

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.) 10/6 - 10/12	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)
	<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"/> 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 checked="" 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 checked="" 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 checked="" 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. 1.1- Following my former task supervisor's departure, Hannah became my new supervisor and established a routine of check-ins. This week for our first check in we discussed what my fears were in terms of public speaking. I identified that my biggest fears were: disappointing staff at the CAC, not living up 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

standard of education Jessica provided, looking dumb in front of the teachers, and seeing the children disinterested in the content. After we identified those fears, Hannah shared her experience working with children for 10 years and what I can do to manage a classroom. 2.2- During supervision this week, Janelle and I discussed the types of tests to take in order to determine my personality type, preferred workplace habits, what type of learning environment works best for me, and what kind of social worker I want to be (macro or micro). Since our meeting, I have identified that I am an INFP-T (Myers-Briggs test) and I am a visual kinesthetic learner. 6.1- Using a script developed by the previous task supervisor, I went over learning prompts for the Kindergarten class. I identified the concepts that needed to be transferred from me to the classroom: safe touches and unsafe touches, who is each student's trusted adult, and what to say when feeling

			<p>unsafe. After determining these three concepts, I am to ask the children to demonstrate or tell me what each concept looks like.</p> <p>7.2- In the Executive Affairs office, I observed the planning process for an outreach/donor event being planned by Lisa and Hannah. They planned on sending news letter to garner food donations for the children at the CAC. The donations go directly to the kids serviced; from what I understand, the children are able to leave the CAC with a stuffed animal, snacks, and juice upon their visit.</p>
<p>I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each</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 went home for the weekend to be with my family. It was a benefit because I needed to be away from school and school-related stressors for a period of time.</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>Areas of growth would be for me to speak up when I am feeling overwhelmed. It would benefit me to practice assertiveness when I feel as though I need some space or time to think.</p>

week in total accrued field hours.) Yes			
Hours accrued this week: 9.00	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p> <p>This week it was great that you opened up and let me know more of what you needed personally. I can see your professionalism growing, and I am excited to see your progress this semester.</p>	<p>Field Instructor Comments</p> <p>Way to become aware of your personal bias towards self. Also, way to take advantage of the tools and assessments for your personal gain in learning where and when to be assertive for yourself based on the "personality traits" that allow you most success and even comfort. Continue to practice assertiveness. I will hold you to this and be intentional with strong boundaries in order to support you in this growing part of your professionalism. Good work.</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 11/2/2019 12:43:51 PM

Week 2

<p>Date (Start Sun. - Sat. 11:59 p.m.)</p>	<p>Competencies Addressed: (A minimum of <u>4 required</u> each week)</p> <p><input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior</p> <p><input checked="" type="checkbox"/> 2. Engage Diversity and</p>	<p>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)</p>	<p>Description of Learning Activities (2-3 sentences per competency)</p> <p>Describe how you are applying classroom theory/knowledge into field</p>
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10/13 -
10/19

Difference in Practice

- ☐ 3. Advance Human Rights and Social, 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

☐ 0.0 - No Hours

Accrued ☐ 1.1 ☒ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5 ☐ 2.1 ☒ 2.2 ☐ 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

experiences to demonstrate competency.

2.2- I took two personality inventory tests this week, both yielding results I can use to determine what type of worker I am, what my best tools of engagement are, and how I can overcome challenges experienced by individuals with the same personality marker. The first test revealed that I was an INFP; from this I learned how important it was for me to have time to process heavy material. People of this personality type spend a lot of 'thinking time' on their own, and I find this to be true about myself. I work best when I am alone— I am my own biggest distraction. The second test showed me my personal strengths and weaknesses; I used the data to determine what my motivating factors are for working with the CAC and the community.

6.1 & 5.1- This week I began viewing the educational program, Lauren's Kids, with my task supervisor and field instructor. together we identified the primary

			<p>learning objectives for children between the ages of 4 and 5, and the best way to engage with them. I received a handout used by forensic interviewers that shows approximately what the understanding of each age group is. Should a child choose to disclose abuse that has occurred, or if I watch a taping of a forensic interview, I will be able to better understand the developmental milestones of each child. 1.2- For our hour of supervision this week, Hannah, Janelle, and I went over the pre-k/kindergarten lesson of Lauren's Kids. At the conclusion of this week's supervision, we determined that next week I would present the pre-k lesson for them and receive feedback on my presentation style. Hannah sent me an email about classroom management and visual cues for students to follow; I will use this when working with students in the school.</p>
<p>I completed one hour of</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for</p>	<p>I completed my weekly journal entry prior to weekly supervision. (1 bonus hour maximum may</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p>

<p>self care for the week referenced above. (1 hour maximum may be counted each week in total accrued field hours.) Yes</p>	<p>you.)</p> <p>I went running for self care this week. I enjoy being outside and exercising; it was a good way for me to burn off energy and begin thinking about the assignments I need to complete.</p>	<p>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>My area of growth would include becoming self-aware and identifying the emotion that is causing me to doubt my abilities as an intern and a student. I think by putting a name to a negative emotion will help me work through the problem.</p>
<p>Hours accrued this week:</p> <p>12.50</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p> <p>I can see you growing personally and professionally and I can't wait to see what is next for you. Your stress seems to be coming down. The more you are in the information, the easier it will come.</p>	<p>Field Instructor Comments</p> <p>Again, great work in self exploration. Continue to make room in your work and learning experiences for your personality and the way that you learn. While every situation you're in may not be flexible upfront, for you, preparing ahead of time, taking notes, and reviewing after in environments and styles that are helpful to you - can help you have success regardless of what you feel or what headspace you may find yourself in. The</p>	<p>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

Lauren's kids materials are helpful to view in light of the material for each age group. Pay attention to the changes in material as it relates to those developmental milestones.

Actioned by Mair, Elizabeth (458863) on 11/2/2019 12:44:07 PM

Week 3

Date	Competencies Addressed:	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) 10/20 - 10/26	(A minimum of 4 required each week) <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"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 8. Intervene with Individuals, Families,	(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 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 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 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. 1.4 & 2.1- During supervision this week, I created SMART goals with Hannah and Janelle for my presentation of the Kindergarten lesson next week. The previous week we had discussed what anxieties I had about presenting up front and where I felt I was on a scale of 1-10. I had said that I felt like a 7, and that a realistic place for me to be would be around a 3 or 4. We discussed what a 7 looked like to me and what it would look like if I began to

Groups, Organizations and Communities

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

☐ Did Not Accrue Practicum Hours

gradually creep down into the lower numbers of the scale. They both came to conclusion that as I gained practice in the field, I would become more comfortable with this setting. We also identified words in the children's educational program that did not translate well into 'regular' school like, such as the 'I mean business voice' and 'grown up buddies'. Janelle said that it would be best if I explained (in child friendly terms) what a grown up buddy would be to the children: mom, dad, aunt, teacher, etc. Hannah suggested that the IMBV would be something like the child's 'outside voice'. 6.1& 3.1 — I had the opportunity to sit down with Lisa Moore this week and observe how she goes about finding grants. She is the manager of the External Affairs office and is responsible for finding partnerships with the CAC and the community, planning events, and leading community wellness opportunities. I learned that Lisa finds grants based on the CAC's mission (how

			<p>does the grant fit into my organization's goals?), geolocation (Chattanooga or Tennessee), and by calling smaller foundations to see if the agency qualifies. One of the take aways I had from the experience were these words Lisa shared at the conclusion of our meeting: 'Try not to take it personal [when being rejected by a foundation].' There will be times where you may feel like being denied the grant money will be the worst thing ever, but you shouldn't tie your self worth into whether or not you get the money. This week I signed paperwork for my supplemental internship. I sat down with my field instructor and learned about my duties, expectations, and role as an intern. I look forward to working in this new setting.</p>
<p>I completed one hour of self care for the week referenced</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 went to counseling for self care. I find that a monthly check-in with the counselor helps me</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>An area of growth this week is to develop proper time management skills. Since I am only in the office for 8hrs a week, I ought to be</p>

above. (1 hour <u>maxim</u> <u>um</u> may be counted each week in total accrued field hours.) Yes	reorient myself and get me started on the right track for the next month.		productive while I am back on campus.
Hours accrued this week: 10.00	Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.) I agree with Janelle, finding that work/life balance is crucial. I like having a schedule with goals daily/weekly it is something that has always helped me personally.	Field Instructor Comments Having a schedule and good time management will be essential to keep up with all your duties and your personal responsibilities! Building in time to relax is also imperative. good work.	Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes

Actioned by Mair, Elizabeth (458863) on 11/2/2019 2:20:36 PM

Week 4

Date (Start Sun. - Sat. 11:59 p.m.) 10/27 -	Competencies Addressed: (A minimum of 4 required each week) <input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice	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) <input type="checkbox"/> 0.0 - No Hours	Description of Learning Activities (2-3 sentences per competency) Describe how you are applying classroom theory/knowledge into field experiences to demonstrate
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11/2	<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 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 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	Accrued <input checked="" 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 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"/> 5.2 <input checked="" 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 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	competency. 8.2- During this week of practicum, I had the opportunity to search for grants with the manager of the External Affairs office. Lisa Moore (EA manager) showed me the way in which she finds grants based on the needs of the CAC as a whole, then narrows it down based on what the need is in each department (medical, mental health, or general operations). After seeing Lisa's folders of grant verbiage from last week, I had a better understanding of how she worked on finding a grant. 1.1- I sat in on the weekly EA office meeting and listened to the upcoming goals for the remainder of 2019. It is quite possible that in the next couple weeks a new prevention educator will be hired, then trained on the Lauren's Kids program. I look forward to working with them, but I will be sad to leave Hannah. In my hour of supervision with Janelle and Hannah, Hannah has made it clear that I can come to her with any concerns or anxieties
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about this. She has given me the option of having her at the first school I teach. 2.1 & 6.1- I presented the pre-k/kindergarten lesson for Hannah and Janelle this week, then received feedback on my performance. They expressed their approval of my engagement style and suggested that I express myself through hand motions in order to hold the children's attention. We did some role playing in which they pretended to be children around the age of 4. We later role-played what a disclosure may look like, and they walked me through the steps of reporting abuse on the TN website. For my new internship, I observed the creation of a run sheet, then had the opportunity to build my own based on the original model. I learned the importance of time blocking and identifying needs for an event, such as bathroom facilities with disability access, or if the activity is appropriate for the clients in this setting. Also, identifying the target audience provides a realistic expectation of the event's

			outcome.
<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>I spent time outside painting with a friend. It was beneficial because I got the vitamin D and socialization I needed for the week.</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>Areas of growth this week include completing my tasks in a timely fashion. This goes for both the Lauren's Kids learning objectives, as well as doing other assigned tasks around the office.</p>
<p>Hours accrued this week:</p> <p>10.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p> <p>You did a great job presenting the information to us. I know personally, some of my nerves are lowered when I get my first few words out, and I could see that in you. Practice makes perfect!</p>	<p>Field Instructor Comments</p> <p>Great work adjusting to mezzo and macro levels of social work. Social workers often wear multiple hats in order to accomplish the goals of their agency. While boundaries and advocacy for clear roles are always important, being flexible and having a multi-skilled approach can be a great</p>	<p>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

asset to acquiring gainful employment. Let's work on making these items on your resume' and CV.

Actioned by Mair, Elizabeth (458863) on 11/2/2019 2:20:49 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) Describe how you are applying classroom theory/knowledge into field experiences to demonstrate 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 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 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	

	<input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> Did Not Accrue Practicum Hours		
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.) No	Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)	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).
Hours accrued this week:	Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)	Field Instructor Comments	Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. <input type="radio"/> Yes <input type="radio"/> No

Actioned by Mair, Elizabeth (458863) on 11/2/2019 2:21:03 PM

Hours Accrued

Total Monthly Hours Accrued	Total Cumulative Field Hours Approved to Date
41.5	168.5

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

Actioned by Gunter, Hannah on 11/5/2019 12:07:10 PM

Field Instructor Monthly Journal Submission

Actioned by Bertresse, Lunelle on 12/8/2019 7:08:54 PM

Journal Grade (20 points possible)

This journal meets the rubric requirements and earned 20 points

Field Director Comments

Hi Liz, I am glad we had the opportunity to chat about practicum and things that might stand in the way of you doing a good job. You have the makings of a great social worker. Believe in yourself and continue to ask those questions!

Actioned by Bertresse, Lunelle on 12/8/2019 8:45:59 PM