

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 Oshea

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: 4/1/23

End Date: 4/8/23

Hours accrued this week: 16

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, 4.2, 6.2, 8.1

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

2.1 This week since it was spring break for students, I utilized my time navigating activities to do with groups next week. Over the next couple of weeks I will need to think of termination of groups and what this will look like.

4.2 I researched literature surrounding attention focus and limiting test anxiety as the students will be taking the TCAP exams in a few weeks.

6. I also took this time to go by and see a social work friend and see what he does at his clinic for children who struggle with trauma/abuse. It was interesting to hear of his perspectives towards fight

or flight and the overlap with identifying ADHD and trauma in children as they are very similar.

8.1 Began to gather some resources and make calls to see what agencies in the community would benefit our students and their families. Many organizations stated that they do not see people outside of the area code they listed. This was interesting to me as I hadn't realized the many hurdles that families go through to seek services.

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):

We discussed getting a resource file together so that we may manually flip through it and find resources. We started a google file so that we may upload resources that we find.

Week 2

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

Start Date: 4/9/23

End Date: 4/15/23

Hours accrued this week: 17

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:

1.2, 3.1, 5.2, 7.1

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

1.2 This week the students returned and I was professional and well prepared for our groups. I have noted along the way that it is imperative to have everything prepared so that they do not get off track too much.

3.1 I began groups with the fun activity "Three Truths and a Lie." It was an engaging and fun activity to jumpstart them into the day. I loved seeing how well they did or didn't know one another and the way they interacted so well together in comparison to the beginning weeks we shared together.

5.2 Next we did Roll the Dice Break the Ice as an activity as I wanted to share interactive and engaging activities, especially this week since I knew they were coming off of spring break. Each student then shared their highs and lows from the break and what they spent their time doing.

7.1 In individual counseling this week, one student discussed some things he is struggling with so I went home and spent time researching and printing off some homework guides for him that I plan to give to him next meeting.

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

Field Instructor Comments:

There will be many times when you encounter things you are unfamiliar or not familiar enough with and your researching of the topic shows your desire to grow and learn!

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

We discussed group activities that I can utilize next year at my new school. Having spent time over the course of the year with Patti, I now feel confident presenting test anxiety material etc to students and ways to keep them engaged in the process.

Week 3

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

Start Date: 4/16/23

End Date: 4/22/23

Hours accrued this week: 17

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:

4.2, 6.2, 8.1, 9.1

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

4.2 This week I met with several students individually and did our weekly mood check/check in. Each of them appeared to be doing well and now thriving in the classroom which made me happy to witness, especially with prior struggles.

6.2 This week in group, students asked me if we could spend the first half of our group time with the emotional regulation card game. This wasn't on my agenda for the day, however I felt as though it is important for them to engage with one another and share their emotions/moods freely. This went well and I was happy I changed plans as a few were sharing beneath the surface material that needed discussion.

8.1 Each evening I go home, I research material to use for the next group meeting. This week I looked for interactive material that would reflect channelling anxiety into productivity as many students shared how anxious they felt this week so I want to begin placing more focus on channeling this emotion.

9.1 One of my the students I meet with individually appeared to be excited that he had homework to take home and bring back with him next week for discussion. It appears as though others in his environment forget things and he appeared shocked that I noted our last conversation and had hw guides to take home with him. The fact that someone remembered things he had mentioned seemed to shock him.

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):

We discussed how I am there as support for the students I work with on a weekly basis so if there are times when they seem less engaged in the material I bring, I still make a big difference in their lives by being that cheerleader so to speak and support in their lives.

Week 4

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

Start Date: 4/23/23

End Date: 4/29/23

Hours accrued this week: 17

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, 3.2, 5.2, 7.1

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

2.1 This week I worked with a child to improve and develop strategies to increase academic success. He and I also worked on developing appropriate social skills in the classroom. This will assist him in understanding himself as well as others.

3.2 Gathered resources to meet a family's needs as this impacts student success/lack thereof at school. When a student comes to school hungry, it is difficult to concentrate and leads to an array of issues.

5.2 In groups this week I had them start off with the icebreaker "A Day in the Life." This activity has students share what their day looks like beginning with each morning. This eased them into discussing daily roses and thorns or highs and lows of the day. This also guided us into deeper conversation.

7.1 This week there was some friction amongst members of my girls group. I met with the school counselor and collaborated with her as she also meets with these same students. One individual began with me and wanted to form a group meeting instead of merely individual. We began to do so and now she wishes for it to go back to just she and I meeting individually. This was a learning curve for me as I have never encountered this type of issue. I explained the process and the issue was resolved in a positive manner.

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

Field Instructor Comments:

Collaboration with your counselor is key to school social work!

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

It is important for me to always talk with Patti or fellow counselors I am with on Thursdays in order to resolve conflicts that may arise in groups where I may not know the best approach to resolution.

Week 5

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

Start Date: 4/30/23

End Date: 5/6/23

Hours accrued this week: 17

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, 6.2, 8.2, 9.1

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

4.1 This week we incorporated small groups that demonstrated a Restorative Circle. My field supervisor, myself, and two school counselors at EBE school sat in on several circle groups. The purpose of these groups is to assure that teachers and students are connected and heard.

6.2 Participants are encouraged to be open and honest about their perspectives regarding a conflict, how they have been harmed, and how they think others could have been harmed. The benefits are to help students take responsibility, teach conflict resolution, build emotional skills, build strong relationships, instill the importance of communication etc. Each group member had a chance to be seen and heard. I participated in the group and chimed in where need be to assist the teacher.

8.2 The teachers felt as though this was a positive experience that we brought to their attention. In my boys group this week, we did an activity that involved explaining what each group member had learned over the course of the semester in our group. Each member shared perspectives openly and freely. We then finished our time with discussion on how their actions also impact the behaviors of others.

9.1 In individual counseling this week, I worked with students on identifying how far they have come this semester with SMART goals and identifying behavior and the progress/growth they have achieved by modifying their emotions and channeling anger in a positive and productive way.

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):

I shared with Patti this week about the results of my individual and group therapy with students. I am impressed by how far they have come and the improvement they have displayed.

Grades and Signatures

Courtney Krajesky 05/28/2023

Student Signature: Date

Task Supervisor Signature: Date

Journal Grade (20 points possible): 20

Field Instructor Comments:

great variety of tasks - continue to seek opportunities to learn and grow - I see the intentionality of your staying organized, that will serve you well!



07/16/2023

Field Instructor Signature: Date