

## 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.) 1/5- 1/11	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)
	<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"/> 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 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 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	<p>Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>This week I worked mainly on generating social media posts and using the knowledge I had on media usage with the I-Generation (Or Generation Z). I found that it was easier to formulate posts once I developed a conversational, easy tone that drew in readers. I understood that it was necessary to keep the</p>

	<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		<p>language simple enough for a general audience, but packed with enough information to get the point across. As I went along with the posts, I continued to ask participants of the media campaign to weigh in with their responses, direct message the agency with any concerns, or simply visit the website link for further information. I found that a few people engaged with the material and they fell into the demographic we intended to reach (20-35). Though our initial goal was to reach an audience which included individuals a little younger than 20, it was an excellent indicator of the type of people who care about mental health at this current moment. I believe by making this assessment I accurately used competency 9.2, 3.1, and 4.2.</p>
<p><b>I completed one hour of self care for the week referen</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>I took my dog to the dog park and hung out with a friend. It was great self care</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><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b></p> <p>My area of growth this week will be to be more efficient with my time. I believe I could have created</p>

<p><b>ced above.</b> (1 hour maximum may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p>because I got to spend time with people/animals who don't drain my energy.</p>	<p>No</p>	<p>more content if I had but used my time a little better.</p>
<p>Hours accrued this week: 4.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Target audience is 18-35! Let's review that in another conversation later. How did you prepare for your CAC presentations and in-school training?</p>	<p><b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week.  Yes</p>

Actioned by Mair, Elizabeth (458863) on 2/4/2020 11:35:40 AM

## Week 2

<p><b>Date</b> (Start Sun. - Sat. 11:59 p.m.) 1/12-1/18</p>	<p><b>Competencies Addressed:</b> (A minimum of <u>4 required</u> each week)</p> <p><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</p>	<p><b>Practice Behaviors</b> (Please list the <u>required 4</u> numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)</p> <p><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</p>	<p><b>Description of Learning Activities (2-3 sentences per competency)</b> Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.  What a wild, totally good week! I think this was the first time I have ever seen</p>
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☐ 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 ☐ 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

myself grow over a short period of time. I came back to the CAC to work on Lauren's Kids right before Maddy and I went into our first school. These was a slight change in the curriculum where the book was incorporated into the lesson for younger children and the video taken out. At first I was hesitant— if the video wasn't present, that meant I had to talk to the kids. Wild. Well, as it turned out the book worked a lot better than watching the video. We each presented for our own classrooms while Hannah observed and gave us feedback. I felt nervous at first, but after my first presentation I knew what I was doing. The jitters went away and I felt confident, as well as competent, in that I knew what I was doing. I spoke to the teacher who was in my room and she gave me excellent feedback. She told me that children capitalize on fear and nervousness; they respond in kind to the energy the adult/presenter gives off. I learned quickly that the best way to engage the children

			<p>was so feign confidence. From this experience I recognized that when I was relaxed when I was able to 'roll with the punches'. When a child would make a face or ask an off topic question, I would acknowledge it then move right along. I didn't allow myself to settle in the emotions of uncertainty or worry; I could briefly accept that I may have those emotions, but they could no longer slow me down. This week I began the process of controlling my emotions and not letting them control me. It was not easy at first, but Im sure with a little bit of practice I'll get the hang of it. During supervision with Hannah and Janelle they gave me feedback of their own, stating that I performed to their standard and they were proud of my work. I look forward to demonstrating my usefulness as an intern and prevention educator.</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>My area of growth this</p>

<p><b>for the week referenced above.</b> (1 hour maximum may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p>For self-care I worked on my children's book. I had a chance to sit down and edit the first chapter, then draw/paint some of the illustrations. It was a great time!</p>	<p>journal entry is done prior to weekly supervision.)</p> <p>No</p>	<p>week is to learn to go with the flow. I showed that I was fully competent in presenting the material, but I still dwelled on the fact that I didn't stick exactly to the script. I need to let Hakuna Matata be my guiding mantra!</p>
<p>Hours accrued this week:</p> <p>14.50</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p> <p>Great work! You were able to utilize the skills you have been developing of engagement, "go-with-the-flow"ing, intention, and self-awareness. Continue to master these skills. Let's use this reflection space to highlight your progress towards these goals as well for the purpose of professionalism and engaging across systems.</p>	<p><b>Field Instructor Approval of Weekly Hours</b></p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Mair, Elizabeth (458863) on 2/4/2020 11:35:49 AM

## Week 3

Date	Competencies Addressed:	Practice Behaviors	Description of Learning
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(Start Sun. - Sat. 11:59 p.m.) 1/19- 1/25	<b>(A minimum of <u>4 required</u> 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, 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, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> Did Not Accrue Practicum Hours	(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 checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1. 3 <input 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 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 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 checked="" 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>Activities (2-3 sentences per competency)</b>  Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.  This week I had the chance to observe Maddy as she presented the information of Lauren's Kids to the children of Chattanooga's School of Liberal Arts. I learned a great deal from simply observing and interacting briefly with the children. The first thing I noticed with this school was the relationship they had with the guidance counselor. They not only trusted her, but they showed demonstrated this by writing her name down in their trusted triangles or safety networks (depending on the grade level). Growing up in the private school system, I did not have a guidance counselor — in fact, I didn't know it was normal to have one until I reached college and my friends told me about theirs. I saw how important it was to have someone who was not teaching staff to support students and their
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non-academic problems. In watching Maddy this week I interacted with the kids in a supportive capacity. I did check-ins with them, asked who they might turn to in the event of an emergency or unsafe situation. I learned about the different dynamics found in different cultures. Children who grew up in Christian households put down that they would turn to their pastor if they felt unsafe, while children of the Hindu religion put down their equivalent of a pastor. Having a social work background to filter my reactions, I allowed students with non-traditional families and religions to share with me their safe people. There was the opportunity for me to see how children responded when faced with unsafe situations: some said they would react with violence, while others wanted comfort from a familiar face. Over the weekend I participated in a vision boarding session with Suspire. I served the capacity as both Janelle's intern as well as an attendee. I observed the



			<p>process of group facilitation, identified a supportive group atmosphere, and understood the importance of giving everyone time to speak. Since the group was not terribly big, it was a more intimate brain exercise between therapist and community clients. I left with the understanding that you can use micro skills of social work in a mezzo setting. As side tasks for Suspire, I continued to generate posts for social media/community outreach.</p>
<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</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 went running for self care. I realized how much I missed the routine and needed the good chemicals from exercise.</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 would include acknowledging both positive and negative emotions, and finding healthy ways to express each. during the vision board session, Janelle made an excellent point that our emotions are roadmaps used to get where we need to go. I just need to figure out where mine are leading me.</p>

field hours.) Yes			
Hours accrued this week: 23.00	Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)	Field Instructor Comments  Good awareness! Continue to build this. Great insight. Going deeper passed anxiety, and into the strength of what you can learn from an experience is a solid way to begin reading you "Roadmap". This was a major week for you! You are doing great and have some valuable micro, mezzo, and macro practice applications. I challenge you to sit with each of these practice frameworks and listen to where you feel you find most joy.	<b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week.  Yes

Actioned by Mair, Elizabeth (458863) on 2/4/2020 11:36:12 AM

## Week 4

Date (Start Sun. - Sat. 11:59 p.m.) 1/26-2/1	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 type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice	<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 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.	Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.  This was my first week doing back to back classes of prevention education

☐ 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 ☐ 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

with Maddy. We went to East Ridge Elementary where we taught grades K-5 about body safety and the importance of recognizing personal power (the ability for children to say 'no' to any kid or adult making them feel uncomfortable). When we first arrived at the school I was hesitant: Did I think I could handle a class size between 18-25 kids? After I had my first round of children, I realized that I most definitely could! I demonstrated competencies 1, 2, 6, and 8 this week as I engaged with children and teachers at East Ridge. I learned very quickly the best method to reach the children was to ask the children many questions and attempt to call on them by name. As each lesson wrapped up and we transitioned from the videos into our activities, I would join the children either at their desks or on the floor, and continue a dialogue about safety and the purpose of my visit. I believe I exhibited different levels of professionalism as I spoke to students and faculty. The children

responded well to someone who could talk to them about superheroes who could help them feel safe, while the adults felt comfortable speaking with me as a working professional. There were instances where the children became too much to handle and their teachers would have to intervene, but mostly I did classroom management on my own. Though I did not spend much time in the CAC office this week, I had much to tell Janelle when I returned for supervision on Friday. We discussed the student population of East Ridge and how language barriers impact the delivery of educational services to the children of Spanish-speaking families. I shared with Janelle how I would interact with children who only spoke Spanish, and how I would invite bilingual students to assist their classmates. I recalled an interaction with a precocious 3rd grader who offered to help me (and indirectly his classmates) understand what his Spanish-speaking friend

was saying. Though I spoke directly to the friend who could not understand English, his bilingual friend promptly translated everything I said and even waited patiently for the response. I was so taken aback by the altruism found in an 8 year old child. Janelle and I also touched on the topic of ethical interactions between client and therapist, the usefulness of the NASW to guide conduct both inside and outside the session, and how legal actions can be taken if documentation is inadequate. We talked through cases of morally gray interactions between client and therapist, and the right and wrong ways to handle that. Janelle also outlined the importance of belonging to a national organization of professionals and how that can help with job applications, resume building, and personal networking. During my brief time at the office, I helped Hannah and the rest of the team prepare for the ACES charity event by making phone calls and

			organizing data. In the following week I plan on returning to the office to assist in any way I can to ensure tasks are completed prior to the event on the 7th. I look forward to working with Hannah on this company project.
<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.)  Yes	<b>Comments/Outcome</b> (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)  For self care I played Dungeons and Dragons with my friends! I got the socialization I needed and had the opportunity to be creative.	<b>I completed my weekly journal entry prior to weekly supervision.</b> (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.)  No	<b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b>  My area of growth this week would include being open to more opportunities. I believe I have shown the ability to adapt and overcome personal challenges, however I need to be more intentional about how I navigate new experiences.
Hours accrued this week:	Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)	Field Instructor Comments  YES! Being present for your organization events (even if it can be a stretch	<b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week.

33.50		during your internship time) is also a great way to build network, knowledge, awareness, and capacity. Looking forward to stories of support and success for ACES. GOAL FOR THIS COMING MONTH (FEBRUARY): for at least ONE week, be able to check "yes" on the box above this one - (1 bonus hour maximum may be counted each week in total accrued field hours if journal entry is done prior to weekly supervision.) Thanks.	Yes
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Actioned by Mair, Elizabeth (458863) on 2/4/2020 11:36:24 AM

**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 <b>4 required</b> 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 type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input type="checkbox"/> 2. Engage Diversity and Difference in Practice <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input type="checkbox"/> 5. Engage in Policy	<input checked="" 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 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	Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.

	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	4	
<b>I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each week in total</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>



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 2/4/2020 11:36:29 AM

### Hours Accrued

Total Monthly Hours Accrued	Total Cumulative Field Hours Approved to Date
75	310.5

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

Actioned by Gunter, Hannah on 2/17/2020 4:15:36 PM

### Field Instructor Monthly Journal Submission

Actioned by Billingsy, Janelle on 2/17/2020 11:09:19 AM

### Journal Grade (20 points possible)

This journal meets the rubric requirements and earned 20 points

### Field Director Comments

Well done, Liz!

Actioned by Bertresse, Lunelle on 2/16/2020 7:43:27 PM