

## 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><b>Date</b> (Start Sun. - Sat. 11:59 p.m.) Feb. 4-11</p>	<p><b>Competencies Addressed:</b> <b>(A minimum of 4 required each week)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior</li> <li><input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice</li> <li><input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice</li> <li><input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice</li> <li><input checked="" type="checkbox"/> 5. Engage in Policy Practice</li> <li><input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities</li> <li><input checked="" type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities</li> <li><input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities</li> <li><input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</li> <li><input type="checkbox"/> Did Not Accrue Practicum Hours</li> </ul>	<p><b>Practice Behaviors</b> (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"> <li><input type="checkbox"/> 0.0 - No Hours Accrued</li> <li><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 checked="" type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2</li> <li><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 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</li> </ul>	<p><b>Description of Learning Activities (2-3 sentences per competency)</b></p> <p>Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>This week I worked 15.33 hours at practicum. 2.2 - On Friday, I went with my case manager to a home evaluation meeting for a client that had arrived the day before. We met with the client and her three daughters and explained some of the important dates that they needed to know. We also went over specific safety elements that they needed to know in their apartment. For example, we explained what they needed to do if the fire alarm went off. I was able to let the clients share their own experiences with the different safety features that they needed to know. By letting the clients lead the conversation, I was giving them a chance to be the expert of their own experiences and me as the learner. 5.1 - Before clients arrive, we generally prepare all the needed paperwork so that when they can get access to services much quicker. For the clients who arrived on</p>

Tuesday, I helped to prepare the Department of Human Services application for food assistance and insurance. This is an important application to have ready before the client arrives so that when they do, we can get them food stamps within the next week. I can see how the different policies that are connected to this application process affect clients. For refugees, there are policies that help to expedite the process so that they can get access to social services without a social security number, state identification or any other eligibility requirements. Without the expedited service, clients would not be able to get the needed services at an appropriate length of time. 6.2 - I did a home visit with a client to assist them in applying for several jobs that they were interested in. During the meeting, the client shared what employment opportunities they were interested in. The client stated that he wanted to start work as soon as possible but only if there was a full-time position available. He stated that he really did not trust applying for jobs online

since he had heard from friends of his that Volkswagen never hired anyone online. Following the NASW code of ethics, I gave the client the opportunity to exercise their right to self-determination. Even though I tasked with assisting the client to apply for jobs online, I gave the client the choice of calling to apply over the phone if that would have made him more comfortable. He said that he would rather apply online since it was easier.

7.1 – In preparation for some new clients, I have been gathering items from the home supply list that Bridge created. The list has all the main items that we are legally required to have ready for clients when they arrive in the United States. The list includes items such as toiletries, bedding, and kitchenware. We need to assess the information that we receive based on the biodata provided to us and then use that information to plan how many supplies are necessary. So, for the family coming at the end of the month, the first piece of information that I needed to assess was the family structure. Knowing

			how many people are in a case, then you need to know their age group to make sure there are age-appropriate items available.
<p><b>I completed one hour of self care for the week referenced above.</b> (1 hour maximum may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p><b>Comments/Outcome</b> (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 see some friends of mine from Oakwood University. They led the church service at Su Casa and afterward, I was able to eat lunch with them and fellowship with them. Even though I had met these people a week earlier, the relationship that was created still held a lot of value and importance. With that idea being one of the core social work values, I was able to continue that practice with my friends.</p>	<p><b>I completed my weekly journal entry prior to weekly supervision.</b> (1 bonus hour maximum may be counted each week in total accrued field hours if journal entry is done prior to weekly supervision.)</p> <p>Yes</p>	<p><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b></p> <p>Marina and I finalized the learning plan and I wanted to go over that changes were made. I also wanted to talk about some projects that I have coming up.</p>
<p>Hours accrued this week:</p> <p>18.33</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p> <p>Good job Samir! Approved for submission</p>	<p><b>Field Instructor Approval of Weekly Hours</b></p> <p>I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Khalil, Samir (465531) on 2/12/2020 9:37:43 PM

## Week 2

<p><b>Date</b> (Start Sun. - Sat. 11:59 p.m.) Feb. 11-18</p>	<p><b>Competencies Addressed:</b> <b>(A minimum of 4 required each week)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior</li> <li><input type="checkbox"/> 2. Engage Diversity and Difference in Practice</li> <li><input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice</li> <li><input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice</li> <li><input type="checkbox"/> 5. Engage in Policy Practice</li> <li><input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities</li> <li><input checked="" type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities</li> <li><input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities</li> <li><input checked="" type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</li> <li><input type="checkbox"/> Did Not Accrue Practicum Hours</li> </ul>	<p><b>Practice Behaviors</b> (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"> <li><input type="checkbox"/> 0.0 - No Hours Accrued</li> <li><input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input checked="" 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</li> <li><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 checked="" type="checkbox"/> 6.1 <input type="checkbox"/> 6.2</li> <li><input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input checked="" 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 checked="" type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input type="checkbox"/> 9.3 <input type="checkbox"/> 9.4</li> </ul>	<p><b>Description of Learning Activities (2-3 sentences per competency)</b></p> <p>Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>This week I worked 16 hours at practicum. 1.5 - Since the final learning plan was due last week, my task supervisor and I went over my learning plan to make sure that the goals and practice behaviors were realistic and obtainable. We discussed several projects that I could work on to meet some of the competencies. During this meeting, I had the chance to learn more about what goals that Bridge had for the future and about ways that I can assist. For social workers, consultation and supervision are extremely important in growing professionally. For me, meeting with my task supervisor helps me to see areas of growth in myself and ways that I can be a better professional, especially since my task supervisor has a great wealth of knowledge. 6.1 - On Tuesday, I joined my case manager during a home visit with one of our new clients to assist them</p>

with signing the lease to their apartment. We were able to engage with the clients through the use of a translator and walked them through the process of signing the lease. Afterward, we went to the client's apartment and discussed their schedule for the next week. We went over some of the basic things that they needed to know about the apartment. We made sure to ask the clients what they were liking about the apartment so far and how they were adjusting and seeing what immediate needs that we could address as soon as possible. Afterward, we showed the clients where the community laundry room was how to use it. During the meeting, I was able to utilize skills from both Practice I and Interviewing skills. By using the GIM model, I was able to assess what needs the client and was able to use some interviewing techniques when asking the clients questions. It was also important to let the client lead the conversation so that they were given the respect and dignity they deserved. 7.3 & 8.1- This week I worked with a client and their family to

develop their service plan for the R&P program. The form helped to gather information on work history and educational background for the employable persons in the case as well as some basic information about the non-employable persons. During the meeting, I was able to work on mutually developed goals that the clients were interested in. For example, we developed one-year and five-year goals that they felt were realistic. One of the goals that the clients had was to learn English within the first year. Looking at the NASW code of ethics, one of the key values is the right to self-determination. By allowing the clients to choose what goals they were interested in within the specified time range, it gave them the ability to make their own future. 9.1 - While preparing some paperwork for a client, I ran into an outdated form. The document helps track the monetary value of donated items that are given to a client. So, if a client received a donated table, we would add that to the form and price the table based on the Salvation Army Donation Value Guide. For items



specifically bought and donated to a client, we would price the item based on the receipt provided. In the end, everything would have to be manually calculated to get the total monetary value. I converted the Word document into an Excel worksheet and added several formulas that would automatically calculate the total values needed. Once everything was in place, I was able to lock the cells so that the formulas would stay the same. I also interviewed all the case managers at Bridge to see what specific items could be added or removed from the form so that it reflected the most accurate data possible. Something that this experience reminded me of in social work is how important it is to have updated and user-friendly forms. This helps to ensure that accurate information is gathered. As competent social workers, it is important to make sure that the tools and resources that we use are accurate and up-to-date.

<p><b>I completed one hour of self care for the week referenced above.</b> (1 <u>hour maximum</u> may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p><b>Comments/Outcome</b> (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 work on some of the finer detail work on the knives that I have been preparing. I was able to work for 4 hours uninterrupted and made a lot of progress. However, at one point in the process, I needed help from a more experienced member who had done the same process before. Looking at social work, we are encouraged to seek consultation as it is a means for us to make sure we are on the right page. Also, since we do not know everything, it is important to reach out to others who have more experience and can teach us things we do not know.</p>	<p><b>I completed my weekly journal entry prior to weekly supervision.</b> (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><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b></p> <p>I wanted to get your opinion on my research assignment and see your experience with the topic. I also wanted to talk about leading the service plan and how to make that more experience go more smoothly.</p>
<p>Hours accrued this week: 19.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Great research topic! Can't wait to read it! Approved for submission</p>	<p><b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week. Yes</p>

Actioned by Khalil, Samir (465531) on 2/18/2020 7:22:59 PM

## Week 3

<p><b>Date</b> (Start Sun. - Sat. 11:59 p.m.) Feb. 18-25</p>	<p><b>Competencies Addressed:</b> <b>(A minimum of 4 required each week)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior</li> <li><input checked="" type="checkbox"/> 2. Engage Diversity and Difference in Practice</li> <li><input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice</li> <li><input type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice</li> <li><input type="checkbox"/> 5. Engage in Policy Practice</li> <li><input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities</li> <li><input checked="" type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities</li> <li><input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities</li> <li><input checked="" type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</li> <li><input type="checkbox"/> Did Not Accrue Practicum Hours</li> </ul>	<p><b>Practice Behaviors</b> (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"> <li><input type="checkbox"/> 0.0 - No Hours Accrued</li> <li><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 checked="" type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2</li> <li><input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input checked="" type="checkbox"/> 6.2 <input 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 checked="" type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input type="checkbox"/> 9.3 <input type="checkbox"/> 9.4</li> </ul>	<p><b>Description of Learning Activities (2-3 sentences per competency)</b> Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>This week I worked 12 hours at practicum. 2.2 - I had the opportunity to join a client this week during their bus training experience. We had a representative from the CARTA Transit Systems who helped to show the client the main bus routes in her area and how to access grocery stores and medical centers. She also showed the client different resources on the routes that were age-appropriate for the client's daughter and other useful places to stop such as the Walgreens pharmacy. I was able to learn more about the options that refugees have for transportation and I was able to learn more about the city from the refugee's point of view. As a learner, I asked the CARTA representative different questions about the accessibility and timing of the busses to learn what challenges were present in the current system and what things we needed to</p>

inform clients about. In social work, we need to be willing to learn new things and be willing to take the same training that we recommend to our clients so that we are competent and confident in the services that we provide.

6.2 - On a quick trip to a client's apartment, I was able to drop off laundry money, a voucher to the thrift store and pick up some documents that we needed from the client. During my visit, I was able to engage with the client and learn how their bus training session had gone and what they had learned. I also made sure to ask them if they had any questions about upcoming events or issues that they had. They told me about an event that had happened during bus training where a person became verbally abusive to the driver. Thankfully, the client stated that they did not feel threatened by the individual and were okay after the whole ordeal. One thing that I made sure not to do as I had learned during Interviewing Skills was to not ask leading questions. Since I had a general idea of what had happened on the bus based on what the translator told me, I could

have asked a variety of leading questions about their experience. However, by keeping my questions neutral and open-ended, I was able to engage with the client more freely while letting them express their own opinion. 7.2 - In preparation for a new client arriving in March, I started gathering the items on the home supply list for the client. I learned from the biodata on the client supplied by International Organization for Migration (IMO), that the client is a single adult male in his late 40's. So, when gathering the items for his new apartment, I was able to gather enough supplies for him to be able to live comfortably without needing to go shopping for more items within the first 90-days. For example, I was able to get 2 sets of dishware and kitchenware and multiple sets of washcloths and rags. Based on what I learned in HBSE, the first level of Maslow's Hierarchy of Needs is physiological needs. By providing the client with the essentials that they need for basic survival, they are able to focus on other important decisions in their life. 9.1 - After speaking with my

task supervisor, I interviewed all the case managers at Bridge and gathered more data for the internal evaluation tool that I am creating. I was able to break down the Resettlement and Placement (R&P) period into seven main categories and developed specific questions within each section. Then, I got feedback from the case managers based on the wording of the questions and if they felt that the questions were plausible to ask clients. With any program, there is a need to evaluate the effectiveness of the program. After discussing with my task supervisor, Bridge currently does not have an evaluation tool for the R&P program. This survey will be used as our evaluation to be able to see how well the R&P program is working for all our clients.

<p><b>I completed one hour of self care for the week referenced above.</b> (1 <u>hour maximum</u> may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p><b>Comments/Outcome</b> (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>This week during blacksmithing I was able to start the tedious work of hand-sanding and final polishing stages of the knife-making process. This is a very slow and detailed process that takes a lot of patience. One thing that you also need is a lot of skill and an eye for minute changes in the metal surface. In social work, we are bound by the ethical code to be competent social workers as well as follow evidence-based research. So comparing the two experiences together, by utilizing the patience and the skills learned from the hand-sanding process, I can then use that to become a more competent and ethical social worker.</p>	<p><b>I completed my weekly journal entry prior to weekly supervision.</b> (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><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b></p> <p>I wanted to tell you about the bus training experience and how that went. I also wanted to discuss how to move forward with my project for Rusu. Another thing I wanted to discuss was how to connect different activities to competencies for future journals.</p>
<p>Hours accrued this week: 15.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Awesome experience riding the Carta Bus! Approved for submission</p>	<p><b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week. Yes</p>

Actioned by Khalil, Samir (465531) on 2/25/2020 1:55:44 PM

## Week 4

<b>Date</b> (Start Sun. - Sat. 11:59 p.m.)  Feb. 25- Mar. 3	<b>Competencies Addressed:</b> <b>(A minimum of 4  <u>required</u> each week)</b>  <input 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 type="checkbox"/> 5. Engage in Policy Practice <input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> Did Not Accrue Practicum Hours	<b>Practice Behaviors</b> (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 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 checked="" type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input checked="" 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 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 type="checkbox"/> 8.2 <input checked="" 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	<b>Description of Learning Activities (2-3 sentences per competency)</b>  Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.  This week I worked 13 hours at practicum. 3.1 - With new clients arriving this week, it was important to have everything ready for them when they landed. One of the main things that we needed to take care of was the client's apartment. Since the client has a community assistance team, the apartment was mostly already taken care of. However, someone donated two nice couches for the client and they needed to be moved from the Bridge office to the client's apartment. I was able to help two members of the community assistance team to load the couches onto the back of their truck, then unload it into the client's apartment. It took some maneuvering since the door was quite narrow, but we were able to get it inside and finish setting up the apartment. In relation to social work, this was a way in which we were able to advocate on



behalf of the client's human rights on the individual level. By getting the resources and partnering with the community assistance team, we were able to advance the client's quality of life by having a clean, well-stocked apartment waiting for them. It is important to advocate for a client's rights as a human, but it is also important to remember that a client also has physical needs that should be addressed and advocated for.

4.1 - After I had completed the main tasks for the day, I was able to do some research and find some articles about refugees and PTSD in the United States. What I learned is that there are very limited research studies on PTSD based in the United States. There were several articles that were in Africa, the Middle East, Europe, and Canada. As we have learned in Research Methods and HBSE, when doing research, it is always important to see what gaps there are in the literature. Based on my initial searches, the main gap in the literature that I have found is a lack of studies based in the United States and on

PTSD for refugees. For future research, it would be important to be able to see what could be done in these areas to add to the current literature. 6.1 - On Tuesday/Wednesday morning (12:10 am), I was able to join my case manager, my task supervisor and several other volunteers to meet the new clients who had arrived from Lebanon. When the clients arrived, we took a picture with them, got their luggage, and took them to their apartment. Since it was so late, we gave the clients the most important safety information so that they could go straight to bed. We explained the smoke detector, how to contact 911 and what they should expect for the next day. The following day, we met with the clients to go over a more in-depth safety plan and the initial introduction of services that Bridge offers. Based on what I learned in HBSE, clients are not only affected by their problems or issues but also the environment that they are in. Since they had to flee their home country and were forcibly relocated, their experiences with the environment have not been positive. By helping

the client become aware of what to expect and what factors they have around them, we were able to help the client become aware and confident moving forward. We engaged with the client on a personal level and this helped them calm some of their anxiety. 8.3 - For some of our newer clients, we held different orientations at the Bridge office. First, we had an education orientation for school-aged clients and shared with them the different aspects of education in the United States. Later, we had a volunteer who helped to teach the clients about the health system and how to navigate it successfully. Lastly, we had a lawyer go over some of the basic rules and laws in the United States so the clients were made aware of what they can and cannot do as well as their rights as refugees. What I noticed for these orientations was how we needed to use inter-professional connections to be able to arrange all these orientations to take place. For education, without the partnership of the local schools, it would be pointless to give the orientation when it would

			<p>not apply to clients. As for the health and legal orientations, by utilizing volunteers and experts in other fields, we are able to provide more resources without stretching ourselves thin. In social work, it is important to network with other agencies and form strong inter-professional relationships so that you can refer clients to useful resources. It is also important since these connections can also work in reverse and other agencies could utilize your own skills and services offered at your agency.</p>
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<p><b>I completed one hour of self care for the week referenced above.</b> (1 <u>hour maximum</u> may be counted each week in total accrued field hours.)</p> <p>Yes</p>	<p><b>Comments/Outcome</b> (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>This week at blacksmithing I was able to start working on the handles for the knives I am working on for my project. I was able to cut the wooden scales and glue them to one of the knives while I worked on polishing the second blade. The whole process needed to sit and cure for about a day and a half to make sure everything stayed as it should. In social work, one of the main values is that of competence. In order for me to make a good knife or knife handle, I need to know how to do it properly. For example, you only have about 5 minutes after the epoxy is mixed before you've messed up. So time, practice and skill are required to be able to make sure everything goes smoothly. These three skills are also useful in social work since you have to learn and practice until you are able to do your work well.</p>	<p><b>I completed my weekly journal entry prior to weekly supervision.</b> (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><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b></p> <p>I would like to discuss some articles that I found regarding refugees and PTSD and see what you think about them. I also would like to do the mid-term evaluation since I have reached my 100 hours.</p>
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Hours accrued this week: 16.00	Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)	Field Instructor Comments We will discuss this in more detail tonight!	<b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week. Yes
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Actioned by Khalil, Samir (465531) on 3/3/2020 12:12:09 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)**

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

<p><b>I completed one hour of self care for the week referenced above.</b> (1 <u>hour maximum</u> may be counted each week in total accrued field hours.)</p> <p>No</p>	<p><b>Comments/Outcome</b> (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>n/a</p>	<p><b>I completed my weekly journal entry prior to weekly supervision.</b> (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><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b></p> <p>n/a</p>
<p>Hours accrued this week:</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p>	<p><b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Khalil, Samir (465531) on 3/3/2020 12:12:17 AM

**Hours Accrued**

Total Monthly Hours Accrued	Total Cumulative Field Hours Approved to Date
68.33	75.83

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



Actioned by Peshterianu, Marina on 3/5/2020 3:24:31 PM

**Field Instructor Monthly Journal Submission**

Actioned by Peshterianu, Marina on 3/5/2020 3:25:16 PM

**Journal Grade (20 points possible)**

This journal meets the rubric requirements and earned 20 points

**Field Director Comments**

Great job on your February journal! Note: Patti actioned for TS & FI since they approved, commented and saved. Sonia was acting up and switched Teanna's signature for Marina's)

Actioned by O'Shea, Patti on 3/5/2020 3:27:22 PM