

**Instructions for Completion**

**Students**, please initiate this document by clicking your week's activities to be discussed in mandatory weekly one-hour supervision with your field instructor. Click the **Save Draft** button each week. At the end of the month, you will submit this document by clicking the **Journal Student Entry** button listed after week 5. This will send a message to your field instructor to sign. If there are not 5 weeks in the month, leave the section blank, but you must always click the week 5 journal entry to finalize your monthly submission.

**Task Supervisors** (if applicable), please review this document weekly and communicate progress and opportunities for growth with the student and field instructor.

**Field Instructors**, please review this document each week during your mandatory weekly one-hour supervision to address student concerns and questions and to discuss documentation, self-care, progress and opportunities for growth. At the end of the month, your submission statement will verify the student's hours and field learning experiences. After your input, the form will be sent to the Field Director for grading.

**Week 1**

<p><b>Date</b> (Start Sun. - Sat. 11:59 p.m.) 2/1/20 - 2/8/20</p>	<p><b>Competencies Addressed:</b> (A minimum of 4 required each week)  <input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior  <input type="checkbox"/> 2. Engage Diversity and Difference in Practice  <input checked="" type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice  <input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice  <input type="checkbox"/> 5. Engage in Policy Practice  <input type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities  <input checked="" type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities  <input checked="" type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> Did Not Accrue Practicum Hours</p>	<p><b>Practice Behaviors</b> (Please list the required 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)                  • 1.3                  • 3.2                  • 7.1                  • 9.1</p>	<p><b>Description of Learning Activities (2-3 sentences per competency)</b> Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.                  1.3 - Commitment This week was a slow week. The first two days I was there, I didn't have any clients. So, instead of reviewing my clients paperwork, I decided to sit down with my task supervisor and ask her if there were any areas I needed to improve in. I am determined to make sure I am completing my tasks to the best of my ability. Having supervision allowed me to ask questions that I needed to be addressed and have paperwork completed as well.                  3.2 - Implement Strategies During this week since I didn't see any clients I was able to sit down with my task supervisor and we were able to discuss when we were going to discuss the group sessions. We determined what would be helpful and what would be unhelpful. We also discussed the next solution to have people sign up/attend the sessions that will be provided.                  7.1 - Classification Systems Because I didn't have any clients, I was able to read up on the DSM-5. Having clients that have been diagnosed with depression or anxiety or both has been a little challenging for me because I wasn't aware of all of the symptoms. So when my clients would react or say something about their previous week, I would become a little confused because I wasn't aware of every possible symptom.                  9.1 - Evidence-Based Evaluation During this week my task supervisor sat down with me and we discussed "Beck Anxiety Inventory" and "Beck Depression Inventory." We also discussed Subjective Units of Distress known as SUD. My task supervisor helped me understand that this activity will help me have a better understanding of how my client is managing their anxiety or depression. I will be able to understand what a 0-10 looks like for them and what they have been doing to decrease episodes.</p>
<p>I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each week in total accrued field hours.)  <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	<p><b>Comments/Outcome</b> (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.) I went to get my hair done. I am in the process of getting my hair dyed and I believe that through all the stress I have been through I deserve it. Getting my hair done is self care because it allows me to take a break from everything and have someone pamper me.</p>	<p>I completed my weekly journal entry prior to weekly supervision. (1 bonus hour maximum may be counted each week in total accrued field hours if journal entry is done prior to weekly supervision.)  <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	<p><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b> During this supervision, there wasn't much to discuss because I wasn't able to see clients and we also had a snow day. So, during this session was to prepare for the next week.</p>
<p>Hours accrued this week: 12.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p>	<p><b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week.  <input checked="" type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Ray, Marie (486175) on 3/3/2020 7:16:35 PM

**Week 2**

<p><b>Date</b> (Start Sun. - Sat. 11:59 p.m.) 2/9/20 - 2/15/20</p>	<p><b>Competencies Addressed:</b> (A minimum of 4 required each week)  <input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior  <input type="checkbox"/> 2. Engage Diversity and Difference in Practice  <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice  <input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice  <input type="checkbox"/> 5. Engage in Policy Practice  <input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities  <input checked="" type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities  <input checked="" type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> Did Not Accrue Practicum Hours</p>	<p><b>Practice Behaviors</b> (Please list the required 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)                  • 1.2                  • 6.1                  • 7.1                  • 9.2</p>	<p><b>Description of Learning Activities (2-3 sentences per competency)</b> Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.                  1.2 - Field-Regulation At the beginning of this week I didn't have any clients scheduled. I wasn't sure if I should come in or ask if I could complete some paperwork at home. So, instead I decided that in order to be professional, I still needed to go to the office even though I didn't have any clients, because this was my job. I was able to catch up on my trainings and go over my clients paperwork to see if there was any information that I've missed or any information that was misunderstood.                  6.2 - Use Empathy During my one session, I was able to show empathy by listening to my client and letting her know that I understand what she is going through. She discussed that her "love life" didn't exist. She then became emotional and I was able to comfort her by letting her know that it's okay to cry and that it was good to cry because it's her best to let out her emotions. I then handed her my tissue box.                  7.1 - Collect and organize data Because I didn't have any clients, except for one, I was able to go back and read up on the DSM-5 again. I understood that I read though it last week but because I was free, I wanted to learn more information that could possibly help my clients in the future. While reading I also searched different strategies and tools that I could use in the future to help my clients.                  9.2 - Evaluate Effectiveness At the end of this week I meet with my client that has been struggling with managing her depression. In our previous session my client's homework was to have at least 10-15 minutes of "me time." During this session my client discussed with me that she sits outside of her job for 10 minutes and she has noticed that that has helped her tremendously. She stated that this new exercise has allowed her to be alone and not have to think about her situations at home or work. She was able to take a break from the world.</p>
<p>I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each week in total accrued field hours.)  <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	<p><b>Comments/Outcome</b> (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.) I caught up on some sleep. This was an important self care because I have been sick lately and it's mainly because my body hasn't had time to rest. I got to go to sleep early and wake up later than usual. I need those extra hours of sleep.</p>	<p>I completed my weekly journal entry prior to weekly supervision. (1 bonus hour maximum may be counted each week in total accrued field hours if journal entry is done prior to weekly supervision.)  <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	<p><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b> A concern/question that was discussed during supervision was that I wonder why I don't like awkward silence. But I learned that silence is actually good when it comes to a therapy session because it allows the client to have a chance to speak but to also have a chance to think. I was afraid that I would feel like I am not completing my job to my best ability if their is silence.</p>
<p>Hours accrued this week: 15.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments 1.2 - Was there anything you were able to do at the office that day you didn't have any clients scheduled that may have provided an opportunity for you to serve in a clinical or administrative way?</p>	<p><b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week.  <input checked="" type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Ray, Marie (486175) on 3/3/2020 7:16:42 PM

**Week 3**

<p><b>Date</b> (Start Sun. - Sat. 11:59 p.m.) 2/16/20 - 2/22/20</p>	<p><b>Competencies Addressed:</b> (A minimum of 4 required each week)  <input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior  <input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice  <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice  <input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice  <input type="checkbox"/> 5. Engage in Policy Practice  <input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities  <input checked="" type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities  <input checked="" type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> Did Not Accrue Practicum Hours</p>	<p><b>Practice Behaviors</b> (Please list the required 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)                  • 1.3                  • 2.3                  • 6.2                  • 7.4</p>	<p><b>Description of Learning Activities (2-3 sentences per competency)</b> Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.                  1.3 - Oral Communication During this week I had a client that was scheduled on a day that I wasn't able to attend. So, I had to call my client and professionally ask her if she minded if we rescheduled our appointment. I had to make sure I also worked around her job schedule to make sure she would be able to attend the next session.                  2.3 - Self-awareness During my session with my client she stated that she was no longer taking her medication because it was making her gain weight. She felt like gaining 6 pounds was detrimental and stated, "skinning people have more fun." During this session I had to control my personal biases because I am not what is seen as skinning. However I discussed with my client why she doesn't think that people that are not skinning don't have fun. Listening to her, I learned that she was raised that way and seeing her mother not being skinning and struggling she assumed that if you're not skinny then you struggle.                  6.2 - Use Empathy During my session, with my client, I was able to have a better understanding of why my client believed that people that were not skinny didn't have fun. Listening to her reasoning behind that I was able to show empathy because I was able to understand her and not judge her thoughts.                  7.4 - Select Strategies Before my session I conducted research of multiple tools/strategies that have helped individuals that have been diagnosed with anxiety. I eventually implemented 1 specific strategy with my client. During the session, I learned that my client has a hard time focusing on reality so I suggested that she tries the 5-4-3-2-1 grounding technique. It has been studied that this technique has helped individuals with anxiety be able to manage their thoughts and be able to focus on what is taking place in front of them at that very moment.</p>
<p>I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each week in total accrued field hours.)  <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	<p><b>Comments/Outcome</b> (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.) I went to dinner with an old friend. We haven't talked much because we had a disagreement but I thought it was time to fix our relationship. For me this is self care because in the back of my head I knew I missed my friend but I was too stubborn to reconnect with her. And now that I have, it's like we never stopped talking.</p>	<p>I completed my weekly journal entry prior to weekly supervision. (1 bonus hour maximum may be counted each week in total accrued field hours if journal entry is done prior to weekly supervision.)  <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	<p><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b> A growth that will be addressed during supervision, is that I've noticed that I have become more comfortable with speaking to my clients. I have also noticed that it has become easier for me to assign my clients homework that could possibly help manage their anxiety.</p>
<p>Hours accrued this week: 14.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.) Great implementation of techniques and skills for clients!</p>	<p>Field Instructor Comments 1.3 - What was your client's reaction when you asked her to reschedule? How did you respond if it was adverse? 2.3 - Great job at using your inner dialog to fuel a productive discussion to help your client address and challenge her own personal beliefs! 7.4 - Can you share a bit more about how the tool you used impacted your client? Also, what was the experience like for you as a clinician to use a specific tool like that in your session?</p>	<p><b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week.  <input checked="" type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Ray, Marie (486175) on 3/3/2020 7:17:02 PM

**Week 4**

<p><b>Date</b> (Start Sun. - Sat. 11:59 p.m.) 2/23/20 - 2/29/20</p>	<p><b>Competencies Addressed:</b> (A minimum of 4 required each week)  <input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior  <input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice  <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice  <input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice  <input type="checkbox"/> 5. Engage in Policy Practice  <input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities  <input checked="" type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> Did Not Accrue Practicum Hours</p>	<p><b>Practice Behaviors</b> (Please list the required 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)                  • 1.4                  • 2.2                  • 6.2                  • 8.1</p>	<p><b>Description of Learning Activities (2-3 sentences per competency)</b> Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.                  1.4 - Technology Use During my one session this week, I was able to use technology professionally. I used our database to be able to take notes and fill out our Individual Session document. This data based allowed me to access my clients information, our previous sessions, and her emergency contact if needed.                  2.2 - Learner During my session my client mentioned her past relationship and how it was abusive. She stated that she has noticed how much she has grown and doesn't want to turn back. As the therapist, I let my client understand that she is the expert of her own life and she is the only person that knows what is truly best for her. I also explained to her that my role in this situation is to be her therapist which is to be a listener, provide support, education, and help her learn how to help herself and make educated decisions.                  6.2 - Engage with Individual During my session I was able to show empathy to my client by allowing her to understand that what she was feeling was normal. I didn't want her to think that what she was feeling was wrong and that she thought no one else goes through similar problems. I explained to her that going through an abusive relationship is hard and that no one deserves that and it was amazing that she was able to remove herself.                  8.1 - Evidence-based Intervention During my session my client spoke about her past abusive relationship and how her ex-boyfriend has a new spouse and my client was thinking about contacting her to inform her of what he did to her. During my session I was able to use Supportive Psychotherapy (SP). Using SP allowed me to help my client maintain, restore, and possibly improve her self-esteem, ego functions, and adaptive skills. Listening to my client I explained to her how earlier to her that if she would have gotten in contact with the young lady then that could possibly have her stepping backwards and that's not what we both want for her. So, we both agreed that it wouldn't be in her best interest if she contacted her. At the end of my client stated that she just needed a second validation that she was doing the right thing by not reaching out to the woman.</p>
<p>I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each week in total accrued field hours.)  <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	<p><b>Comments/Outcome</b> (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.) I went back home, to Nashville. I have been feeling depressed lately and I needed my family to reassure myself that I can get through this. Seeing my family made me happy and I needed that.</p>	<p>I completed my weekly journal entry prior to weekly supervision. (1 bonus hour maximum may be counted each week in total accrued field hours if journal entry is done prior to weekly supervision.)  <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	<p><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b> During my supervision, the concerns that we will discuss will be based off of the learning agreement. We will be able to finalize it and have it submitted.</p>
<p>Hours accrued this week: 14.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments 2.2 - As a therapist, you're also providing support, education, and helping clients learn how to help themselves and make educated decisions. 6.2 - Is there an evidenced-based practice strategy that you used with this client? 7.3 - Actually there isn't a 7.3 :) If you can think of an evidence-based clinical intervention you used during this client's session or a theory that your method of counseling may most closely resemble, you could count this for Competency 8.1. Also, I think it's important that even though you may have your beliefs about what is in her "best interest," she needs to be able to feel supported by you no matter what decision she ends up making - hence the delicate balance with sharing your own personal opinion.</p>	<p><b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week.  <input checked="" type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Ray, Marie (486175) on 3/3/2020 7:17:14 PM

**Week 5 (If there are not 5 weeks in the month, leave this section blank, but you must always click Week 5 journal entry to finalize your monthly submission)**

<p><b>Date</b> (Start Sun. - Sat. 11:59 p.m.) [Blank]</p>	<p><b>Competencies Addressed:</b> (A minimum of 4 required each week)  <input type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior  <input type="checkbox"/> 2. Engage Diversity and Difference in Practice  <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice  <input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice  <input type="checkbox"/> 5. Engage in Policy Practice  <input type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities  <input type="checkbox"/> Did Not Accrue Practicum Hours</p>	<p><b>Practice Behaviors</b> (Please list the required 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)</p>	<p><b>Description of Learning Activities (2-3 sentences per competency)</b> Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p>
<p>I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each week in total accrued field hours.)  <input type="radio"/> Yes <input type="radio"/> No</p>	<p><b>Comments/Outcome</b> (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p>	<p>I completed my weekly journal entry prior to weekly supervision. (1 bonus hour maximum may be counted each week in total accrued field hours if journal entry is done prior to weekly supervision.)  <input type="radio"/> Yes <input type="radio"/> No</p>	<p><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b></p>
<p>Hours accrued this week:</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p>	<p><b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week.  <input type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Ray, Marie (486175) on 3/3/2020 7:17:23 PM

<b>Hours Accrued</b>	<b>Total Monthly Hours Accrued</b>	<b>Total Cumulative Field Hours Approved to Date</b>
55.00	55.00	55.00

**Task Supervisor Instructions:** After leaving your comments above, click **SAVE DRAFT** button next to "Field Instructor Submit" button. See below.

**Field Instructor Monthly Journal Submission**

Actioned by Rao, Kelly on 4/5/2020 1:47:46 PM

**Journal Grade (20 points possible)**  
This journal meets the rubric requirements and earned 20 points

**Field Director Comments**

Actioned by Reed, Jennifer on 3/24/2020 9:07:41 PM