

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

Date	Competencies Addressed: (A minimum of 4 required each week)	Practice Behaviors	Description of Learning Activities (2-3 sentences per competency)
(Start Sun. - Sat. 11:59 p.m.) March 7-13	<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	(Please list the <u>required 4</u> numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2) <input type="checkbox"/> 0.0 - No Hours Accrued <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input 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 checked="" 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	In addition to the description, how are you applying classroom theory/knowledge into field experiences to demonstrate competency. 1.4 - This week with Commissioner Geter, I was able to send several emails to people we have been collaborating with such as Karen McReynolds. A key skill that I have been able to practice in this placement is being able to communicate professionally and effectively. Before sending out the emails, I would have Commissioner Geter approve them since they reflected back on her since I am her intern. And for each of them, she approved and felt that they were professionally written. By being able to communicate well with people, especially through email and other written formats, you are able to make a good impression of yourself and your work. This can greatly benefit how you do work with others and can set you apart. As professional social workers, we need to know how to be professional in both our oral and

writing communication. 2.2 - During a meeting with the school counselor at one of the schools that I work in, I was able to practice some self-awareness and evaluation of some of my biases. One of the guardians of one of my clients is an older woman who has grown up in the South her whole life and some of her reactions to therapy are heavily influenced by her upbringing. This has made it somewhat challenging to be able to help get her on board with providing care for my client. Based on the client's previous diagnosis and the recommendation of the school psychologist, the client would highly benefit from being medicated, but the guardian has had a history of being medication avoidant. However, I was able to process some of my thoughts related to the situation and examine my biases. For me, I felt that this was extremely important to be able to treat the guardian equally and fairly even if we disagreed and still work to build rapport and trust with them. The more you are able to examine your own biases, the more you can grow