated at BBBS.

Welcome New Field Instructors of 2011!

The Office of Field Instruction welcomes the New Field Instructors recently trained in the Winter 2011 term.

We thank them for their commitment to education, training, and providing MSW students with an enriching and supportive experience.



Agency Spotlight: Washtenaw County's "Single Point of Entry"

Kimberly Hack, MSW Candidate

Washtenaw County recently implemented a "Single Point of Entry" service in an effort to coordinate housing crisis management. The agency tackling the project and acting as the Single Point of Entry is SOS Community Services in Ypsilanti. The agency will be the first stop on a consumer's route to access services from private non-profit agencies. The consumer's information will be entered into a database, with their permission, so that other agencies may access it when working with the consumer in the future. Often, consumers must contact multiple agencies in the county to find assistance for a spectrum of housing crisis issues. This service will reduce the time and information gathering that was previously needed at each individual agency. Now the agencies can coordinate services more efficiently and improve consumers' experiences. The database will also help

with collecting data about how housing crises are impacting the community. The data will support the need for continued funding for consumers who are homeless, facing homelessness, or need assistance in a variety of other forms.

U-M School of Social Work interns placed in the various Washtenaw County agencies that are linked to the Single Point of Entry service, have had the opportunity to see this project evolve. Brietta Allen is one of these interns and is working with SOS Community Services. She has used the data collection forms with consumers, which entails asking for personal demographic information as well as history with housing and financial crises, and admits that the project has taken some time to adjust to. "As an intern at SOS, it is challenging working with the new Single Point of Entry service. Though it gets easier with

time and practice, asking consumers for their personal demographic information sometimes feels intrusive, especially if we will not be able to assist them financially at our agency." However, the service will have a positive impact on the community and the assistance available.

"Overall, this service is beneficial to the community since we share the information we receive in intakes with other organizations through our computer program. This cuts back on how much information consumers have to share each time they go to another agency for assistance," says Brietta. The Single Point of Entry service is still in the introductory phase and continues to grow. It has opened the doors for further collaboration among agencies and an improvement of services for the Washtenaw County community.



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Grant Writing: Students' Perspectives

Jamila Abdur-Rahman, MSW Candidate

Grant writing has always been an important skill for social workers, but has become even more critical during the current economic climate. I had the opportunity to discuss the experiences of two individuals who provided their perspectives on the grant writing process.

Jeremy Gaertner is a Management/CSS student. Three months into his field placement, at Big Brothers Big Sisters (BBBS), he received the opportunity to work on a Request for Proposal (RFP) from Kiwanis of Washtenaw County in the amount of \$2600 dollars. If awarded, the funds will be utilized for BBBS's programs. Jeremy took the input from the Executive Director, the fund development staff and the grant writing class that he was taking at UM to guide his writing. When asked, what advice would you give to new students who are attempting to write grants in their field placements? He said that students should review previous grants at their internship that were funded and denied,

in order to assess the strengths and deficiencies. He also advised that students "research the funders in order to make sure that the mission of the funders align with the field placement's mission."

An alumnus of the School of Social Work, Christina Monroe gained more grant writing experience during her field placement at the Technical Assistance Center (TAC) in Detroit. Christina explains that the role of the TAC is to provide technical assistance and support for small to medium sized organizations working within the six Skillman Good Neighborhoods, which are, Brightmor, Cody Rouge, Northend, Osborn, Chadsey/Condon and Vernor. Pat Miller, a grant writing instructor at UM was also Christina's field instructor and Program Manager of TAC. She gave Christina the opportunity to work on a RFP from The Michigan Nonprofit Association in the amount of \$15,000. The grants purpose was to build capacity for census participation within difficult to reach areas in

Detroit and across the state. The task ahead for Christina was not to write a grant for interested organizations, but to provide technical assistance to each organization within each of the six neighborhoods in the form of an outline, detailing in laymen's terms the requirements of the grant.

Christina explained that she and a current MSW candidate, Patrick Meehan, provided creative solutions that were mindful and sensitive to the community they were working in. They included suggestions that were evidence based and offered creative, community specific ways of reaching out to people. The Vanguard Community Development Corporation, followed Christina's outline more closely, and was awarded the funding. When asked about the importance of grant writing for macro practice, Christina said, "Leveraging dollars for your organization and community engagement largely influences the work in your target communities."





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A Review of “Fitting In” Exploring TBLGQIA Identities in Social Work

Kristen Zappalla, MSW Candidate

The UM-School of Social Work (SSW) Dean’s Transgender, Bisexual, Lesbian, Gay (TBLG) Matters Initiative, created in 2004, hosted an event entitled, “Fitting In: Exploring TBLGQIA Identities in Social Work Education and Field Work.” “Fitting In” is one of many events throughout the school year sponsored by the Initiative; whose purposes include increased visibility of TBLGQIA issues within the SSW, educational programming geared towards TBLGQIA concerns, and fighting homophobia, transphobia and heterosexism.

The “Fitting In” event held February 16th, began with a welcome to all participants and a viewing of the documentary, *Bad Fit*. The documentary highlighted interviews from social work students and faculty at Hunter College in New York. The students and professors interviewed, identified on a spectrum of sexual identities and discussed their experiences in the classroom, with the college administration and with in their field placements. After viewing the documentary, facilitators, Beth Jenkins (MSW candidate), Ja Eun

Huh (MSW candidate) and Leigh Robertson, LMSW Field Faculty, led the audience in discussion about the climate at UM-SSW.

A major goal of “Fitting In”, as described by Ja Eun Huh, was to begin an on-going dialogue initially assessing how the SSW LGBTQIA community and allies perceive the current environment at UM-SSW. The dialogue elicited and welcomed personal experiences and observations with in the school’s classrooms, curriculum content and within field placements.

Ja Eun explained that the this Initiative is currently collaborating with the SSW Office of Field Instruction to identify and gather resources and allies from the larger community and SSW community for students who identify as TBLGQIA. Ja Eun stated, “learning through interactions with each other”, ignites the process of working towards addressing concerns regarding classroom norms, curriculum content and students who are navigating the management of disclosure in field

placements. Additionally, as described by Leigh Robertson, the OFI TBLGQIA liaison and faculty advisor for the Dean’s TBLG Matters Initiative, “OFI is currently developing an “Out in Field” brochure modeled after the cutting edge work in this area from field faculty at the University of North Carolina and University of Kansas. This brochure will be designed specifically for TBLGQIA students providing them with basic supportive information, and challenging homophobic, heterosexist, and transphobic attitudes and behaviors within the context of field instruction.” This brochure will be available to students in Fall, 2011.

Dialogue generated during the “Fitting In” event wasn’t the first of its kind at UM-SSW and it won’t be the last. For those interested in participating in the discussions, learning about resources and/or providing resources, contact Leigh Robertson, email: leigrobe@umich.edu. Additionally, be on the look out for upcoming Initiative events this spring.

“The arts have served as an integral part of social justice work and have inspired the organizations that provided workshops and discussions for the conference..”

Kimberly Hack

Arts, Activism, and Organizing at the School of Social Work

Kimberly Hack, MSW Candidate

The A2O Summit, hosted by the UM-School of Social Work, kicked off Friday, March 11, 2011 with musical, dance, and poetry performances by students and local groups. The celebration set the stage for a weekend of workshops on arts, activism, and organizing. The arts have served as an integral part of social justice work and have inspired the organizations that provided workshops and discussions for the conference. The conference provided film screenings of *Bilal’s Stand*, a locally produced project about a high school student in Detroit trying to pursue his

dream of attending the University of Michigan, and *A Village Called Versailles*, documenting the recovery of a Vietnamese-American community following the devastation of Hurricane Katrina. Representatives of SOUP Dearborn, The Yuinon, and C+PAD (community+public arts: DETROIT) all discussed their work with community organizing around the creative arts. The Prison Creative Arts Project presented on the writing, art, and theater workshops that they conduct in Michigan prisons to provide hope to inmates. The Matrix Theatre

Company also presented on the community theater work that they organize in Southwest Detroit and even brought in an art project for conference attendees to participate in. Following a discussion with Yusef Shakur and Shaka Senghor, the founders of the Urban Network Bookstore and Urban Guerilla Entertainment, a closing celebration also took place. A showcase of performances provided a fitting ending to the conference on how the arts can have empowering and inspirational effects on individuals and communities.

Reflections from the Field

Christine Anderson, LMSW, Field Instructor of Girl Scouts Heart of Michigan

As a field instructor at Girl Scouts Heart of Michigan (GSHOM), I've often found myself thinking that the term "instructor" is a bit of a misnomer. After some years of experience at both GSHOM and other non-profit organizations, I've found that much of my time gets taken by day-to-day responsibilities and honing job-specific skills. There's less time to consider those responsibilities in the broader context of social work. However, thanks to the great opportunity I have to supervise student social workers, I've found myself being able to do just that. The student social workers I have worked with

at GSHOM (including our current intern Jamila Abdur-Rahman) have approached our organization, programs and girls we serve with thoughtful curiosity. They bring a research perspective to the work being done at GSHOM, asking questions that have me considering our mission—to build girls of courage, confidence and character, who make the world a better place—with new and fresh eyes, and from the perspectives of multiple stakeholders. A recent conversation with Jamila, for example, had me considering the importance of philanthropy from a Girl Scout's perspective: apart from the impor-

tance of "time, talent and treasure" for an organization, the opportunity that girls have in deciding how to give that time, talent and treasure is in and of itself empowering—particularly for girls who may have limited resources or feel disempowered for other reasons.

It is these conversations that make me feel like I am as much of a student as the interns I work with. My experience as a field instructor has kept my chosen profession of social work fresh and exciting for me, and I can truly say, based on that experience, the profession will be in good hands for years to come.



Christine Anderson

Announcements

- **The Community Action Social Change Minor** is a new multi-disciplinary undergraduate minor offered by the School of Social Work. Through the minor, students gain skills in addressing community action in social change in diverse community settings while learning to integrate social justice values into the community action and social change process. CASC involves students with diverse backgrounds including: psychology, sociology, economics, anthropology, history, political science, public policy, business, and art and design. CASC students are often looking for opportunities to engage with the community, including short and long-term internship/volunteer opportunities, and short-term projects during the summer months or the school-year. If your organization/agency is interested in hosting undergraduate students in any of these opportunities or special projects, please contact cascvolunteeropportunities@umich.edu for more information. For information about the CASC Minor visit: <http://www.ssw.umich.edu/programs/undergrad>.
- **The Office of Continuing Professional Education** invites you to register for institutes and mini-courses being offered throughout the spring and summer. When registering, be sure to indicate that you are a current, active field instructor in order to access your 50% discount up to \$200. For more information, contact www.ssw.umich.edu/programs/ce.
- **The Office of Field Instruction** continues to be in need of strong interpersonal practice field placements which are supervised by qualified, credentialed social workers with an MSW, a minimum of 2 years post-MSW experience, and a State of Michigan LMSW. A large number of our student's major practice area is in children and youth or mental health so any field opportunities in these areas are most welcome. We are especially looking for people who want to be field instructors who are eager to mentor our developing students and who have the energy and passion for the changing world of social work. If you know of someone who would make a good field instructor or know of a potential fieldworks setting that offers interpersonal practice experiences, please have them contact me at 734-647-2543 or voshele@umich.edu so I can initiate the application and approval process.

Important Field Related Deadlines and Activities:

- Classes End **April 19**.
- Field Instruction ends, **April 22**.
- Educational Agreement/Evaluations Due **April 25**. (Include: Signed Field Instructor Narrative, Self –Assessment, and Term Hours Page completed)

OFI Welcomes Mandy Wortz to the Team



Mandy Wortz joined the Office of Field Instruction as the new Project Coordinator in January of 2011. She came to us from Muncie, Indiana where she worked with TR McConnell for 5 years as his Office and Administration Manager.

In December of 2009 she graduated with honors from Ball State University with a degree in Social Studies Education with an Educational Technology minor. During

her time at Ball State, Mandy was applauded for her success in history through various recognitions as well as by being chosen as the senior student speaker at the History Department awards banquet. She graduated with honors in writing and served as the Editor for America's Hometown Band grants and community correspondence. As part of the Hometown Band, Mandy was a featured vocal soloist for many community performances.

Mandy grew up in Quincy, MI where her family resides. She enjoys traveling and has spent time teaching in Namibia, Africa and the Netherlands. Mandy values spending time with her family and friends, attending musical events, riding her bike, and being creative.

Advice to the Graduating Class of 2011

By Betsy Voshel, LMSW, ACSW, Field Director

Continue to Rejuvenate
Continually Educate
Have some Fun
Become a Leader
Strive for Excellence
Stay Connected
Take time for yourself

Thank you to all contributors of
the fifth volume of Field Notes!

Field Notes Editor-In-Chief: Jamila Abdur-Rahman

Freud Fellows: Kimberly Hack, John Lewis and Kristen Zappalla

OFI Faculty & Staff, Students, Faculty, and many more!

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