

## 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.) Oct. 8- 14</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 type="checkbox"/> Did Not Accrue Practicum Hours</li> </ul>	<p><b>Practice Behaviors</b> (Please list the <u>required 4</u> 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 <input checked="" 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 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 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 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></p> <p>Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>"At practicum, I worked 11.33 hours. 1.1 - On Tuesday I had the opportunity to sit in one of the cultural orientations that our clients are required to attend. The first orientation was on financial literacy and was quite simple so the volunteer went through that quite quickly. The second orientation was on job readiness and did not go quite well. The volunteer (different from the first), spoke to the non-English speaking clients as if they didn't know anything and his tone of voice was used for children. Yet in the same meeting, he spoke to the English-speaking client as if they knew all the material before and his tone of voice changed to that used when speaking to other adults. As the NASW code of ethics points out, we are to treat everyone, especially clients, with dignity and respect. The volunteer did not do this. I spoke to my</p>

task supervisor about the situation as well as my case manager. 3.1/3.2 - On Friday, a classmate and I had to opportunity to speak with another staffer from Senator Blackburn's office and present the policy brief to them. We explained why we felt that it was necessary for this bill to be passed and were able to answer questions about the implementation of the bill. We advocated for the rights of migrant children being held in detention centers and catered the message to appeal to Blackburn. For example, we knew that Blackburn was interested in the trafficking of migrant children and the bill we proposed has a clause that would help to determine if children were being trafficked and ways to handle that situation.

6.2 - While I was working, we had a walk-in client who wanted to speak with Marina, who had left for the day. The client did not speak English, so I observed as my case manager, Bonnie, was able to interact with the client and was able to communicate via Google Translate and understand what the client was looking for. We learned

that she needed help applying for a tourist visa for her brother, but unfortunately, Bridge does not help with these issues. We were able to assist in giving the client a referral to an organization (Catholic Charities) that would be able to assist her and had people who spoke Spanish. 7.2 - I had the chance to create another Arabic form to clients regarding information for applying for their permanent residency. Since Bridge does not help with applying for green cards or citizenship, we refer them to Catholic Charities who have the resources and lawyers who can help file all the needed paperwork. The form that Bridge had in Arabic had missing information and was formatted in a confusing manner. I updated the information and formatted it to read smoothly in Arabic. "

<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>Woodworking ended early so I was able to go to Blacksmithing much earlier. I had the opportunity to work on two projects. The first one I was able to work on by myself as it is a small kitchen knife. The other, however, took about 3 people in order to successfully work with it. Myself and another student held the project while another held the tooling and controlled the power hammer. Both projects are taking shape and I will soon move to the finishing work.</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>Ran into a situation I was unsure how I could have handled it. Would like to have your input on what I should do in the future and what I can do now that the event has passed.</p>
<p>Hours accrued this week: 14.33</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments I believe that you handled the situation very well Samir. You showed great awareness to the situation and realized that something did not seem right, which raised flags in your mind! Going directly to your supervisor was the correct thing to do in this particular situation.</p>	<p><b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week.</p> <p>Yes</p>

Actioned by Khalil, Samir (465531) on 10/20/2019 11:03:51 PM

## Week 2

<p><b>Date</b> (Start Sun. - Sat. 11:59 p.m.) Oct. 15-21</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 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 checked="" 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 4</u> 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 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 type="checkbox"/> 6.1 <input type="checkbox"/> 6.2</li> <li><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</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>At practicum, I worked 6 hours. ' 1.2 - This week I was only able to go to practicum once due to Fall Break. Since we are not receiving that many new clients until probably November, it was extremely slow. I was there for a 6-hour shift and was really bored with everything that was going on. While I knew that there are going to be lulls for workloads in the real world, I was somewhat annoyed that I did not have a lot to do. I enjoy keeping busy and continuously working, so slow shifts are killer. I also knew that while there was not much work to be done, I should not use that time for personal activities such as watching YouTube or other non-work related things since I was at practicum and I have an ethical responsibility to my agency to maintain my professional role as a student and intern. 7.1 - As we learned in HBSE</p>

and Practice 1, we need to be able to learn about our clients in order to offer best-practice interventions. With the new client arriving next week, I was able to use the biodata provided by IOM (International Organization for Migration) to be able to better prepare for assisting the client. I learned that the client is a single female with no children or medical issues and speaks Arabic. With this information, my case manager and I can prepare by scheduling an Arabic interpreter for the client's arrival, and search for jobs that she would be able to start as soon as she can. 8.2 - We have a new client who will be arriving next week and I had the opportunity to help prepare the pre-arrival paperwork and preparations for the client's arrival. What was important and related to this practice behavior is knowing which interventions were in place for the client. As the client is a single female, we have prepared to enroll her in the accelerated work program as she has the least amount of barriers preventing her from

working. As the goal for every client is to find work and become self-sufficient, our job is to help remove as many barriers as we can. 9.3 - Today I got to go with my case manager to a home visit for a consultation meeting with a client and their US-tie. This client is a is on a Special Immigrant Vias so they have skipped a lot of the processes we would normally go through with a refugee client. Yet, this meeting was to evaluate the willingness of the client's US-tie or relation (his brother) in assisting with his transition. We explained what expectations we had for the brother as well as what our program would do to help. I related this back to Practice 1 and Interviewing Skills as it was important to explain to clients upfront what our expectations are for the client and how the session is supposed to go. For this situation, we explained what our role was as the relocation agency and what expectations we had for the brother and how we could work together to assist our client.



<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 blessed to have been able to get a lot of self-care. On Wednesday, I went and helped to teach the blacksmithing honor to the Collegedale Pathfinders. This was important and beneficial to me because I was able to share my passion with the future generation to hopefully get them passionate about blacksmithing too. On Thursday, I was able to go to a massage and it helped to relieve a ton of muscle aches that I have been experiencing due to scoliosis. And then was able to go to blacksmithing for 4 hours and made a ton of headway with one of my projects. As this project is coming to a close, it has really helped show me that the last 4 years of blacksmithing has really paid off and how practice makes better, not perfect, but I'm getting close.</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>As we are still in the lull of no clients arriving, things have been pretty slow at Bridge. It seems that I am getting work and completing it faster than expected. What ways do you think I can utilize my time in order to be able to make this a learning experience.</p>
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<p>Hours accrued this week: 9.00</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Even if it seems as though there is nothing to do at work sometimes, there is always something to be done! Having a lull in work load means that there is time for you to do some research on topics or issues related to your practicum, or seeing what "fun" clerical work could be done to pass the time until you are able to observe more client interactions. Good job for not using practicum hours for personal pleasures such as youtube or other non-related work things!</p>	<p><b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week. Yes</p>
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Actioned by Khalil, Samir (465531) on 10/20/2019 11:36:03 PM

### Week 3

<p><b>Date</b> (Start Sun. - Sat. 11:59 p.m.) Oct. 22-28</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 checked="" 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 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 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 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 checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input checked="" type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2</li> <li><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 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>At practicum, I worked 8.5 hours. 2.1 - During supervision this week, I will discuss with my field instructor about the level of diversity in regards to the level of English that clients know. As we learned in HBSE, language is a huge part of development and understanding for people in societies. For our clients, who most likely did not know English before arriving to the States, they need to relearn all the skills that they had growing up in their native country. Clients who are able to learn English fast are able to advance in the job world, are able to become self-sufficient faster, and find that life is somewhat easier. As for clients who struggle to learn English, they have a harder time adjusting to life in America. 4.2 - This week during practicum, I had the chance to conduct some research on different integration</p>

outcomes for refugees and what limitations there are in refugee research. One of the main findings that were repeated in several journals was that there is not an accurate data-collection resource that can be used to analyze refugees in the United States. Refugees are categorized as immigrants so it is almost virtually impossible to know how many refugees enter the country at one given time. One of the studies explained that the different relocation agencies do help in providing qualitative data, but is only limited to that one agency and those intervention methods. This information is important to understand so that further research could look into ways that these gaps could be filled to be able to collect more accurate data on this specific population. 5.2 - This week I found an article about a local TN lawmaker who, during the country commissioner meeting, said some very prejudiced statements regarding minorities, democrats, and the LGBTQ+ community. One of the implications that these statements showed is that this county

commissioner is more likely to pass and implement laws that will negatively affect minorities and LGBTW+ peoples in his county. While he was voted in by his constituents, the county has already lost millions of dollars in tourism which caused the county and other officials to disagree with this commoner. 9.1 - On Thursday I was able to observe my case manager as she followed up with a client regarding their two-week employment. She asked very goal-oriented questions that helped to reflect what the client had stated in their service plan and see how the client was preparing for the future. I noted how the case manager used something similar to the GIM model that we learned about in Practice 1. After gathering data and implementing the plan, the case manager evaluated how well things had gone as the client had successfully received a job.

<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>On Thursday I was able to get to the finalizing stage of my knife. This really helped to relax me as it has turned out much better than I had thought it would and I am excited to be able to give it to my friend. I was also able to get a massage on Friday which helped to relieve some of the tension in my back caused by the sudden cold shift we received.</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 was able to work on some research for practicum but I'm not entirely sure how to compile said research or what my end goal should be. Would like to discuss more what I've found and what I should look for.</p> <p>time dura</p>
<p>Hours accrued this week:</p> <p>11.58</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments</p> <p>Keep up the good work! You have found some interesting information regarding refugees and the fact that they are not easily tracked when coming into the country. Also good job on your self-care! Just make sure that your self-care does not become stressful when trying to smooth out your project and things don't go exactly your way!</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 10/28/2019 8:08:09 PM

## **Week 4**

<p><b>Date</b> (Start Sun. - Sat. 11:59 p.m.) Oct. 29 - Nov. 4</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 checked="" type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice</li> <li><input checked="" 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 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 checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 3.1 <input type="checkbox"/> 3.2</li> <li><input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input checked="" 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</li> <li><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</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>At practicum, I worked 15.92 hours. 1.3 - This week I had the opportunity to help organize client files and type up client information. For example, I helped to fill out client information sheets that had the client's name, address, case number, social security number, and other important information. Another form that I helped complete was the R&amp;P budget form that recorded all the money spent on behalf of the client. Both these forms contain sensitive client data so, once all the information was typed up, I made sure to shred the old copies. However, another safeguard that I have in place to help protect client confidentiality, is that all electronic files on my computer that is related to a client are in a password-protected file so that I am the only one who is able to access the files. In relation to class,</p>



both interviewing skills and Practice 1 explained the importance of keeping confidentiality with clients and telling clients what the limitations of confidentiality are before starting services. This follows the NASW code of ethics for the worth and dignity of a person by giving them the rights to their information. 3.1 - This week I was able to talk to the volunteer coordinator about advocating on behalf of our clients. There is an executive order that will be extremely limiting the number of refugees able to enter the States and has a high potential for discrimination. I was able to recognize that this order is unfair and would cause social, economic and political injustice. This relates to SWIP in terms of advocating for fair legislation that is nondiscriminatory and treats all people fairly. 4.3 - I was able to research about different factors that affect refugees and their ability to integrate into American society. One of the biggest factors in helping refugees assimilate is their language abilities. The faster they can learn English, the more likely

they are to complete high school and college and become US citizens (Urban Institute, 2018). This helps to reiterate the importance of HBSE and showing how people need to be able to effectively communicate with one another to be able to succeed in society. 7.2 - On Friday I joined my case manager on a home evaluation visit and was able to see how HBSE and Maslow's hierarchy of needs is crucial for everyone. The client just moved into a new apartment and their main concern up until then was finding a safe place to live. Since the new apartment met all the physical needs for safety, the clients were then able to focus on finding jobs and enrolling their children in school since they did not have to worry about not having a roof over their heads.

<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 had the opportunity to spend several hours on a group call with my best friends while we played a video game together. This quality time together reminded me of the NASW code of ethics and how human relationships are so important. I've known both of these guys for the last 7 years and they have been a constant support for me. Looking at it from a professional standpoint, the EcoMap is a great resource to help clients to see what relationships they have that are supportive of them.</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 <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>This week I wanted to explain some advocacy I am planning on doing and wanted to check with you what recommendations you had for me. I was able to talk to Hamilton County Communion Katherlyn Geter and she had some recommendations that I wanted to talk to you about.</p>
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<p>Hours accrued this week: 18.75</p>	<p>Task Supervisor (If Applicable) Comments (Hours, Progress, Concerns, etc.)</p>	<p>Field Instructor Comments Although you all did not get the best news, it seems as though you are keeping your head held high and beginning to advocate for the needs of your clients. I believe that your passion for this community and the people you are serving will have great impact on others and will allow them to see what really needs to be done. Keep advocating and writing commissioners, representatives, and senators until you are heard!!!</p>	<p><b>Field Instructor Approval of Weekly Hours</b> I approve the accrued hours for this week. Yes</p>
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Actioned by Khalil, Samir (465531) on 11/4/2019 7:53:30 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><b>Date</b> (Start Sun. - Sat. 11:59 p.m.)</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 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></p> <p>Describe how you are applying classroom theory/knowledge into field experiences to demonstrate competency.</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><input type="radio"/> Yes <input type="radio"/> 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><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><input type="radio"/> Yes <input type="radio"/> No</p>	<p><b>Describe areas of growth, concern or questions to address during supervision (2-3 sentences).</b></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 11/4/2019 7:53:37 PM

**Hours Accrued**

<p>Total Monthly Hours Accrued</p>	<p>Total Cumulative Field Hours Approved to Date</p>
<p>53.66</p>	<p>141.58</p>

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

Actioned by Bertresse, Lunelle on 11/6/2019 9:02:58 AM

**Field Instructor Monthly Journal Submission**

Actioned by Bertresse, Lunelle on 11/6/2019 9:04:16 AM

**Journal Grade (20 points possible)**

This journal meets the rubric requirements and earned 20 points

**Field Director Comments**

Very detailed journal!! The only issue is to check that the Competencies, Practice Behaviors & Learning Activities match up. In Week 2, only 3 Competencies and 0 Practice Behaviors are checked. You did write about all four Learning Activities so no points were deducted. Just awaiting FI/TS approval

Actioned by O'Shea, Patti on 11/5/2019 5:11:58 PM