

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 | Competencies Addressed: | Practice Behaviors | Description of Learning Activities (2-3 sentences per competency) |
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| (Start Sun. - Sat. 11:59 p.m.) 4/1- 4/3 | <p data-bbox="350 149 605 222">(A minimum of 4 required each week)</p> <ul style="list-style-type: none"> <li data-bbox="285 247 651 321"><input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <li data-bbox="285 331 651 405"><input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice <li data-bbox="285 415 651 583"><input checked="" type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <li data-bbox="285 594 651 762"><input checked="" type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <li data-bbox="285 772 651 846"><input checked="" type="checkbox"/> 5. Engage in Policy Practice <li data-bbox="285 856 651 1024"><input type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <li data-bbox="285 1035 651 1203"><input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <li data-bbox="285 1213 651 1381"><input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities <li data-bbox="285 1392 651 1560"><input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <li data-bbox="285 1570 651 1633"><input type="checkbox"/> Did Not Accrue Practicum Hours | <p data-bbox="704 149 1081 348">(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="704 380 1081 804"> <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 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 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 </p> | <p data-bbox="1122 149 1503 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 1503 1986">1.2, 1.3, 1.4: This week, I met with my field liaison to get clarity on competency 9. I expressed my concern with the competency and discussed ways I have attempted to complete evaluation for the city lights youth group and City of Refuge as a whole. After my conversation, it appears that I have began and will soon complete competency 9. To evaluate the City Lights youth group, I will administer the post test ensuring that the youth are effectively learning about wellness. To evaluate a program area at City of refuge, I created a satisfaction survey for volunteers. Once administered this survey will evaluate the satisfaction of volunteers participating in various programs at City of Refuge. This will allow City of Refuge staff to plan on ways to sustain or enhance satisfaction amongst volunteers.</p> |

Moving forward, I will schedule my field liaison meeting to include my FS. 2.1, 3.1, 5.1: To demonstrate policy practice, I researched (<https://www.legis.ga.gov/legislation/59827>) GA's voter bill (SB 202) and read several articles on the topic. This bill is controversial as it suppresses Georgia voters and its direct response to the 2020 election. This bill will make access to voting more difficult, specifically for Black and other minority communities due to new restrictions. Some of the restrictions include voters having less time (11 weeks instead of 180 days) to request a mail-in ballot. Voters will have to request applications on their own. This also includes having to return the ballot application earlier than previously. Another restriction is that voters will also have to provide ID, (state driver's license/ Georgia identification card, or some other form of identification and the last four digits of their Social Security number). Another major concern of this bill is that it will become a misdemeanor to distribute food or water within 25 feet of any voter standing

in line to vote at any polling place. Lines in minority communities are typically long and require wait time, so distributing food and water has been beneficial in past elections. In social work, advocating for people who are oppressed and marginalized is a priority. Voting rights is also a major topic for social workers. This bill clearly violates what social workers stand for. This bill may directly impact clients at the City of Refuge clients that vote or plan to vote in the future. 1.3, 3.1, 4.2: Demonstrating my commitment to professional growth, I read an article titled Nine Signs A Remote Employee is Struggling with Stress or Anxiety. Due to COVID, many employees are working remotely, therefore, the ability to identify signs of stress and anxiety significantly decrease. This article by NAMI, provides social workers with the ability to identify and advocate for colleagues. The nine signs that can be identified include keeping the camera off during video meetings (i.e. zoom), using more sick leave, changes in professional habits, repeatedly asking

the same questions, oddities in their operating rhythm, lack of engagement, staying silent, decreased output or work quality, and pushback on deliverables. While this article is geared towards leadership, I think it is important for all employees to have and utilize this information. Leaders may have a heavy workload which could potentially cause them to miss these signs. It is important to note that employees who work remotely, still need support from colleagues and leaders. I believe this article can also be utilized with those that do not work from home, as well.

1.3, 4.1: Demonstrating my commitment to professional growth through continuing education, I completed two PESI webinars on documentation, treatment plans, and how to utilize them for insurance purposes. The first training discussed documentation with psychotherapy and its importance. Psychotherapy is defined as the treatment of mental illness and behavioral disturbances. Some reasons documentation in

psychotherapy are important include the ability to pass audits, protecting income, increasing efficiency, and helps maintain integrity. This webinar focuses on using Medicare standards for documentation, as this is the strictest standard found. Using medical necessity is key when using these standards. The hypothesis is the diagnosis. Everything in between the hypothesis and conclusion is the supporting material. Medical necessity (conclusion from care) addresses/reduces/stabilizes symptoms, manages chronic symptoms, improves functioning, and prevents the need for higher levels of care. In documentation/treatment plans you may state "continued treatment is medically necessary to... address symptoms/improve functioning/etc." In order to be medically necessary, a client must have a diagnosis that is consistent with the dsm-5, be engaged in treatment, have impaired daily functioning, and have increased symptoms without treatment. This information is important to my time at City of

Refuge as well as my future as a social worker. Applying this material will assist me with effective documentation that encompasses necessary material. In the future, I will utilize these standards and the language I learned from the training. The second webinar was a continuation and focused solely on treatment plans. This webinar discussed what a treatment plan is and what should be included on the document such as name, age, DOB, and etc. Using the "Golden Thread" treatment plans should include problems, barriers, goals, objectives, intervention and progress. A treatment plan is a written document that highlights the client's presenting problem. A presenting problem may be issues falling/staying asleep, somatic symptoms, relationship issues, etc. This document additionally outlines the client's goals and strategies(objectives) to overcome the issue/s. A goal is what the client wants to achieve through intervention while the objective is how the client will achieve the goal. For example, a goal may be that a client will receive a

full 8 hours of sleep for 5 nights a week to wake up rested to be on time for work. The objective for this goal may be to keep a sleep log, practice sleep hygiene, and be on time for work. A treatment plan also encompasses the progress made in therapy or with intervention. Interventions for the example may include the therapist educating the client on how to use a sleep log. Barriers in a successful treatment plan may include domestic violence, divorce, finances, court involvement, caring for family/friends, loss of a loved one, non-compliance with medications, and mental health issues. Moving forward, this information will be helpful to ensure that treatment plans encompasses the "golden thread". This technique could benefit the City of Refuge as they begin referrals for the wellness program.

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| <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 several church events with my family for Easter. This is always beneficial for my spiritual wellness and self-care.</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). After meeting with my field liaison, I feel confident that I will soon meet all of my competencies. One concern that I have is needing to schedule my field liaison meeting relatively soon.</p> |
| <p>Hours accrued this week: 10.00</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. Yes</p> |

Actioned by Bennett, Erin (485131) on 5/5/2021 9:02:02 AM

Week 2

| Date | Competencies Addressed: | Practice Behaviors | Description of Learning Activities (2-3 sentences per competency) |
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| (Start Sun. - Sat. 11:59 p.m.) 4/4-4/10 | <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 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 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 checked="" 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 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, 4.1, 7.1: This week I completed a webinar on PESI titled Differential Diagnosis of Specific DSM-5 Mental Disorders: What to Consider Before the Diagnosis. This webinar was facilitated by Margaret L. Bloom, Ph.D. The webinar used examples of Major Depressive Disorder and Anxiety disorders. Using diagnostic criteria, the examples discussed differential diagnoses and how to appropriately write them out. For example, "Anxiety Disorder/Major Depressive Disorder due to (name of the medical disorder or substance used). While I am still learning the DSM-5, my comfort level is still low when diagnosing. This is especially true with differential diagnosis. This webinar provides me with guidance through examples and discussion. In the future, I will utilize this information as it relates to diagnosing</p> |

clients appropriately and effectively. 1.3, 4.1, 6.1: Another webinar that I completed on PESI is titled Mechanisms of Treatment. This training focused on the therapeutic alliance(bottom-up approach), which is evidence based. The therapeutic alliance is a cooperative working relationship between client and therapist. This is an essential aspect of successful therapy. Some important information that I learned from the training is that, the therapeutic alliance occurs due to mirror neurons in the emotional centers of the brain and promotes change in therapy. Change occurs due to the client having a different, reparative experience in therapy by relearning and healing attachment. When thinking about mirroring, the speaker highlights the importance of boundaries. As therapist, we must remember that the experiences and pain are of the client. If this is not remembered, merging or vicarious trauma can occur. Using this information in the future, I will utilize the therapeutic alliance and mirroring to promote successful

outcomes for my clients. 1.4, 2.1, 3.1, 3.2, 6.2, 7.1, 8.1, 8.2: On Tuesday, the City Lights youth group was held. For the month of April, the youth will learn about social wellness and its importance. During my use of professional oral communication, I treated all clients with respect, dignity and worth. When facilitating this group, I ensured to discuss the purpose of the session, which was to introduce and give an overview of the topic. I verbally assessed the youth's knowledge of social wellness by asking them what they thought it meant. After, I explained what social wellness is and how it can be achieved. I also discussed the importance of social wellness and how it plays a major role in holistic wellness. For the activity, I used the use of rounds. During this time, I asked the youth to think about a time they weren't accepted. I called out members and allowed them to have time to discuss their experience. One youth in particular discussed issues with body shaming. This allowed me to deepen the focus as discussed in

Advanced Practice. After, I thanked the youth for sharing her experience, as it can be difficult to be vulnerable in a group setting. My plans moving forward is to research body shamming and identify resources for the youth. 3.1, 4.1, 4.2, 6.1: After youth night, I demonstrated my commitment to growth by researching body shamming/, its effects, and possible evidence-based interventions. I found several articles that helped me gain insight on the topic. Two articles that stood out to me were <https://www.magnolia-creek.com/eating-disorder-recovery-blog/what-is-body-shaming/> and <https://positivepsychology.com/positive-body-image/>. I found that body shaming is a form of bullying and is "the act or practice of negatively judging someone based on their physical appearance". Body shamming is prevalent and studies found that "33% of girls and 25% of boys report weight-based teasing from peers". Bullying and body shamming have a negative impact on mental psychological and

physical health. In the article, it suggests that support is a critical factor when someone is expressing their experience with body shamming. Support can assist with preventing an eating disorder or other mental health issues. Evidence-based practices that assist with bullying and body shamming include education, therapy, mentoring, and etc. I also found several tools and exercises that assist with assertive communication and self-compassion/love. Having this information and tools will assist with my ability to intervene with clients who experience body shamming or bullying. 5.1, 5.2: This week I was tasked with reviewing existing policies (volunteer guidelines and requirements) for volunteers at the City of Refuge. I reviewed each policy thoroughly to ensure that they reflect the current mission and goals of the organization. 5.1: The NASW held an online discussion about the right and freedom to vote. This discussion included 4 speakers who highlighted the For the People Act and ways to lobby (contacting

legislators and storytelling) for the bill. Holistically, this bill is important to social work as it addresses concerns surrounding voter registration and strengthens the voting process. This act ensures that registration is available to poll workers and that the vote can be recounted and audited if needed. It promotes transparency in elections, which has been a recent concern for many. Specifically in GA, this bill is important, due to the recent signing of SB202. This act will promote more federal insight and provisions, in GA, to ensure that voters rights are being protected. The discussion also included ways to contact legislation to advocate for the bill.

1.4: Because I am in need of completing my Field Liaison meeting, I demonstrated professional written communication skills via email. Coordinating with both my FI and FL, I scheduled my meeting to be completed on 4/14/21.

1.3, 2.2: The New Social Worker published an article titled The Art of Adaptability- The Social Worker's Superpower. This article discussed the

importance of adaptability and how to achieve its qualities. This is an area that I will need growth in. As a social work professional, there are many expectations and changes. Using adaptability to welcome change will significantly increase sustainability and success in the profession. Adaptability in social work incorporates resilience, stamina, self-direction, flexibility, and self-confidence. In order to practice adaptability I can embrace change as an opportunity to grow, allow interpretation, invite new possibilities, self-manage reactions, prepare and plan, and expand knowledge and abilities in different areas. Using this information, I will practice adaptability to ensure my success as a social worker in a field full of expectations, opportunity, and change.

1.3, 4.1, 6.1: Because the City of Refuge works with clients who have likely experienced trauma in their lives, I completed a webinar (<https://www.youtube.com/watch?v=U5E0PODS0ns>) on Trauma Informed Care and Trauma Awareness. The webinar discussed the four types of trauma

which includes individual, group, mass, and natural/human caused. Individual trauma refers to trauma that occurred to one person. Individualized trauma can be a single event, multiple events, or prolonged events. An example of individual trauma is a sexual assault. Clients who suffer from individual trauma benefit from empathy, education, and identifying strengths. Group trauma refers to trauma experienced by a group of people. For example, a group of fire fighters that lost team members in a roof collapse. In group trauma, it is important to note that each member of the group may have a different experience to the trauma. This may lead to group members influencing other members in seeking help. Community and cultural trauma is trauma that impacts communities or cultures as a whole. Examples include mass murders, gang related violence, or hate crimes. Mass trauma refers to large scale international or unintentional natural or human caused disasters. This may involve loss of property and lives as well as a significant impact on

routine. Examples include tornados, chemical spills, etc. When working with clients who have experienced any of these types of trauma, it is critical to their success that they are not retraumatized. There are many forms of retraumatization but some forms include using physical restraints, challenging their trauma, labeling behavior, and failing to provide adequate safety/security. To avoid retraumatization social workers can be trauma informed by being sensitive to clients needs, attending to clients, developing coping plan, not shaming the client, and responding with consistency. In the future, I will be trauma- informed and avoid retraumatizing my clients. 1.3, 4.1, 6.1: After completing the webinar of trauma informed care, I completed a second webinar on Trauma-Informed Interventions (https://www.youtube.com/watch?v=5_UD36xPi8Y). The principles of trauma informed care include safety, trustworthiness/transparency, peer support/mutual self-help, collaboration, empowerment, and

cultural/historical/gender issues. The speaker discussed the Three E's of trauma which helps outline the trauma and includes the event, experience, and effects. Using this information social workers need to help the client recognize what happened, recognize the their experience/effects, respond to reach high quality life, and resist retraumatization. Interventions to consider to promote trauma informed care and safety include nurturing voice, crisis plan, mindfulness, grounding, unhooking, Pandora's box, and boundaries. To create transparency, you must explain rationale of activities and communicate effectively. Ways to collaborate and empower clients include multisensory and guided imagery, encouraging awareness of strengths, and coping. Lastly, trauma informed interventions include peer and community support, peer-based resources, and family/support therapy. Using these interventions with trauma informed care can promote successful outcomes in clients. Moving forward I

understand how trauma informed interventions can benefit clients and I will implement them into my practice. 1.3, 3.2, 4.1: During research on various topics, I found three books on treatment plans for children, adolescents, and adults. These books contain treatment plans for different diagnosis and issues. After looking through the books, I believe these will be a great reference, in the future, when creating treatment plans for City of Refuge and employment.

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| <p>I completed one hour of self care for the week referenced above. (1 <u>hour maximum</u> 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 for self care, I spent the week with my little girl. I spent an extra amount of time on homework in previous weeks, so I would only have to spend time on practicum hours. We went to the zoo, park, museums, etc. After finishing the week, I felt refreshed.</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). Discussing more ways to accomplish competency 1.1.</p> |
| <p>Hours accrued this week: 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. Yes</p> |

Actioned by Bennett, Erin (485131) on 5/5/2021 9:03:22 AM

Week 3

| Date | Competencies Addressed: (A minimum of 4 <u>required each week</u>) | Practice Behaviors | Description of Learning Activities (2-3 sentences per competency) |
|---|---|---|---|
| (Start Sun. - Sat. 11:59 p.m.) 4/11- 4/17 | <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 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 checked="" type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> Did Not Accrue Practicum Hours | (Please list the <u>required 4</u> numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2) <input type="checkbox"/> 0.0 - No Hours Accrued <input 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 checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 3.1 <input checked="" 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 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 type="checkbox"/> 9.1 <input checked="" 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: To start the week, I participated in the City of Refuge staff meeting while demonstrating professional and ethical behavior. Utilizing an agenda, we discussed several items. To begin we discussed encouraging and strengthening clients, colleagues, and ourselves. This directly related to self-care and the need to take the time to recharge those around us and ourselves. We also discussed several outreach events happening in the next few weeks. 1.1,1.3: During supervision we discussed ethical decision making and how to use Trevino and Nelson's 8 steps process. After this discussion, I applied the 8 steps to two different ethical dilemmas faced. This week we began discussing termination of my internship as I will be completed with hours in coming weeks. 1.3, 1.4, 2.1,3.1, 3.2: As asked by |

my supervisor, I assisted her with revising and editing a program development document titled Uphill Wellness and Workforce Development Program. This document outlines the new workforce development program being implemented at City of Refuge. It is similar to a program proposal plan, used in Advanced Admin, and highlights the need for the program, services offered, ways to sustain the program, and budgeting material. 1.4: 3.2, 6.1: During collaboration with my FS and colleague, I created the City Lights Youth group agenda for this week. The agenda includes information on social wellness, a team building exercise/ competition, and several discussion questions to help the youth process the exercise. Utilizing this agenda will guide each group facilitator during small groups. 1.4, 2.1, 3.1, 3.2, 6.2, 7.1, 8.1, 8.2: This week, the City Lights youth group focused on social wellness, specifically meeting new people and getting out of their comfort zone. In order to do this, each small group was made up of random

youth members (rather than being in their normal group). After splitting up into small groups, each group completed a bonding exercise by building a tower made out of index cards, craft sticks, and tape. Using communication skills, group roles, and teamwork the group with the tallest tower would be a prize. It was interesting to observe how quickly the group came together to get the project done. After, I processed the exercise with the youth by using a comfort scale and questions. By using rounds, I let each group member speak and validated their responses, as learned in Clinical Practice. Processing questions, also discussed in Clinical Practice, included "what were your thoughts on being in a different group," "how might this exercise help you in the future," "what roles did you notice in the group," "how does this connect to social wellness," "in real situations, when do you feel most and least comfortable?" 1.3, 4.2: This week I completed a webinar on different coping mechanisms. While the webinar

mentioned 25 coping mechanisms, the content focused on the 10 most common. These coping mechanisms included rationalization, regression, sublimation, withdraw, displacement, simple denial, identification mechanism, intellectualization, fantasy, compensation, and regression. Rationalization is the substitution of safe and reasonable explanation for the true cause of behavior. For example, only telling an element of the truth and denying the larger part of the truth is using rationalization as a defense mechanism. Regression is when someone is under stress they return to behavior from earlier steps of development. For example, being in fetal position when upset and crying. Sublimation is when a person satisfies an impulse in an appropriate way. For example, if a person is upset and wants to hit someone, they take a boxing class instead. Withdraw may be present if someone faces failure or rejection and tries to withdraw from that situation. Displacement means to transfer an impulse or idea from a

threatening object to a less threatening object. For example, a mother may get mad at someone at work and take it out on her children. Denial involves blocking external events from awareness. For an example, someone who abuses substances may state that they can quit at any time. Identification mechanism is a focus on negative or feared traits. For example, if you fear someone, you may attempt to be more like that person to conquer the fear. Intellectualization is when you research information to get the best answers. For example, a mother using WebMD. It is used to avoid feelings. Fantasy is a sort of imagination that can provide an escape from frustration by using imaginary satisfaction. For example, wishful thinking to escape reality. Compensation is a process of psychologically counterbalancing perceived weakness by emphasizing strengths in other areas. For example, a person may say "I don't know how to cook but i can sure do the dishes." Regression (not remembering) is a withdraw from consciousness of an

unwanted idea, affect, or desire by pushing it down or repressing it. For example, an adult may not remember sexual abuse as a child. Understanding and identifying coping mechanisms is important when intervening with clients. In the future, I will use this information to assist me in identifying coping mechanism and how they are impacting the client's I work with.

1.3, 1.4, 9.2: As asked by my FS, I began working on transferring documentation into the Virtual Case Management site used at City of Refuge. The documentation consisted of youth outreach, transportation, and meal service units beginning October 2020 until April 2021. This information is important as it is utilized for program evaluation and can be useful for grants. It also is a written document advocating for clients holistic wellness. This experience not only reminds me of the importance of documentation but it also allows me to learn different technology platforms utilized by organizations. 2.1, 2.2: This week the Woman's Ministry was help,

therefore I assisted with child care. During this time, I was able to engage with in difference and diversity while treating clients with respect, dignity, and worth. This time continues to allow me to become more comfortable when language barriers or cultural issues are present. This also allows me to think critically and be creative when engaging with clients. In the future, I will use this time to continue practicing cultural competence. 1.3, 1.4: To finish the week, I created the City Lights Agenda for next week. The topic for the group is resolving conflict using conflict resolution. This is a tentative agenda and may change as I collaborate with colleagues.

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| <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 for self care, I took a trip with my family on Friday, Saturday, and Sunday. I dedicated my time to my family and did minimal school work.</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). Next week I need to remember to give out volunteer satisfaction surveys to meet my evaluation of the program. Continue discussing termination.</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.</p> | <p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p> |

Actioned by Bennett, Erin (485131) on 5/5/2021 9:09:36 AM

Week 4

| Date | Competencies Addressed: (A minimum of 4 <u>required each week</u>) | Practice Behaviors | Description of Learning Activities (2-3 sentences per competency) |
|---|---|--|--|
| (Start Sun. - Sat. 11:59 p.m.) 4/18- 4/24 | <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 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 checked="" type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> Did Not Accrue Practicum Hours | (Please list the <u>required 4</u> numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2) <input type="checkbox"/> 0.0 - No Hours Accrued <input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input 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 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 checked="" type="checkbox"/> 7.1 <input checked="" 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 checked="" 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, 2.2, 4.2: On Monday, I demonstrated professional and ethical behavior by attending the City of Refuge staff meeting. During this meeting we covered several topics including calendar events and a presentation on disabilities. This presentation was beneficial as it discussed several important topics related to disabilities. In the near future, the City of Refuge will begin a partnership with a local facility named Crossplains. This facility works with a population of disabled individuals who will begin a workforce training at City of Refuge. Because of this, staff at the City of Refuge need to be aware of biases and misconceptions when working with this population. Some topics of the presentation included common myths, difference in terms (disability, handicap, |

inability), Types of disabilities (high/low frequency), and how to appropriately/effectively work with individuals who have a disability. This information is important as social workers will likely work with individuals who have disabilities. It is critical to assist those with disabilities while promoting respect, dignity, and worth. 1.2, 1.4: During supervision, we have continued to discuss termination (5/6/21) and tasks that need to be completed prior to my completion. I also discussed that I would continue volunteering at the City Lights youth group each Tuesday night for the remainder of May. We have also discussed the pinning ceremony that will take place in a few weeks. We scheduled to complete my final learning plan on 5/5/2021. 1.3, 1.4, 9.2: Next, completing tasks asked of me, I worked on documenting service units for the City Lights youth program. The documentation consisted of youth outreach, transportation, and meal service units beginning October 2020 until April 2021. This information is

important as it is utilized for program evaluation and can be useful for grants. It also is a written document advocating for clients holistic wellness.

2.2: While continuing my research and coverage on the Derek Chauvin case, I have become aware of biases regarding racism and police brutality. Using self-regulation, I have become aware of this bias and will be mindful of this when working with clients. In the future, if presented with this issue, I will use my self-awareness to ensure I continue to treat clients objectively and with respect. 1.4, 2.1, 3.1, 3.2, 6.2, 7.1, 8.1, 8.2: City Lights youth group continues to learn about social wellness this month. Using the agenda, we had the group watch a small clip from the Netflix documentary The Social Dilemma. This documentary outlined the the risks of technology on privacy, relationships, and other aspects of social wellness. After the youth watched the clip, we divided into small groups and processed the material. Discussions questions included: 1. How phones/devices enhance or improve social wellness 2. How do they

hurt social relationships 3. How much time do you spend on devices 4. Is the amount of time too much or too little 5. What do you do most on your devices? 6. How do you think social media impacts your social wellness? During discussions, each group member had the ability to process and discuss questions as desired. Treating the group members with respect, dignity, and worth, I practiced active listening skills. 9.1, 9.2: After facilitating the youth group, I provided the volunteers with a satisfaction survey. Volunteers play a large role in the function of the City of Refuge and the City Lights youth group. Because of this, It is important to ensure that volunteers are satisfied in different aspects of the program and feel appreciated for the work they do. The anonymous survey evaluates the volunteer program and gives the staff at City of Refuge the information they need to identify the needs of the program, enhance the program, or keep the program as is. The results from the survey suggest that the volunteers are satisfied

and are able to share positive experiences with the youth group. 1.3, 1.4: This week I completed tasks asked of me by running errands for my FS. I went to the post office to attempt to apply for the non-profit postage rate and to buy a soft ball for a youth who is trying out for her school team. 1.4, 3.1, 3.2: Demonstrating professional written communication, I assisted with completed the Uphill Wellness and Workforce Development program proposal. During this, several questions were raised which assisted in program planning and determining aspects of the program through in-depth discussion. This also allowed us to identify the best ways to serve clients in the program.

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| <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 demonstrated self-care by finding and reading a new book. This gives me quite time to myself and helps me take my mind off of school work.</p> | <p>I completed my weekly journal entry prior to weekly supervision. (1 <u>bonus hour maximum</u> may be counted each week in total accrued field hours <i>if</i> journal entry is done prior to weekly supervision.)</p> <p>Yes</p> | <p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>A few reminders is to have the youth group complete their post test to evaluate the City Lights youth group. I will also need to begin discussing and scheduling my final field evaluation with my FS.</p> |
| <p>Hours accrued this week: 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. Yes</p> |

Actioned by Bennett, Erin (485131) on 5/5/2021 9:17:06 AM

Week 5 (If there are not 5 weeks in the month, leave this section blank, but you must always click Week 5 journal entry to finalize your monthly submission)

| Date | Competencies Addressed: | Practice Behaviors | Description of Learning Activities (2-3 sentences per competency) |
|---|--|---|---|
| (Start Sun. - Sat. 11:59 p.m.) 4/25-4/30 | <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 type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice</p> <p><input type="checkbox"/> 5. Engage in Policy Practice</p> <p><input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities</p> <p><input 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 type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input checked="" type="checkbox"/> 6.2 <input 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 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>1.1, 1.2, 1.3, 1.4: This week I participated in the weekly staff meeting to meet agency guidelines, while demonstrating professional and ethical behavior. I was on time to the meeting and dressed in professional attire. During the meeting, we followed an agenda which covered a devotional, agency updates, and calendar events.</p> <p>1.1,1.2,1.3,1.4, 3.2: During supervision, we further discussed relevant dates, including termination. I was then advised to complete agendas for the remaining City Lights youth group. Using relevant research, I created the agendas which will cover financial and environmental wellness. The agendas include the definitions of each, activities to assist the youth in learning each dimension, and discussion topics. After completion, I used professional written communication as I</p> |

emailed the documents to my FS. 1.4, 2.1, 3.1, 3.2, 6.2, 7.1, 8.1, 8.2: On youth night, the youth participated in a soccer clinic held by North GA Soccer. Each youth member participated in the soccer clinic which allowed them to engage in physical activity and determine if they enjoy soccer. After the clinic, the youth were provided with a meal and heard the North GA Soccer coaches discuss the importance of character, hard work, and bullying. The youth members were able to participate in discussion and learn ways to effectively address bullying in school and other settings. They were also able to learn positive character traits and how they assist with future success. Prior to the youth leaving the clinic, they were provided with new soccer balls to encourage activity at home.

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| <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 took several days off to go to Disney with my daughter. The trip was relaxing and rejuvenating as I did not take any school or internship work.</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.) Yes</p> | <p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences). I am pleased with the growth I continue to make, specifically in group settings. I feel confident in planning and leading small groups. In my next supervision, I would like to ask if there is any paperwork that needs to be completed in regards to termination.</p> |
| <p>Hours accrued this week: 10.00</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. Yes</p> |

Actioned by Bennett, Erin (485131) on 5/5/2021 9:18:54 AM

Hours Accrued

| | |
|------------------------------------|--|
| <p>Total Monthly Hours Accrued</p> | <p>Total Cumulative Field Hours Approved to Date</p> |
| <p>82</p> | <p>490</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 Submission

Actioned by Allen, Kim on 5/6/2021 9:51:22 AM

Journal Grade (20 points possible)

This journal meets the rubric requirements and earned 20 points

Field Director Comments

Well done, Erin! You are almost done and you are doing great job!

Actioned by Bertresse, Lunelle on 5/10/2021 9:14:28 AM