

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.) Nov. 5 - 11</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 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 checked="" 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 checked="" type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input 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 checked="" type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input type="checkbox"/> 9.2 <input type="checkbox"/> 9.3 <input type="checkbox"/> 9.4 	<p>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 16.34 hours. 2.2 - Looking at my experiences in the last few months, one of the ways that I can present myself as a learner to clients is by first clarifying my role when meeting new clients. By explaining to them that I am an intern and that my primary role is to assist my case manager, clients will know that I am still in the learning process. Also, I will use the skills learned in Practice 1 and Interviewing skills to interact with clients from a strength-based perspective and give them the opportunity to share their experiences, needs, and wants. This also follows the NASW code of ethics concerning the dignity and worth of a person by allowing the client the right to self-determination. 5.3 - Last week I learned about the executive order and how it will negatively impact our clients and what we could do to be able to advocate</p>

on their behalf. This week, I spoke with the task supervisor about the practical ways that I can personally get involved. She suggested that I meet with my local representative in Collegedale and for District 7 and ask them to choose to opt-in to relocating refugees. Since the executive order needs states and localities to consent to refugees being relocated in their area, we need to convince our locality and our state to consent to allow refugees in. This connects really well with that we are learning in SWIP. In order to make policy change, we need to get involved and communicate with those who represent us. Another way to lobby for our clients is to call and send letters to our representatives so that they know that we want refugees to be resettled here. The next best step would be to run for office but I feel that will need to happen a little later down the road. 7.2 - With the moratorium over and new clients arriving, I had the opportunity to help prepare the paperwork for the arriving clients. I was able to discuss with my case manager what

potential needs the client could have. From what I learned in HBSE, the client's first goal is most likely going to be focusing on meeting their immediate physical needs such as housing, food, water, and clothing. The client is a single female and according to her IOM data, has very limited English skills. Knowing this, my case manager and I arranged to have a translator available on her arrival to help communicate. As HBSE indicated, communication is a key skill that people need in order to be able to move forward in society. 8.1 - With the end of the moratorium, we have two clients who arrived this week on Wednesday and I had the opportunity to help prepare their pre-arrival paperwork. For one client, who is joining her husband, I spoke with my case manager about what interventions would be best for the client. While I prepared her paperwork, I was able to enroll her in the TOR employment program which is much slower than the Match Grant program. One of the barriers that we see would be an issue for the client is since her husband

works, she may not qualify for several public services such as TANF or food stamps. Also, the client also has a young child, so we discussed how the client will most likely not want to work immediately so that she can stay home and take care of the child until he is old enough to go to school. In relation to classes, HBSE really helps to cover all the points here. With the client being a young mother with a 3-year-old son, her first priority will be to care for her child. Since her husband has a good-paying job, he will be able to provide for their physical needs such a housing, food, and doctor appointments, she will be able to focus on caring for her son and husband.

<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>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 had the opportunity to spend some time with some close friends from blacksmithing on Thursday. I had not seen these friends for several months and spent an hour after blacksmithing talking with them and catching up. It was really relaxing to be able to reconnect and highlighted the importance of human relationships as the code of ethics points out. I also noted how competency two also played out in our interaction. They live up in Michigan and have a whole different way of living than we do down here in Tennessee. I learned how they handle the cold weather, what special talents they have and how they are doing at their jobs. So, overall it was great seeing them and being able to connect again.</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 am interested in your thoughts on how to address my local representatives in terms of asking their support of opting-in to allow refugees into Tennessee. I also would like to ask you some questions relating to one of the classes I am taking regarding your faith and spirituality.</p>
<p>Hours accrued this week: 19.34</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. <input type="radio"/> Yes <input type="radio"/> No</p>

Week 2

Date	Competencies Addressed:	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) Nov. 12-18	<p>(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 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 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 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>(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 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 checked="" 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 checked="" 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>Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>At practicum, I worked 15.84 hours. 3.2 - With the executive order in place, I wanted to advocate for the rights of our clients. So, to do so, I set up a booth in the student center at Southern and had letters for students to sign for Gov. Bill Lee and Mayor Jim Coppinger. The letters came from a toolkit created by the Refugee Council USA. It summarizes what the executive order will do, what changes have been made, and how this will affect refugee relocation in the United States. I was able to about 70 signatures from students, faculty, and staff. This is related to SWIP in terms of advocating for change by reaching out to our representatives expressing our opinion. 5.1 - Looking at the executive order, you can see the practical ways that this will affect service delivery to our clients. One of the most obvious effects is that clients will be unable to</p>

enter the United States to even receive services. Also, every state and locality has to give their consent to allow refugees to be resettled in their areas, however, if they do not answer, they are counted as a "no." This means that if states and localities do not know about this executive order, and do nothing about it, they will accidentally "opt" out of the program. This will put a heavy burden on the few areas that do accept refugees since there is a possibility that there may only be a few states and cities accepting refugees. This will cause a strain on the locality and cause services to be limited for those being relocated. 6.1 - This week we had two clients who completed their intake meetings. During one of the meetings, I noticed that the client was unengaged, and was not very active in the whole process. One of the ways that I can see HBSE related to the situation is that since her needs are being met by their husband, they are just going with the flow since they do not feel as if they need the information being presented to them. If the client were a single

mother, I can see how the information being presented would be much more important since her first priority would be providing for her child and making sure that all their needs are met. 8.5 - This week I wanted to talk about what efficient transitions would look like for clients at Bridge. One of the things that I noticed during intake is that clients help create several goals that they are interested in completing. Looking at Practice 1 and Interviewing Skills, when making goals with clients, they need to be SMART goals so that both the client and the practitioner is able to properly evaluate how well they were able to complete these goals. I feel that this would be a useful tool to implement with clients so that they have a clear objective to reach in a specific time frame that they set so that they can work towards something no matter how small.

<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>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 work on two new knives and was able to work with 3 different members at the club. It was a lot of fun since all three of us had a rhythm while working on both knives. This was beneficial for me because I love seeing the very beginning of knives when they are just a single blank bar with no shape or no definition. In relation to social work, I can see how this is similar to interviewing skills when you first meet a client. You do not know their issues or their struggles but you know they need help and they have come to you to help them. Our job is to help guide them so that they can learn to become who they want to be.</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 ran into a situation that I thought was an ethical issue but then found out that it wasn't but I want to talk through that had it actually been an issue. I also would like to ask you some questions about being a social worker and a Christian for Integrative Seminar. Lastly, I would like to talk about my progress in terms of my learning plan and how everything is looking since my evaluation date is coming up pretty soon.</p>
<p>Hours accrued this week: 18.84</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><input type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Khalil, Samir (465531) on 11/18/2019 10:59:15 PM

Week 3

<p>Date (Start Sun. - Sat. 11:59 p.m.) Nov. 18 - Dec. 2</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 checked="" type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice <input type="checkbox"/> 5. Engage in Policy Practice <input type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities <input checked="" type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <input type="checkbox"/> Did Not Accrue Practicum Hours 	<p>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 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 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 type="checkbox"/> 6.1 <input 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 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 15.92 hours. 1.3 - On Wednesday, I had the opportunity to meet with Country Commissioner Smedley. When arranging the meeting time, I emailed her via the Hamilton County government website and was told to call her to arrange another time to meet. In the different forms of communication with the commissioner, I made sure to address her by her title "Commissioner Smedley." When we met in person, I made sure to dress professionally in a suit and wore my name badge from Southern. This relates to networking class where we learned to dress professionally and how to conduct ourselves in an interview. Since this was a pseudo-interview, I used the skills from Dr. Heck's interviewing skills class and made sure to make good eye contact, and sat with SOLAR posture. 2.3 - This week, one of my gut reactions came during a</p>

home visit with a client. I was able to see how people are affected when they are distracted and/or worried about other things. Looking at how this relates to social work and class, almost every class that I have had in social work addressed the importance of self-care and how it can change the way you work. It can also prevent burn-out. For this specific situation, had the person been utilizing self-care, I feel that they would have been more attentive, more engaged and able to perform much better.

4.1 - On Friday, I wanted to see what research was available that showed the outcome for refugees resettling in the United States and some of the challenges that they faced. I found a report from the Migration Policy Institute that was created in June 2015. The report covers the history of the resettlement program in the United States, the policies related to resettlement, and several other factors that were used to determine the integration outcomes for refugees. Based on the NASW code of ethics, one of our core principles is to be competent social workers. In order for us to

become competent, we must conduct research into evidence-based practices so that we are able to provide the best services to our clients without causing more trauma or harm. 7.2 - After a home visit with a client this week, my case manager and I discussed the different intervention plans that Bridge uses with specific clients. I learned that the Match Grant Program is a federally governed program that has a specific number of openings and clients who meet the criteria are generally put in the program. Those who do not or if there are no openings, clients are put into the local state program run by the Tennessee Office of Refugees (TOR). Within the TOR program, there are several different sections that clients are able to be arranged but the cash assistance section has to be paired with the employment program. Looking at how this is related to class content, I can see where interviewing skills play a part in the process. While case managers generally have an idea for what program clients will be

			<p>placed in, you really need to meet with the client to learn what their goals are and what they are wanting to do.</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.) 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 work on a gift for my parents for Christmas. Since I have gotten way ahead in my woodworking projects, I have some extra time to work on some smaller items before the semester ends. I started working on a cutting board that is a mix of 3 different colors of wood and will stamp it with my touchmark. The way that I feel this relates to classwork is in connection with HBSE. We learned about the different attachment styles that children can develop with their parents and based on my own self-assessment, my attachment type is secure. With this attachment style, my relationship with my parents is strong and healthy.</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 discuss with you how my meeting with Commissioner Smedly went. I would also like to review my hours and when we could work out a time to complete the final evaluation, whether in person or via phone and what areas I need to improve before then.</p>

Hours accrued this week: 18.92	Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)	Field Instructor Comments	Field Instructor Approval of Weekly Hours I approve the accrued hours for this week. <input type="radio"/> Yes <input type="radio"/> No
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Actioned by Khalil, Samir (465531) on 11/22/2019 10:52:00 AM

Week 4

<p>Date (Start Sun. - Sat. 11:59 p.m.) Nov. 26 - Dec. 2</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.)</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><input type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Khalil, Samir (465531) on 11/22/2019 10:53:09 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>Date (Start Sun. - Sat. 11:59 p.m.) No week 5</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.)</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><input type="radio"/> Yes <input type="radio"/> No</p>

Actioned by Khalil, Samir (465531) on 11/22/2019 10:53:59 AM

Hours Accrued

<p>Total Monthly Hours Accrued</p>	<p>Total Cumulative Field Hours Approved to Date</p>
<p>57.1</p>	<p>198.68</p>

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

Actioned by Bertresse, Lunelle on 12/5/2019 1:52:12 PM

Field Instructor Monthly Journal Submission

Actioned by Bertresse, Lunelle on 12/5/2019 1:53:42 PM

Journal Grade (20 points possible)

This journal meets the rubric requirements and earned 20 points

Field Director Comments

Great political aspirations - you would do well!

Actioned by O'Shea, Patti on 12/5/2019 2:14:43 PM