

MSW Advanced Monthly Field Journal

Students, please initiate this document by recording your weekly activities to be discussed in supervision with your field instructor. At the end of the month, you will submit this document to be signed by your field instructor.

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.

General Information

Student Name: Courtney Krajesky

Academic Level:

MSW Advanced

Agency Name: HCDE

Is there a Task Supervisor?

Yes

No

Field Instructor Name: Patti O'Shea

Supervision with Field Instructor:

Individual

Group

How many weeks are in this month?

4

5

Week 1

Please note that the week begins on Sunday at 12:00 am and ends on Saturday at 11:59 pm.

Start Date: 11/1/22

End Date: 11/6/22

Hours accrued this week: 14

Competencies Addressed (a minimum of 4 required each week):

1: Demonstrate Ethical and Professional Behavior

2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

3: Engage Anti-racism, Diversity, Equity and Inclusion (ADEI) in Practice

4: Engage in Practice-Informed Research and Research-Informed Practice

5: Engage in Policy Practice

6: Engage with Individuals, Families, Groups, Organizations, and Communities

7: Assess Individuals, Families, Groups, Organizations, and Communities

- ✓ 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- ✓ 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Did Not Accrue Practicum Hours

Practice Behaviors (please list the required four numbers below to match the competencies selected):

- 1.1 Develop a practice framework for analysis of complex environments, that is ethical, value-grounded and evidenced-based
- 1.2 Implement supervisory and self-care strategies that integrate professional strengths, limitations, and challenges
- 1.3 Exhibit commitment to professional growth through continuing education, supervision, and ongoing consultation
- 1.4 Demonstrate professional oral and written communication skills
- 2.1 Demonstrate leadership in developing and implementing evidence based practice with relevant strategies that advance human rights at the individual, family, group, organizational, community, research, and policy levels
- 2.2 Implement culturally-informed strategies with diverse populations
- 3.1 Demonstrate leadership in advocating for human rights, social, economic and environmental justice
- 3.2 Design and implement social action strategies that demonstrate social, racial, economic; and environmental justice
- 4.1 Critically review current research on evidence based and contemporary best practices to improve practice, policy, and programs
- 4.2 Conduct and disseminate research that responds to social work practice needs and uses ethical, culturally informed, anti-racist, and anti-oppressive strategies to advance the purposes of social work
- 5.1 Advocate with and inform stakeholders to impact policy change
- 5.2 Develop and implement a policy and/or advocacy plan
- 6.1 Examine evidence-based practices to prepare for professional engagement across systems
- 6.2 Engage with systems utilizing evidence-based practice strategies
- 7.1 Formulate comprehensive assessments, using a variety of diagnostic classification systems
- 7.2 Design and implement organizational and/or community assessments
- 8.1 Implement clinical evidence-based interventions with individuals, families, and/or groups
- 8.2 Integrate macro level evidence-based strategies with organizations and/or communities
- 9.1 Select evidence-based evaluation strategies according to their efficacy with specific client systems
- 9.2 Evaluate the efficiency and effectiveness of practice outcomes across systems

From the list above, please list the required four numbers below:

2.1, 6.2, 8.1, 9.1

Description of Learning Activities (2-3 sentences per competency):

Met with a parent with shoes for her child from the organization Scottish Rite. Also co-facilitated a small group at Csla lower school.

Did a referral for a client who is struggling with food insecurities. The referral was made in order to assist the family in receiving a food box as the student mentioned they did not have money due to a family move.

Engaged in a call to Cps regarding a client who's children were involved in sexual trauma. The call involved all social workers who and staff members who had previously or currently work with client.

Went to a house and met a client who needed to discuss truancy as her child had been missing school. Client was calm and collective and discussed her lack of transportation as the cause of child being absent.

In addition to the description, describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.

Field Instructor Comments:

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

Areas of growth discussed were connecting learning and practice behaviors to the competencies more efficiently. We also discussed power school and how to enter in data with each client to show activity log.

Week 2

Please note that the week begins on Sunday at 12:00 am and ends on Saturday at 11:59 pm.

Start Date: 11/7/22

End Date: 11/12/22

Hours accrued this week: 14

Competencies Addressed (a minimum of 4 required each week):

- 1: Demonstrate Ethical and Professional Behavior
- 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- 3: Engage Anti-racism, Diversity, Equity and Inclusion (ADEI) in Practice
- 4: Engage in Practice-Informed Research and Research-Informed Practice
- 5: Engage in Policy Practice
- 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- 7: Assess Individuals, Families, Groups, Organizations, and Communities
- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Did Not Accrue Practicum Hours

Practice Behaviors (please list the required four numbers below to match the competencies selected):

1.1 Develop a practice framework for analysis of complex environments, that is ethical, value-grounded and evidenced-based

1.2 Implement supervisory and self-care strategies that integrate professional strengths, limitations, and challenges

1.3 Exhibit commitment to professional growth through continuing education, supervision, and ongoing consultation

1.4 Demonstrate professional oral and written communication skills

2.1 Demonstrate leadership in developing and implementing evidence based practice with relevant strategies that advance human rights at the individual, family, group, organizational, community, research, and policy levels

- 2.2 Implement culturally-informed strategies with diverse populations
- 3.1 Demonstrate leadership in advocating for human rights, social, economic and environmental justice
- 3.2 Design and implement social action strategies that demonstrate social, racial, economic; and environmental justice
- 4.1 Critically review current research on evidence based and contemporary best practices to improve practice, policy, and programs
- 4.2 Conduct and disseminate research that responds to social work practice needs and uses ethical, culturally informed, anti-racist, and anti-oppressive strategies to advance the purposes of social work
- 5.1 Advocate with and inform stakeholders to impact policy change
- 5.2 Develop and implement a policy and/or advocacy plan
- 6.1 Examine evidence-based practices to prepare for professional engagement across systems
- 6.2 Engage with systems utilizing evidence-based practice strategies
- 7.1 Formulate comprehensive assessments, using a variety of diagnostic classification systems
- 7.2 Design and implement organizational and/or community assessments
- 8.1 Implement clinical evidence-based interventions with individuals, families, and/or groups
- 8.2 Integrate macro level evidence-based strategies with organizations and/or communities
- 9.1 Select evidence-based evaluation strategies according to their efficacy with specific client systems
- 9.2 Evaluate the efficiency and effectiveness of practice outcomes across systems

From the list above, please list the required four numbers below:

4.1, 6.1, 7.2, 8.2

Description of Learning Activities (2-3 sentences per competency):

Engaged in small group with lower school boys (5th) grade. I led the activity which was collective drawing. The students seemed to enjoy the engagement activity.

Attended a CBT training for Hamilton County social workers. The purpose of the training was to further our knowledge and recognize trauma when looking at it. Went over the CBT components to include screening and psycho education.

Observed a Facebook live meeting with Laura that was for single mothers in the community as she described her role in the F.I.T program in Chattanooga.

In addition to the description, describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.

Field Instructor Comments:

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

The CBT trauma informed training was very educational and informative. I could use more practice and learning about the signs/symptoms of trauma and become more trauma informed. In areas of growth, I could also research more group activities for small groups each week.

Week 3

Please note that the week begins on Sunday at 12:00 am and ends on Saturday at 11:59 pm.

Start Date: 11/13/22

End Date: 11/19/22

Hours accrued this week: 14

Competencies Addressed (a minimum of 4 required each week):

- 1: Demonstrate Ethical and Professional Behavior
- ✓ 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- 3: Engage Anti-racism, Diversity, Equity and Inclusion (ADEI) in Practice
- ✓ 4: Engage in Practice-Informed Research and Research-Informed Practice
- ✓ 5: Engage in Policy Practice
- 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- 7: Assess Individuals, Families, Groups, Organizations, and Communities
- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- ✓ 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Did Not Accrue Practicum Hours

Practice Behaviors (please list the required four numbers below to match the competencies selected):

- 1.1 Develop a practice framework for analysis of complex environments, that is ethical, value-grounded and evidenced-based
- 1.2 Implement supervisory and self-care strategies that integrate professional strengths, limitations, and challenges
- 1.3 Exhibit commitment to professional growth through continuing education, supervision, and ongoing consultation
- 1.4 Demonstrate professional oral and written communication skills
- 2.1 Demonstrate leadership in developing and implementing evidence based practice with relevant strategies that advance human rights at the individual, family, group, organizational, community, research, and policy levels
- 2.2 Implement culturally-informed strategies with diverse populations
- 3.1 Demonstrate leadership in advocating for human rights, social, economic and environmental justice
- 3.2 Design and implement social action strategies that demonstrate social, racial, economic; and environmental justice
- 4.1 Critically review current research on evidence based and contemporary best practices to improve practice, policy, and programs
- 4.2 Conduct and disseminate research that responds to social work practice needs and uses ethical, culturally informed, anti-racist, and anti-oppressive strategies to advance the purposes of social work
- 5.1 Advocate with and inform stakeholders to impact policy change
- 5.2 Develop and implement a policy and/or advocacy plan
- 6.1 Examine evidence-based practices to prepare for professional engagement across systems
- 6.2 Engage with systems utilizing evidence-based practice strategies
- 7.1 Formulate comprehensive assessments, using a variety of diagnostic classification systems
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- 8.1 Implement clinical evidence-based interventions with individuals, families, and/or groups
- 8.2 Integrate macro level evidence-based strategies with organizations and/or communities
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- 9.2 Evaluate the efficiency and effectiveness of practice outcomes across systems

From the list above, please list the required four numbers below:

2.2, 4.2, 5.1, 9.1

Description of Learning Activities (2-3 sentences per competency):

Co-facilitated small group on Tuesday with the group of six boys. We played Jenga which had questions on each block for them to ask and answer among one another as an engagement tool/activity. Worked on several referral documents and added them to powerschool.

Gathered food and bags for the homeless in transition as Budgetel Motel was shut down after only 4 hours notice to occupiers. Placed documents together regarding the motel members information so that their needs may be assessed based off of family size and desired needs. Observed agency collaboration as everyone worked together to find resolve for these members who found themselves homeless at the last minute.

In addition to the description, describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.

Field Instructor Comments:

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

In the future I may be working with older adolescents who may be battling with depression and suicidal ideations. It will be helpful to increase my knowledge base addressing these types of issues that may arise as I have not worked with this population before. As an area of growth, I felt as though I was able to process a difficult observation for the week and do so in a healthy manner, rather than take it home with me.

Week 4

Please note that the week begins on Sunday at 12:00 am and ends on Saturday at 11:59 pm.

Start Date: 11/20/22

End Date: 11/26/22

Hours accrued this week: 7

Competencies Addressed (a minimum of 4 required each week):

- 1: Demonstrate Ethical and Professional Behavior
- 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- 3: Engage Anti-racism, Diversity, Equity and Inclusion (ADEI) in Practice
- 4: Engage in Practice-Informed Research and Research-Informed Practice
- 5: Engage in Policy Practice
- 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- 7: Assess Individuals, Families, Groups, Organizations, and Communities
- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Did Not Accrue Practicum Hours

Practice Behaviors (please list the required four numbers below to match the competencies selected):

- 1.1 Develop a practice framework for analysis of complex environments, that is ethical, value-grounded and evidenced-based
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- 5.2 Develop and implement a policy and/or advocacy plan
- 6.1 Examine evidence-based practices to prepare for professional engagement across systems
- 6.2 Engage with systems utilizing evidence-based practice strategies
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- 7.2 Design and implement organizational and/or community assessments
- 8.1 Implement clinical evidence-based interventions with individuals, families, and/or groups
- 8.2 Integrate macro level evidence-based strategies with organizations and/or communities
- 9.1 Select evidence-based evaluation strategies according to their efficacy with specific client systems
- 9.2 Evaluate the efficiency and effectiveness of practice outcomes across systems

From the list above, please list the required four numbers below:

2.1, 4.1, 6.1, 9.

Description of Learning Activities (2-3 sentences per competency):

The morning started off abruptly as a parent in carline reported of a potential meth/crack pipe in the car with a student in the line in front of them. The school security officer was notified as well as the social worker and nurse. Not even an hour later, the said student who was in the car with the drugs, ended up in the nurses office reporting an upset stomach. We researched meth side effects and symptoms of secondhand exposure in children and indeed this was one of the symptoms reported. At 9:15 I observed my field supervisor in classroom inclusion. This addressed test anxiety and how to calm students with upcoming state exams. Later on, I got direct time as I provided a classroom lesson to 3rd grade students regarding the test anxiety and being able to control negative feelings surrounding it. More direct hours were documented as I had the lunch bunch kids meeting where a group of students struggling with anxiety eat their lunch in the counselors room during lunchtime. We discussed their upcoming Thanksgiving plans and what they were thankful for. Later in the afternoon

we had boys group meeting, where they played an interactive game in preparation for Thanksgiving as well as providing closure as this was our last Tuesday with this particular group of boys. We then left the school and headed to Scottish Rite for shoes to take to EBE for students in need. We completed the day with sorting clothes for a fire family in need.

In addition to the description, describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.

Field Instructor Comments:

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

How to identify symptoms of second hand drug abuse in children as this is a topic I am unfamiliar with and currently researching. I also would like to find out how to come up with more curriculum for students regarding lessening test anxiety.

Grades and Signatures

Courtney Krajesky 12/06/2022

Student Signature: Date

Task Supervisor Signature: Date

Journal Grade (20 points possible): 20

Field Instructor Comments:

Everything looks good! For the next journal, identify which practice behavior goes with the journal entry.

 12/06/2022

Field Instructor Signature: Date