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Fall 2013 Part-Time MSW Program Newsletter

Volume 3, Issue 1

Fall 2013

New Student Orientation

The Part-Time MSW program was proud to welcome new students into our program in the fall of 2013. Generalists and Advanced Standing students from both the Madison and Eau Claire sites came together in both large group and break out sessions to learn about the program, set expectations, hear from current students, and meet their classmates. Students were able to listen to and ask questions of a student panel. This panel consisted of three prior students, one of which utilized Skype to attend the orientation from the Eau Claire site. The panel discussed work, life, school balance and provided tips on everything from the best place to get lunch on Saturday's to how obtaining a MSW has

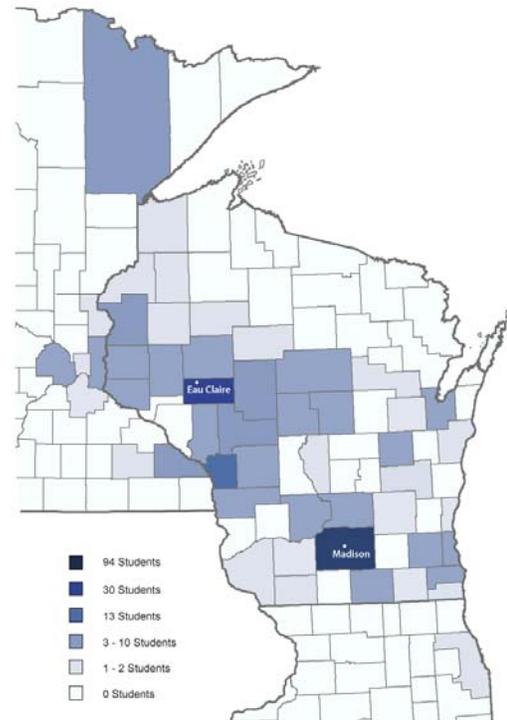
advanced their careers. In addition to the panel, students obtained information from the Writing Center; including instructions on how to set up a consultation with the Writing Center via Skype.

This year the Part-Time MSW program has 97 incoming generalist and advanced standing students. There are 11 incoming generalist students who will be attending class at the Eau Claire site and 38 incoming generalist students who will be attending class at the Madison site. There will be 23 incoming advance standing students at the Madison site and 25 incoming advance standing students at the Eau Claire site.





University of Wisconsin-Madison School of Social Work
Part-Time MSW Program
Student Location by County, 2013 - 2014



Our students come from Wisconsin, Minnesota, and Illinois. Students travel to both the Madison and Eau Claire sites for Saturday classes. This year we have projected cohorts of 160 students at the Madison site and 105 at the Eau Claire site.

Congratulations!

Nicole Johnson, an alumni from the Eau Claire site, accepted a position as a Psychotherapist in the Sexual Abuse Counseling Program in the Behavioral Health Department at Gundersen Lutheran.

Jessica Cline, a 3rd year student at the Madison site, accepted a position at Newcap as the housing case manager for people with mental illness.

Jenifer Frazer, a 2013 alumni from the Eau Claire site, accepted a job with the Barron County Behavioral Health/CSP program. She will be working as a Behavioral Health/CSP worker.

Lori Kroening, a 3rd year student at the Eau Claire site accepted a position with ATTIC Correctional Services, Inc. She will be conducting AODA assessments, AODA group therapy, as well as relapse prevention groups.

Jessica Cline, a 3rd year student at the Madison site, will be getting married over winter break this year.

Andrea Mitchell, a 1st year Madison site student, has been chosen to have her jewelry making company, AlyxAndrea Design, participate in a celebrity Gift Lounge .

Kirsten Webster, a 3rd year Madison site student and her husband Bryan had a baby boy named Soren Franklin on September 16th, 2013.



Audrey's Farewell

Dear MSW Students,
It is with both excitement and sadness that I announce I will be leaving my position as Associate Director of Field Education. I have accepted the position of Clinical Assistant Professor for the School of Social Work at UW-Madison. I have enjoyed working with each of you, the Field Faculty, and our Agency Supervisors. I hope you can take some time to reflect on all of your accomplishments and the dedication you have made to your education. I wish you all the best in your future endeavors.



Kayla's Hello

Hi all,
My name is Kayla Boettcher and I am the new PTP Office Manager for the Madison site. I am excited to start this position and meet all of you! I grew up in Shawano, and then attended UW-Madison where I received my BA in Sociology in December 2011. After graduation I spent a year working for the University's Space Management Office (as in square feet not planets). I am a huge Badgers fan, and I guarantee if you stop by on a game day I will be able to tell you the score.



Cindy's Hello

Hello,
I am excited about working as the Associate Director of Field Education. I have been teaching in the Part-Time program for the past three years, and am looking forward to working more closely in the field program. We have strong Field Faculty and Agency Supervisors to work with students to create an amazing experience. Field is a time of learning new skills, techniques, and building new relationships. I have no doubt that we will hear many stories about the remarkable interactions, teaching experiences and ways clients and families will enrich our lives. Welcome to Fall 2013!

ASK AN ADVISOR

I feel overwhelmed by all the messages in my wisc.edu account; do you have any suggestions?

Yes, there are a couple ways you can de-clutter your inbox.

If the issue is advertisements and spam messages:

Sign in to your wisc.edu account.

At top right, select 'Manage Account.'

On the left-hand menu bar, select 'WiscMail' and then 'Filters and Vacation.'

Make sure your Junk Mail Filter is set to 'Medium' or above.

If the issue is too many UW-Madison notices:

Go to: <http://www.doit.wisc.edu/lists/wisclist/> and log in.

On the left-hand menu bar select 'Manage Subscriptions.'

The 'My Subscriptions' page should be displayed. You can click on any of the list names for more information. You will have the option of changing the subscription type. We recommend setting the 'Subscription Type' to 'Receive Daily Digest' if you want to de-clutter your inbox, but still receive notices. **CAUTION: do NOT Unsubscribe or Select "No Mail."** If you make one of these selections, you will no longer receive pertinent information about the Part-Time MSW program.



I'm getting married, how do I change my name with the University?

Legal name changes are done through the Office of the Registrar. You can find the form here:

http://registrar.wisc.edu/documents/name_change_form.pdf

I don't use my legal name, is there a way to change things to my preferred name?

Yes! For more information on UW-Madison's new Preferred Name policy see:

http://registrar.wisc.edu/preferred_name.htm

When you make these changes, send us a quick email as well so we can update our files. Thank you!

I just moved; how do I update my address?

You can edit your contact information through the Student Personal Information portal on your MyUW page.

Please make an effort to update this information. This information is beneficial in establishing car pools and knowing in what geographical regions we will need to coordinate field placements. Also, without your correct address on file, your diploma will be mailed to the wrong address.

Advisor Reminder

Title IV-E

The Public Child Welfare Training Program is designed to educate and train graduate and undergraduate-level social work students to prepare them for employment as practitioners in public child welfare. The goals of the program are to strengthen Wisconsin's public child welfare workforce and to produce social work leaders as public child welfare practitioners and/or as public child welfare supervisors or managers. The Training Program operates with federal funds made available through Title IV-E of the

Social Security Act, which provides specified financial support for students committed to a career in public child welfare.

Trainees admitted to the IV-E Training Program **receive** the following:

- A monthly stipend (amount determined by yearly budget) [**MSW only**]
- Tuition and fees (in-state, Minnesota reciprocity)
- Book and supplies funds and mileage to and from field site

For more information, please go to:

<http://socwork.wisc.edu/childwelfaretraining>

Advising Tip

The one credit summer course for year two students, SW 442, Generalist Approaches to Macro Practice II, is not covered by financial aid; Please plan accordingly.

A Message from the Associate Field Director

I am a social worker 24/7—
Words.....

They build you up; they tear you down. They make you look smart; make you look lost. Make you feel special; make you feel alone. Words hurt your feelings; they heal your soul. They make you look professional; they make you look dishonorable. Words make you a part of your circle; they circle you with isolation. Words are who you are.....

a social worker 24/7—
your words are always in the spotlight.

INTERVIEWS WITH FIELD INSTRUCTORS

Heidi Frank

What is your name and the Field Course you teach? What focus area do you specialize in?

My name is Heidi Frank, MSW, LCSW and I teach Field Seminar SW 800. My area of interest and specialty is working with those struggling with severe emotional dysregulation including personality disorders and complicated trauma. I am trained in EMDR level II and Intensively Trained in Dialectical Behavioral Therapy.

What do you want students to get out of the field experience?

I want the students to have a rewarding year at their field placement and in seminar class. I want them to feel confident in their abilities as Master level Social Workers to work with individuals in a variety of settings. I want to create a learning environment that is fun and rewarding and where students learn clinical skills.

Where do students usually struggle with field and how do they overcome those struggles?

One area where I feel students struggle is in balancing the demands of home life, school, and current jobs. I think it is important to remember that obtaining a graduate degree can be exhausting, but the rewards are amazing.

What advice would you like to give students in relation to field and do you have any helpful hints to make the experience successful and rewarding?

The biggest advice I would give is to go into the year as flexible as you can. With hours, full

-time work, field placements, and classes it can be difficult to manage ones time. If students are flexible with their current jobs, field placement, and home life, they will have a more successful field experience.

How is the integrative field seminar crucial in field placement?

Integrative field seminar and field placement is a match for many reasons. The biggest reason is the collaboration and the validation of the successes and struggles that most students go through together. Field seminar is a fantastic environment for developing skills, and building relationships. By the end of the year the field seminar class feels like a second home and many students keep in touch after they graduate.



**“Obtaining a graduate degree can be exhausting, but the rewards are amazing.”
Heidi Frank**

Jeanne Nutter

What is your name and the Field Course you teach? What focus area do you specialize in?

Name...Jeanne Nutter

Teaching....Field 400.

My area of expertise is Child Welfare.

What do you want students to get out of the field experience?

I hope students have the opportunity to really experience their placement. They need to spend time engaging with their colleagues, learning how their agency works and feeling as if they are a part of the system. I hope that students will make connections between what they are learning in the classroom and what is happening in their placements. Students must step up and participate in the work that goes on within the agency. They need to seek out every possible learning situation. It is important to ask questions, find mentors, and research all possibilities for learning.

Where do students usually struggle with field and how do they overcome those struggles?

Students struggle with managing their time. Students have taken on a great deal of responsibility; Most are working full time and have families. They are in class and working at their field placements. It is hard to balance all of this. I try to help students understand that this is just temporary and is something they have chosen to do. They may have to make changes and adjustments to accommodate all that is asked of them.

What advice would you like to give students in relation to field and do you have any helpful hints to make the experience successful and rewarding?

Take advantage of this learning experience. Not only should they focus on what happens within their agency, they need to look outside to community resources. It is important to develop those relationships and connections. Students need to get out and meet those who might contract with their agency or act as referral sources. It is a time when you are free to say, "I don't know"....and you can seek out answers and research problems and issues. I would also suggest to students to keep a journal or log. A journal can help a student see how far they have come over the year.

Please explain how the field placement is critical to student education?

It is a time to develop our skills along with our professional behavior. Students have the opportunity to learn about themselves, ask questions and seek feedback. Internships should be a freeing experience in which a student can open their minds to new experiences.

How does the student's field placement relate to course work?

Students should be able to reflect back on readings and classroom discussions during their placements. They should always be connecting the dots and using what they have learned in class to enhance their placement experience. Students should always be thinking about our NASW Code of Ethics and the NASW Standards for Cultural Competence. It is important for students to continue on a path of self awareness. The more one knows about themselves, the better they are at dealing with potential boundary or ethical dilemmas.

How is the integrative field seminar crucial in field placement?

Seminar should be the place for a student to express their feelings about their placement. It is a time for them to process with their cohorts issues that have come up in their agency. Seminar should be a safe place for these discussions. Students need to have time to ask questions about their placement, process the good along with their struggles. They need to have time to seek feedback from their cohorts and the instructor.

Jenny Braunginn

What is your name and the Field Course you teach? What focus area do you specialize in?

Jenny Braunginn; I teach SW 800/801: Social Work Practice in Child and Family Welfare: Public, Private and Educational settings.

Along with teaching this course, my specialty is in School Social Work.



“Use this time to stretch your skills, and push yourself as a social worker.”

What do you want students to get out of the field experience?

To me field experience is the most exciting part of Graduate School; it is where you get to put your skills into action! I hope students will deepen their critical thinking as they learn how to demonstrate and expand their social work skills.

Where do students usually struggle with field and how do they overcome those struggles?

Many students are not confident enough in themselves to really push themselves to use their skills. It is important for students to question things and learn from their supervisors, but then they must be able to demonstrate those skills both at the placement and in class.

How does the student’s field placement relate to course work?

Course work and field are completely integrated as far as putting knowledge into action. Social work is a field where we all need to continually learn and challenge ourselves. It is an ongoing process to balance our knowledge base with skills as we keep learning and growing.

How would you recommend incorporating field into an individual’s schedule?

I think it is critical to remember that your placement is also your professional job. Keeping that in mind is a way individuals can be sure to keep it as a top priority in their schedule.

What advice would you like to give students in relation to field and do you have any helpful hints to make the experience successful and rewarding?

This is the one time you get to “try things out” with immediate feedback as you grow and develop your social work practice skills. Take advantage of this time to learn as much as possible and observe others in your placement and in class. Use this time to stretch your skills, and push yourself as a social worker.

Please explain how the field placement is critical to student education?

Social work is an “action” field, so without actually having a chance to practice your social work skills you only are developing part of your skill base. This is when you should learn how to combine your academic learning and your skills to “become” a social worker.

How is the integrative field seminar crucial in field placement?

Field seminar gives students the opportunity to discuss, get feedback and apply critical thinking as it relates to social work practice. Each week it is important to process your week, learn from others in your seminar, and keep evaluating yourself and continue to grow in your skill development.



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Have a submission for the Spring Newsletter? Please send submissions to April Lande (alande@wisc.edu)