

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.) Dec. 3-9</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 checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input checked="" type="checkbox"/> 5. Engage in Policy Practice <input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <input 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>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 checked="" type="checkbox"/> 1.3 <input 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 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 checked="" type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input checked="" type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input 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>Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>At practicum, I worked 6.5 hours. 1.3 - This week I met with Commissioner Bankston to discuss the potential impact that the Executive Order could have on constituents living in his district. During the meeting, I conducted myself in a professional manner and dressed appropriately. When addressing him, I made sure to use the title "Commissioner." I definitely used skills from Dr. Heck's interviewing class by keeping a SOLAR posture, asking appropriate questions and maintaining a neutral facial expression. I also utilized skills from Dr. Racovita's class in being prepared for interviews and being able to maintain a professional conversation. 1.5 - After my meeting with Commissioner Bankston, I was thrown off by how the conversation moved away from the executive and focused more on religion. Since I was not</p>

really sure what had happened, I met with Dean Wilder to decompress and process the meeting. Based on the NASW code of ethics, social workers need to seek supervision when they run into challenging situations or when they need someone to talk to. I felt that this was an appropriate time to seek consolation to be able to learn and grow from the experience. 2.1 - On Tuesday I was able to join my case manager on four home visits in a row. Two clients were African, one was Arab, and another Hispanic. All four meetings were different and unique from each other and you could see how each culture interacted with us. Looking at Practice 1, I can see how being able to work with individuals can really help you learn how to be a good listener and practitioner. Especially taking into account the multiple cultural differences that we ran into. 5.1 - Going back to Commissioner Bankston, this was directly getting involved with social policy at the local level. Since the County Commissioners need to vote on giving their consent to refugees

being relocated in Hamilton County, it is important to get their support early. Since we only need a majority vote, as long as we have 5 commissioners on board, we will be able to get this approved. As you can tell, this relates directly to SWIP and working from a grassroots level of advocacy. 6.2 - During the home visits it was important for me to see how my case manager was able to work with the differences of the clients and still be able to do her job efficiently while still showing empathy to each client and their case. I can see how Dr. Heck's group's class was effective during home visits since we met with multiple family members. My case manager was able to treat both people equally while also exploring both individuals' concerns.

<p>I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>This week I was able to complete the bookcase that I was working on during woodworking. It was a great feeling of accomplishment to be able to finish the project and be able to move on. One of the ways that I can see that this whole process can be compared to social work is the hard work and patience that went into completing the project. As a social worker, we will run into clients that may be challenging or difficult to work with, yet, we have the ethical and professional duty to put the client's well-being first. If that means not giving up on them. Even if it means finding someone else who could do the job better than ourselves, we need to work hard and have patience.</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>No</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>I wanted to talk about my meeting with Commissioner Bankston and what to do moving forward. Also, wanted to explore what aspects of next semester I should focus on.</p>
<p>Hours accrued this week:</p> <p>8.50</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p>	<p>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Khalil, Samir (465531) on 12/9/2019 10:10:13 PM

<p>Date (Start Sun. - Sat. 11:59 p.m.) Dec. 10 - 16</p>	<p>Competencies Addressed: (A minimum of 4 required each week)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input checked="" type="checkbox"/> 5. Engage in Policy Practice <input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <input 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 	<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> <ul style="list-style-type: none"> <input type="checkbox"/> 0.0 - No Hours Accrued <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input checked="" type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input checked="" type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input checked="" type="checkbox"/> 9.3 <input type="checkbox"/> 9.4 	<p>Description of Learning Activities (2-3 sentences per competency)</p> <p>Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>At practicum, I worked 8.67 hours. 2.3 - On Friday, Bridge has a women-only Christmas party to help celebrate the holiday and provide many of the mothers with Christmas gifts for their children. When I heard that the party would be on Friday, my original last day of practicum, I asked my case manager if I should still attend practicum. When I thought about it, I did not feel comfortable being at an event that was specifically a women-only event. I also feel that it could cause some potential issues with the attendees. Since they were told that this would be a women-only event, they could be surprised to see me there and this could cause some trust issues. As we learned in interviewing skills and practice 1 when we clarify our role with clients we need to make sure that we include information for informed consent. Had</p>

the attendees been informed that I would be there since I was an intern, they would then be able to make the decision more clearly with the knowledge that there would be one male present at the event. 5.2 - At a home visit, I was able to see the direct impact that social welfare has with service delivery. One client is losing their food stamps since the Tennessee Department of State classifies the client as an able-bodied adult. Unfortunately, the client does not fully meet this criterion. He has problems with both his knees, with his back, chest, and head. Yet, without the appropriate documentation from a medical professional, they will be unable to change their classification to the TN State Department. My case manager has reapplied for food stamps with a note from Bridge that explains the client is in an employment program and we are hoping that this helps to get the client back on food stamps. Looking at SWIP, this shows how different rules and regulations that are put in place to help those in need could potentially

backfire. With all the requirements that are needed to prove disability, many people can suffer longer since they are unable to just stop working during the process of filing for disability. I can also see how my case manager advocating for the client relates to social justice in the NASW code of ethics. 6.2 - During a home visit this week, we had a client who had some major concerns about their health and how they felt helpless since they have not been able to get a job. The client talked about their health several times and seemed to keep circling back to the topic. I noticed that each time that the client would bring up his health and his frustrations, my case manager would not dismiss or move on from his statements. She addressed it each time and provided empathy as well. For example, she responded to the client by saying, "I can't imagine how you are feeling with your health conditions and I can see that you are frustrated about the situation you're currently in." However, rather than let the client stay on this topic, my case manager

was able to redirect them back to the main topic we were discussing and was able to validate their concerns. Based on interviewing skills and Practice 1, empathy is an important aspect of the practitioner-client relationship. Empathy helps show the client that we care and want to help them without just feeling sorry for them. 9.3 - This week my case manager and I met with a client who has reached their 90-day evaluation and we had the opportunity to review what the client had achieved in the last 3 months. We also helped to address any other concerns the client had at that point. Looking at how this is related to class, I can see how interviewing skills were used during this process. As we learned from Dr. Heck when we first meet our client, it is important to clarify our role and what they can expect during sessions. During the intake meeting, the client was informed about the 30-day, 90-day, and 180-day evaluations and follow up.

<p>I completed one hour of self care for the week referenced above. (1 hour maximum may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>This week I went on a date with my girlfriend to a small Cuban restaurant downtown and then got ice cream afterward, then walked on the Walking Bridge. This was our Christmas celebration since we won't have the chance to spend the 25th together. So, once we were on the bridge I was able to give Zailin her Christmas present. I feel that this time spent with Zailin can relate to class with the importance of human relationships. Since Christmas is a pretty big event, missing it is no fun for either of us, but being able to celebrate Christmas with one another helps to strengthen our relationship and feel closer to one another. It was relaxing because I didn't have to worry about class assignments or what I needed to do. I could live in the moment and enjoy her company.</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>I want to discuss next semester and what goals would be appropriate to set. I also want to complete the final evaluation. Lastly, I want to talk about my week and some of the things that I saw and how I learned from my case manager's example.</p>
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Hours accrued this week: 11.67	Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)	Field Instructor Comments Great job this semester Samir! Way to finish out strong!	Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes
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Actioned by Khalil, Samir (465531) on 12/15/2019 7:31:18 PM

Week 3

<p>Date (Start Sun. - Sat. 11:59 p.m.) Dec. 17-23</p>	<p>Competencies Addressed: (A minimum of 4 required each week)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input type="checkbox"/> 2. Engage Diversity and Difference in Practice <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input type="checkbox"/> 5. Engage in Policy Practice <input type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> Did Not Accrue Practicum Hours 	<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>Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>n/a</p>

<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.)</p> <p>No</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>n/a</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>No</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>n/a</p>
<p>Hours accrued this week:</p> <p>0.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p>	<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Khalil, Samir (465531) on 12/15/2019 7:31:22 PM

Week 4

<p>Date (Start Sun. - Sat. 11:59 p.m.) Dec. 24-30</p>	<p>Competencies Addressed: (A minimum of 4 required each week)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input type="checkbox"/> 2. Engage Diversity and Difference in Practice <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input type="checkbox"/> 5. Engage in Policy Practice <input type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> Did Not Accrue Practicum Hours 	<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 <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) Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>n/a</p>

<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.) No</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.) n/a</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.) No</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences). n/a</p>
<p>Hours accrued this week: 0.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p>	<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Actioned by Khalil, Samir (465531) on 12/16/2019 5:36:21 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.) n/a</p>	<p>Competencies Addressed: (A minimum of 4 required each week)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior <input type="checkbox"/> 2. Engage Diversity and Difference in Practice <input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice <input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input type="checkbox"/> 5. Engage in Policy Practice <input type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> Did Not Accrue Practicum Hours 	<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 <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) Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency. n/a</p>

<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.)</p> <p>No</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>n/a</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>No</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>n/a</p>
<p>Hours accrued this week:</p> <p>0.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p>	<p>Field Instructor Approval of Weekly Hours</p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Khalil, Samir (465531) on 12/16/2019 5:36:31 PM

Hours Accrued

Total Monthly Hours Accrued	Total Cumulative Field Hours Approved to Date
20.17	218.85

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

Actioned by Bertresse, Lunelle on 1/7/2020 10:42:26 PM

Field Instructor Monthly Journal Submission

Actioned by Bertresse, Lunelle on 1/7/2020 10:43:21 PM

Journal Grade (20 points possible)

This journal meets the rubric requirements and earned 20 points

Field Director Comments

Well written and detailed journal of many interesting things that you did at Bridge this month.
Note: TS and FI both saved the draft on 12/16 & 12/17, so I actioned it (remembering that they are experiencing problems with Sonia).

Actioned by O'Shea, Patti on 12/18/2019 2:18:09 PM