

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.) Jan. 14-21</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 checked="" 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 checked="" type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> Did Not Accrue Practicum Hours 	<p>Practice Behaviors (Please list the <u>required</u> 4 numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)</p> <p><input type="checkbox"/> 0.0 - No Hours Accrued</p> <p><input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input checked="" type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input checked="" 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>This week I worked 17.75 hours at practicum. 2.3 - On Friday I was able to join my case manager and a client at the social security administration to help the client apply for social security disability. During the interview, I was able to assist the client in translating different names and places into English for the interviewer. However, something that I struggled with was almost answering on behalf of the client. When he was asked different questions that were simple for me to answer, I had to bite my tongue. Thankfully my case manager was there and was a great example of what I needed to do by letting the client take control. Our goal is self-sufficiently at Bridge Refugee Services and a core social work value is self-determination. Had I answered for the client, I would be taking the self-determination away from the client and they would not be able to learn how</p>

to do it on their own. While advocacy is speaking for the client who does not have a voice, my client had a voice and I could have taken it away from him had I spoken up. 3.2 - On Wednesday, Marina went to one of the last commissioner meetings regarding the signing of the consent form for allowing refugees to be resettled in Hamilton County. Afterward, Marina came to the office and told me that I was mentioned during the meeting. What happened was that one of the commissioners had said that they had not heard about the executive order, but Marina reminded them that they were the commissioner for Southern Adventist University and that I had met with them to inform them about the executive order. Then, on Friday, Commissioner Geter called me to give me an update on the meeting, what had happened, and what suggestions she had for us to move forward. This whole situation reminds me of SWIP and how important it is to be involved and to contact our representatives about things that we are

passionate about. It also shows how important advocacy work is in terms of sharing important information to those who have the power to make a difference. 8.1 - This week I had the opportunity to work with a client one-on-one to be able to provide job training and assistance in applying for some jobs. With the client, I showed him what a resume looked like and helped him to create his own based on his experiences and background. Afterward, I helped to show the client different opportunities to search for jobs online. The client had a couple of places that he was already interested in applying to, so we searched online on how to do that. After applying for the first job, the client wanted to apply for a couple more jobs just in case and we were able to find some that he was interested in. Looking at this situation based on my classes, I can see how the different roles/hats that social workers have when working for clients. In this situation, I played an educational role by teaching the client how to create a resume, and how to search for jobs. I also acted as a broker to be able to find different job

options for the client. 9.3 -
On Tuesday, I was able to review several case files that are reaching their 90th-day evaluation. During this process, I was able to figure out what documentation is missing from the clients' case files and made sure that Bonnie and I would be able to complete the needed paperwork for the evaluation. One of the main things that this paperwork experience showed me was the value of clear and well-organized paperwork. By having everything clearly laid out, it was easier to make sure that everything was in place and that we weren't missing any vital information. As has been said in almost every social work class "If it is not documented, it did not happen."

<p>I completed one hour of self care for the week referenced above. (1 <u>hour maximum</u> may be counted each week in total accrued field hours.) Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>In the NASW code of ethics, one of the core values is the importance of human relationships. This week I had the opportunity to have fellowship with some friends that I rarely have the chance to visit. I was able to go to their home and teach them how to make an Arab meal. It was really relaxing to not have to worry about classes and assignments since these friends work full time and aren't students so their focus isn't on school which helps to have more interesting conversations.</p>	<p>I completed my weekly journal entry prior to weekly supervision. (1 <u>bonus hour maximum</u> may be counted each week in total accrued field hours <i>if</i> journal entry is done prior to weekly supervision.) Yes</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>I'm interested in talking about what happened this week with working one-on-one with a client. I would also like to review the experience I had Friday with helping a client and see what I can learn from that experience.</p>
<p>Hours accrued this week: 19.75</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Good job Samir! Submit for approval.</p>	<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Actioned by Khalil, Samir (465531) on 1/21/2020 11:48:54 AM

Week 2

<p>Date (Start Sun. - Sat. 11:59 p.m.) Jan. 21-28</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 type="checkbox"/> 5. Engage in Policy Practice <input checked="" type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities <input 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 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 <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 <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 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 	<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>This week I worked 16 hours at practicum. 2.2 - On Wednesday I had the opportunity to join a webinar that Switch Board hosted for Bridge Refugee Services and other resettlement agencies. The topic was on trauma-informed care and how resettlement agencies can move towards implementing this into their programs. During the webinar, I was able to learn the difference between trauma-sensitive and trauma-informed care and how as services providers, it's important to work with a trauma-informed mentality. One of the ways that this webinar helped me was by allowing me to learn about different strategies and ideas that can help service delivery. A key principle in social work is continual education. We need to always be ready to learn and keep learning for our entire lives so that we can have the most up-to-date information as</p>

possible. By joining this webinar I was able to become a learner to the issues that our clients sometimes face and ways in which we can help them during their transition. 6.1 - This week I was able to meet with a client and help her update her resume and then apply for several different jobs. The client was very interested in working in the hospital setting so we applied to a housekeeping position there but she was also interested in Volkswagen so we applied to two different spots there. Using some of the HBSE theoretical frameworks that I learned, I was able to engage with the client to figure out what the client wanted and needed. For example, I used the expectancy theory which says that people are motivated by things that they think they can achieve. For this client, they believed that they would be better suited to do housekeeping in the hospital than in the cafeteria. 7.1 - During my meeting with a client to update her resume and apply for jobs, I was able to use active listening as well as my Arabic skills to be able to interpret what the client was needing.

When reviewing the client's work history, I was able to learn about her skills and experience in case management. I was able to use this information to search for jobs that the client would be interested in. Since the client does not speak fluent English, I relied on my Arabic skills to be able to critically analyze what the client needed and wanted for her employment future. Something that this experience reminded me of was the whole BSW program. We are taught a generalist social work curriculum to help teach us the broad and varied skills that we could use in our future profession. One thing that this approach has taught me is the importance of being able to utilize all your life skills to assist clients and constituents in the field.

8.3 - On Friday of this week, I was able to translate on behalf of one of the other case managers that works at Bridge. She wanted to follow up with the client regarding a medical appointment that they had that day and we did not have one of our regular translators available. During this

			<p>interaction, I was able to use my skills and play a different role in assisting in beneficial practice outcomes for the client. The client was able to explain what the doctor suggested and expressed his concerns and I was able to relate this information to the caseworker. The biggest connection that this experience had with classwork was the concept of being flexible and being able to play different roles. My regular role at Bridge is as an intern but at that moment I was a translator and a connection for resources. In social work, we need to be adaptable in all situations that come our way and this experience helped to prepare me for some unexpected things.</p>
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<p>I completed one hour of self care for the week referenced above. (1 <u>hour maximum</u> may be counted each week in total accrued field hours.) Yes</p>	<p>Comments/Outcome (Describe in 1-2 sentences what you did for self care and how it was beneficial for you.)</p> <p>This week I was able to continue working on my commission project and am in one of the final stages before moving onto the filing work. As I was doing that, one thing that I compared it to the BSW program was the idea of documentation. Without proper organization and preparation, case files and documents could easily be lost or misplaced and that could cause a lot of issues. So just like for me doing all the preparation work before the stock removal, we need to efficiently prepare case files for our clients.</p>	<p>I completed my weekly journal entry prior to weekly supervision. (1 <u>bonus hour maximum</u> may be counted each week in total accrued field hours <i>if</i> journal entry is done prior to weekly supervision.) Yes</p>	<p>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</p> <p>I would like to review my learning plan more efficiently. Interested in talking about case notes and their creation and how to work on those better.</p>
<p>Hours accrued this week: 19.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Good job Samir! Submit for approval.</p>	<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Actioned by Khalil, Samir (465531) on 1/28/2020 9:35:16 PM

Week 3

<p>Date (Start Sun. - Sat. 11:59 p.m.) Jan. 28 - Feb. 4</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 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 checked="" 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 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 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>This week I worked 10.76 hours at practicum. 1.5 - This week I met with my task supervisor, Marina Peshterianu to discuss several cases that I had been working on and how I felt the cases were going. She challenged me to think critically about client behaviors and how I think their situation should be addressed. I feel that this follows the core principles of social work based on the principle of seeking consultation and supervision. Having Marina's input into the cases really helped to give me a new perspective that I can then use to advance the well-being of my clients. By seeking consultation and supervision, I can gain a deeper and clearer understanding of different situations. Since I am usually in a case, I cannot see the outside perspective which is why meeting with someone within the agency who is not working directly with</p>

my clients helps to give more suggestions for care. 2.3 - After translating for a caseworker this week, I had the chance to debrief about the experience afterward. We spoke about what the client needs to do and what steps he should take in order to thrive in the United States. I was also able to express the challenging nature of Arabic and how some of the words used during the meeting were quite challenging to relay to the client. Later, after some thinking and evaluating, I decided that I am not as competent in translation as I should be to assist with client phone calls. I can do small-scale translation when it comes to papers or in-person meetings, but for medical information via phone conference, I am not well-equipped. So, I've decided that it is important to draw the line for what I can or cannot translate. The NASW Code of ethics emphasizes the importance of being competent in that we do so that we can provide the best services to our clients. With the last two translating experiences, I have been able to learn what my capacity and

limitations for translation.

6.1 - One of the case managers who is assisting one of the Arabic-speaking clients needed help with translation. During the meeting, the client expressed annoyance about the health care system in the United States and how the process was so slow. In Arabic, I expressed empathy by saying "I can hear how difficult this situation is for you and can see how frustrating it can be." This helped the client feel heard and understood while going through a difficult situation. Looking back at the NASW code of ethics, you can see how important it is to show clients empathy and how beneficial it is in the therapeutic and service-delivery process. In micro settings, the use of empathy and genuineness is extremely important since you are working with clients one-on-one and need to be able to express yourself efficiently.

9.3 - At the start of this week, I was able to conduct my first 90-day evaluation with a client by myself while my case manager supervised. During the meeting with the client, I was able to

review everything that had happened within the past 90 days of the Reception and Placement (R&P) program. This included a review of how monetary goods were used on behalf of the client, what services were provided and when each of these had taken place. Looking back at interviewing skills and practice with individuals, I can see how the GIM model plays into this situation. The termination stage is when we wrap up what had happened during the length of time we had during our sessions. The termination stage helps to review the goals and expectations that were set up at the beginning of services. In this instance, it was the wrap up of the R&P period and seeing what happens next.

<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 troubleshoot the creation of a specialized tool for blacksmithing. During the process, things weren't aligning properly and things kept messing up. So, I asked a friend of mine who had a similar device to see how he was able to make it work. As we worked on the project together, we discovered what was wrong and how to correct it. In relation to social work, we need to seek consultation when things don't work or if we don't know how to do things properly. Our goal is to benefit the client and help the process go by more efficiently. By seeking help from others who are more experienced or who have gone through similar situations, we can be more prepared to help our clients.</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 would like to review the final version of the learning plan before presenting it to my task supervisor. I would also like some feedback on a project that I started.</p>
<p>Hours accrued this week: 13.67</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Good job Samir! Submit for approval.</p>	<p>Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. Yes</p>

Week 4

<p>Date (Start Sun. - Sat. 11:59 p.m.) 0</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 I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Khalil, Samir (465531) on 2/4/2020 12:24:08 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.) 0</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 hour maximum 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 2/4/2020 12:24:16 PM

Hours Accrued

Total Monthly Hours Accrued	Total Cumulative Field Hours Approved to Date
52.42	271.27

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

Actioned by Peshterianu, Marina on 2/12/2020 10:13:33 AM

Field Instructor Monthly Journal Submission

Actioned by Chastain, Teanna on 2/12/2020 10:14:40 AM

Journal Grade (20 points possible)

This journal meets the rubric requirements and earned 20 points

Field Director Comments

2/4 Awaiting TS/FI approval 20

Actioned by O'Shea, Patti on 2/13/2020 1:54:19 PM