

Instructions for Completion

Students, please initiate this document by recording 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

Date (Start Sun. - Sat. 11:59 p.m.) 12/1- 12/7	Competencies Addressed: (A minimum of 4 required each week)	Practice Behaviors (Please list the <u>required 4</u> numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)	Description of Learning Activities (2-3 sentences per competency) Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.
	<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 checked="" 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"/> 0.0 - No Hours Accrued <input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input checked="" type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input type="checkbox"/> 9.3 <input type="checkbox"/> 9.4	<p>This week I sat down with both Hannah and Maddy to review the material for Lauren's Kids. With the new scripts and the videos already established, I felt more secure as I practiced the material. Through this cycle of practice and feedback, I have discovered my strengths and weaknesses that I will be</p>

- ☐ 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

bringing to the table as I get ready to present for Lauren's Kids. I had the opportunity to discuss with Janelle and Hannah the possibilities of disclosures being made, how to handle that, and who I can talk to in the event that I feel anxious/overwhelmed. We created a check-in plan for dealing with the messy, mixed emotions that may come from a child disclosing abuse. Together, Hannah and Janelle are helping me build a plan for success and closure as we enter the new year. In doing one-on-one work and supervision with Janelle, I learned how the CAC handles termination with clients, the learning objectives outlined for each child (as per TF-CBT workbook), and how narrative focused therapy can be helpful. I realized that therapy was less of a one-sided conversation and more of an open-dialogue between therapist and client. The client must be the one to initiate the conversation, while the therapist provides a safe place for questions and

			<p>exploration. During supervision we touched on the highs and lows of internship this past semester. We had our final check-in and that helped promote a sense of closure on our first three and a half months together.</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.)</p> <p>Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>This week for self-care I played Dungeons and Dragons with my friends and we celebrated a mini-Christmas together. It was beneficial because I love cooking almost as much as I love hanging out with my friends.</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 <i>if</i> journal entry is done prior to weekly supervision.)</p> <p>No</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>Areas of growth this week include being confident in not only myself, but the material I am presenting. I have a bad habit of doubting my work as well as my capabilities.</p>
Hours accrued this week:	Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)	Field Instructor Comments	Field Instructor Approval of Weekly Hours
		Fantastic. Please re-evaluate how competencies 7 and 8 sit with these experiences.	I approve the accrued hours for this week.

9.00	Liz, I know the idea of a kid disclosing can be a lot. However, I know you can connect with the students and they will be willing to share with you. Like we discussed, just gather as much information as possible, no leading questions and know that at the end of the day you are helping children.	Your assessments in regard to delivery of information, and your interventions as an agent on behalf of the CAC. Your social media interventions and assessment of target population also, with Suspire. You have more gold to pull out in these. But great work!	Yes
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Actioned by Mair, Elizabeth (458863) on 1/28/2020 6:57:33 PM

Week 2

Date (Start Sun. - Sat. 11:59 p.m.) 12/8- 12/14	Competencies Addressed: (A minimum of <u>4 required</u> each week)	Practice Behaviors (Please list the <u>required 4</u> numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)	Description of Learning Activities (2-3 sentences per competency)
	<input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice <input checked="" type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input checked="" 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,	<input type="checkbox"/> 0.0 - No Hours Accrued <input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input checked="" type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input type="checkbox"/> 9.3 <input type="checkbox"/> 9.4	Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency. This was my final week with the CAC for the semester, therefore I spent it reviewing Lauren's Kids and memorizing the script. Through all the practices and roleplaying, I have noticed that my stress and fear has gone down. I learn new skills on how to facilitate a group, encourage responses from children, and engage with different

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

age groups. Prior to practices I assumed children would follow the invisible 'call and response' scenario I had in my head. However, Janelle and Hannah have told me on more than one occasion that children rarely stick to the 'script' we outline. I suppose I'll have to experience this firsthand. During supervision I was asked to identify my personal strengths and weaknesses, how I felt these came to be, and what I planned to do with them. This exercise was done so that I could be as confident as possible as I went into the new year. Rather than give my answer straight away, I was asked to sit on it and think. I liked this exercise because I was not rushed or forced to give a generic answer; I like to think on things before giving an answer and this was the perfect opportunity to do so. After much thought I came to the conclusion that I had a fear of going 'off script' and losing my words. As someone who enjoys rules and set parameters, I find the idea of deviation to be

			<p>frightening. I've been working on my anxiety this semester, and I hope to fully address it before I go into the schools and do prevention education. I had experience facilitating groups in the Winter of 2018 and it was challenging when kids went 'off script' for me. Going into 2020 I'm going to let go of that control and step into the classroom with confidence.</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.)</p> <p>Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>This week I drove home to FL and saw my family. I was most excited to see my dog; he is my favorite family member ;)</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 <i>if</i> journal entry is done prior to weekly supervision.)</p> <p>No</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>My area of growth this week would be to let go of control. This doesn't mean I'll let my anxiety overrun me or let kids take advantage of this weakness, but I will learn to be flexible.</p>

Hours accrued this week:	Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)	Field Instructor Comments	Field Instructor Approval of Weekly Hours
9.00	Liz, I feel confident that you will be able to go into a school and handle any situation that may come your way. If you are stressed or overwhelmed just know that the staff is there to help you, and we are here to help you. Be confident in the fact that you have prepared for the schools, the children, and you will be making a difference.	Your self-awareness and reflection is ideal. Continue to take these revelations and use them as action steps. Great work.	I approve the accrued hours for this week. Yes

Actioned by Mair, Elizabeth (458863) on 1/28/2020 6:57:54 PM

Week 3

Date (Start Sun. - Sat. 11:59 p.m.) 12/15-12/21	Competencies Addressed: (A minimum of <u>4 required</u> each week)	Practice Behaviors (Please list the <u>required 4</u> numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)	Description of Learning Activities (2-3 sentences per competency)
	<input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input checked="" 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	<input type="checkbox"/> 0.0 - No Hours Accrued <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input checked="" type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input type="checkbox"/> 9.3 <input type="checkbox"/> 9.4	Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency. Through the media content and supervision via phone, I gained clarification from Janelle as to the direction I am to take the social media presence of Suspire. I learned how to write with a

	<p>Practice</p> <p><input type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities</p> <p><input checked="" type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> Did Not Accrue Practicum Hours</p>	4	<p>specific tone in mind and how to cater to certain demographics based on the words I choose. I touched on competency 7 this week in a unique way. At the conclusion of each post, the user is asked to offer feedback or engage with us in the comments or direct messages. Though it is not formal in the traditional sense it provides us the opportunity to engage with clients and patrons in a friendly, yet professional way. Janelle and I further discussed how tone impacts the population we are seeking to serve. Knowing that I want to work behind the scenes in social work, she identified my 'academic tone' as an asset, but shared that this tone really only works in cases where our clients hold a certain level of education. It had not occurred to me before this moment that education impacted understanding. The idea has crossed my mind in the past, but not to the degree Janelle meant. As I further develop my professional persona I will be mindful of the impact of my words.</p>
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<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.)</p> <p>Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>For self care this week, I made a new friend at work. I consider this self-care because I was able to be social as well as friendly! I love making new friends.</p>	<p>I completed my weekly journal entry prior to weekly supervision. (1 <u>bonus hour maximum</u> may be counted each week in total accrued field hours <i>if</i> journal entry is done prior to weekly supervision.)</p> <p>No</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>An area of growth I identified for this week is my tendency to procrastinate. I wait until the last moment to do work, then wonder why I feel pressed for time and grouchy. I need to learn how to prioritize tasks.</p>
<p>Hours accrued this week:</p> <p>4.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p> <p>I hope you had a great break. Looking over your notes here. I believe Janelle has a point. Your Academician Tone is a positive asset.</p>	<p>Field Instructor Comments</p> <p>Great take-aways. Continue to develop your awareness of presentation. This allows you to develop into seamless integration of the Code of Ethics.</p>	<p>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Mair, Elizabeth (458863) on 1/28/2020 6:58:37 PM

Week 4

Date	Competencies Addressed: (A minimum of <u>4 required</u> each week)	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) 12/22- 12/28	<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 checked="" 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 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	(Please list the <u>required 4</u> numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2) <input type="checkbox"/> 0.0 - No Hours Accrued <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input checked="" type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input checked="" type="checkbox"/> 9.2 <input type="checkbox"/> 9.3 <input type="checkbox"/> 9.4	Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency. This week I developed social media posts for Suspire, had supervision with Janelle, and determined my next steps for partnering with Suspire in the new semester. Prior to developing the posts, I was charged with finding more information about seasonal depression, emotions that are evoked when we spend time in good company, and what the holidays mean to us. I thoroughly enjoyed the research. Not only is research my favorite part about social work, but it's what I feel as though I'm good at. I uncovered information such as 'seasonal depression' is actually 'seasonal affective disorder' (SAD) and that it affects 10 million Americans. The statistics I found pointed to women being the most affected by the disorder. I did independent research this

			<p>week after watching a docu-series about mental health. For lack of better wording, I wanted to find out why some people never got over their problems and what that meant for them in adulthood. The series followed three people of different ethnicity, socioeconomic status, and education. It was sobering to understand that despite therapy, family protective factors, and religious adherence, these people still carried deep scars. In one case, the scars never healed and the survivor of abuse ended up in an unhappy, life-threatening relationship. It made me think of the clients who visit the CAC.</p>
<p>I completed one hour of self care for the week referenced above. (1 hour maximum may be</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>For self-care I took a long walk with a friend the day after Christmas. Though I was anxious to meet the social expectations of my family, I did what was best for me and spent my time doing things I wanted to do.</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.)</p> <p>No</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>My area of growth this week is reaching out to Janelle for important questions rather than insecurities. I need to identify what are real concerns and what are anxieties I have allowed to grow out of proportion.</p>

counted each week in total accrued field hours.) Yes			
Hours accrued this week: 3.00	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p> <p>"I uncovered information such as 'seasonal depression' is actually 'seasonal affective disorder' (SAD) and that it affects 10 million Americans. The statistics I found pointed to women being the most affected by the disorder." This is interesting. Thanks for sharing about this, I had no idea.</p>	<p>Field Instructor Comments</p> <p>You are are a master administrative social worker. You do well with research, reflection, and intervention from a large scale process perspective. Continue to be aware of the pieces of this journey you thrive in, and the pieces that have pushed the most growth. @Hannah's comment. Yes. LOL!</p>	<p>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Mair, Elizabeth (458863) on 1/28/2020 7:10:37 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)

Date (Start Sun. - Sat. 11:59 p.m.)	Competencies Addressed: (A minimum of <u>4 required</u> each week)	Practice Behaviors (Please list the <u>required</u> 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)	Description of Learning Activities (2-3 sentences per competency)
	<input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice	<input type="checkbox"/> 0.0 - No Hours	Describe how you are applying classroom theory/knowledge into field experiences to demonstrate

12/29-1/4	<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 checked="" 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	Accrued <input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input checked="" type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input type="checkbox"/> 9.3 <input type="checkbox"/> 9.4	competency. Starting this week, I began to work on Suspire's 30 Day Challenge media posts. I felt a bit of performance anxiety at the start of it— I was unsure if this was going to be a doable task for me, but I communicated my anxieties with Janelle. We had a candid conversation in which she stated that I had the knowledge and skill to perform the tasks asked of me. Though it took a effort to internalize the positive reinforcement and the knowledge that the success or failure of the assignment was dependent on me, I came away from the experience knowing I had the capability to complete it. I spent a few hours researching mental health prompts, queuing posts, and developing graphics for the sites. I came face to face with the reality that I was engaging Millennials in a way that was 'natural' to them. I use apostrophes with the word natural because I realize that some people between the ages of 22-35 choose not to use social media in this fashion, but for those
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			that do, it is the correct way to grab their attention. As I work along with Suspire, I realize that mental health clinicians need to evolve along with the people utilizing their services.
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.) Yes	Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.) This week I played Just Dance with one of my close friends from FL and we wrote a story together. This was a great way for me to be creative as well as social with my friend!	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.) No	Describe areas of growth, concern or questions to address during supervision (2-3 sentences). An area of growth this week would be to squash the anxieties and doubts I have about my work. I need to learn to accept validation when it comes my way, and dismiss the negative perceptions I have of myself.
Hours accrued this week: 5.00	Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.) This is something that even our center struggles with.	Field Instructor Comments LOOK AT YOU BEING A WHOLE PROFESSIONAL! You now have a DESIRED skill set! Which is leverage for	Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes

Millennials are our new donors but you can't reach out to them like we do other age groups. Would love to talk to you about what you discovered.

your next position. Let's move past this anxiety and into action steps!

Actioned by Mair, Elizabeth (458863) on 1/28/2020 7:10:55 PM

Hours Accrued

Total Monthly Hours Accrued	Total Cumulative Field Hours Approved to Date
30	235.5

Task Supervisor (If Applicable) Monthly Journal Submission (If no Task Supervisor, Field Instructor must click here also).

Actioned by Billingsy, Janelle on 1/29/2020 2:11:11 PM

Field Instructor Monthly Journal Submission

Actioned by Billingsy, Janelle on 1/29/2020 2:11:16 PM

Journal Grade (20 points possible)

This journal meets the rubric requirements and earned 20 points

Field Director Comments

Well done, Liz! Such great feedback from your instructor and supervisor! How are you working to squash those anxieties?

Actioned by Bertresse, Lunelle on 2/12/2020 11:14:16 AM