

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.) 1/31- 2/6	Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)	Practice Behaviors (Please list the <u>required 4</u> numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2) <input type="checkbox"/> 0.0 - No Hours Accrued <input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input 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 checked="" type="checkbox"/> 7.1 <input checked="" type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7. 4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input type="checkbox"/> 8 .4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input type="checkbox"/> 9.3 <input type="checkbox"/> 9.4	Description of Learning Activities (2-3 sentences per competency) In addition to the description, how are you are applying classroom theory/knowledge into field experiences to demonstrate competency. 3.2, 7.1, 7.2: Due to being quarantined, the City Lights Youth Group topic for February changed and will cover intellectual wellness. I did research on intellectual wellness and created a comprehensive Likert scale to assess each youth's ability to practice activities they enjoy while boosting brain activity. I also created an agenda for week 14 of the youth group. After completion, I shared the documents with my field supervisor to be implemented with the youth. 4.2, 6.1: After a conversation with my Field Director, I did some research on crisis intervention tools. Crisis prevention/intervention is a focal point for the City Lights Youth Group, therefore, implementing tools that reflect this goal is important. There are several frameworks that assist individuals in crisis such as the Seven-Stage Crisis Intervention Model (R-SSCIM). According to

this model, there are 7 stages of intervention which include: crisis assessment, establish rapport, identify major problems, explore feelings and emotions, generate and explore alternatives, develop and implement an action plan, and follow up. Utilizing the SSCIM identifies a quick plan that encompasses each stage of the model while highlighting clients' strengths and abilities. This framework can be applied to clients and youth at the City of Refuge that needs crisis intervention. 4.2, 6.1: Motivational interviewing was mentioned in Group Practice. Since this is not a topic covered in the class, I decided to complete practice-informed research. Motivational interviewing is an evidence-based approach utilized in therapy that expands on "Carl Rogers' optimistic and humanistic theories about people's capabilities for exercising free choice and changing through a process of self-actualization." Through this practice, clients can identify their own interest in making changes in their life (diet, exercise, managing symptoms of physical or mental illness,

reducing and eliminating the use of alcohol, tobacco, and other drugs). This entails the client being able to express themselves in their own words, an important aspect of this approach. Additionally, clients can discuss their own plan for change which assists with their confidence when changes begin to occur. I believe this approach can be beneficial when working with the youth group. This will give them the independence and autonomy to discuss what they believe they would like to change. This could even be related to what changes they would like to make in regard to the 8 dimensions of wellness.

5.1: This week I did follow-up research on immigration policies (<https://www.federalregister.gov/presidential-documents/executive-orders/joe-biden/2021>) that have been impacted by the recent election. In my research, I found that President Biden signed three executive orders in regard to immigration on 2/2/2. The first executive order (EO 14011) addresses a task force dedicated to reuniting families separated at the border and eliminating

the zero-tolerance policy on prosecuting illegal border crossings and seeking unification of parents with children detained at the border. The second-order (EO 14010) requested a comprehensive review of current immigration policies, while the third (EO 14012) is aimed at strengthening Integration and inclusion efforts for new Americans. This information is useful when understanding how policy impacts clients at the City of Refuge. With the new administration, many great changes are taking place regarding this topic.

5.1,5.2: In addition to following up on executive orders in regard to immigration, I read through the NASW's recently published 2021 Blueprint of Federal Social Policy Priorities. Policy impacts all aspects of social work but I was excited to see that immigration policy was included and a priority. The NASW calls for reform on nearly 1,000 immigration policies and outlines ways U.S. leaders can achieve this. Some ways include reversing anti-immigration policies, end the criminalization of immigrant children and

families, reunify children and families that have been separated due to immigration policies, provide a fair pathway to citizenship, and implement refugee resettlement programs. This information is beneficial in creating an advocacy plan for the population served at the City of Refuge. This may include writing letters to legislatures, informing others and asking them to write legislatures, and utilizing the information to make a change. 1.2, 4.1: Mindfulness is an important concept when intervening with clients, however, it is equally important for social workers. As my admiration for mindfulness grows, I continue to find research on the topic. To further understand mindfulness, I completed a Webinar on PESI titled Mindfulness Healing and Transformation by Jon Kabat-Zin. This training focused on social workers implementing mindfulness into their daily lives. Because social workers hear, see and deal with trauma, mindfulness practice supports emotional health. This practice can reduce vicarious trauma. I

understand the importance of mindfulness and plan to implement mindfulness practice into my daily life. Not only will this help me professionally but also personally. 1.2, 3.2: To promote self-awareness and self-care strategies, I created a personal wellness wheel. Utilizing this tool, I was able to identify my strengths and weaknesses as they relate to the 8 dimensions of wellness. Having self-awareness in this area will assist me with making changes to promote wellness and self-care. The tool that I utilized would be a great tool to implement in the wellness program as it is a visual tool that will assist the client in assessing their wellness. 1.4, 4.1: Because theory guides social work practice, I completed a webinar (<https://www.youtube.com/watch?v=ODnslXn3Xdk>) on theories called Social Work Theory: Back to the Basics. This webinar began by discussing the difference between a theory, model, method, and approach but also explained how they are all connected. Theories help social workers understand something. Theories can

be drawn from many different places and disciplines and may or may not have a good research base behind them. Examples include attachment theory, Bowen's theory, Systems theory, and etc. A model guides intervention, so it explains how social workers respond or approach something. Examples include the social model, person-centered planning, medical model, and etc. A method is a tool or technique used in practice (generally drawn off a model). An example is an ecomap. An approach is your overall way of working. Examples include ecological approach, radical social work approach, hopeful approach, and etc. Next, the webinar discussed how to build a personal theory tree. The theory tree should include the following: approaches you like, theories you typically draw on, models that you use, and methods you might draw on. Another way to keep track is to create theory, model and approaches cards out of index cards. Because there are many different theories, models, approaches, I plan to

utilize these methods to assist me with theorizing theories more in-depth and give me the knowledge needed to effectively apply each to practice. 1.3, 6.1: This week exhibited my commitment to growth by reading an article in the New Social Worker Magazine titled Disenfranchised Trauma: The Impact on Indirect Victims. This article discussed the lack of research on the effects of trauma/sexual abuse on a victim's family. One of the major focuses of the article was siblings of abuse victims (indirect victims/ invisible victims) and how they are impacted. The indirect victims experience the feelings related to the trauma without experiences the trauma itself. When these feelings and impacts are ignored they become disenfranchised. This typically happens due to the indirect victim fearing that they will or be validated or supported. The article uses a case study to discuss the impacts trauma has on indirect victims and the need for social workers to work with victim's families by providing support /care. Through this

reading, I learned that, as a social worker, I must be aware that care and support must go beyond the victim as many others are impacted by traumas such as abuse. I will use this information in the future to use trauma-informed care while validating and acknowledging direct and indirect victims.

<p>Hours accrued this week: 16.00</p>	<p>Competencies Addressed: (A minimum of 4 required each week)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input type="checkbox"/> 2. Engage Diversity and Difference in Practice <input checked="" type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input checked="" type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input checked="" type="checkbox"/> 5. Engage in Policy Practice <input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <input 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 		<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>As I continue to do research on the topic, I am finding a new passion for the advocacy of immigrants. I look forward to following policies and learning new ways to advocate for the population.</p>
		<p>Field Instructor Comments</p> <p>Awesome, Erin. You really researched a lot and are learning so much!</p>	<p>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Bennett, Erin (485131) on 2/22/2021 2:52:02 PM

Week 2

Date	Competencies Addressed:	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) 2/7-2/13	<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 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 type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2</p> <p><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 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, describe how you are applying classroom theory/knowledge/skills into field experiences to demonstrate competency.</p> <p>1.4, 4.1,4.2: To start the week, I participated in a staff meeting and demonstrated professional and ethical behavior. During the meeting, we discussed the importance of communication, relationships, and self-awareness. We discussed ways we can better participate in active listening, provide empathy, and compassion. Another important topic that was discussed is self-care. All of the topics directly related to social work and how to be efficient and intentional with clients and peers. This also assists with addressing the social work needs at the City of Refuge. 3.1, 3.2, With my supervisors, we discussed the CORD Wellness Program SMART goals and objectives. We also discussed the referral and intake processes that will be implemented into the program. As a social</p>

worker, understanding how referrals and intake processes are critical in determining the needs of the clients and if their needs can be met in the program. Furthermore, identifying the goals and objectives of the program will assist with this as well. This will also outline the purpose of the program and allow staff to determine if a client is eligible for the program as discussed in Admin. 3.1, 3.2, 4.1: Due to schedule changes, the focus for the City Lights youth group this month is to advocate for intellectual wellbeing. I spent some time researching and planning out this week's agenda while finding resources to assist with educating on the topic. 6.2, 8.1: On Tuesday I attended the City Lights youth group. I conversed with several of the youth. We discussed school, hobbies, interests, and family. During this time, I was able to use several skills such as paraphrasing, clarification, summarizing, rapport building, and etc. 1.4, 6.2, 8.1: This week, I had the opportunity to facilitate a small City Lights Youth group (14 middle school and high school girls). I maintained professional

oral communication and set a positive tone while I discussed intellectual well-being, the purpose of this month's group. I maintained the group's focus and also allowed members of the group to share. While the participants shared, I validated each of their responses as discussed in Clinical Practice. I also utilized active listening skills such as paraphrasing and clarification. I additionally challenged each youth to identify one intellectual skill they would like to work on so they could share in rounds the following week. Yolam's curative factors such as universality, altruism, guidance, and imparting information were easily identified during this time. Practicing the facilitation of groups is an important skill to acquire when interested in clinical practice and group therapy. Having the opportunity to work in a group setting has sparked my interest and has been a great learning experience. 1.4, 2.1, 3.2, 6.2,8.1: On Wednesdays, the youth group will participate in service days. On this day, youth are out of school and will be

given the opportunity to participate in giving back to their community. This allows the youth to learn life skills, vocational skills, and other important skills such as communication. Additionally, this is an opportunity to build additional rapport on an individual level. This week two group participants came to the City of Refuge to assist with cleaning the facility, preparing Valentine treats for volunteers, and writing thank you letters to donors. During this time I was able to demonstrate engagement and skills learned in class such as active listening skills, empathy, completing exercises, and Yolam's curative factors as mentioned above. 1.4, 2.1,3.1, 6.2, 8.1: Women's ministry was held this week and I was able to help prepare a valentines day themed celebration for the women. I was glad to facilitate childcare for the women so they could enjoy themselves and understand their importance. During this time I was able to brainstorm and navigate language barriers. This helps me further understand how language barriers impact children

and families that do not have English as a first language. Experiencing this helps me understand the importance of cultural diversity and becoming aware of the need to be competent in order to effectively intervene with clients. I additionally treated all clients with dignity, worth, and respect regardless of difference. I look forward to assisting with the women's ministry in the future.

<p>Hours accrued this week: 18.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments I have so much confidence in you leading the youth in the group format, as well as connecting individually with the girls. You did great and I have no doubt you will continue to do so. I am eager to see how you plan and implement emotional wellness in March. We are here to support you!</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences). I am proud of my growth relating to group work. I am able to easily implement group practice into youth nights. This is exciting for me.</p>
			<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Actioned by Bennett, Erin (485131) on 2/23/2021 9:56:18 AM

Week 3

Date	Competencies Addressed: (A minimum of 4 <u>required</u> each week)	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) 2/14- 2/20	<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 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	(Please list the <u>required</u> 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2) <input type="checkbox"/> 0.0 - No Hours Accrued <input type="checkbox"/> 1.1 <input 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 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 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	In addition to the description, describe how you are applying classroom theory/knowledge/skills into field experiences to demonstrate competency. 1.3, 1.4: This week, I demonstrated ethical and professional behavior by effectively communicating with my supervisors and following organizational guidelines. Because of the state holiday, I was unable to attend on Monday. Later, I was informed that I was unable to attend Tuesday as well due to inclement weather. I ensured that I informed my supervisors of my absence. 1.3, 6.1: Because I believe motivational interviewing will assist with the population served at the City of Refuge, I watched several demonstrations of the practice being utilized. I am intrigued by this practice as it allows clients to discuss what they believe needs to be changed and how they can achieve the changes. I look forward to having discussions with the youth participants and utilizing this evidence-based

technique.
<https://www.youtube.com/watch?v=67I6g1I7Zao>
<https://www.youtube.com/watch?v=PQzrx7JmUkM>
<https://www.youtube.com/watch?v=bUUSZWrrulc>
<https://www.youtube.com/watch?v=3rSt4KlaN8I> 1.2, 1.3,7.1: In clinical practice understanding, the DSM 5 and how it assists with mental health diagnostic is important. While I have utilized the DSM-5 for in-class purposes, I still feel overwhelmed while implementing it in the field. On PESI, I found a webinar training on the DSM-5 called Mastering the DSM-5. To begin, an overview of the DSM- 5 and the IDC-10 was completed. The IDC-10 is a new concept for me and having it discussed was beneficial. The focus of the training was on utilizing key symptoms for each diagnosis, common differential diagnoses, and frequent comorbid disorders of anxiety, depressive, trauma-related, substance-related, psychotic, and neurodevelopmental disorders. The speaker utilized several case examples for the application of the material and to explain each of the areas listed above. The

webinar additionally provided resources for clinicians that will assist with utilizing the DSM-5. The resources can be found at <http://dsm.psychiatryonline.org>. This resource offers free assessment tools that can be downloaded. 1.3, 3.1, 3.2, 4.2, 6.2: On Wednesday I participated in an information session on zoom as advised by my supervisor. I took notes and shared them with my field supervisor in order to prepare for the application process. This process is important as funding is critical in the implementation of the wellness program. The information session was hosted by GA Health Care Foundation and discussed the upcoming grant opportunities. This grant advocates for health equity (where all people attain their fullest potential for health and well-being), a main goal of the CORD Wellness program. The grant would provide up to 50,000\$ for a 12 month period. Applications can be submitted after July 2021. March 15 at 3 PM is the deadline for online applications and attachments. Organizations will be

notified of approval on June 21. The grant encourages diversity, representation, and inclusivity in the boards, staff, and individuals serves. This is a concept we have discussed in Admin. The scope of work focuses on asthma, cardiovascular disease, and diabetes. Organizations must address at least one but can also address a combination. Organizations must promote health and wellness as well as manage chronic disease by utilizing evidence-based practices. Social, environmental, behavioral, and biological, factors impact health and well-being and must be discussed in the application. Additionally, addressing ways the organization is helping clients navigate covid barriers related to their health. SMART format for goals, outcomes, and activities that can be realistically achieved in 12 months must be identified. The review process includes an eligibility screening, check through guide star, internal review, the external review committee, financial

review, and evaluation review which includes logic models (inputs, outputs, outcomes). This information is useful when effectively applying for grants and receiving funding for the CORD wellness program. I found this information session helpful due to the application of several concepts learned in Administration 1 and 2. 1.3, 3.1, 3.2: After completing the information session, I began working on grant preparation and application with my field supervisor. We discussed the logic model and evaluation plans as well as locating templates designed specifically for the grant GA Health Care Foundation grant. We also began preparing to apply for the Adli Smart Kids grant and determining where the grant money can be applied within the wellness program. 1.2, 1.3: This week I completed my Field Midterm with my field supervisor. This was a great time to identify my growths and needs for improvement. This additionally gave us time to plan the last half of my time with the City of Refuge and identify ways to meet competencies

that need additional attention. 1.4, 2.1, 3.1, 3.2, 4.2: Advocating for health equity through the CORD Wellness program, I assisted with an Aldi grant. Using professional and ethical written communication, I completed the written sections for my FS to review and edit, as needed. This process allows me to see how elaborate and important grant writing is. During this process, I was able to collaborate with my FS as well as other employees with the City of Refuge.

Hours accrued this week:
14.00

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

Field Instructor Comments
Hopefully before you end the semester, we will have identified the Logic Model and SMART goals for the program... this will be such great experience!

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

Completing my field midterm was beneficial to me. It gave me motivation knowing that I am effectively completing competencies and have a plan moving forward. I am excited to see what new learning opportunities I will have during the last half of my practicum hours.

			<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>
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Actioned by Bennett, Erin (485131) on 2/23/2021 11:41:28 AM

Week 4

Date	Competencies Addressed:	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) 2/21-2/27	<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 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 type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2</p> <p><input type="checkbox"/> 4.1 <input 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 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, describe how you are applying classroom theory/knowledge/skills into field experiences to demonstrate competency.</p> <p>3.1, 3.2, 5.1, 5.2: To advocate for stakeholders at the City of Refuge, I began researching non-discriminatory policies. After analyzing the current policy, there is not a policy that reflects the importance of diversity. After my research, I began writing a rough draft policy on a letterhead that can be reviewed by my FS after completion. When complete and implemented, this policy will be signed by stakeholders at the City of Refuge. 7.1: I additionally began researching satisfaction surveys that could be altered and utilized at the city of refuge. I created a 7 question survey for volunteers on a City of Refuge letterhead. The survey consists of scaling questions as well as a box to provide an experience with Volunteering. I will share this survey with my supervisor for feedback.</p>

Once reviewed and completed the survey will assist with identifying volunteer satisfaction with the City of Refuge. 1.3, 2.1, 3.1, 5.1: I came across an article about the NASW's support of the U.S. Citizenship Act of 2021. If passed, the Act will facilitate the opportunity for 11 million undocumented immigrants to become documented. The bill incorporates an aspect that will "fast track" citizenship for agriculture workers, DACA recipients, and those that are DED (deferred enforced Departure) status. What is unique about this ACT is that it targets the underlying causes of immigration. If this act is passed, it would be a win for America as it encompasses the importance of human rights. Because the City of Refuge has a large Latino population, this information is useful. This act advocates for the rights of the population and representatives should be urged to be in favor of its passing. 1.4, 2.1, 3.2, 6.1, 6.2,8.1: This week I facilitated a small group with the Tuesday night City Lights Youth Group. Wrapping up the

month's topic of intellectual wellness, we played a word game called Boggle. This was a time to allow the youth to understand the application of intellectual wellness and socialize. While this is not a therapeutic group, I was able to identify several concepts of Yolam's curative factors. For example, I was able to identify altruism. Members of the group were helping one another and receiving members were accepting of the help. Additionally, a corrective recapitulation of the primary family group is identified in groups. This explains that groups resemble family (one of the many reasons group therapies are effective). This assists with the group members developing social skills, another curative factor. Group cohesiveness is easily identified, as group members are accepting of one another and are creating meaningful relationships. Being able to experience the youth members' growth in areas such as social skills, relationships, and confidence is a rewarding aspect of facilitating groups. The youth

members feel safe and supported during their time at the City of Refuge. 1.4, 2.1, 3.2, 6.1, 6.2,8.1: For service day this week, several of the middle school-aged youth members assisted with cleaning up at the City of Refuge and to prepare for a Women's Ministry event. During this time, the concepts of Maslow's Hierarchy of Needs were met. The youth that participated received lunch, snacks, and food boxes to take home. This addresses physiological needs. The youth feel a sense of safety participating with the City of Refuge. They are reminded that they have adults that care and will do what they can to ensure their needs are being met. This also provides the youth a sense of belonging and love. Many have created relationships with other group members and enjoy participating in City Light events due to this. Noticeable after completing their service project, many of the youth felt a sense of accomplishment as staff stated their appreciation for their service. Self-fulfillment needs are being met as well. Many

of the youth are creative and are excited to challenge their abilities with the encouragement of staff members. During this time I was also able to observe my FS utilize several clinical skills and get information about each youth member's culture and family. Many youths described their large families and some communication issues as all of their families are from Guatemala.

Understanding that issues were present, my FS expressed empathy and the desire to learn about the culture. This was a great time for me to see the power of group dynamics as well as identify Yolam's curative factors. 1.4, 2.1, 6.1, 6.2, 8.1: Thursday, I assisted with the Women's Ministry. During this time, I engaged with several families while displaying ethical and professional behavior when communicating with colleagues and clients. I additionally demonstrated the ability to engage in diversity and difference in practice. While the Women's Ministry participated in a cooking class, I provided the women's childcare. This week I wanted to push

myself to effectively engage with the children and the families. While I do not know much Spanish, I pushed myself to use words and phrases I am familiar with to attempt to communicate better with the children and their families. This provided me with an experience that I am sure our children and families face on a regular basis. This makes my passion for this population grow and allows me to understand the need to advocate for them.

<p>Hours accrued this week: 18.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Awesome!</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>This month I have felt confident about my competencies and ability to apply them at my internship. Next month I plan to be more intentional about utilizing specific clinical skills and decision-making models.</p>
			<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Actioned by Bennett, Erin (485131) on 2/25/2021 12:35:45 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)

<p>Date (Start Sun. - Sat. 11:59 p.m.)</p>	<p>Competencies Addressed: (A minimum of 4 required each week)</p> <p><input type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior</p> <p><input type="checkbox"/> 2. Engage Diversity and Difference in Practice</p> <p><input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice</p> <p><input 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 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 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>Practice Behaviors (Please list the <u>required</u> 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)</p> <p><input type="checkbox"/> 0.0 - No Hours Accrued</p> <p><input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2</p> <p><input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input type="checkbox"/> 9.3 <input type="checkbox"/> 9.4</p>	<p>Description of Learning Activities (2-3 sentences per competency) In addition to the description, describe how you are applying classroom theory/knowledge/skills into field experiences to demonstrate competency.</p>
<p>Hours accrued this week:</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p>

**Field Instructor Approval
of Weekly Hours**

I approve the accrued
hours for this week.

Yes

Actioned by Bennett, Erin (485131) on 2/25/2021 12:36:09 PM

Hours Accrued

Total Monthly Hours Accrued	Total Cumulative Field Hours Approved to Date
66	304.8

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 2/27/2021 11:58:46 AM

Journal Grade (20 points possible)

This journal meets the rubric requirements and earned 20 points

Field Director Comments

Well done, Erin! You are showing great initiative and creativity. Keep up the good work!

Actioned by Bertresse, Lunelle on 3/7/2021 9:33:26 AM