A Message from the Field Office

We hope everyone is having a great semester! We have been hearing great things from students in the field. We are currently preparing our 1st year MSW students for their field experience which will begin in January 2015. We have established several new collaborations with new agencies in the field. We would like to welcome the following new agencies to our field program here at UNCW:

- Exceptional Educators - Brigade Boys & Girls Club
- Coastal Family Medical - Autumn Care
- TEACCH Autism Program, PATH Pender County
- Northchase Nursing & Rehab - Blue Ribbon Commons
- VA – RHA – Parsley Elementary
- Big Buddy - Nourish NC
- Cape Fear Volunteer Center - Touchstones
- Family Endeavors - Carousel Center

***SAVE THE DATE***

FIELD INSTRUCTOR TRAININGS (FREE CEU’S)

“The Ins and Outs of Mandated Reporting” This training is not just for beginners in the field. This training will feature a highly qualified panel discussing special issues related to abuse reporting. On the panel will be a forensic interviewer, medical examiner, and representatives from DSS-CPS. Field Instructors are invited to bring colleagues to this training!

**When:** November 5th, 9:00-11:00am  
**Where:** Main Campus, McNeill Hall Room 1051  
(Parking Vouchers will be provided for field instructors)

“Supervision & Evaluations”: This training will provide helpful information for field instructors on how to give your students the most productive supervision and provide training on the evaluation process for students.

**When:** October 27th, 9:00-11:00am  
**Where:** Onslow Extension Campus, B&T Bldg. Room 101
How did your interest in military social work begin?

I became interested in military social work because of my husband, who is active duty in the Army, stationed at Ft. Bragg, in Fayetteville. When I entered my PhD program, I wanted to focus on a specific area for my dissertation. I had previously worked mostly in women’s issues: domestic violence, sexual assault, and economic empowerment. But I knew military social work was a growing area in social work and that there was a need for more social workers familiar with the military population. I ended up combining the two interests and studying women in the military. This then lead me to a larger focus on military culture, the military in general, and especially looking at veterans of Iraq and Afghanistan. I feel like this group of young veterans is a defining aspect of my generation. I ended up writing my dissertation on women in combat during my husband's 3rd deployment, while caring for our two young children and working, which was very challenging. The challenges I had during that deployment caused me to look at how military families with young children cope with and manage during and after deployments. It was kind of a personal interest; I wanted to know how other people did it.

What do you want social workers to know about work with military families?

The research project that I’m working on is still in the data collection phase, so I don't have any results yet. I will say, though, that the surprising thing is how creative families are in maintaining connection with loved ones who are far away and how they help their children cope with deployment. The families are often not only resilient in overcoming challenging times, but innovative in how they do so. Social workers should know, then, that often families have come up with some great solutions and ideas on their own. Although military families and children are very resilient, they do still need advocates to help them manage some of the challenges that come with being part of a military family, including deployments and separations.

What is the biggest need in working with military families and how best can they be supported?

The biggest need families seem to have during deployment is an extra set of hands, or some easy child care. For the at-home parent, it is difficult to get all the essential errands and chores done with young children in tow. Tasks such as moving furniture or mowing the lawn become more difficult without an extra set of hands. Another need is tools for communication, specifically how parents can talk to each other about dividing child care and housework responsibilities, what information is to be shared with each other or with children, and so on. Parents and spouses sometimes have expectations of what it's going to be like during or after deployment, and struggle when it doesn't turn out as anticipated. Having the tools and the knowledge to talk to each other about those expectations may be helpful.
In this issue, the spotlight is on Laura Mannie. Ms. Mannie is a 2nd year MSW student who is currently doing a hybrid placement, splitting her field experience between Interfaith Refugee Ministries of Wilmington (IRM-W) and WHAT Clinic. Her experiences at IRM-W led her to developing a refugee support group for kids under the supervision of her field instructor Sara Pascal. Let’s put the spotlight on Laura!

**What motivated you to develop and implement your refugee support group?**

For my placement, I work with Interfaith Refugee Ministry, the local refugee resettlement agency in our community. IRM-W’s primary role is to help refugees from overseas adjust to life in a new country, providing them with a wide variety of case management and employment services. When I came on board, the Coordinator Sara Pascal explained to me that due to restricted funding, comprehensive children’s services are not available through IRM-W for refugee children following their initial resettlement months. Sara was passionate about helping to provide services to these children and was very helpful in introducing me to an ESL teacher in the community. Together, the ESL teacher and I were able to brainstorm how to create a program for the kids. We decided to start a weekly group for the kids with the hopes that this time would allow the students to come together, strengthen relationships, and explore healthy outlets.

**What has been the biggest reward in this process?**

Working with a culturally diverse group, it was important to me that I was not imposing my beliefs but instead that I was creating a trusting environment where all involved could learn and grow.

The language barrier was always an interesting challenge, but I appreciate how limited language capabilities have allowed me to explore a multitude of ways in which we communicate without speech. There were many moments throughout the semester that touched me. I specifically remember a point at the end of the semester when I was invited to UNCW to hear the Digital Stories the students had created in the ESL teacher’s class. Afterwards as the students were playing together in the hall, I noticed the older boys helping out some of the newer ones. In our first meeting, the students didn’t even really know why they were all together in the group. But by the end of our time, the group had formed an identity of its own, and I could see how that group identity impacted individual relationships, with the older kids looking out for the new arrivals.

**Will your support group continue after your internship is completed?**

I appreciate the opportunity to learn from this experience and I hope that by working with the ESL teacher in this process, the group will be able to continue on after I have graduated.

For more information on Interfaith Refugee Ministries (IRM-W) or for volunteer opportunities, please contact Sara Pascal at 910-264-7244 or email spascal@helpingrefugees.org. Volunteer Opportunities includes mentoring families, teaching English, communication partners, and more.
Chris’s Corner

Hello and welcome to my little corner of the supervision world! My name is Chris Hall, PhD, MSW, LCSW and each issue I will offer thoughts and tips on practice supervision with the goal of creating conversation about how supervision can be offered in ways that lead to student growth. In this issue, I am discussing roles we take as supervisors. Though supervisor is one word, it is not one role; it is actually comprised of six distinct roles.

1. The Supporter: Assisting supervisees to explore their personal experiences of working with others and helping supervisees to recognize and process their emotions and reactions.

2. The Supervisor: Working with the supervisee to help find his/her individual style in helping others by drawing from natural talents and abilities the supervisee may have.

3. The Case Consultant: Offering advice on practice approaches that may help the client/consumer to reach goals. These are suggestions to be discussed with the supervisee and not mandates.

4. The Teacher: Instructing the supervisee about specific interventions and assisting the supervisee to gain more knowledge on practice techniques and approaches.

5. The Colleague: Over time the supervisor begins to share clinical decision making and responsibilities with the supervisee so that the relationship eventually becomes more peer-like.

6. The Advocate: Supporting and encouraging the supervisee to take appropriate action on behalf of the wellbeing of clients/consumers and when needed advocate for the supervisee within the agency.

In future issues I will discuss each of these roles and offer question and topic suggestions to use in supervision. During supervision be aware of the role you are taking with the supervisee during supervision and think to the purpose of the questions you are asking. See you next issue!

Be sure to visit the UNCW School of Social Work Facebook page. You will find reporting on the latest events, reports from the field, job listings, and other exciting happenings!