

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

<p>Date (Start Sun. - Sat. 11:59 p.m.) 1/1-1/2</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 checked="" 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 checked="" 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)</p> <p>In addition to the description, how are you applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>0</p>
<p>Hours accrued this week: 0.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Reviewed.</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>0</p>

			<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 1/28/2021 4:55:30 PM

Week 2

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.) 1/3- 1/9	<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 type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> Did Not Accrue Practicum Hours	(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 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 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	In addition to the description, how are you are applying classroom theory/knowledge into field experiences to demonstrate competency. 1.3, 1.4: During a professional discussion with my field supervisor, I was informed that there are a number of employees that tested positive for COVID over the break. Because of this, I was approved to work from home until the following week. During this conversation, my supervisor agreed that I would work on grant research before my return. In doing this, I completed the tasks asked of me. 3.1,4.2: Prior to this week, I found a large number of grant opportunities to advocate for the City Lights youth program at the City of Refuge. I completed thorough research on the grant lists and created condensed versions that highlighted grants the program qualified for or may need. Many of the grants offered monetary awards, however, I was able to find some that offered awards that include books

or instruments. Monetary grants are of great importance to the program, however grants that award books, technology, instruments, and etc. are useful as well. Once fully implemented, the program will have a library, music studio, and other areas of interest. Using my condensed list, I created a chart that included the grant's names, links to their websites, and what each grant expects. 1.2, 2.1, 3.1, 3.2, 4.2: While doing self-care this week, I was able to reflect on what strategies work for me and the ways I could advocate and implement them with clients. When I am physically active and exercise consistently, I notice positive changes in my physical and mental health. In my opinion, it can be easy to forget how helpful exercise can be. After these thoughts, I found a research study on physical exercise, mental health, and suicide. In their research article, Grasdalsmoen, Eriksen, Lonning, and Sivertsen found that "Physical exercise was negatively associated with all measures of mental health problems and suicidality in a dose-response

manner." While this article focused on college students, the findings further state that implementing physical exercise is a critical need in clients. The article suggests policy change and institutional change. When connecting this article to the City of Refuge, there are goals in place to educate the City Lights youth group on physical wellness. Teaching youth the importance of physical wellness and how to implement exercise in their daily routine will set them up for a successful and healthy future.

<p>Hours accrued this week: 6.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Reviewed. We are thankful for your grant research and I also love the article you found regarding exercise and it's impact on one's mental health.</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>After speaking with my supervisor this week, I feel at ease about fulfilling competencies. A concern that I have is COVID and ways to navigate its disruptions with in-person practice.</p>
			<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Actioned by Bennett, Erin (485131) on 1/28/2021 4:55:45 PM

Week 3

Date	Competencies Addressed:	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) 1/10-1/16	<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 checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input checked="" type="checkbox"/> 6.1 <input 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 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, After consulting with my supervisor, I was approved to work from home for an additional two weeks due to COVID. During supervision, we discussed my concerns with meeting each competency and brainstormed new ways to have them completed. My field supervisor suggested that I complete research on emotional, intellectual, and social well-being and come up with ways to present the material during youth nights. We also discussed the opportunity to get an ROI from parents and reach out to schools regarding youth education and needs. We additionally discussed the opportunity to have individual conversations with youth group members. Lastly, we discussed the special project/portfolio and came up with a plan to get guidance from professors. 1.2,1.3,3.1, 3.2, 4.2: In class this week we</p>

began discussing Mindfulness practice. Through my reading of Mindfulness for Therapists, I learned several important aspects of mindfulness. This is a great start to implementing mindfulness in the City Lights youth group, as suggested by my field supervisor. For the month of February, the youth group will focus on emotional well-being which is an identified need. The first chapter of the book discusses the importance of mindfulness through the terms "doing" and "being". The concept of the chapters focused on the notion that "pain is an inevitable part of life, we don't need to add suffering to it through resisting it and fighting against it." Learning to practice mindfulness allows us to "be" present. Teaching participants of the youth group the importance of mindfulness can assist with processing emotions, being present, and better decision-making skills. It is too often that youth do not know or understand what mindfulness is. The text also suggests being conscious of clients when

discussing/teaching mindfulness. Some skills may trigger clients. For example, clients that have faces sexual abuse may not find comfort with their bodies, therefore the body scan technique may not be the best to utilize. This is something to think about when teaching mindfulness to the youth group. After research, I made a list of several mindfulness techniques that include the body scan, mindful hiking, breath meditation, and guided meditation. Several of these techniques could be implemented into youth night. After self-reflection, an area that I can grow on professionally is utilizing these techniques myself. 3.1, 4.2, 8.2: Because there is a significant need for grant opportunities for the City of Refuge, I continued reviewing grants and incorporated appropriate grants into an organized document. The City of Refuge is a 501 (c) (3) non-profit organization. As learned in Advanced Admin, a 501 (c) (3), is a nonprofit organization that is tax-exempt. In my grant research, I found a large number have this as a requirement. The

document that I created organized and highlighted the grant name, link of the grant, deadline, and grant goals. As requested by my field supervisor, I noted grants that attracted my attention and provided her with a copy. 1.3, 3.1, 4.2, 6.1: Demonstrating my commitment to growth, I read several articles in the NASW Social Work Advocates magazine. One of the articles focused on human trafficking, a form of injustice faced by the City of Refuge population. While I do not currently provide services to those who have experienced sex trafficking, the City of Refuge has a program called Tamar's Refuge which focuses on this area. This program is a residential anti-trafficking recovery program. In the article, I found that "600,000 to 800,000 men, women, and children are trafficked across international borders." Another important finding is that victims, on average, are exploited for about 3 years. Several factors that increase the risk of trafficking include adverse childhood experiences, homelessness, lack of economic opportunity, leaving IPV, being a

migrant, and lacking family/community support. A resource that is available 24/7 via text or call is the U.S. National Human Trafficking Hotline (888) 373-7888. As a social worker, I must be competent on this topic so I can raise awareness and provide trauma-informed care, an evidence-based practice, to victims of human trafficking. Having knowledge on the topic may also assist with identifying risk factors may assist with prevention and education. 4.1,4.2, 6.1, To begin the semester we are reading The Body Keeps the Score by Bessel von der Kolk. This week, I found training on PESI presented by Kolk. The presentation focused on trauma and PTSD as well as treatment techniques. He spends a great deal of time discussing the Instinct of Purpose book written by Ian Pavlov, the father of PTSD. Because of his introduction on Pavlov, I wanted to further research his ideas which focus on immobilization being central to the origin of trauma. Kolk suggests, in his presentation, that immobilization is a dimension that is often forgotten in therapy and

until the client is able to regain "the sense of agency in their bodies" the issue will not be addressed. In relation to this, Kolk discusses treatment techniques that do not involve medication. These techniques include the following: neurofeedback, EMDR, meditation, yoga, mindfulness, and sensory integration methods such as dance and movement. Because multifaceted interventions are critical in social work, understanding the non-medication treatment techniques is as equally beneficial. During this presentation, I found that I need to spend additional time researching EMDR and sensory integration methods.

<p>Hours accrued this week: 17.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Reviewed.</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>Next week I want to focus on questions about mindfulness. Do all mindfulness techniques work for children and adults or do they need to be modified. Are there separate mindfulness techniques based on age? Are there mindfulness techniques that work better than others or does it solely depend on the client/ therapist? How can I be mindful of triggering techniques without the client's disclosure? Lastly, can mindfulness techniques be utilized in group therapy or do they work better in individual therapy? I also want to further research on EMDR and sensory integration as these are new concepts to me.</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 1/30/2021 1:36:06 PM

Week 4

Date	Competencies Addressed:	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) 1/17-1/23	<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 checked="" 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>(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 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</p>	<p>In addition to the description, how are you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>3.2, 4.1: This week I spent some time researching different evidence-based mindfulness techniques for children and youth as they will be beneficial to the implementation of the wellness program. I was surprised to find the following link (https://www.nytimes.com/guides/well/mindfulness-for-children) highlights different techniques for different ages. This is useful to the City Lights Youth group as ages range from 6-12 grade.</p> <p>6.1: Following my research on mindfulness techniques, I watched several demonstrations and tutorials on different techniques. The demonstrations allowed me to observe the evidence-based practice being utilized in different therapeutic settings and how to implement them in personal settings.</p> <p>3.1, 4.1, 6.1: In class, we vaguely discussed the therapy and practice of</p>

groups. There are several types of groups that include self-help, therapeutic groups, and educational groups, therefore I completed additional research to have a better understanding of the youth group I assist with. Self-help groups would include AA, NA, and OA. Therapeutic groups include groups that focus on thoughts, feelings, and beliefs. Lastly, educational groups educate on various topics. City Lights, a program implemented by CORD Wellness, is considered to be educational groups as the youth learn the 8 dimensions of wellness. In my research, I found that group interventions are evidence-based practices that are proven effective. Because humans are inherently group beings, group interventions assists with individuals' social functioning and the ability to cope effectively with issues. In groups, self-actualization occurs through having a sense of community, support by others, and reappraisal of self. I have seen this while assisting with the youth group which increases my interest in group work.

1.3, 1.4, 3.1, 3.2, 4.2, 6.2,

7.1: I demonstrated a commitment to professional growth and professional written communications skills. For the month of February, the City Lights Youth Program will be educated on emotional well-being, one of the 8 dimensions of wellness. This week I researched and designed an outline of topics and resources that will be beneficial to the group. I additionally researched assessment tools that will be beneficial in assessing and evaluating emotional wellness in the youth. I will share this document with my field supervisor with hopes that it will be utilized in the group agenda.

2.2: Recently, I have noticed a bias regarding politics. Typically, I am able to acknowledge and respect other's views relating to politics. With the recent election, its media coverage, and social media coverage I have found myself questioning other's political views. I have even found myself being surprised when a friend/family member discusses their affiliations. I believe this has to do with the type of leadership in the office, as this has not been an issue

with me in the past. Since I understand this being an issue, I have acknowledged and will be mindful of my bias when dealing with clients who may discuss political affiliations/ beliefs. I will not allow my biases to interfere with my assumptions, judgment, or practice as a social worker. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 6.1: In the social work and mental health profession, suicide is a prominent topic. Demonstrating my commitment to growth, I found an article published by The New Social Worker called Let's Talk about Suicide: Language Matters. The article discusses preferred and problematic terminology relating to suicide. Terms are constantly changing, therefore, being up to date on terms and phrases that are not demeaning, disrespectful, or problematic is critical when having discussions. The article provides a list of terms and phrases such as frequent flyer, successfully commits suicide, and attention-seeking while describing why the terms are problematic. Other problematic phrases that can often be used in personal and professional

settings include the following: "I'd rather kill myself than...," "Shoots us an email," "career suicide," and "permanent solution to a temporary problem." Not only can these terms and phrases be disrespectful, but they can also be detrimental/traumatizing to those who have experience with suicide. Unfortunately, I have used several of these terms without knowing their detriment to trauma-sensitive language. As a social worker, I will be conscious of my choice of language to provide empathy, respect, and trauma-informed care to clients and their families.

4.1, 6.1: After discovering EMDR last week, I found training on PESI called Trauma Treatment with EMDR, CBT, and Somatic-Based Interventions presented by Dr. Jennifer Sweeton. During the training, Sweeton discusses neuroplasticity which is defined as the brain's ability to change. In mental health treatment, social workers' have a goal of guiding the brain to make positive changes. This can be achieved by treatment interventions such as EDMR, CBT, and Somatic

Based Interventions. EDMR or Eye movement desensitization and reprocessing is a focused approach treatment for trauma. The 8 stage process works "by reconnecting the client in a safe and measured way to the images, self-thoughts, emotions, and body sensations associated with the trauma, and allowing the natural healing powers of the brain to move toward adaptive resolution." Research shows that EDMR is 84-90% effective in treating single-trauma victims. Somatic interventions focus on body awareness to encourage successful treatment. This can include grounding, resources, descriptive language, co-regulation, and re-regulation. This information is useful when deciding treatment interventions for clients who experience anxiety, depression, and other mental health disorders.

<p>Hours accrued this week: 17.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments I am eager to see how you choose to teach mindfulness and other emotional wellness topics to the group next month. Sounds like you found a great article related to this!</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>This week I met with my Portfolio professor to address concerns with my special project. After our discussion, I feel less overwhelmed and confident that I will not only meet my competencies for the project but also for practicum.</p>
			<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Actioned by Bennett, Erin (485131) on 2/2/2021 9:15:42 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.) 1/24-1/30	<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 checked="" type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice</p> <p><input checked="" type="checkbox"/> 5. Engage in Policy Practice</p> <p><input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities</p> <p><input checked="" type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> Did Not Accrue Practicum Hours</p>	<p>(Please list the <u>required</u> 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)</p> <p><input type="checkbox"/> 0.0 - No Hours Accrued</p> <p><input checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input checked="" type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input checked="" type="checkbox"/> 6.1 <input checked="" type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input 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, 2.1, 3.1, 5.1, 8.2: To start the week, I attended a staff meeting and demonstrated professional and ethical behavior. The meeting focused on informing staff on various programs offered by the City of Refuge. The meeting also focused on policies and documentation that needed to be signed such as a confidentiality agreement, a moral agreement, and a sexual abuse prevention agreement. Following the meeting, I signed the required documentation as I have been interning at the organization for several months. After signing the required documentation, my supervisor brought to my attention concerns about certain policies, specifically the moral agreement. During this discussion, I disclosed my discomfort with signing the forms, however, I did because they are required</p>

and I have already been at the organization. I also do not have prior experience at faith-based employment therefore I do not know how policy is impacted. The moral agreement states that employees and volunteers must uphold the Christian standard and not "engage in, during the term of employment or volunteering in sexual misconduct." The form lists several forms of "sexual misconduct" which includes "heterosexual activity outside of marriage (premarital sex, cohabitation, and extramarital sex), homosexual or lesbian sexual activity, sexual harassment, use of viewing of pornographic material or websites, and sexual abuse or improprieties toward minors as defined by Scripture and federal and state law". During this discussion with my supervisor, I asked if I could assist with the rewriting of this policy. I explained that as a social worker, we are expected to acknowledge and respect others regardless of religion and culture. After referring to the NASW Codes of Ethics, there are many codes that

may be impacted including service, social justice, and dignity and worth of a person. After this conversation with my supervisor and much thought, my discomfort with the moral agreement grew. While I feel like this document would have directly applied to me a few years ago, I can't help but think of others that may have had to sign it and how it made them feel. I also think of a client that was seen a few months ago who was struggling with premarital pregnancy and was seeking community, gospel, and the need to serve. After her discussion, she was given the needed information to volunteer. I can't imagine how she may have felt if she decided to volunteer and had to sign the form stating that within the last year she has not committed the outlined forms of sexual misconduct. This could have potentially caused trauma. While I am discouraged that I did not speak up on my discomfort, I appreciate that my supervisors acknowledged the issues with the policy and are advocating for it to be revised. This was a great

learning experience, and through reflection, I understand that I need to better advocate for myself and others regardless of the circumstances. 3.1, 3.2, 4.1, 4.2, 6.2: I completed practice-informed research to meet the needs of clients by identifying activities to implement with the youth group relating to emotional well-being. Emotional well-being is defined by "the ability to express feelings, adjust to emotional challenges, cope with life stressors, and enjoy life. It includes knowing our strengths as well as what we want to get better at and living and working on our own but letting others help us from time to time". In the first week, the youth will be introduced to an overview of emotional well-being. For the youth group activity, we decided to use a emotions and feelings wheel. The youth will receive their own copy of the wheel. During small groups, each youth can identify an emotion and feeling from the wheel and discuss a time they had the emotions or feelings. The wheel is important as it will allow the youth to identify and articulate their emotions.

It additionally assists with connecting emotions with the intensity of feelings.

3.2: As the wellness program evolves, many discussions on program changes are taking place. This week, I was able to brainstorm and discuss ideas to implement in the wellness program. Fortunately, a new space at the City of Refuge was identified for the wellness program. I was able to see the space and visualize what the program will entail. 3.2, 8.2, This week I was tasked to assist my supervisor in getting program design/ implementation details in writing. I assisted with grant writing and research as well as researching the need for the program, the purpose of the program, target population, costs, resources, and how to sustain the program. Learning how to design and implement a program/organization is directly related to class and is beneficial to my future as a social worker. It is a great experience utilizing what is learned in class to assist with a new program and outlining its details. 1.3, 4.1: As my interest in therapy grows, my supervisors have assisted me with

information that will be beneficial to my future as a clinician. In a discussion with my supervisor, I learned several different forms of therapy and how they may be beneficial in my future. We discussed eclectic therapists and how their practice focuses on many different techniques. We discussed DBT and how this specific therapy is beneficial to clients experiencing suicidal ideations or attempts. We additionally discussed attachment-based theory and how the application of the theory can be used in many settings such as with children or marriage. During this discussion, I made a list of topics that we discussed in order for me to continue research. 1.1, 1.4: After just two days of being back in my practicum, I was informed that I would need to quarantine for 10 days. After I received this information, I demonstrated professional and ethical behavior by informing my field instructor and field director. 3.2, 4.2: Because I will not be present to begin the discussion on emotional well-being, I began researching intellectual well-being

which is defined by the many things that keep our brain active and our intellect expanding. I created an outline highlighting important areas that can be covered during youth nights including brain exercises and education. 6.1: This week I completed practice informed research and watched a webinar on DBT (<https://www.youtube.com/watch?v=TL9TTC4FagI>). DBT was created as a tool for those diagnosed with BPD and suffering from hypervigilance, overgeneralization, high reactivity, and emotional dysregulation. Today, this intervention is beneficial to assist people with learning how to tolerate distress and reduce their emotional reactivity. Steps that may be used in DBT are core-mindfulness, distress tolerance skills, emotional regulation skills, and interpersonal effectiveness. This information is important to social workers as it provides a framework for assisting clients with their emotional needs. As my field supervisor stated, this approach is useful with clients experiencing suicidal ideations/attempts. 5.1: Following the election,

many executive orders were signed by the current president. Because a majority of the population served at the City of Refuge is impacted by immigration policy, I have been attempting to stay up to date on the topic. Attempting to undo previous legislation, the current president has discussed his plan to reverse many policies related to immigration. To begin, the current administration put a halt to the border wall, revoked the census order, and to end new enrollments in the Migration Protection Protocols program. Several other executive orders are scheduled to take place. As this happens, I will continue to research policies that impact the population at the City of Refuge and identify ways to advocate.

4.2, 5.1: After following up on policies relating to immigration, I discovered a webinar titled Immigrant Presentation for Social Workers Working with Immigrants. Reviewing this webinar helped me understand the difference between many types of visas, green cards, and terms associated with immigration. This

			<p>presentation is useful as it outlines issues that immigrant clients encounter and ways social workers can assist them. After conducting practice-informed research, I hope to better understand and serve youth and their families that are experiencing issues related to immigration/policy.</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. You will have to send, "Immigrant Presentation for Social Workers Working with Immigrants" to me. That sounds very helpful and educational! I'm glad John was able to speak with you regarding the forms you were asked to sign. Let's discuss when you get back, as I felt some of the same things that you did as well. I would love for you to review the edited forms for feedback, once they are complete. You are learning so many great things and do such a great job of documenting them here!</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>This week I have questions about the NASW Codes of Ethics and Organizational ethics. How do you follow both and if impossible which comes first?</p>
			<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Actioned by Bennett, Erin (485131) on 2/2/2021 10:44:14 AM

Hours Accrued

Total Monthly Hours Accrued	Total Cumulative Field Hours Approved to Date
58	238.8

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 2/4/2021 10:48:26 AM

Journal Grade (20 points possible)

This journal meets the rubric requirements and earned 20 points

Field Director Comments

Great work, Erin! I know it has been difficult having to navigate the pandemic, but you are doing great job communicating with your agency and doing good work. Well done!

Actioned by Bertresse, Lunelle on 2/10/2021 6:07:24 PM