



Weekly Field Placement Journal

Name: Adriana Izquierdo **Hours worked this week:** 19
Week of: Oct 29 - Nov 2, 2018 **Total hours this semester:** 128 **Grade:** 10

Please include the following when journaling:

1. Using the journal rubric on eclass, describe learning activities/experiences for this past week. Specify the date and time of your required supervision as well as what you did for self care. (Please start at the beginning of the week and describe events chronologically covering each day. Quantity of the description should match total hours accrued. See journal example on eclass.)

On Monday my supervisor and I started our morning by having a meeting with D's mother, teachers, and social worker. We discussed some things that D told her mom were happening in the school. She told her mom that the teachers were picking on her, and that they were treating her unfairly, etc. Mom was very frustrated with the situation that D told her about. We discussed how students are graded and why the teacher addressed D when she misbehaved. We also emphasized that a lot of points come from good sportsmanship, which D was having a hard time with. After mom and staff discussed the situation, we brought D in to hear her side of the issue. We had a long meeting with both of them to try to get them to understand how Bethel works in terms of education and programs. Each student is working a different program and they are in different academic levels, due to this the teachers help those that are really struggling and push those who they know have more to give. This meeting was very beneficial to see the mom and daughter dynamics, and to get a better sense of where they both are. After this meeting we did D's med evaluation. We discussed her depression and if the medication was helping with that. She said her depression was 0 this week, so we concluded the medication was being helpful. We also had check ins with four girls. With the first girl we discussed her home situation. Her parents are not together so we talked about how her parents would alternate weekends home with her. She also mentioned she might get moved up a grade because she is doing very well. We were so proud of her. The next check in we did was with a girl who was on the fence of going to foster care. M, was very concerned with her future as far as where she would be, however her main concern was that she would not be able to be with mom. She stated she hates her grandparents because her grandma calls her nasty words, and they hate her mother. She has a profound love for mom, and although mom is very inconsistent, she still wants to be reunited with her. We talked about the weekend home and everything that happened. M said she felt if she accepts her grandparents as being good for her, then she is betraying her mom. We told her we were having a meeting with grandparents on Wednesday in which we would discuss the situation. Our next check in was with T who is leaving Bethel soon, not due to her ending her program, but because her mother feels that Bethel is not helping. Her mother has passed this belief on to T, who is now careless about what she does at Bethel because she knows she's leaving. She was having problems with a couple of students and we tried to give her some conflict resolution techniques, but she was closed off. Lastly we had a check in with MK. MK is having a difficult home situation where they are accusing her of having sexual attitudes toward the men in the house, however the examples her mother and grandmother give are very benign. We are not sure if she is truly doing this or not but we discussed her feelings about it. She seems to genuinely not think she is doing anything wrong. These check ins were very beneficial in getting to see

the progress the girls have or have not made, I was also able to learn more about their homes lives and their situation. Lastly, I watched a video on brain function and how dopamine and cortisol affect us. While watching this I was thinking about the girls we work with and how they might display happiness. On Wednesday my supervisor and I had one check in with P. We made a timeline of her life as far back as she can remember. During this activity P recalled her moms abuse toward her when she was little. She gave some detail but she was trying to stay away from the topic. Toward the end of the timeline, she became overwhelmed and asked to leave. While we did this I noticed how she tried to block the memories out. After this I made phone calls to some parents to remind them of Parent Path on Friday the 9th, and that this would also be a weekend home. We also had a meeting with a potential family. We had a meeting with the family all together, with the parents alone, and with the child alone. Further meeting are needed for the staff to decide if we are taking the girl or not. Next we had a long meeting with M's grandparents. We discussed the events that occurred during the weekend that made them consider foster care, we talked about M's overall behavior toward the people in the house, and other details the grandparents brought up. While we talked to the grandparents I noticed why M thinks they have given up on her. They are very inconsistent and they also sound like they are done trying with her. Her grandfather is not very assertive and her grandmother says things that make it sound like she is done with M. By the end of the meeting they decided they would give it one last try before they send her to foster care. Then I sat in on a meeting with the parents who are considering Bethel. These are parents of a boy so I was not very aware of what was going on, but they had some follow up questions and they talked about the boy's behaviors and things that were affecting him. My supervisor and I debriefed on the week we had and what I learned. I asked questions on how to address certain issues or actions. For self care I booked an hour long massage which was very much needed.

2. For each learning activity/experience, describe how you implemented learning from the coursework.

Reference each competency and practice behavior that applies to the learning activities/experiences described (i.e. 1:2 = competency #1 and practice behavior #2). You must cover a minimum of four competencies each week to earn full credit. Please see the rubric and sample on eclass.

COMPETENCY	PRACTICE BEHAVIOR #	DESCRIPTION OF LEARNING (1-2 SENTENCES)
Competency 1:	5	I demonstrated this by asking my supervisor questions about some issues we deal with and how to address them.
Competency 2:	2	I demonstrated this during IPP's and parent meetings. I did not assume anything they did not state and I acknowledged they were experts of their own life.
Competency 3:		
Competency 4:		
Competency 5:		
Competency 6:	2	I was empathetic toward all clients when working with them. I actively listened to all of them.
Competency 7:	2	I demonstrated this during the parent meetings. I was able to incorporate human behavior, social environment, and person-in-environment theories to my conclusions about the situation.
Competency 8:		
Competency 9:		

3. Describe areas of growth or concern to address during supervision (2-3 sentences):

I think I need more confidence to speak to parents during parent meetings instead of just observing.

Task Supervisor's Comments:

Field Instructor's Comments:

2nd (If Applicable) Task Supervisor's Comments:

Director of Field Education's Comments:

You did a good job this week matching your learning experience descriptions to the number of hours that you accrued! Keep up the good work!

Student's Signature: (Izquierdo, Adriana): Adriana Izquierdo Nov 5, 2018 9:20 AM

Task Supervisor's Signature: ():

Field Instructor's Signature: (Tricia Tatum): Patrisha Tatum Nov 8, 2018 12:41 PM

Field Director's Signature: (Savannah Grignon): Savannah Grignon Nov 15, 2018 11:01 AM

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