

NAME Susie Smith DATE 01-24-02 HOURS 7

SWRK 410/411 DAILY FIELD LOG

EVENT/ISSUE

- * Continued student/parent interviews and orientations.
- * Began updating student files, re: referrals, behavior lab passes, etc. for future use.
- * Met with one student just "to talk" for a short period of time.

FEELINGS/PERSONAL REACTIONS

This week has been pretty hectic. All the kids have been really testing their boundaries just because it's the beginning of the semester and everything is new. However, I am happy and excited to be meeting a significant amount of the students and also seeming to get positive reactions from them. A female student I talked to today shared a lot with me and I can see she is such an intelligent girl. I am excited to work with her.

PROFESSIONAL ANALYSIS/ASSESSMENT

My main task/goal is establishing rapport with the students at this point still. I am already realizing the importance of active listening, and not so much offering advice or figuring out how to "fix" things. In the beginning of a helping/professional relationship, they (clients) really need to get things out, and to just be listened to. I am also coming to realize how much paperwork is actually involved for each student, but how important it is to keep their files up to date so as to keep their best interests in mind.

NAME Susie Smith DATE 02-21-02 HOURS 6

SWRK 410/411 DAILY FIELD LOG

EVENT/ISSUE

- * Met with students in the counseling room at school.
- * Checked on specific students during specific hours.
- * Paperwork.

FEELINGS/PERSONAL REACTIONS

I got to meet with five students today, which is a very exciting step for me to be taking. I feel as though I have definitely gained some independence within the school. That makes me feel like I can actually make a difference in these students' lives, even if it only makes them THINK one more time before acting irresponsibly, for example.

PROFESSIONAL ANALYSIS/ASSESSMENT

Meeting with these students and beginning to form strong relationships with them is a very important part of social work, so this is my main focus at this point. When they come to see me, I begin by asking them how they are doing that particular day, and by making sure they know exactly who I am and what I am there for. Through short discussions with these students, I can often pin point something beneath the presenting problem that is manifesting itself in the form of negative behaviors these students often display.

NAME Susie Smith DATE 03-12-02 HOURS 8

SWRK 410/411 DAILY FIELD LOG

EVENT/ISSUE

- * Continuing implementation of the behavior lab intervention program I have developed here.
- * Meeting with both site supervisors.

FEELINGS/PERSONAL REACTIONS

I had my first fight break out today between two girls in the hallway! I immediately went to get security as all the students crowded around and the security staff broke it up right away. That was quite scary at first though.

Then I had my first student get upset with me because I would not allow him to come with me right at that moment – he ended up walking away and punching his fist into the wooden door. So, next hour I took him out of class and addressed the issue ASAP. I explained to him that I would appreciate respect from him and he understood.

PROFESSIONAL ANALYSIS/ASSESSMENT

My first confrontational situation was a very helpful experience for me as a social work student. It is not a fun situation to be in, but addressing the incident that occurred immediately and allowing him to calm down, I was able to let him know that behavior like that is not acceptable if he wants to continue to work with me. Staying in control of the situation and resolving it was very important to me as a social worker, especially so as to maintain good rapport with the students.

NAME Susie Smith DATE 04-09-02 HOURS 7

SWRK 410/411 DAILY FIELD LOG

EVENT/ISSUE

- * Met with students in the counseling room at school.
- * Met with both site supervisors.
- * Sat in and observed boys' reproductive health class.
- * Spoke with the school's assigned M.S.W. again.

FEELINGS/PERSONAL REACTIONS

Today's level of stress started out a bit high. I met with a student I have been working closely with right away in the morning who proceeded to tell me that he had had the opportunity to take his own life over their spring break, and that he had sat and thought about it for a long time. This was very intense, for me especially, because he was actually telling me this story in the form of "this guy I know..." but proceeded to speak in the first person the majority of the time without even noticing. I ended up getting a significant amount of information from him through this method, which was promising. This was my most intense intervention yet!

PROFESSIONAL ANALYSIS/ASSESSMENT

When this incident occurred, I was much more prepared due to the material we had covered in class on suicide. I figured out that he had a specific plan, and whether or not he had the means to carry it out. I also asked what he thought I could do to help, and mentioned to him the fact that suicide is always a "solution" to a problem in the person's head, but in fact, there are better ways to deal if they only ask for help. I referred him to my supervisor, (school counselor) and she has now paired him up with an intern at an outside counseling agency for one-to-one counseling.