

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.) 11/3- 11/9	Competencies Addressed: (A minimum of 4 required each week)	Practice Behaviors (Please list the required 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)	Description of Learning Activities (2-3 sentences per competency)
	<input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input 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 checked="" 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	<input type="checkbox"/> 0.0 - No Hours Accrued <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 4.1 <input 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 checked="" type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input checked="" 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. 1.3 & 1.4: This week, I assisted my instructor on collateral calls for a couple of clients on our caseload. Collateral calls are made to references provided by the client. A case cannot be closed unless two references are contacted by either my field instructor or myself. The references are asked specific questions relating to the particular client, such as how long the reference has known the family and if the reference has any concerns regarding the safety and well-being of the client. I was very familiar with each case the collateral calls were in reference to as I have been fortunate enough to be part of each case alongside my field instructor since it was first assigned to us. The first time I made collateral calls, I was a bit nervous. I am much more comfortable now. I was able to ask each question required and effectively communicate with each reference I spoke to, demonstrating professional demeanor in both oral and electronic communication.

Because I was able to complete each one, I was able to close each case they pertained to. My instructor allowed me to do this under her supervision. I typed up the opening statements of each case report, using technology ethically to obtain all information needed for each client, such as public records. I was able to use my own notes written during interviews with each person involved on each case to type up all the information I gathered during each assessment. To my surprise, my instructor only had to make minor improvements to my opening statements. This gave me confidence in my ability to type accurate case reports, as well as my ability to maintain a positive rapport with clients through consistent communication with them. 6.2 & 7.3: This week, my instructor and I scheduled a meeting with one of our clients at the office. We felt this would enable her to communicate with us effectively and honestly. During the meeting, I listened closely to each concern voiced by the client, taking notes as she spoke. At DCS, it is imperative that we record each interview conducted with clients. Not only does this enable us to continually monitor and evaluate a

client's progress, but it is a required component of the client's case report that must be submitted to close a case. I effectively initiated empathy and interpersonal skills throughout this interview, particularly when the client expressed her present crisis of getting fired from her job because of all the chaos at home. The client expressed gratitude in our willingness to understand her current predicaments as well as our willingness to work with her. This particular interview reminded me of how essential communication and incorporating interpersonal skills with each client is. As social workers, we must meet each client where they are at and work to assist the client in overcoming the obstacles they are facing to the best of our ability, all while communicating with them in the way most effective for them. My instructor and I reviewed the mutually selected intervention goals between ourselves and our client, and were able to obtain agreement from the client in writing to take steps towards achieving these goals. This is called a permanency plan and something we use for every case. 8.1: Prior to our in-person meeting with our client, my instructor and I

reviewed the current challenges faced by our client and brainstormed intervention strategies that might assist our client in goal attainment, such as counseling for her daughter who was a victim of sexual abuse by the mother's ex-boyfriend as well as counseling for the mother who has endured extensive physical and verbal abuse over the last several years by the fathers of her children. We made a list of potential agreements to place on her permanency plan, which is a plan that consists of several mutual agreements between the case manager and the client and is signed by each party. Upon meeting with the client, we began to write these out and revise them, implementing new strategies when necessary. An implementation we made was an agreement that the client's children, who were currently staying at her mother's house for their own safety, would remain there until the mother could obtain sustainable housing for herself and her three children. We also included an agreement that the mother would attend her meeting with the housing authority, something she failed to do the previous month, on the set date she was given when she rescheduled the

interview. Continually revising our intervention plan with our client during this meeting reminded me of the importance of keeping track of a client's progress as well as the necessary task of continually revising interventions to ensure goal attainment is met by the client.

I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each week in total accrued field hours.)
Yes

Comments/Outcome
(Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)

For self-care this week, I made it a point to work on crafting jewelry for half an hour each day in between homework sessions and taking care of my daughter. Crafting jewelry has always been a fun hobby for me and something proven to be therapeutic, as I thrive on expressing my creativity and working with my hands.

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.)
Yes

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

I hope to eventually be able to put together a permanency plan on my own for one of our clients, based off of a particular client's needs. I also strive to be able to conduct a client interview independently and to measure their progress towards goal attainment, implementing additional intervention strategies when needed, under supervision of my field instructor.

Hours accrued this week:
16.00

Task Supervisor (If Applicable) Comments
(Hours, Progress, Concerns, etc.)

Field Instructor Comments

Student will begin taking on a lead role with in the agency when working with clients under the supervision of Field Instructor during the next semester.

Field Instructor Approval of Weekly Hours
I approve the accrued hours for this week.

☐ Yes ☐ No

Actioned by Riley, Elizabeth (480609) on 11/10/2019 1:13:27 PM

Week 2

Date (Start Sun. - Sat. 11:59 p.m.)	Competencies Addressed: (A minimum of 4 required each week)	Practice Behaviors (Please list the required 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)
11/10- 11/16	<input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input type="checkbox"/> 2. Engage Diversity and Difference in Practice <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input checked="" type="checkbox"/> 5. Engage in Policy Practice <input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input checked="" 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	<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 checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input checked="" type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input checked="" type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input checked="" type="checkbox"/> 7.3 <input checked="" type="checkbox"/> 7.4 <input checked="" type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input checked="" type="checkbox"/> 8.3 <input checked="" 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. 1.3 & 1.4: On Friday of this week, I assisted my instructor by completing part 1 & the first half of part 2 of a case report for a case we are in the process of closing. Before a case can be closed, we must type up a written case report that chronicles every detail of the case. These details include the family story, the allegations, the referral report, and each interview conducted with the AP (alleged perpetrator) and the AV (alleged victim) as well as every other family member associated with the case. The case report also includes the interventions implemented and assessments conducted by the case manager, as well as the final classification and closing summary. Because this was a case I was familiar with and that I took the majority of the case notes for, I was very confident in my ability to type the case report. I demonstrated professional oral communication during each interview I conducted alongside my case instructor

and when contacting each collateral (reference) provided by the client. I demonstrated professional behavior through writing when I took notes during each interview and typed up the case report, which included searching each adult living with the child on the TFACTS database as well as the felony offender, drug offender, and sex offender registries. 5.2: There are countless resources utilized by CPS to assist clients. These resources range from mental health services, substance abuse agencies, parenting classes, and so forth. One of the cases on our caseload involved two teenage parents to a nine month old baby girl. Each parent is developmentally delayed. Because of this, my instructor contacted an agency that evaluated infants and arranged for them to come to the mother's home and evaluate her baby girl. This evaluation proved to be very crucial as the little girl was diagnosed as failure to thrive. Although this diagnosis was unfortunate, it was fortunate in that we were able to catch this early and intervene. If we hadn't been called to assist this particular family, they might not have been knowledgeable of the resources available to

them and most likely wouldn't have been able to obtain them. Another resource I learned of this week is available through the resource linkage within our department. A primary duty of resource linkage is to connect our clients to certain resources through us. This week, we had what we refer to is an emergency placement. We were able to grant the birth father temporary custody of his son as his mother was unable to care for him. While ecstatic to be reunited with his son, our client needed assistance obtaining a few necessities for his son, such as clothing. Through one of our resource linkage caseworkers, we were able to obtain a goodwill voucher for him as well as give him a Christmas wish list to fill out for his son! Christmas wish lists are lists provided through resource linkage that we are able to present to clients to fill out for each of their children. Gifts are provided by independent sponsors and are always a great success. This particular client was incredibly grateful. Had we not intervened, he wouldn't have had access to this. It was very fulfilling to be able to reunite with his son and assist him in ensuring his son is well-taken care of. 7.1, 7.3 & 7:4: This week, we met

with a client on our case who was referred because of substance abuse. She showed up to our office intoxicated, which required us conduct an Immediate Placement Agreement and place her son with a family friend. Our family friend contacted us the following day and informed us she was not able to care for the six-year-old child. We were able to make contact with the birth father, who wasn't yet legally divorced from the mother and saw his son weekly. He was more than willing to obtain custody of him, contradicting the information provided to us about him by the mother. After assessing him and conducting a home study, we decided it would be in the best interest of the son to be reunited with his father while his mother received treatment. We were able to link the father with certain resources to ensure that his son was well-taken care of, such as a goodwill voucher to purchase clothes for him. My instructor and I communicated throughout this entire process and it proved to be an incredible and rewarding learning experience, as I was able to see and take part in the process of emergency placement as well as the implementation of interventions to ensure the

well-being of this precious six-year-old boy and his parents. 8.1, 8.3 & 8.4: A few weeks ago, we referred services to a client who was a teenage mother to a nine-month-old baby girl. Both the mother and the birth father are developmentally delayed. One of the services referred came to the client's home to evaluate her baby girl. Unfortunately, the baby girl was diagnosed as failure to thrive, which required us to request an emergency child and family team meeting with the birth mother, the birth father, and both grandmothers on Wednesday of this week. A child and family meeting consists of a caseworker, the caseworker's supervisor, and each person involved in the case. We were aware the mother had mental health struggles, including PPD. During this meeting, we were able to intervene on each family member's behalf by constructing a Non-custodial permanency plan. This plan is required to be agreed on and signed by each family member present and includes interventions and agreements made between the caseworker supervisor, the caseworker, and each family member. Included in this plan was the agreement that the paternal grandmother would obtain

temporary custody of her nine month old granddaughter and ensure she receives the medical treatment she needs and that the mother will attend counseling services through Helen Ross McNabb to assist her in working through her mental health struggles. Our interventions implemented directly correlate with our primary goal of family reunification and ensuring the safety and well-being of the child. Our hope is that by actively participating in treatment and improving her mental health, the mother will eventually be reunited with her daughter and be able to adequately care for her. In the meantime, we were able to ensure that her daughter will be safe and receive the medical treatment she needs in the custody of her paternal grandmother. Participating in this entire process was a great learning experience as I was able to be part of the implementation of interventions as well as the inter-professional collaboration between my caseworker and her supervisor.

<p>I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>This week, my self-care was crafting homemade tacos after a long day at practicum with my partner and my baby girl. I'm not much for cooking, but tacos are always fun and my baby girl makes literally everything more enjoyable. Additionally, my partner is an incredible cook so the tacos were delicious and after we put our baby girl to bed we were able to spend the rest of the evening watching one of our favorite movies.</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>Yes</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>I hope to become more familiar with everything a child and family meeting entails. My goal for this next week is to be able to complete an entire case report on my own.</p>
<p>Hours accrued this week:</p> <p>14.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p> <p>Student will begin taking on a lead role with in the agency when working with clients under the supervision of Field Instructor during the next semester.</p>	<p>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Riley, Elizabeth (480609) on 11/16/2019 11:06:45 PM

Week 3

Date	Competencies Addressed:	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) 11/17- 11/23	<p>(A minimum of 4 required each week)</p> <p><input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior</p> <p><input type="checkbox"/> 2. Engage Diversity and Difference in Practice</p> <p><input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice</p> <p><input checked="" type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice</p> <p><input type="checkbox"/> 5. Engage in Policy Practice</p> <p><input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities</p> <p><input checked="" type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities</p> <p><input checked="" type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> Did Not Accrue Practicum Hours</p>	<p>(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</p> <p>Accrued <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input checked="" 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 checked="" type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input checked="" type="checkbox"/> 9.3 <input type="checkbox"/> 9.4</p>	<p>Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>1.3 & 1.4: This week my instructor was on what CPS refers to as "shutdown", which means she didn't receive any new cases. Each caseworker is given a week of shutdown once every few months to give them a chance to catch up on their caseload. For me, this entailed typing up case reports and making collateral calls. On Monday of this week, I demonstrated professional behavior in oral and written communication by typing up case notes and contacting collaterals, which are references provided by each client. I contacted each reference for each case report I typed. I asked them a series of questions ranging from their relationship with the family member to inquiring about any worries or concerns they may have. I included this information in case notes within the case report. I also utilized technology ethically by checking our various databases for any criminal history a client may have and checked TFACTS to see if</p>

they had any history with CPS. I reported these findings within the case report. I was able to complete three case report openings for three cases we are in the process of closing! I consulted my instructor for any feedback or errors. To my surprise, there were no errors! This gave me confidence in my ability to type accurate case reports. I am slowly becoming more and more comfortable in doing so. 4.3: I contacted a local agency, The Next Door, that offers a unique program in partnership with the Tennessee Department of Corrections, preparing women who have been recently incarcerated or are recently incarcerated, for independent living free of drug and alcohol abuse. I was hoping to obtain permission to interview willing participants for my research project regarding the feminization of poverty and the effects of maternal incarceration. Unfortunately, I learned that the women were unable to participate. I did, however, come across a book titled "Women and Poverty in the 21st Century". I started reading it this week and look forward to incorporate parts of it into my research as well continuing to educate myself extensively on these issues.

6.2 & 9.3: On Monday, we received a call from a very distressed client whose ex-husband had just received temporary custody of their son due to the mother's substance abuse. She called only to inquire about her son's safety, insisting she only needed to know that he was okay and that she hoped we would be able to assure her weekly that he was okay. My instructor ensured her that it was her job to do just that, and that although we wouldn't be able to see him each week, we would continually monitor his safety and check up on him. Between sobs, she asked my instructor if she was a mother. My instructor, who doesn't have children, responded that she preferred to not discuss her personal life with clients. Although I knew this mother's history and that she had been particularly difficult at first, as a mother, my heart broke for her. When she called back the following Wednesday, just as hysterical as she was on Monday, I shared with her that I am a mother, that I cannot imagine the pain she is experiencing, and that I understood her need to know that her son was well-taken care of. I added that the most important thing she can do right now, both for herself

and for her son, is to complete the steps we agreed upon during our child and family team meeting and that we would ensure her son's safety in the meantime. She shared that she had been following each step: attending parenting and anger management classes, securing full time employment, and moving into a new apartment. My instructor and I were able to evaluate her intervention and program processes and give her encouragement and support to continue on with her progress. I found that simply by initiating empathy and understanding with this client, I established a positive and trusting rapport with her, giving her more incentive to continue on in her completion of the interventions she agreed to.

8.4: On Wednesday of this week, my instructor and I met response on a case involving an elderly women who was taking care of her four great nieces and nephews. The referral was made regarding the woman's inability to effectively monitor her children's whereabouts and to ensure they were taking their medication. This is mostly due to her very old age and the fact that she recently suffered from a stroke. The woman and children resided

in a high crime area. Upon our initial introductions, it quickly became apparent that our client cared deeply for the children in her care. She has had custody of most of them since they were babies, over fourteen years. We shared our referral and learned that she had previous interaction with CPS in the past, one time being because she had become homeless. CPS was able to assist her in locating housing for her and her family. After speaking with her, we realized the home was also infested with bed bugs and that, despite living below the poverty line, she was not receiving section 8 housing and that ninety percent of her social security income went towards her rent. My instructor and I were able to begin the process of advocating and negotiating on behalf of our client by contacting resource linkage to inquire about pest control services (which we are able to provide free of charge) and inquire about a section 8 voucher. We are continuing to utilize accessible resources for this client as well as put together an intervention plan that ensure both she and her children are well taken care of.

<p>I completed one hour of self care for the week referenced above. (<u>1 hour maximum</u> may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>This week, I got my hair cut, which, in my opinion, is one of the greatest practices of self care. I was able to have a whole hour to myself and leave the salon feeling refreshed and just overall really, really good. Coming home to my beaming daughter and participating in her nighttime routine, which includes reading a favorite story, was an added bonus!</p>	<p>I completed my weekly journal entry prior to weekly supervision. (<u>1 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>Yes</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>I hope to be able to type a written court report from start to finish and close a case on my own. I also hope to continue to become more knowledge about the resources available to my agency and the most productive ways in which to utilize them.</p>
<p>Hours accrued this week:</p> <p>18.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p> <p>Student will begin taking on a lead role with in the agency when working with clients under the supervision of Field Instructor during the next semester.</p>	<p>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Riley, Elizabeth (480609) on 11/26/2019 12:37:59 PM

Week 4

Date	Competencies Addressed:	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) 11/24- 11/30	<p>(A minimum of 4 required each week)</p> <p><input type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior</p> <p><input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice</p> <p><input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice</p> <p><input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice</p> <p><input type="checkbox"/> 5. Engage in Policy Practice</p> <p><input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities</p> <p><input checked="" type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities</p> <p><input checked="" type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> Did Not Accrue Practicum Hours</p>	<p>(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</p> <p>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 checked="" 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 type="checkbox"/> 6.1 <input checked="" type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input checked="" type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input checked="" type="checkbox"/> 8.3 <input checked="" type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input checked="" type="checkbox"/> 9.3 <input type="checkbox"/> 9.4</p>	<p>Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>2.1 & 2.2 & 6.2: It is the end of the month, which at DCS means ensuring we have had a face to face interview with all of our clients on our case load this week. I was given the opportunity to interview several children this week, demonstrating appropriate interviewing skills and culturally competent skills as our clients come from a diverse range of cultural backgrounds. One client in particular stood out. She was no pleased to see us, which she made known by throwing her head back, rolling her eyes, and letting out an exasperated sigh as she walked down the stairs to join us in the school library. "I thought I was finished talking to ya'll", she said, "No one is listening to me anyway". I gave her a sympathetic smile as my instructor asked her the first few questions we ask each child. I clarified that each month our case is open, we are required to see her, and proceeded to ask her some follow up questions. I quietly listened as she spoke,</p>

effectively establishing rapport by initiating empathy and understanding regarding her concerns. I presented myself as a learner to this young client, engaging her as an expert of her own experience and actively listening as she expressed her frustrations with her current living situation and the court system as well as her concerns regarding the future of herself and her family. I maintained eye contact and continued to ask open questions, ensuring her that we cared for her well-being and that her feelings and concerns mattered. At the end of our interview, my instructor and I each assured her that we were advocating on her behalf and to be sure to contact us if anything came up or if she needed anything. She seemed much less hostile at the end of our meeting, and it is my hope that we are able to continually implement interventions within her family that will enable our young client to be reunited with them. 8.3 & 8.4: A father who recently received temporary custody of his son called us in a panic on Monday. Unbeknownst to us, the birth mother of his child had petitioned for custody, despite the fact that she has only begun to participate in the interventions we agreed

on last week. Because she is the birth mother, she has the right to do so regardless. The father was adamant that we attend court, fearing that he would lose his son to his ex wife, who has a serious alcohol problem among other issues that prevent her from being able to adequately care for her son. This is the reason he was removed in the first place. Normally, my instructor and I wouldn't mind to attend court upon request by a client, but the time fell on a day when we already had various appointments. We were also unsure if it was beneficial or necessary that we attend. We utilized inter-professional collaboration by staffing this with our supervisor, who advised us to consult the DCS legal team. My instructor and I immediately placed a call to the DCS head attorney, who reassured us that she would be attending alongside him and, to our relief, that our presence wasn't necessary. My instructor and I called the father back, sharing with him the recommendation given to us by our attorney and assuring him that she would be in attendance. We also clarified that we would be advocating on his behalf as we would provide the attorney with documentation showing details of the case,

the current progress, and the plan agreed upon by each person involved. The father seemed relieved to be supported and to know that we were advocating on behalf of his son, continually ensuring his safety and well-being. 7.3: On Wednesday of this week, my instructor and I met with a client who was referred to us by hospital personnel. Her daughter, a sophomore in high school, is diabetic and has had to be treated for skin boils related to her condition, which the hospital personal attributed to negligence of both the mother and daughter to adequately care for her condition. At our home visit with the mother, she explained that she ensures her child takes her insulin and prescribed medication for her condition each day. She was able to show us a chart she keeps for each day that keeps track of her daughter's medicine schedule as well as her diet. She shared that she believes the reason for the boils is that sometimes her daughter sneaks bags of chips and cans of soda behind her back. Since her daughter is a teenager, it is hard to keep track of absolutely everything she consumes. After speaking with both the mother and daughter privately, we were able to

speaking with them together and though they were each able to confirm that the daughter receives her medication each day, the daughter admitted to sneaking junk food on occasion. My instructor and I explained that in doing so, both herself and her mother were affected negatively. We explained the importance of her health and of maintaining her diabetes. They each agreed to this, the daughter being unaware of the effects her neglect had on her mother, and we were able to develop an intervention plan on the spot, selecting mutually agreed on goals and objectives based on the assessments of needs, strengths, and challenges faced by each client. 9.3: A couple of weeks ago, we arranged for a client and another client's child to receive counseling at Helen Ross McNabb. After speaking with Helen Ross McNabb to follow up on each client's progress, we learned that neither client followed through with the meeting times we arranged for them. I phoned each client, the first being the mother of the child we referred. I had spoken to this particular child and learned of her history of extensive abuse, remembering that she requested counseling to process all that she had been

through. Her mother shared that things had been hectic at the place she's currently living and that she failed to remember the date. This particular situation is a perfect example of why continually monitoring and evaluating a client's intervention progress is so important. We spoke to the grandmother that has temporary custody of the child, who shared that the mother didn't inform her of the scheduled counseling session. I was able to reschedule to appointment and the grandmother assured me that her granddaughter would be there, agreeing that it was much needed. The other client who failed to attend is a nineteen year old girl whose daughter is in temporary custody of her paternal grandmother until her mother is able to get back on her feet. The young client explained that she didn't have a way to attend the counseling sessions. My instructor and I were able to reschedule her session as well as arrange transportation. We will continue to analyze and evaluate each client's intervention processes, along with monitoring their progress.

<p>I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>This week, my partner and I made Thanksgiving treats for ourselves and took a much-needed mini vacation with our daughter to his grandparent's farm in Clarksville, Georgia. It is so peaceful there. For the first time in several weeks, we were able to escape our hectic schedules and indulge in some much-needed rest and relaxation.</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>Yes</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>I hope to continually improve my interviewing skills with children by becoming more comfortable in asking all the necessary questions. Additionally, I hope to become more skilled in completing FACE sheets during initial interviews.</p>
<p>Hours accrued this week:</p> <p>16.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p> <p>Student will begin taking on a lead role with in the agency when working with clients under the supervision of Field Instructor during the next semester.</p>	<p>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p><input checked="" type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Riley, Elizabeth (480609) on 12/1/2019 2:53:12 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 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 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 type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> Did Not Accrue Practicum Hours	<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 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.

<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><input type="radio"/> Yes <input type="radio"/> No</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 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><input type="radio"/> Yes <input type="radio"/> No</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p>
<p>Hours accrued this week: 0.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p>	<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Riley, Elizabeth (480609) on 12/2/2019 1:11:21 PM

Hours Accrued

Total Monthly Hours Accrued	Total Cumulative Field Hours Approved to Date
64	188

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

Actioned by Johnson, Michaela on 12/2/2019 4:32:04 PM

Field Instructor Monthly Journal Submission

Actioned by Johnson, Michaela on 12/2/2019 4:32:09 PM

Journal Grade (20 points possible)

This journal meets the rubric requirements and earned 20 points

Field Director Comments

Elizabeth - Your journal is extremely thorough and you do an excellent job connecting your experiences to the competencies.

Actioned by O'Shea, Patti on 12/5/2019 2:26:50 PM