

# Monthly Field Activities and Reflection Log

## Advanced Field Education Placement

Student Name: LR Student Test

Agency: WVU School of Social Work

Reporting Month/Year: May 2023

- A. **Description of Activities:** List the main tasks, events, and activities that you conducted or participated in this month. Please provide these in bulleted lists.
- B. **Activity/Experience Highlights:** Select two specific activities/experiences that you engaged in this month and complete the attached form for each of the activities that includes responses to the following areas.
1. **Activity Summary:** Provide a short summary of the activity/experience you are highlighting.
  2. **Feelings:** What kinds of personal reactions did you have to the situation and/or activity? Examine both positive and negative reactions.
  3. **Values (personal and professional):** Discuss how personal and professional values were taken into consideration during the course of this activity.
  4. **Integration of theory and practice:** Relate the activity to content and practice skills you have learned in your social work program.
  5. **Other comments/concerns/questions:** Provide any additional comments/concerns/questions about your learning and practice from this month.
- C. Reflecting on your overall activities for the month, consider your self-care practices, areas for growth, connections to ethics, and how you engaged in anti-racism, diversity, equity and inclusion in your practice.

Description of full month's activities:

- WVU RISE Mentoring course meetings
- WVU RISE classes, and one-on-ones
- Field internships connection meeting
- CSWE spark postings
- Field instructor training research
- Graduate parent support group research
- Cohort connection survey/research

### Activity 1

Summary of Activity 1:

My first WVU RISE mentoring course class as an instructor was very stressful. The week of classes we had many students with holds on their accounts during the add/drop registration period. I had prepped for several students and most of the students that were enrolled, could not keep their spots because of the hold on their accounts. The hold on the accounts was due to financial situations. So, we ended up having to push the first week of classes back to the second week. So, I went from having 5 students in my class to just one. I had to revamp my entire class because it was originally structured for a group class setting.

Feelings re: Activity 1:

I was feeling very stressed, disappointed, and overwhelmed by losing students. This is my first time serving as an instructor or teaching a class and I was very excited to do so. I love any opportunity to teach or mentor others. Since this is a mentoring class, I really wanted to help the students who signed up for the class. I was very excited to serve in this role. I knew it would be an excellent way to practice my social work skills and a good addition to my placement.

Values (personal and professional) re: Activity 1:

In this event, the personal and professional value of empathy was taken into consideration. Because the one student I ended up with had issues enrolling in the class due to finances, and a hold was placed on her account, I had to display empathy during our first class meeting. Another value I took into consideration was the importance of human relationships. Strengthening the relationship I had with my student, it allowed her to feel comfortable sharing her financial situation with me. It also helped me to determine how to best serve her in class.

Integration of theory and practice re: Activity 1:

A problem-solving model could be implemented in this event. Normally, in a problem-solving model, the social worker helps the client to identify a problem and create a plan to work towards a solution. Then, the social worker and the client discuss the effectiveness of the problem-solving strategy and adjust it as necessary. This same problem-solving model could be applied to how I handled my class being changed. Focusing on the concrete problem of my class being changed at the last minute. And creating an action plan for revamping the class to a more intimate mentoring course meant for one student. This will be a helpful tool for me to utilize for my student/client in class as we continue to explore some issues she is having as well. Systems theory could also apply to this incident. Since there are certain systems and rules in place within the institution that prevented me from having my original planned class.

Other comments re: Activity 1:

## **Activity 2**

Summary of Activity 2:

I attended a two-hour meeting with two other university social work field office interns. We got a chance to discuss some of what our duties include, some of our frustrations and praises, and got a chance to bounce ideas off each other. This meeting was a great chance for me to gather valuable information, procedures, and processes other schools of social work are utilizing with their students. To learn what works well and what does not.

Feelings re: Activity 2:

I absolutely enjoyed our meeting. It was initially an hour-long meeting, and it lasted two hours. It was a great chance to speak with other interns about some of the frustrations we experience with our social work programs going through a period of rebuilding. I also really appreciated the chance to be brutally honest about some of the things I have been feeling with my internship. That I would not

normally discuss with my field instructor in supervision.

Values (personal and professional) re: Activity 2:

Even though this meeting was a chance to connect with other interns and we got to a point where we were all sharing our frustrations, I still had to maintain integrity and competence. In the terms of personal values, I believe I displayed authenticity and openness during our meeting. Being very authentic and open about my experience allowed the other interns to feel they could speak freely.

Integration of theory and practice re: Activity 2:

I believe this meeting with other interns could be considered utilizing a task-centered practice. We broke down some of the issues we were having into manageable tasks. We discussed deadlines with each other that we felt were reasonable to create these changes in our programs. While a task centered practice or approach is normally used as a goal-setting form of social work that helps individuals make constant gains toward improving their lives. We used it to improve our social work programs. However, a task-centered practice could also be utilized with clients in my placement.

Other comments re: Activity 2:

### **Reflecting on your overall activities for the past month:**

What are some areas for future development and growth you would like to focus on?

I would like to grow more in terms of flexibility. I believe most times I create more stress for myself because I am a very organized and routine person. In my personal life and career, I would like to learn how to operate outside of routines. Because the profession of social work is far from routinely. It requires a lot of flexibility. Therefore, I would like to learn how to operate when things do not go as planned. And learn how to be more flexible.

How did you engage in professional or personal self-care this month?

One way I engaged in professional self-care was to enjoy my lunch hour away from my desk. Most times, I work through my lunch, at my desk. However, I practiced professional self-care by enjoying my lunch hour, just eating lunch outside.

In the past month, in what way did your placement aid in your learning and/or understanding of the SW Code of Ethics? Be specific and cite the NASW Code as applicable.

One way my placement aided my understanding of the SW Code of Ethics this past month was through helping Black, Indigenous, People of Color (BIPOC) students through the placement process. I gained a better understanding of the principle of social justice. I worked to challenge social injustice in the inequities BIPOC students are experiencing in field placement. One way this occurred was through pursuing a social change, among a group of vulnerable and oppressed individuals, because of their race/ethnicity. Through my research survey, I was able to discover the specific social injustices this group of individuals are facing. Which is causing them to have a different field education placement experience, in comparison to their white counterparts. This event was able to "promote

sensitivity to and knowledge about oppression and cultural and ethnic diversity".

In the past month, what opportunities did you have at your placement to engage and/or learn about anti-racism, diversity, equity and inclusion? Consider how this may have occurred at the micro, mezzo, and/or macro level.

One way my placement afforded me the opportunity to engage in ADEI work is through stating WVU's land acknowledgement at our anti-racism committee meeting. This land acknowledgement is just one way the WVU School of Social Work anti-racism committee has created a commitment to diversity, equity and inclusion work. Through this land acknowledgement, we are promoting recognition and support of Native communities. This practice aids us in practicing anti-racist practices on the micro, mezzo, and macro level. We are honoring Indigenous individuals, their communities/groups, and their land. This also recognizes the Indigenous people's enduring and continuing relationship to the land.

LR Student Test    07/19/2023

Student Signature    Date