

Instructions for Completion

Students, please initiate this document by recording your week's activities to be discussed in mandatory weekly one- hour supervision with your field instructor. Click the **Save Draft** button each week. At the end of the month, you will submit this document by clicking the **Journal Student Entry** button listed after week 5. This will send a message to your field instructor to sign. If there are not 5 weeks in the month, leave the section blank, but you must always click the week 5 journal entry to finalize your monthly submission.

Task Supervisors (if applicable), please review this document weekly and communicate progress and opportunities for growth with the student and field instructor.

Field Instructors, please review this document each week during your mandatory weekly one hour supervision to address student concerns and questions and to discuss documentation, self care, progress and opportunities for growth. At the end of the month, your submission statement will verify the student's hours and field learning experiences. After your input, the form will be sent to the Field Director for grading.

Week 1

Date (Start Sun. - Sat. 11:59 p.m.)	Competencies Addressed: (A minimum of 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)
10/6- 10/12	<input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input type="checkbox"/> 2. Engage Diversity and Difference in Practice <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input checked="" type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input type="checkbox"/> 5. Engage in Policy Practice <input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> Did Not Accrue Practicum Hours	<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 type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input checked="" type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input 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 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication: On Wednesday, I assisted my field instructor on what DCS refers to as "collateral calls". Clients are required to give us a couple of references to call upon intake. We ask each reference a series of questions pertaining to the client and the safety of the children in the particular client's care. My instructor demonstrated how to do this and then allowed me to make collateral calls by myself. I talked to several references, demonstrating professional demeanor orally through my communication with each reference listed over the phone. I spoke to each reference given for several of our clients and made notes of their responses pertaining to each question. For me, the experience was a positive one as I found myself able to communicate with each reference effectively and gather important information pertaining to each case. 4.2

Discuss critical thinking to engage in analysis of quantitative and qualitative research methods and research findings: A key assessment used in every case with DCS is the eco-map. This assessment has proven to provide an accurate assessment of each family in our care as it allows us to understand the many complexities between the family and their environment. This week, I was able to assist my instructor in constructing an eco-map with a client. I was able to recognize how vital this assessment is within social work practice as it allowed us to depict the relationships within this family and its social environment. In doing so, we were able to pinpoint this particular family's need of accessible resources as well as highlight the "energy" flowing in and out of the family. 6.2 Observe and initiate empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies: On Monday, we "made response" on a case. This is what DCS refers to as an initial meeting with a client from a newly assigned case. Depending on the priority level of the case, we have up to three days to make response. Upon answering

the door, this particular lady appeared somewhat distressed. As she held her sleeping two year old in her arms, she explained her young adult stepson had passed away the previous day suddenly. My instructor and I were able to initiate empathy and interpersonal skills by empathizing with the client and agreeing to give her family a few days to process and grieve before we held a family meeting with each family member involved in the case. The new client expressed her gratitude in our willingness to work with her and agreed to a date later on during the next week. Through our genuine initiation of empathy and understanding towards our client's situation, my instructor and I were able to develop positive rapport with her during our first meeting. 8.4 Discuss ways to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. My instructor and I made response to a case on Wednesday that involved a single mother of six children, 4 of whom still lived at home with her. The oldest of the children living at home was an eighteen year old mother of a three week old baby girl. The referral proved to be quite exaggerated although this

family was certainly in need of resources. After assessing each member with guidance from my field instructor, I was able to advocate on behalf of each family member and consult with my supervisor about which outside referrals I felt were needed. Among the resources I suggested were counseling for the thirteen-year-old daughter who was struggling with anger issues and had recently been expelled from school and housing assistance for the mother who expressed that she hoped to move from their current residence to a safer neighborhood. Together, my instructor and I were able to come up with interventions for members of the family as well as the family as a whole and formulate a plan to work towards goal attainment.

<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>Self care with my daughter has proven most effective each day after my internship. This week, we dressed up in our respective halloween costumes and took photos. We also picked out pumpkins to paint and carve.</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 knowledgeable about the outside agencies utilized by my agency to meet the needs of clients. I hope to become more familiar with agency protocols and all the necessary information we are required to obtain upon an initial meeting with a client.</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>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Riley, Elizabeth (480609) on 10/16/2019 8:54:14 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 <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)
10/13- 10/19	<input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input type="checkbox"/> 2. Engage Diversity and Difference in Practice <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input checked="" type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input type="checkbox"/> 5. Engage in Policy Practice <input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input 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 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 checked="" type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input checked="" type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input checked="" 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: On Monday, I was able to use technology ethically by obtaining and reviewing client files pertaining to clients served by my field instructor and I. All of this information is strictly confidential. We often keep the files locked up unless we need to obtain them for a client visit, to review a case, or to type up a court report. I obtained and reviewed these documents to type up the opening summary of court reports for our client's cases who my instructor and I were in the process of closing. While typing up these reports, in addition to the case file, I used several of our background databases to research any criminal history our clients may have as this is required to be in the court report. My instructor was able to show me the proper format and tools to utilize in order to complete a correct opening summary for each of these cases. I was able to complete two opening summaries on my own and hope to complete more next week so that I

may become familiar with the process. 4.3: I am very committed to my research project that I will present to my agency at the end of my practicum experience. I decided to present research pertaining to the cycle of poverty as this is something that many of the populations my agencies serve are a part of. This week, I decided to center my research focus on the criminalization of female poverty. I conducted literature research on this subject on Monday of this week and was able to find an excellent article pertaining to my subject of choice. Each week at my agency, I witness this as many of the mothers of the children we serve are single mothers with little to no resources. In addition to citing the article during my presentation, I will continue to brainstorm potential solutions my agency might be able to incorporate in order to better serve this large population. I hope to obtain qualitative research through interviewing the women affected within the next few weeks. 7.1 & 6.2: This week, I was able to complete an initial intake assessment with my field instructor on a new case. We arrived at the new client's house, who was visibly distressed as she had never worked with us before and

was understandably very frightened. My instructor and I were able to initiate empathy and communicate calmly to effectively engage her and alleviate her worry. During an initial assessment, several questions are asked, such as who resides in the household and general information about the ACV (alleged child victim). We also share the allegation and our concerns in addition to briefly reviewing the client handbook. Depending on how much information we are able to gather initially, there is an excessive amount of paperwork involved. Because of our genuine approach and the client's willingness to cooperate, we were able to gather all the information needed in order to ensure that the client's needs were met and speed up the process of closing the case. This particular experience boosted my confidence in conducting initial assessments, interpreting information from clients, and interacting with them during what is often a very traumatic encounter for everyone involved. 8.1 & 8.3: This week, I was able to participate in inter-professional collaboration among professionals in my agency as we conducted what is referred to as a

"Child and Family Team Meeting" (CFTM). This involves the caseworker (which in this case was my instructor), the caseworker's supervisor, and the clients involved in the case. During this meeting, a treatment plan/intervention strategy is presented and discussed with assistance from the supervisor as needed and each client signs off in either agreement or disagreement. I was able to assist my instructor in putting together a treatment plan and discussing it with the family in this case. We were able to advocate on behalf of both the child and the family by obtaining much-needed resources for each of them and ensuring the protection of the child by placing her in the care of extended family members while the mother receives the care she needs. Overall, this meeting was a success as each family member willingly signed off on our plan of action. Being a part of this was an incredible learning experience as I was able to grasp a much greater understanding of each vital component of a CFTM in addition to actively participating in the process.

<p>I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>This week, I was able to carve pumpkins outside with my daughter. This is my favorite time of year and the weather was perfect for this fun Halloween activity! It really allowed me to distress and clear my mind of the everyday chaos that accompanies working in the field in addition to being a full-time student and mom.</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 be able to participate during more CFTMs in the future. I also hope to continue conducting assessments and taking notes alongside my supervisor so that it will eventually come naturally.</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>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Riley, Elizabeth (480609) on 10/19/2019 3:44:32 PM

Week 3

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)
10/20- 10/27	<input type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input 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 checked="" 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 checked="" 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 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 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 checked="" 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 checked="" 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	Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency. 3.1: On Monday, my instructor and I visited a 7 year old boy at school. Upon our arrival, the school secretary informed us that he was autistic and asked if his aid could join him. Per policy, we are required to speak to the child alone. However, since the secretary insisted, my instructor and I felt it would be best if his aid accompanied him. This proved to be the best decision. This young boy had difficulty concentrating and sitting still. Since he wasn't familiar with us, he was reluctant to make eye contact much less speak to us directly. It quickly became clear that this whole situation made him very uncomfortable and his aid ended up answering most of our questions. Since she is with him for the entire day, she was able to give us valuable information pertaining to his behavior and potential factors that might be disrupting it. I was able to recognize an overlooked need of a diverse population within my

agency: autistic children. DCS employees are not taught how to effectively engage and interview them. Although DCS employees with certain backgrounds might be familiar with the characteristics of autistic children, how to effectively interview them is not part of DCS employee training. Since children with both behavioral and intellectual disabilities are children we see quite frequently, I think that incorporating some kind of training on how to effectively interact with them would be of great benefit. I plan to discuss this with my supervisor during weekly supervision. 5.2 & 8.5: Prior to interning with DCS, I had no idea that they had access to several resources that can assist the families on their caseload. Each week, I learn about a new service we are able to offer to clients. For me, this has confirmed that DCS does not serve to disrupt families as the stigma often implies but instead serves to ensure children are safe and to help their families acquire resources that, more often than not, they desperately need. This week, one of the families we encountered proved to be suitable guardians for the child on our case in every aspect except that their house was terribly cluttered and

infested with roaches, two factors that present an environmental hazard. We were able to refer them to a house cleaning agency that assesses the home and assists the family in cleaning and organizational strategies. After acquiring this service for them, we conducted a home visit and their place had significantly improved! The lady was so gracious for our assistance that she hugged us before we left. We were able to place the child with her and accompany them to the court house to obtain temporary custody. We were also able to successfully enroll the child's mother in a drug treatment program. It was very fulfilling to see our intervention strategies implemented and one successful goal attainment outcome already! 9.3: On Monday, we visited a client who is currently trying to regain custody of his daughter. Previously, he'd tested positive for THC, a drug we are able to work with but does require completion of certain tasks. In this client's case, it was an official alcohol and drug assessment as well as the ability to pass upcoming drug screens. The client was able to show us proof of his completion of the assessment and complete a clean drug

screen. My instructor and I will continue to evaluate his intervention progress as we will still need to test him again before his court date but it was refreshing to see that the intervention strategy was being implemented.

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

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

This week, I enjoyed a classic Halloween movie with my significant other while painting my nails. This is my favorite time of year so the movie certainly lifted my spirits. Painting my nails is always therapeutic for me and something I rarely have time to do these days so that was definitely a much-needed self care activity.

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 be able to become better educated on the many services my agency is able to offer, as well as which services have proven to be of the most benefit.

Hours accrued this week:
18.00

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.
Yes

Actioned by Riley, Elizabeth (480609) on 10/25/2019 8:53:27 PM

Week 4

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)
10/28- 11/3	<input 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 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 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 checked="" type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input checked="" type="checkbox"/> 7.3 <input checked="" type="checkbox"/> 7.4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input checked="" 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. 2.1 & 2.2: On Monday of this week, we interviewed several children. This is something I don't have much experience doing as the majority of interviews I've observed and assisted with my supervisor have been adults associated with the children on each case. I was able to observe the difference in communicating with each population, noting that with children it is important to be able to hold their attention and ask questions in a way that they can understand. I realized children interviews are a crucial for a number of reasons, one being that it is important to understand their perspective. It's also helpful to have the ability to read their body language and expressions; although they might answer a question, they still may not be able to fully grasp it. Therefore, "reading between the lines" is a necessary skill when communicating with them. My instructor demonstrated this effortlessly and I was able to pick up on some of

her techniques, such as taking her time between each question, asking additional questions if she felt the need, and ensuring the child felt as comfortable as possible by explaining her role as their advocate. By the fourth child we interviewed, she felt confident in my abilities and allowed me to add any additional questions if I felt the need. Because of this particular child's demeanor and behavior, I repeated a question my instructor asked in a calm tone, maintaining eye contact and clarifying exactly what I meant. The child willingly answered with a detailed explanation. Although I know I still have much to learn, this experience heightened my knowledge in communicating with this specific population as well as the appropriate interviewing techniques to incorporate.

6.1: The presenting concerns of one of our clients we interviewed on Monday was urgent, as this particular young girl was allegedly suicidal. This was our first time meeting with her. During our interview process, we learned of her environmental concerns pertaining to her home. She gave us a detailed description of how her home life affected her, allowing us to effectively evaluate the

environmental impact on this particular client. Although she insisted she wasn't suicidal, she did share that she suffered from severe depression that her medication wasn't helping, as well as dealing with trauma from a disturbing incident that occurred when she was younger. Unfortunately, she wasn't currently receiving counseling related to this, which was negatively impacting her mental state as well as her school performance. Because of our genuine approach during our interview, she was very open with us, which greatly assisted in selecting appropriate intervention strategies. 7.3 & 7.4: Regarding our client in the aforementioned paragraph, my instructor and I were able to select mutually agreed on intervention goals and objectives with our client and with each other. These interventions included exploring other options with her depression medication as well as setting her up with in-home counseling to assist her with navigating through her internal conflict. We felt that both counseling and exploring other medications were crucial for this client and were able to reach out to external resources to begin the process. 8.3: On Wednesday, my instructor

and I met response on a case that we'd had for a couple of weeks but had been unable to get in contact with each person who lived in the household. We spoke with one of the children listed as the ACV (alleged child victim) prior to speaking with this client, who we later found greatly contradicted everything this client shared with us. Because of the contradictions and complications in this case, my instructor chose to staff it with her supervisor. Together, we were able to come up with a plan to speak with the mother of the ACV privately at our office with my instructor and her supervisor both present, in an attempt to better persuade this mother to do what my instructor and her supervisor agreed would be best for her and her family. This allowed me to observe the ways in which professionals at my agency collaborate in developing intervention plans that ensure best practices and favorable outcomes for clients.

<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>Halloween is my favorite holiday. Each day after my practicum, I worked on matching costumes for my daughter and me. My daughter provided great company while I crafted each costume. The intricate details I incorporated while watching my favorite Halloween movies proved to be very therapeutic as well.</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 enhance my interviewing skills with clients, particularly children. I hope to be able to catch small things and recognize mannerisms as well as my instructor is able to.</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>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Riley, Elizabeth (480609) on 11/3/2019 8:41:53 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) <ul style="list-style-type: none"> <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 type="checkbox"/> Did Not Accrue Practicum Hours 	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 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	Description of Learning Activities (2-3 sentences per competency) 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:</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. Yes</p>

Actioned by Riley, Elizabeth (480609) on 11/4/2019 2:24:14 PM

Hours Accrued

Total Monthly Hours Accrued	Total Cumulative Field Hours Approved to Date
72	124

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

Actioned by Johnson, Michaela on 11/4/2019 3:22:55 PM

Field Instructor Monthly Journal Submission

Actioned by Johnson, Michaela on 11/4/2019 3:23:02 PM

Journal Grade (20 points possible)

This journal meets the rubric requirements and earned 20 points

Field Director Comments

Excellent Journal!! Keep up the great work!

Actioned by O'Shea, Patti on 11/5/2019 3:36:09 PM