

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.) 2/28- 3/6	Competencies Addressed: (A minimum of 4 <u>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)
	<input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice <input checked="" type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input checked="" type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input type="checkbox"/> 5. Engage in Policy Practice <input 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	<input type="checkbox"/> 0.0 - No Hours Accrued <input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input 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 checked="" type="checkbox"/> 3.2 <input checked="" 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 checked="" 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 checked="" 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	In addition to the description, how are you are applying classroom theory/knowledge into field experiences to demonstrate competency. 1.3, 1.4: I continue to demonstrate professional and ethical behavior by communicating effectively and appropriately with my FS. My daughter was feeling unwell, so I kept my FS updated on my need to take her to the doctor. While I missed being in person, I continued communication and completed tasks from home. 1.4, 3.1, 3.2,4.2: This month, the focus of the City Lights youth group is emotional well-being. Demonstrating effective written communication, I created an agenda for 3/2/21 which reflects emotional well-being and activities to educate the youth on the topic. These activities will be implemented and will respond to the needs of the youth group. 1.4, 2.1, 3.1, 6.2, 8.1, 8.2: Using group therapy skills learned in Group Practice, I facilitated a small group of middle school girls. I demonstrated

professional and ethical oral communication. I was sure to clarify the purpose of the group/ session (emotional well-being. I defined and discussed the importance of emotional well-being as well as its relation to thoughts, feelings, and beliefs (CBT). I briefly touched on topics such as mindfulness, self-care, coping skills, and good decision-making (these will be discussed with the group more in-depth at a later date). After my discussion, I passed out handouts that contained a feelings/emotion wheel to complete an exercise with the group. I appropriately introduced the exercise and allowed group members to volunteer to speak while demonstrating the use of rounds. Many of the group members spoke which allowed me to validate their responses and thank them for sharing. Every group member did not speak, however, I did attempt to draw members out and encouraged them to speak while keeping their comfortability in mind. While the group session went well overall, I noticed that some of the group members were talking to

one another during the session, so I attempted to regain the group's focus. This assisted; however, some members of the group were eager to finish the session. 1.2, 1.3, During supervision this week, I discussed my concern with assertively but appropriately maintaining the group's focus. Earlier I discussed my concern with group members talking during the group and being eager to finish up. My supervisor gave me great advice on how to proceed in the future. She suggested breaking the group into a smaller group and tailoring the activities and topics to the age and developmental stages of the youth. Because my group is middle school-aged, using age-appropriate activities and discussion is critical in maintaining the group's focus. By using creative activities such as arts and crafts can be utilized. For the coming youth groups, we discussed using arts and crafts to allow the youth to draw what their stress feels like in their body. We will print out a body shape and allow them to be creative. This will allow the youth to identify the physiological

symptoms of stress. We will additionally utilize index cards to create affirmation cards to help the youth deal with stress. Lastly, we discussed buying youth journals to encourage journaling. 1.4, 3.1, 3.2,4.2: After my conversation with my FS about group exercises, I demonstrated professional written communication as I created the City Lights agenda for 3/9. The agenda reflects the topic of emotional wellness and sub-topic stress management. It additionally includes exercises that will be utilized during the session. 1.3, 1.4, 3.1, 3.2, 4.2: This week I completed tasks asked of me by focusing on grant research and organization. Utilizing the document I created in the past, we determined grants to begin applying for based on their deadlines. Using professional and ethical written communication, I began writing the Costco grant. 4.1, 4.2, 6.1: This week my FS discussed EFT(Emotion-focused therapy) with me. After our conversation, I decided to look more into the evidence-based practice. I watched a

webinar called Healing Trauma with Emotionally Focused Trauma (<https://www.youtube.com/watch?v=Rshtvpz2S0Q>). EFT uses approaches of psychotherapy with individuals, couples, or families. This specific therapy used approaches from experiential therapy, systemic therapy, and attachment theory. New concepts that I learned include trauma, specifically "little t trauma" and big T trauma." Big T trauma refers to an event that may be traumatic for the majority, while little t trauma refers to trauma that is more personal such as a breakup or loss of a pet. Another topic discussed was the window of tolerance. This has also been discussed in Group Practice. This concept refers to when a person is able to cope with stressors. Outside of the window of tolerance comes dysregulation, hyperarousal, and hypoarousal. As a social worker, these concepts and approaches are important to understand and utilize in clinical practice to promote successful outcomes. 1.4, 3.1, 3.2, 4.1, 4.2, 6.1: To continue research on

Wellness I completed the Take Charge! of your Wellness Coaching Webinar. In social work, holistic wellness is important for clients and professionals. Using this information, I hope to do better on my personal wellness and also implement practice with my clients to support their success. The focus of the webinar was to define wellness/wellness coaching, key aspects of wellness coaching, and discussing how wellness coaching can be effective. Wellness coaching is a process of supporting a person in creating and adapting habits that lead to improved health in the wellness dimensions. The importance is noted by using the statistic "people with serious mental illnesses are dying 15-30 years younger than the general population." This can impact the quality of life and length of life. Wellness Coaching assists with enhancing engagement, preventing burnout, promoting quality of life, creating and sustaining health, achieving goals, and improving physical health. The key components of wellness coaching include the following: person-

driven, strengths-based; primarily individual for approximately 8-12 sessions; supervision, monitoring, and support; and documentation and data. The flow of wellness coaching includes orienting, assessment, goal setting, planning/accountability, and mentoring/support. Core skills that need to be utilized include effective communication skills. By using active listening skills, you can identify exactly what the client wants to address. Another skill is disclosure and the ability to use "your narrative". This means that wellness coaches receive their own wellness coaching and disclose their experiences to their clients. Another key topic was a workbook that was created by the presenters. The workbook promotes holistic wellness using the 8 dimensions of the wellness model. This information is beneficial in promoting wellness in myself as well as in my clients. I would love to purchase the workbook to promote this.

<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.) Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.) This week I scheduled a massage and cupping therapy session.</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.) Yes</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences). I am growing in my ability to connect clinical skills to my internship. I have also grown in my ability to apply certain theories to my practice as well.</p>
<p>Hours accrued this week: 18.20</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Reviewed. You continue to make great progress and do great work, Erin!</p>	<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Actioned by Bennett, Erin (485131) on 3/14/2021 9:34:06 AM

Week 2

Date	Competencies Addressed:	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) 3/7-3/13	<p data-bbox="350 142 605 222">(A minimum of 4 required each week)</p> <p data-bbox="285 243 651 323"><input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior</p> <p data-bbox="285 333 651 413"><input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice</p> <p data-bbox="285 424 651 590"><input checked="" type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice</p> <p data-bbox="285 600 626 766"><input checked="" type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice</p> <p data-bbox="285 777 586 856"><input type="checkbox"/> 5. Engage in Policy Practice</p> <p data-bbox="285 867 662 1033"><input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities</p> <p data-bbox="285 1043 613 1209"><input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities</p> <p data-bbox="285 1220 662 1386"><input checked="" type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities</p> <p data-bbox="285 1396 662 1562"><input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p> <p data-bbox="285 1572 540 1652"><input type="checkbox"/> Did Not Accrue Practicum Hours</p>	<p data-bbox="704 142 1057 352">(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 data-bbox="704 373 951 405"><input type="checkbox"/> 0.0 - No Hours</p> <p data-bbox="704 426 1081 485">Accrued <input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input checked="" 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 checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2</p> <p data-bbox="704 506 1081 564"><input checked="" 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</p> <p data-bbox="704 585 1081 644"><input 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 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</p>	<p data-bbox="1122 142 1487 222">Description of Learning Activities (2-3 sentences per competency)</p> <p data-bbox="1122 233 1487 485">In addition to the description, how are you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p data-bbox="1122 506 1498 1986">1.3, 1.4: On Monday, I participated in a staff meeting with the City of Refuge as required by guidelines. During this meeting, we discussed our fast-paced society, different generations, and how things are constantly evolving. By discussing this, it was mentioned that "passing the baton" and educating those we come in contact with is important. To be effective social workers we must understand our clients and how society or generational differences impact them. I instantly think about mental health and the impacts society/generations have on this. Understanding this will allow us to identify appropriate interventions for clients and ways to communicate with them effectively. 1.4, 3.2: This week I assisted with identifying and creating a professionally written, outlined program proposal for the CORD</p>

Wellness Program. With my supervisor, we researched different templates and which would best fit what we were trying to accomplish. I assisted with finding appropriate material about the program to outline background, needs, and goals for the proposal. 1.2, 1.3, 2.2: My FS suggested that I complete the Enneagram Personality test to understand myself on a deeper level. After completing the test I found that my top three scores were type 1 the perfectionist, type 2 the giver, and type 9 the peacemaker. Being an effective social worker means having self-awareness and the ability to understand strengths and weaknesses. While I figured I was a type 1 personality, I enjoyed reading each type and having an understanding of how each functions. Moving forward, I plan to continue learning about myself and how I can apply it to my personal and professional self. 4.1, 4.2: This week's youth group will focus on intervention while discussing identifying stress and how to manage stress. The group's

exercise will be a craft to assist youth in identifying stress in their body (physiological symptoms). After identifying this week's exercise, I created an example of the craft to help guide the youth in their ability to identify stress. Using a blank body figure I drew symptoms of stress such as headaches, muscle tension, upset stomach, sweating, fast breathing, racing heart, and etc. 1.3, 4.1: This week I listened to a podcast called Therapist Uncensored. The discussion is between Dr. Sroufe and Sue Marriot, LCSW. The episode discussed attachment and its impact on children into adulthood. Using research and examples, Dr. Sroufe explained individuals from birth to toddlerhood and school-aged to adulthood. This podcast helps me understand the importance of attachment and the different types of attachment. Ultimately attachment impacts emotional development, relationships, and how their world is perceived. Moving forward, I will use this information with my clients to better understand them and intervene when needed. 1.4, 2.1, 3.1, 3.2, 6.2,

8.1,8.2: This week I engaged/ intervened with individuals and groups while facilitating the Tuesday night youth group. I treated all group members with respect, dignity, and worth. The purpose of this group was to identify and manage stress, an aspect of emotional well-being. Demonstrating professional oral communication I discussed stress, stress management, and thoroughly explained the exercise to the youth. After passing around pencils and the body outline, the youth were able to creatively identify where they feel stress in their body. Utilizing a round, I encouraged the youth to discuss their physiological symptoms. I explained the importance of identifying and recognizing stress in the body. After this, I asked the youth to think about things that stress them out. Several volunteered to discuss this which allowed me to identify commonalities and themes, as discussed in class. I also validated and thanked the group members for sharing. Many of the youth stated that school causes stress

as well as siblings. One group member stated that when she feels stress she has negative thoughts about herself such as "I'll never be able to get this done." I commended her for recognizing the thoughts and used the opportunity to discuss aspects of CBT (automatic thoughts, cognitive distortions, and evidence), an EBP. I informed her of automatic thoughts and utilizing evidence questions to determine if the thought is true. In the future, I would like to provide her with a thought record she can use when having such thoughts. Next, I asked the group to think of things they do to manage their stress and things they would like to try. Many of them use music, journaling, and alone time to cope. Once everyone shared, many members in the group were able to list a coping skill that was listed that they would like to try in the future. 1.3, 1.4, 3.1, 3.2, 8.2: There is a launch/fundraising event this week that I will assist with. The event will raise funds for the program at the City of Refuge as well as advertisements in the community. To prepare, I assisted with the

advertisement for the event and discussed several concepts I have learned in Admin such as showing donors appreciation/recognition through social media, thank you letters, and etc. Being able to participate in this while it is a topic in class helps me apply the information and understand the importance of the material. I am confident that I will be able to utilize this information and experience in the future if I identify a program/organization that needs to generate funds through fundraising. 1.3, 1.4, 2.1, 2.2, 3.1: Thursday the women's ministry took place, therefore I assisted with childcare. This provided me with the opportunity to engage with difference and diversity in practice. I am always finding new ways to communicate with clients while treating them with dignity and respect. In doing this, I feel more confident when communicating through language barriers. Having this opportunity helps me understand what our non-English speaking clients experience on a regular basis. This also helps me

learn how to navigate language barriers which is important as a social worker that will engage with diverse clients. 1.4, 2.1, 3.1, 3.2, 8.2: Friday I assisted with Uphill Day, a new organizational program launch/fundraising event. Reflecting on several skills in admin, I was able to connect them to real scenarios at the City of Refuge. It is exciting to watch the program launch/event after witnessing the amount of work and dedication that goes into program planning. This event provided me with the opportunity to demonstrate professional and ethical behavior while communicating with colleagues, volunteers, and community members as well as advocate for health equity in the community.

<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.) 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 had lunch with a friend that I have not seen in a while. It was nice to catch up and enjoy the afternoon together.</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.) Yes</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>While I am still learning aspects of group therapy, I feel myself becoming more confident in facilitating youth nights.</p>
<p>Hours accrued this week: 25.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments It's great to see how confident you are becoming in leading the MS girls group.</p>	<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Actioned by Bennett, Erin (485131) on 3/17/2021 9:50:24 AM

Week 3

Date (Start Sun. - Sat. 11:59 p.m.) 3/14- 3/20	Competencies Addressed: (A minimum of 4 <u>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)
	<input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice <input checked="" type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input checked="" type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input type="checkbox"/> 5. Engage in Policy Practice <input 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	<input type="checkbox"/> 0.0 - No Hours Accrued <input checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" 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 checked="" type="checkbox"/> 3.2 <input checked="" 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 checked="" 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	In addition to the description, how are you are applying classroom theory/knowledge into field experiences to demonstrate competency. 1.1: This week I researched decision-making models and how/when to apply them to ethical practice. I read an article by the NASW that discussed a 6 step process for decision making. The first step is to determine whether there is an ethical issue or dilemma. To determine this you can ask yourself "Is there a conflict of values, or rights, or professional responsibilities?" After this step, you can identify the key values and principles involved. To do this, you can ask "what meanings/limitations are normally associated with these competing values?" After this is determined, you can move on to step three which is using your professional judgment to rank these values. This can be completed by asking "what makes this more important?" Next, You can begin developing and implementing a plan to assist in decision-making.

The final step is to reflect on the outcome of the decision. This step is important because it can assist with decision-making in the future. Using the above steps allows me to make ethical and professional decisions in the field. 1.4, 4.1, 4.2: For this week's youth group we will focus on achieving emotional-wellbeing through mindfulness, an evidence-based practice. I researched mindfulness techniques and exercises that seem appealing to 6th-grade girls. Focusing on their development I remembered and continued research on a Taste of Mindfulness exercise. I also found gratitude journaling templates that can be implemented. Using this information, I created a tentative agenda that included necessary definitions and exercises. After completion, I used professional written communication via email and sent it to my colleagues. I also sent many resources that will assist with facilitating the small groups. 2.1, 3.1, 3.2, 6.2, 8.1, 8.2: On youth night, I advocated for clients' holistic wellness by facilitating the youth

group which included 6-grade girls. I also had two other volunteers in the group that could assist with completing items on the agenda. Prior to starting the group, I talked with the youth about focusing during the group and informed them of an incentive to fully participate (candy). To begin, I explained the purpose of this particular group and I thoroughly discussed how mindfulness, an EBP, can assist with achieving emotional-wellbeing. I appropriately introduced and explained the Taste of Mindfulness exercise to the group. I had each youth member sit around the table, use hand sanitizer, and pass out needed materials for the exercise. I appropriately demonstrated the use of the exercise and made it fun for the youth. During this time, I demonstrated the ability to engage in diversity and difference in practice by treating the youth members with dignity and respect. I ensure to validate and thank the members for sharing and discussing. After completing the exercise, the group processed how a simple task can bring us to the

present moment as well as how it can be utilized in the future. Because the group stayed focused and fully participated in the group, I passed out candy and encouraged the group members to use the candy to practice mindfulness on their own. I reiterated to the group that they are loved and cared for by group leaders. I explained that if they need someone to talk to or need help with something, they can reach out to any of the leaders. 1.2, 1.3, 1.4, 2.1: After the group dismissed, I pulled one of the group members to the side for a conversation demonstrating professional oral communication. This particular group member has previously asked to be in a group with the high school-aged youth. As discussed with my supervisor, I wanted to let this group member know that she is valued in my group. I informed her that she is a leader and often encourages other group members to participate in discussions. 1.2, 1.3, 1.4: During supervision this week I discussed the earliest completion date changing to April 26. With my supervisor, we

planned what the remainder of my time would look like in order to successfully complete my practicum hours. I informed her of several important dates including my daughter's spring break and summer intensives. I also discussed graduation and pinning ceremonies. Next, we discussed youth night and groups. We planned out what the month of April and May would look like and what dimension of wellness we will cover. 1.3, 1.4, 3.1, 3.2, 8.2: I completed tasks asked of me by creating a script for marketing. Because Uphill Coffee, the new program at the City of Refuge, just launched, I assisted with creating a marketing script for a promotional video. This marketing video will inform the community of the new workforce development program for youth, which will begin in August. As learned in Admin, the script started with an attention-grabbing question. It followed with important information on the program and how to get involved. It ended with the slogan, contact information, and how to get involved with the program through

sponsorship, volunteering, or youth participation. This provided me with an opportunity to utilize class material to promote programs and organizations. As a social worker, effectively designing and promoting programs that will be implemented to address health equity, community wellness, and etc is beneficial. 1.3: I completed tasks asked of me as I assisted my supervisor with discovering the steps to apply for a nonprofit postal rate for the Uphill Coffee program. This will reduce the rates of shipping when bags of coffee and baked goods are shipped to generate funds as discussed in Admin. In the future, this information can be beneficial when working or assisting a nonprofit organization with budgeting/finances. This is a concept being discussed in Advanced Admin and allows me to see that even the smallest changes in budget can be greatly beneficial. 1.3, 3.1, 3.2, 4.1, 4.2, 6.1,8.2: Friday, as asked by my supervisor, I assisted with research for a grant application for a program. The City of Refuge has

identified a need to address the needs of human trafficking victims in the area, therefore; grant funds are needed to support a program for this population. Because I have not directly worked with human trafficking victims, I gained new knowledge while completing this task. In my research, I found several risk factors including Low SES, previous or current substance abuse, social vulnerability (e.g., children, females, LGBTQ+ individuals), and limited education. Some protective factors are education, family stability, strong social support networks, mental and emotional health. EBP that are beneficial when intervening with this population includes trauma-informed care, trauma-focused cognitive behavioral therapy, and dialectical trauma-focused cognitive behavior therapy. Moving forward, I will utilize this information when intervening with clients that have been impacted by human trafficking including those who have been trafficked or family/friends that have witnessed a loved one go through the experience.

1.4, 3.1, 3.2, 4.2, 6.1, 7.1: I professionally and ethically collaborated with a colleague to discuss next week's youth group. I used professional oral communication. Because it is the last meeting of the month(spring break), we are planning a big event for the children to practice self-care and wrap up emotional-wellness. In the planning phase, we determined that we will have four different stations with various self-care activities. The stations will include drinking tea with relaxing music, exercise circuit with upbeat music, talking to a friend/empathy, and journaling with prompts. We also discussed using vignettes at each station to highlight stressful situations and when coping skills can be implemented. For example, one vignette may say "You failed a test at school and for grounded for two weeks" now let's using exercising to cope with the stress. After the stations are completed, the youth will process the exercise by completing a survey. I began a draft of this survey and will continue to work on it.

<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.) Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.) This week I went on a hike. It was a time to relax and practice mindfulness.</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.) Yes</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences). Something to discuss during supervision is the new date practicum hours can be completed which is April 26, 2021. Completing surveys and assessments for the youth and volunteers.</p>
<p>Hours accrued this week: 20.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Reviewed. Loved the taste of mindfulness exercise you found and implemented. Also, we need to keep some candy handy- haha!</p>	<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Actioned by Bennett, Erin (485131) on 3/31/2021 9:00:29 AM

Week 4

Date	Competencies Addressed:	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) 3/21-3/27	<p>(A minimum of 4 required each week)</p> <p><input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior</p> <p><input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice</p> <p><input checked="" 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 checked="" 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 checked="" 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 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</u> 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)</p> <p><input type="checkbox"/> 0.0 - No Hours Accrued</p> <p><input checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input checked="" 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 checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 4.1 <input checked="" 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 checked="" 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 checked="" type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input checked="" type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input type="checkbox"/> 9.3 <input type="checkbox"/> 9.4</p>	<p>In addition to the description, how are you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>1.3, 7.1, 9.1: During supervision, my FS and I went over the Volunteer Satisfaction Survey (Likert scale) that I created. After receiving feedback, I made minor changes. Now that the survey is finalized, it will be distributed amongst the organization to assess and evaluate volunteer satisfaction. 1.4, 3.2: I assisted with writing a professional letter to be endorsed by the Mayor. Using professional written communication, this letter reflects the mayor's commitment and support to the City of Refuge and can be used as a reference for grants. Once completed the mayor will sign the letter and it will be included in grant applications moving forward. 1.3, 1.4, 3.1, 3.2, 4.1, 4.2: Using professional written communication and research, I began preparing for the City Lights Youth group by creating an agenda,</p>

station signs, and activity signs. Designing and implementing a program requires time management and organization. These tasks assist with that. The agenda reflects emotional-wellbeing and the self-care stations we will be conducted to teach/ practice self-care with the youth. Experiencing the importance of an agenda and organization will help me in my future as a social worker. 1.4, 2.1, 3.1, 3.2, 6.2, 7.1, 8.1, 8.2: On youth night, I advocated for the holistic wellness, specifically emotional-wellness, of the youth participants. Utilizing previous research, I assisted with the design and implementation of EBP and self-care strategies to promote healthy coping skills in the youth. Using multiple locations in the building, each facilitator set up a different station to help the youth practice various self-care strategies. These strategies include unwinding with tea, journaling with prompts, physical activity, and using social support. Each station had its own unique way of teaching and practicing the self-care

technique. I facilitated the physical activity group where I ran an exercise circuit with each small youth group (4). During this time, I ensured to discuss the effects of physical activity on the brain and the hormones associated such as serotonin. I also discussed other benefits of exercise such as reducing stress, improving sleep, improving memory, improved mood, and etc. I explained that even a 20 minute walk has benefits. I also thought it was important to discuss that exercise can be utilized without needing money or equipment. On the last group, each station had the youth complete a survey to help them process the activity. 2.1, 3.2, 6.2, 8.1: On Wednesday we typically do services days, but to close the month we are took the youth to a fun activity. This was held at a Jump Park. This allowed the youth to have fun and exercise but also to show the youth that they are appreciated by the organization. Many of the youth have experienced trauma or had to mature quicker than a typical child. This activity was a time for them to relax,

have fun, and take their mind off of stress, etc. This implements the importance of self-care, stress management, and emotional wellness. 1.2,1.3,1.4, 2.2, 3.2: On Thursday, I met with a colleague to discuss the importance of documenting services for the youth program. This demonstrated my commitment to growth and identifying areas of growth. Because this is a newer program, this has not began. After meeting with her and receiving the needed material and guidance, this is a practice that can start. It is important to document services provided as this information can be utilized when determining the effectiveness of the program and can also be utilized in grant applications. I plan to meet with my supervisor to discuss the steps to be completed. In the future, this assists me with understanding why service units are important for non- profit organizations as discussed in Advanced Admin. 1.1: 1.2, 1.3, 1.4: I planned on assisting the women's ministry. Due to weather and ethical decision making, it was decided to

cancel the scheduled event. Shortly after, it was determined that City of Refuge would close early in accordance with school closures. I professionally discussed this with my supervisor and completed tasks from home. 1.3, 2.1, 3.1, 5.2: Because I have not completed the non-discriminatory policy that will be implemented at City of Refuge, I completed additional research to assist. This demonstrated my commitment to growth. It is important that the policy encompasses the mission and values of the organization as well as advocate for stakeholders including employees, volunteers, clients, guest, etc. During my research I found several tips on creating such policy and information that should be included. Using this information I will revise and complete the form. After it is completed I will send it for approval. 1.2: In order to promote self care, I created a self-care checklist which includes activities that I enjoy. This is a personalized list that I can refer to when I am in need of stress management. Each self-care activity is listed in categories of under 5

mins, under 15 mins, Under 30 mins, and an hour or more. 1.3, 4.1, 6.1: In order to demonstrate my commitment to continuing education and ability to research evidence based practices, I studied restorative practices. This was briefly discussed in class, therefore, I wanted to follow up with research. During my research I learned that restorative practices is used to develop a stronger community and to manage conflict or tensions. This model focuses on repairing harm and building relationships. Specifically, instead of punishing an offender, this model aims to make the offender take responsibility for their actions and become aware of the consequences they have caused. For example this may be used in instances of bullying, arguments, and etc. Because this can be utilized in group settings, it is important for all clients to have equal opportunities to answer questions. This promotes members sense of self-respect, dignity, and belonging in the community. This model could be utilized at the

			City of Refuge as we facilitate groups with youth. This can additionally be used when intervening with families. In my future practice I will continue my research on restorative practices and use application of the model when it best fits my 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>This week for self-care I journaled three things that I am grateful for. Not only did this help me be mindful but it serves as a reminder of the things that are important to 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 <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>This week I feel concerned about evaluating City of Refuge as a whole.</p>
<p>Hours accrued this week:</p> <p>22.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Reviewed.</p>	<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Bennett, Erin (485131) on 4/1/2021 12:36:36 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	Competencies Addressed:	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) 3/28-3/31	<p>(A minimum of 4 required each week)</p> <p><input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior</p> <p><input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice</p> <p><input checked="" 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 checked="" 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 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</u> 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)</p> <p><input type="checkbox"/> 0.0 - No Hours Accrued</p> <p><input checked="" 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 checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input checked="" type="checkbox"/> 5.1 <input checked="" 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 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</p>	<p>In addition to the description, how are you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>3.1,3.2, 4.1, 4.2, 6.1:This week I completed research on social wellness and attempted to find ways to educate the youth group on the topic. I watched several videos explaining social wellness. Social wellness is defined as "having healthy relationships with friends, family, and the community, and having an interest in and concern for the needs of others." This can be achieved by joining a group, going to church, hanging out with friends, go to events in the community, calling a friend, and etc. Using this information, I will determine an activity for the City Lights Youth group and create an agenda that will highlight my research. 1.4: In planning next week's youth night, I engaged in professional and ethical written communication with a colleague. In order to determine the best intervention for the youth,</p>

collaborating is important. Feeling unsure about competency 9, I demonstrated ethical and professional behavior by scheduling a meeting with my filed liaison via email. 1.1, 1.4, 2.1, 3.1, 5.1, 5.2: As learned in Advanced Policy and Advanced Administration, policies guide organizational operation through guidance, consistency, accountability, efficiency, and clarity. Because non-discriminatory policies increase objectivity in the work place, it is important that they are implemented. This week I made final revisions on the non-discriminatory policy draft and emailed it to my FS, while maintaining ethical and professional written communication. The policy includes a non-discriminatory policy, how to report discriminatory behavior, and a retaliation policy. In the future, understanding how policies such as non discriminatory policies impact stakeholders is important. Through research and creating this policy, I have a better understanding of utilizing policies in my practice. 1.4, 3.1, 3.2: I demonstrated

professional and written communication in beginning to create an agenda. This agenda will be utilized for next weeks youth group which advocates for social wellness and an activity that will be utilized in educating on the topic. While the activity has not been confirmed, it will be added once it is. 1.3, 3.1, 3.2, 4.1, 4.2, 6.1,8.2: Because City of Refuge is applying for grants that reflect the need to advocate for victims of human trafficking, I watched a webinar (<https://www.youtube.com/watch?v=-JWWqYkixOg>) on the topic. Demonstrating my commitment to continuing education, I learned that this information is important to effectively advocate for victims and implement evidence based practices. This is critical because social workers are likely to come into contact with victims of human trafficking, therefore, it is important to understand the wide-range of physical and psychological health issues and needs for intervention. This webinar provided an overview of how to identify, treat, and respond appropriately to

victims and their friends/family. This webinar also addresses misconceptions of human trafficking and highlights realities of the topic. Using the SOAR model, can greatly assist social workers deal with human tracking. SOAR stands for a list of steps which includes Stop, Observe, Ask, and Respond. The first step is to become aware of the nature of human trafficking. Next, become aware of verbal and non-verbal indicators of human trafficking. The thirst step is to identify and interact with the potential victim. Responding appropriately to the victim is the last step. Also discussed are the 6 principals in the trauma informed approach which maximize healing and recovery. These principals include 1. safety 2. trustworthiness/transparency 3. peer support 4. collaboration/ mutuality 4. empowerment, voice, and choice 5. cultural, historical, gender considerations. Lastly, this webinar provided examples, scenarios, and resources to assist in explaining the complexities of human trafficking. 1.3, 3.1, 4.2: I

demonstrated my commitment to continuing education by reading several articles in the NASW Social Work Advocates magazine. The article that stood out to me most was Climate Change: Social Work Addresses Environmental Impacts on Physical and Mental Health. This article taught me that climate change is not only issues of changing temperatures but the effects of changing climate such as water, energy, transportation, wildlife, agriculture, ecosystems and human health. This also impacts mental health, and it is an issue of social and environmental justice. The article highlights an assessment completed in 2016, which found that climate change facilitates a range of symptoms from minimal stress and distress symptoms to clinical disorders (anxiety, depression, post-traumatic stress and suicidality). I additionally learned that there are three different categories of climate events, each impacting people differently. The three categories are extreme weather events (floods or hurricanes, last for days),

subacute weather events (droughts, last for years), and environmental changes (higher temperatures, rises in sea level, and a permanently altered physical environment, everlasting). As a social worker, understanding and advocating for social and environmental justice such as climate change, is important. Understanding how to positively influence climate change is equally important. In doing this, the article suggests to "set up a small environmental justice task force in their organization; gathering in a group and brainstorming ways to set up an office space to evoke the world around them; looking at their energy use; and being aware of how they transport staff members." Using this information I will advocate for clients, as well as, social and environmental justice. 1.4, 7.2: Demonstrating my ability to design and implement organizational and/or community assessments, I created a SWOT analysis. The last SWOT analysis was created in October, shortly after implementing the program. This is a 6

month analysis and has changed drastically. Strengths, weakness, opportunities, and threats of the program are highlighted in this analysis. The strengths and opportunities highly outweigh the threats and weaknesses. This shows the sustainability of the program and also allows youth leaders to address any issues that may present themselves. As a social worker that is visual, this analysis provides me with a framework that is easily facilitates analysis. I will continue to use it in my profession. Using professional and ethical written communication, I will share this analysis with my FS. 1.3, 2.1, 3.1, 5.1: This week, I have spent a great amount of time watching the trial of Derrick Chauvin, former police officer. Chauvin is on trial for the murder of George Floyd. This is a case that has sparked outrage and is being followed by the NASW as it relates to social justice issues and policy practice. Racism and police brutality are important social issues that cannot go without being addressed. Unfortunately, many Americans face these issues. As a social

worker, it is important to understand and implement evidence based practices to deal with these issues and their aftermath. In my opinion this case highlights the need for social workers in police departments who assist with training and report to non-violent or mental health related calls. This trial has the potential to make several impacts on policy within police departments and etc. Because I am passionate about these topics, watching this trial also gives me the needed information/education to advocate for such issues. I will continue to watch the trial and apply it to social work needs. Applying this to City of Refuge, we work with many diverse clients who have likely experienced racism or fear instilled by the police. This can also directly relate to issues of immigration/deportation. It is important to understand these issues and ways to implement interventions with these populations. It is also important to advocate for those who are oppressed.

<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.) Yes</p>	<p>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 went to the gym several times. This is my favorite form of self-care and it helps me feel accomplished.</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.) Yes</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences). Wrapping up the month I made a list of items that need to be completed. 1. Go over Wellness Pretest that was completed on first youth night. (obtain copies) 2. Give out Wellness Posttest prior to completing practicum to evaluate the Wellness program. 3. Ensure that I have every agenda for each youth night. 4. Ensure that volunteer surveys were conducted. Review results and create plan for moving forward.</p>
<p>Hours accrued this week: 18.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Reviewed. Looking forward to discussing things from this week when you return next week!</p>	<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Actioned by Bennett, Erin (485131) on 4/2/2021 1:42:47 PM

Hours Accrued

<p>Total Monthly Hours Accrued</p>	<p>Total Cumulative Field Hours Approved to Date</p>
<p>103.2</p>	<p>408</p>

Task Supervisor Instructions: All you will need to do is leave your comments above and then click **SAVE DRAFT button next to "Field Instructor Submit" button down below.**

Field Instructor Monthly Journal Approval

Actioned by Allen, Kim on 4/7/2021 1:02:22 PM

Journal Grade (20 points possible)

This journal meets the rubric requirements and earned 20 points

Field Director Comments

Well done, Erin! Your group meeting sounds like it was very successful and that you were able to use the skills you've learned in class. Keep up the good work!

Actioned by Bertresse, Lunelle on 4/19/2021 5:07:16 PM