

## 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.)	Competencies Addressed: (A minimum of <b>4 required</b> 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)
2/2- 2/8	<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 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 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 checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 3.1 <input 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 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 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 marked my first ACES event with the Children's Advocacy Center. in observing and engaging with my task supervisor, Hannah, I learned the intricacies and complex relationships that go into hosting an event of such magnitude. Though Hannah had begun planning for ACES since the

- ☐ 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

previous year, there was still much to be done prior to the night of the actual event. Myself and the interns of the External Affairs office spent time this week sorting donations, cataloguing donors, and attempting to establish future partners of the CAC. I was most interested in the way Hannah designed a spreadsheet which inventoried donors, their contact information, and the monetary value of their donated items. I find that her level of digital organization does wonders for my entropic brain! The ways I met my competencies this week began with making calls to potential partners of the CAC, soliciting donations from willing members of the community, and discovering how nonprofit organizations draft their budget and adhere to it. This was my first time doing an event like this as I found it to be both enjoyable and enlightening. In contrast with the Mental Health Fair earlier last semester, I had the chance to make calls and secure

donations/services prior to the event occurring. With the MHF I had the opportunity to speak directly with community partners and artists, whereas with ACES I worked behind the scenes and observed how the event came together. Both experiences were enlightening and I look forward to doing this again. On the night of ACES I had the chance to demonstrate professionalism in both my attire and deportment. I represented the CAC when I greeted guests and interacted with the auxiliary staff (caterers, company reps, and the Chattanooga Whiskey staff). Unlike at the MHF, I did not engage very much with the donors and participants of the event. I felt somewhat overwhelmed by the volume of people in the hall, but still managed to be cool and collected as I answered questions and checked in guests. The down side to this week was finding out that a friend passed away the night before ACES. It bummed me out a lot, however, after

			speaking to another friend I felt somewhat better.
<p><b>I completed one hour of self care for the week referenced above.</b> (1 hour maximum may be counted each week in total accrued field hours.)</p> <p>Yes</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>This week for self-care I spent time with a friend I had not seen in a little while. I went to her house and we painted together!</p>	<p><b>I completed my weekly journal entry prior to weekly supervision.</b> (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><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b></p> <p>Areas of growth this week include learning how to be comfortable in large groups. I could greatly benefit from learning how to operate both 'in front of' and 'behind' the scenes.</p>
<p>Hours accrued this week:</p> <p>19.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p> <p>Liz, I want to start by saying thank you! You may have been stressed but I couldn't tell. Thank you for being willing to help in every way possible. You did a great job making calls and</p>	<p>Field Instructor Comments</p> <p>So proud of you! What's true is that it's all Social Work. At the Masters level with a generalist emphasis all of the work you are doing fits into non-profit leadership/management: donors, events, outputs, marketing, engaging....etc. As you can see, events may</p>	<p><b>Field Instructor Approval of Weekly Hours</b></p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

helping with the set up of the event. I am so sorry to hear about the passing of your friend.

have different purpose (in this case awareness versus fundraising) but the core of an event is the same. This is invaluable amazing experience. Soak it up 🙌

Actioned by Mair, Elizabeth (458863) on 2/27/2020 3:55:51 PM

## Week 2

Date (Start	Competencies Addressed: (A minimum of 4 required	Practice Behaviors	Description of Learning
(Sun. -	each week)	(Please list the required 4	Activities (2-3 sentences
Sat.		numbers to match the	per competency)
11:59		competencies selected) (i.e.	Describe how you are
p.m.)		1.2=competency #1 and	applying classroom
2/9-	☑ 1. Demonstrate Ethical	practice behavior #2)	theory/knowledge into field
2/15	☑ 2. Engage Diversity and	☐ 0.0 - No Hours	experiences to demonstrate
	☑ 3. Advance Human	Accrued ☐ 1.1 ☑ 1.2 ☑ 1.	competency.
	Rights and Social,	3 ☑ 1.4 ☐ 1.5 ☐ 2.1 ☑ 2.	I started off this week with
	Economic and	2 ☐ 2.3 ☑ 3.1 ☐ 3.2 ☐ 4.	receiving supervision on
	Environmental Justice	1 ☐ 4.2 ☐ 4.3 ☐ 5.1 ☐ 5.	Monday with Janelle,
	☐ 4. Engage in Practice-	2 ☐ 5.3 ☑ 6.1 ☐ 6.2 ☐ 7.	followed by a check-in. I
	Informed Research and	1 ☐ 7.2 ☐ 7.3 ☐ 7.4 ☐ 8.	didn't realize how far I'd
	Research-Informed Practice	1 ☑ 8.2 ☐ 8.3 ☐ 8.4 ☐ 8.	come in this semester in
	☐ 5. Engage in Policy	5 ☐ 9.1 ☐ 9.2 ☐ 9.3 ☐ 9.	terms of learning objectives
	Practice	4	and hours! After completing
	☑ 6. Engage with		my January journal and
	Individuals, Families,		totaling the hours, I found
	Groups, Organizations and		that I was well over the
	Communities		halfway mark. During
	☐ 7. Assess Individuals,		supervision we discussed
	Families, Groups,		my comfort levels with
	Organizations and		macro and micro work,
	Communities		where I felt most
	☑ 8. Intervene with		comfortable working, and
	Individuals, Families,		what my strengths and
	Groups, Organizations and		weaknesses were in both

## Communities

☐ 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

☐ Did Not Accrue Practicum Hours

areas. I've had talks with Janelle and other field instructors (from my 40hr & 400hr placements) about my future, or lack thereof, in social work and what areas interest me. I don't envision myself as a micro level social worker and I still don't see myself as a macro either, but maybe I fit somewhere right in-between. Janelle encouraged me to reflect on these feelings, citing that it was normal to not know what the future held. I had the opportunity to speak to Janelle's supervisor, Ms. Linda, who started at the CAC 26 years ago. She was the first social worker to sign on to the Emmy Haney House (this branch of the Hamilton County CAC) which allowed the doors to be opened to the community. She shared how her journey into social work was as rough and bumpy as mine. Her interest in this career field came by accident, as she had her eyes set on doing secretarial work. I listened as Ms. Linda told me about her 20yrs of working for the state and how she knew it

was time to move on to the CAC. From our conversation I understood that it was okay to figure out life one day at a time, all while lending an ear to the body's intuition and gut feeling. I observed Madeline at Middle Valley Elementary on Wednesday and Thursday of this week, teaching one class and taking notes for the others. I learned new ways of engaging with the children and utilizing different resources for different age groups. Madeline came up with a game (Jeopardy) for the children to play in order to cement their understanding of the lesson's objectives. I would like to pattern a fearless attitude after Madeline's example; she is able to work with the older children in a way that is commanding, yet still receptive to their questions. I think I still have a little fear when it comes to interacting with children in 4th and 5th grade. It was amusing to see the children try to understand the concept of Jeopardy, and what it meant to wager their

			<p>non-existent money. On Friday I had the opportunity to see the matriculation of the CAC'a brand-new 'employee', Ashley! She's a therapy dog who was trained through the Orlando Universal Studios Canine Companions for Independence program and she'll be coming to the CAC in order to provide the children with comfort as they take forensic interviews and receive counseling.</p>
<p><b>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.)</b></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>Self care this week came in the form of driving! Weird as it sounds, I checked out an audiobook from the library and listened as I drove to and from internship. 10/10 experience!</p>	<p><b>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.)</b></p> <p>No</p>	<p><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b></p> <p>My area of growth for this week involves not overthinking and learning to trust my instincts. My desire for 100% control feeds into my anxiety; therefore, if I make the conscious effort not to plan my life out in detail, I won't be so anxious when things go slightly off the rails. My area of growth is to 'chillax' more and worry less.</p>



Yes			
<p>Hours accrued this week:</p> <p>30.50</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p> <p>Janelle is right! It's all social work. Why don't you spend sometime looking at different art therapy programs. You are always drawing and painting..you are really good at it. Is this something that you have considered?</p>	<p>Field Instructor Comments</p> <p>New catch phrase: it's all Social Work! The beautiful thing about a generalist degree in social work, is that you can work with kids, you can create curriculum, you can work with animals and helping people connect to therapy and emotional support animals at universal studios. All of it is possible! Social work doesn't have to be pigeonholed into you a suit and tie experience. You can make it whatever you want to make it, and get paid at a master's-level for it! The field is an amazing ever adapting feel that allows you the skills and resources to find out what you need to know in order to find out what you need to know, LOL! This week I would encourage you to continue to explore the realms of what brings you Joy. what's also true is that you are very lucky to have a resource like Linda who is the literal reason why the CAC doors have remained open over the years through many trials and tribulations. You might want to take</p>	<p><b>Field Instructor Approval of Weekly Hours</b></p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

some time to ask her about what some of the hardest points in her professional career have been since coming into such a prominent role. Listening to some of the moments that aren't as high might bring you some comfort, joy, and perspective in learning to navigate and prepare for the ups and downs which is beginning a career. You'll hear her talk about her five-year policy, and what that is turned into! take advantage of having someone who still open, so knowledgeable, and still super invested in their work. Again, you are having one of the most amazing experiences! I'm low-key jealous, lol. Keep up the good work.

Actioned by Mair, Elizabeth (458863) on 2/27/2020 3:56:39 PM

## Week 3

<b>Date</b> (Start Sun. - Sat. 11:59 p.m.) 2/16- 2/22	<b>Competencies Addressed:</b> <b>(A minimum of 4 required each week)</b> <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,	<b>Practice Behaviors</b> (Please list the <u>required</u> 4 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 checked="" type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.	<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. This week Madeline and I
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Economic and  
Environmental Justice  
☒ 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

2 ☐ 2.3 ☐ 3.1 ☐ 3.2 ☒ 4.  
1 ☒ 4.2 ☐ 4.3 ☐ 5.1 ☐ 5.  
2 ☐ 5.3 ☐ 6.1 ☒ 6.2 ☐ 7.  
1 ☐ 7.2 ☐ 7.3 ☐ 7.4 ☐ 8.  
1 ☐ 8.2 ☐ 8.3 ☐ 8.4 ☐ 8.  
5 ☐ 9.1 ☐ 9.2 ☐ 9.3 ☐ 9.  
4

performed Lauren's Kids presentations at East Side Elementary on Tuesday and Thursday. I had the pleasure of seeing diversity in a variety of ways: there were children of different ethnic backgrounds, children with varying levels of physical and mental capabilities, and staff who represented the population. There were many students at the school who spoke Spanish as their first language, therefore communication was a little challenging at first. However, like I had done previously at East Ridge Elementary, I allowed time for the student to consider their answer as their classmates translated my questions and their responses. I believe I am in a position to advocate for the CAC to request interns who are fluent in Spanish. With the Latino population growing in TN, it would be remiss of the CAC and similar organizations to not take into consideration interns/staff who can community lessons of body safety to all children effectively. There was an added surprise at the school

when I bumped into another Southern student, who is also a friend, at the school on Thursday. She was interning with a social worker from East Ridge High and beginning her practicum hours that week. She and her social worker, Ms. Linda, observed my facilitation of Lauren's Kids for a kindergarten class. At the conclusion of the presentation I invited my friend to work with the students as they filled out their activity form. In my interaction with the other Southern student I was able to reflect on how far I have come in the social work program. When I was in her shoes I felt the same hesitancy to work with individuals and groups; it was a scary place to be, but as my skills and knowledge increased I was able to approach similar situations with more confidence. As I drove home that afternoon, I thought about all the people who have put time and effort into my education: professors, field instructors, task supervisors, etc. I took note of the key individuals who helped

			<p>shape me into the social worker (?) I am presently. I am not yet finished with my MSW, but I can see now that I'm not as 'green' as I was three years ago. For external learning opportunities, I was given the task to complete a literature review of mental health practices in Western culture and compare that to practices found in Eastern culture. I am set to present my findings for my field instructor in the following week. I thoroughly enjoy the opportunity to complete research of any kind; I believe research and writing are my two strongest skills as both a social worker and a person. I operate best when I am given the opportunity to work alone and with numbers/information.</p>
<p><b>I completed one hour of self care for the week referenced above.</b></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>This week I watched Toy Story 4 with my roommate while we made dinner. It was goofy, yes, but I realized how much I missed</p>	<p><b>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.)</b></p> <p>Yes</p>	<p><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b></p> <p>My area of growth this week includes taking into consideration students with learning disabilities and language barriers. Since I am an able-bodied person</p>

<p>(1 hour maximum may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p>our time together doing mundane, domestic activities.</p>		<p>with average intelligence, I find it hard to relate to others who are different than myself. I need to put into practice the action of 'putting myself in the shoes of others'.</p>
<p>Hours accrued this week:</p> <p>16.50</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p> <p>Again, Janelle has a great point, your leadership skills are truly developing. You may not of realized it but when you and Maddy set down at the beginning of this year and developed the new Lauren's Kids curriculum you were a leader. The work that you had put in during the earlier months allowed you to teach Maddy and in return your grew your leadership skills by learning from Maddy during this time as well. You ladies make a great team and I am so excited to see how you grow in these next few months.</p>	<p>Field Instructor Comments</p> <p>Yep. It's all social work! Also, I'm hearing a theme of advocacy and research flowing through a lot of your post. A lot of yourself work and and awareness also has a very research and Discovery tone to it. You might consider tangling yourself towards this direction. I'll sit with some opportunities and get back to you. But, really consider and maybe ask around to see how people use research to inform their advocacy. Here's a scary word: policy. these are things that you might want to start throwing around out loud in the mirror when you look at yourself and think of the social worker that you're becoming. Great work!</p>	<p><b>Field Instructor Approval of Weekly Hours</b></p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

Let's focus this week on action items but translate into 'smart' results. also, note your leadership capabilities. Your leadership style may not be an obnoxious one, which is great, but you definitely do have some strong leadership quality. I'd like to see you leaning into those as you discuss and describe your opportunities within the school presentations. and don't allow yourself to get away with just observing. You are a quality instructor. If the reason is because there's no room for you to do otherwise, all right then. But if you are giving folks the impression that you need more time to observe, that is false!

Actioned by Mair, Elizabeth (458863) on 2/27/2020 3:59:40 PM

## Week 4

<b>Date</b> (Start Sun. - Sat. 11:59 p.m.) 2/23- 2/29	<b>Competencies Addressed:</b> <b>(A minimum of 4 required each week)</b> <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,	<b>Practice Behaviors</b> (Please list the <u>required</u> 4 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 type="checkbox"/> 1.4 <input checked="" type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.	<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. To start off this week of
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Economic and  
Environmental Justice  
☐ 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

2 ☐ 2.3 ☐ 3.1 ☒ 3.2 ☐ 4.  
1 ☐ 4.2 ☐ 4.3 ☐ 5.1 ☐ 5.  
2 ☐ 5.3 ☐ 6.1 ☐ 6.2 ☒ 7.  
1 ☐ 7.2 ☐ 7.3 ☐ 7.4 ☐ 8.  
1 ☒ 8.2 ☐ 8.3 ☐ 8.4 ☐ 8.  
5 ☐ 9.1 ☐ 9.2 ☐ 9.3 ☐ 9.  
4

internship, I went to Spring Creek Elementary where myself and Madeline (Maddy) presented Lauren's Kids. In the past month Maddy and I have had the pleasure of visiting many schools, many of whom had attentive guidance counselors and diverse student populations. Though I've taken each school as an opportunity to learn something new, Spring Creek's guidance counselor, Mrs. Rodriguez, has presented the unique challenge of when a guidance counselor is more detrimental than helpful to learning experiences. As Maddy and I taught the Lauren's Kids curriculum to the children, Mrs. Rodriguez would follow up with her own suggestions, or ways we could present the material better. At first it was helpful since no other guidance counselor or staff at any of the other schools had offered us helpful tips. However, we quickly realized her version of 'help' was more like 'control'. The lessons we carefully prepared came under the scrutiny of Spring Creek



Elementary's guidance counselor as she tried to tailor the children's learning outcomes to her level of comfort. At first I was not sure if I was the one who was in the wrong — were we teaching children too young about grooming practices or respecting other people's personal space? I found my answer when the counselor told a classroom of students they had to write mom/dad on their network of safe adults. As per the curriculum of Lauren's Kids, we don't tell children who should be in their networks because we know that anyone is capable of abuse. Maddy and I have been consistently teaching children that safe adults are determined by the child and nobody else. It was disheartening to see that someone in a position of power (the counselor) was telling children who they allowed to trust. I came to the conclusion that Mrs. Rodriguez was not acting in an appropriate manner for someone in a guidance position. I was able to come to this conclusion based on the examples shown to us

by the other schools we've visited. During supervision this week I brought this up to Janelle as we debriefed on what was an eventful week. There was a community health-talk I had the pleasure of participating in; I was even brought on to do research for the informational portion of the health-talk. Having been through Dr. Racovita's and Dr. Rusu's rigorous writing courses, I had the framework to write a literature review of depression. I compared Western approaches to that of Eastern practices, such as traditional Chinese medicine and herbal remedies. From this event I learned how important it was to provide information in terms that people of all educational backgrounds could understand. Though the information was presented before my field instructor and other academic individuals, it had to be reworded so that they general public could comprehend. I thought this was strange at first— if someone could understand English, why couldn't they

			<p>understand what I had written? After the first few minutes of the event, a gentle with poor literacy showed up and I realized then the importance of having the information in layman terms. He was a genial man with excellent people skills and a genuine heart, however, his mastery of reading and writing was not on par with someone who had attended college. I understood why portions of my review had to be translated into a simpler, more streamlined message. On Thursday I traveled to Middle Valley Elementary again for a tabling event on behalf of the CAC. I saw the community come together to support the students of MVE and surrounding schools. It was an event where students and parents had the opportunity to interact with services in the area (The CAC, Car Seat Safety, United Way, Walmart, CPD, etc).</p>
<p><b>I completed one hour of self care</b></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><b>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></b></p>	<p><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b></p> <p>Areas of growth this week</p>

<p><b>for the week referenced above.</b> (1 hour <u>maximum</u> may be counted each week in total accrued field hours.)</p> <p>No</p>	<p>This week I did not complete an hour of self-care. It was truly a tough week and I neglected to make my mental &amp; physical health seriously.</p>	<p>journal entry is done prior to weekly supervision.)</p> <p>Yes</p>	<p>include speaking up for myself and my associates. When Maddy and I were being walked over by the guidance counselor, I could have exercised assertiveness and asked her to back off.</p>
<p>Hours accrued this week:</p> <p>40.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p> <p>Looking back at the work you have completed here at the CAC. Think about when you took the Lauren's Kids curriculum and we broke it down a little more for age groups. This is an example of writing and talking to your audience so that they can understand the information you are trying to teach. Event though it was written for the age groups suggested I can remember a few phrases</p>	<p>Field Instructor Comments</p> <p>Competency 4 and 6 ad we need to be checked as well. Especially 4! also, I'm going to go ahead and step out here and say that I would really like you to complete this next journal before Friday at 1: 30p! Let me know if you cannot. ideally, you would have it done sooner if you are not available for the weekend or longer. I just want to make sure that we are documenting the professionalism piece and the time-sensitive piece. Keep in mind the diversity</p>	<p><b>Field Instructor Approval of Weekly Hours</b></p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

that we all agreed on that needed to be changed or presented differently. The information presented was on grade level but depending on your audience we suggested switching out words in your scripts.

and inclusion pieces. What's true, is that you'll find a lot of organizations will be comfortable with doing just enough. Inclusion isn't just about having access to something it's about providing the access and bringing people along to the successful goal. Whether that be a language issue or access for other reasons and means. you'll find that a lot of these experiences tend to become very personal based on leadership and comfort with dealing in diverse populations. As a social worker, you have to learn to observe and adapt in these spaces. it may even be frustrating to be aware of these things and see that others may not be. Know that that is because this is a skill that you bring through the lens of your profession! Make sure that you stand on your knowledge to advocate. Also, be mindful that you will always feel like you're speaking to three different audiences. The first audience is your quality standard for your research. You'll find that you Excel there and it comes naturally.

The second audience is the group of people who can read your research and respond to it. You'll find many mixed experiences with that, keep in mind that you know what you know but you are open to hearing what other people can grow to know. The last audience is the greater population who is affected by the research. Often these people may not have the same knowledge base or access to resources but may have strong opinions on the information itself. It's all good. But for that group translating your first bit of information generally to a 3rd to 4th grade level is what is spoken of his ideal just FYI.

Actioned by Mair, Elizabeth (458863) on 3/1/2020 10:06:02 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)**

<b>Date</b> (Start Sun. - Sat. 11:59 p.m.)	<b>Competencies Addressed:</b> <b>(A minimum of 4 required each week)</b> <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	<b>Practice Behaviors</b> (Please list the <u>required</u> 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2) <input checked="" type="checkbox"/> 0.0 - No Hours Accrued <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.	<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.
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	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 checked="" type="checkbox"/> Did Not Accrue Practicum Hours	3 <input 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 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 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	
<b>I completed one hour of self care for the week referenced above. (1 hour</b>	<b>Comments/Outcome</b> (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)	<b>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.)</b>  No	<b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b>

<u>maxim</u> <u>um</u> may be counted each week in total accrued field hours.) No			
Hours accrued this week:	Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)	Field Instructor Comments	<b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week. <input type="radio"/> Yes <input type="radio"/> No

Actioned by Mair, Elizabeth (458863) on 3/1/2020 10:06:10 PM

### Hours Accrued

Total Monthly Hours Accrued	Total Cumulative Field Hours Approved to Date
106	127

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

Actioned by Gunter, Hannah on 3/2/2020 10:38:28 AM

### Field Instructor Monthly Journal Submission

Actioned by Billingsy, Janelle on 3/2/2020 11:18:42 AM

### 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 5:30:11 PM