

SAMPLE 1

9 AM-10:15 AM	Check email and phone messages , estimated less than 1 hr
10:15 AM-10:30 AM	Check in FaceTime calls with Community School Director (CSD), estimated less than 1 hr
10:30 AM-12:30 PM	<ul style="list-style-type: none"> • ProMIS documentation, <i>estimated 2 hrs</i> • Check in calls to students on your caseload, <i>estimated 2 hrs (at least 4 calls per hour)</i> • Field Documentation, if necessary. (Process Recording, MACRO Recording) , <i>estimated 4 hrs</i>
12:30 PM	CSD notification by email of work that has been completed and CSD verified by ProMIS documentation, , estimated less than 1 hr
12:30 PM – 1:30 PM	Lunch
1:45 PM- 4:00 PM	<ul style="list-style-type: none"> • Create Student group curriculum, <i>estimated 8-12 hrs</i> <ul style="list-style-type: none"> ○ First watch the following videos <ul style="list-style-type: none"> • Group counseling common mistakes: https://www.youtube.com/watch?v=Le8tEIHD_hk • Leading groups with adolescents: https://www.youtube.com/watch?v=JXkdspdsTK0I ○ Send an email to the CSD with two things you took away from the videos and if they are relevant to your work at BCPS. ○ In a google docs create Self Esteem or Greif and Loss curriculum based in evidence based practices. Should include a min of 6 weeks of activities, detailed guides, supplies needed and suggestions for best practices for recruitment and implementation at BCPS. • Work on EOY Presentation in google slides, Prezi or similar program so that progress is tracked, <i>estimated 8-12 hrs</i> • Write letters or some other tangible means of terminating with clients if you will not be able to return before the end of your field, <i>estimated 4 hrs</i> • Other MACRO Topics and Planning – Make all updates in Google Doc for verification of work completed , <i>estimated 4-8 hrs each</i> <p>1. Bullying Prevention</p> <ul style="list-style-type: none"> • Defining Bullying • Defining the differences in City Schools vs. Nationally? What is the same? What is different? • Programming that already exists- District programs like Youth UP, Web resources, private paid programming, etc. • Consider a new, creative, and low-cost/no cost programming for BCPS students.

- What more information do you need to know?
- 2. OSI Blueprint for Baltimore Survey
 - How do we share the results with families, community, and staff at BCPS?

3. Substance Use Treatment Options in Upton

- What are the options for residents of Upton who need substance abuse treatment and create a map that documents the types of treatment (outpatient, faith-based, clinical, community-led, etc.) and where they are in Upton.

4. Child Welfare Reform Policy

- Watch the Netflix crime documentary, *The Trials of Gabriel Fernandez*, and create a detailed White Paper, which is a persuasive, authoritative, in-depth report on a specific topic that presents a problem and provides a solution, about the government systems that failed to protect this child.

a. Consider the historical reasons why Child Protective Services was created?

b. Consider the systems Social Workers are required to be accountable and how this accountability protects the children they serve?

- **Send close out email to FI summarizing days progress, , estimated less than 1 hr**

SAMPLE 2

8:30 AM-9:00 AM	Check and reply to all email and phone messages accrued from previous field day.
9:00-9:15 AM	Check in Webex conference call with full team. https://www.umaryland.edu/cits/services/webex/
9:15 AM-12:00 PM Approx. three hours = <u>at least</u> 15 calls with documentation.	<p>Make calls to all assigned ARCA Students not on MTSS students for the month of February (list emailed 3/13 1:10 PM) and document. Review Infinite Campus and ProMIS info as well. <i>Estimated 3-4 hours.</i></p> <p>Always immediately consult with Assistant Community School Director (ACSD) or Community School Director (CSD) if a family identifies an issue that you are unsure how to address.</p> <p>Topics to touch on: checking in regarding physical and mental wellness, letting families know about free breakfast and lunch locations in the City (actual locations TBD but will be sent out when I get them), checking in about Google classroom and troubleshooting if necessary, any other city-wide and neighborhood resources as they are identified – these will be sent to you via email as I receive.</p> <p>Make calls to all students on your individual caseload to check in. <i>Estimated 1 hour.</i></p>
12:00-1:00 PM	Lunch.
1:00 PM- 1:30 PM	Mid-day check in Webex conference call with team. https://www.umaryland.edu/cits/services/webex/
1:30 PM-4:30 PM	<p>Review the list of Social Work Competencies and write a half-full page description of a field experience(s) that relates to each one. Send to CSD for review. <i>Estimated 4 hours.</i></p> <p>Refer to mid-year Field Evaluation and identify all competencies that were rated ‘no opportunity’, reflect on whether or not you have now had an opportunity. For those that you have still not had an opportunity to work on, please propose 3 ideas for each and send to CSD. <i>Estimated 1 hour.</i></p> <p>Complete Certification Training on a topic that interests you and do a short write-up about how it could potentially relate to School Social Work. Send to CSD for review. <i>Time TBD.</i></p> <p>Choose three videos from the Section I list emailed 3/13/20 at around 3:00 PM and write a short response/reaction of the video and consider it’s application to school work and send to CSD for review. <i>Time TBD by video choices.</i></p> <p>Choose one of the assignments from Section II list emailed 3/13/20 at around 3:00 PM and send to CSD to review. <i>Time TBD by assignment choice.</i></p> <p>Send close out email to CSD summarizing day’s progress.</p>

SAMPLE 3

9:00 AM-9:15 AM	Check in FaceTime calls with Community School Director (CSD)
9:15 AM-10:00 AM	<ul style="list-style-type: none"> • Phone conference with parents in case management
10:00 AM- 11:30 AM	<ul style="list-style-type: none"> • Phone conference with individual clients or those in groups (3 per field day)
11:30 AM-12:30 PM	<ul style="list-style-type: none"> • ProMIS documentation • Field Documentation, if necessary. (Process Recording, MACRO Recording)
12:30 PM	<ul style="list-style-type: none"> • Field Instructor (FI) notification by email of work that has been completed and FI verified by ProMIS documentation
12:30 PM – 1:15 PM	<ul style="list-style-type: none"> • Lunch
1:15 PM – 1:45 PM	<input type="checkbox"/> Positive Language Tracker- action items for teachers to use when they return to the classroom -2x a week
1:45 PM- 3:00 PM	<ul style="list-style-type: none"> • Supervision with FI <input type="checkbox"/> MACRO Topics and Planning – Make all updates in Google Doc via link provided in email for verification of work completed. <ol style="list-style-type: none"> 1. Bullying Prevention <ul style="list-style-type: none"> - Defining Bullying - Defining the differences in City Schools vs. Nationally? What is the same? What is different? - Programming that already exists- District programs like Youth UP, Web resources, private paid programming, etc. - Consider a new, creative, and low-cost/no cost programming for BCPS students. - What more information do you need to know? 2. OSI Blueprint for Baltimore Survey <ul style="list-style-type: none"> - How do we share the results with families, community, and staff at BCPS? 3. Substance Use Treatment Options in Upton <ul style="list-style-type: none"> - What are the options for residents of Upton who need substance abuse treatment and create a map that documents the types of treatment (outpatient, faith-based, clinical, community-led, etc.) and where they are in Upton. 4. Child Welfare Reform Policy <ul style="list-style-type: none"> - Watch the Netflix crime documentary, The Trials of Gabriel Fernandez, and create a detailed White Paper, which is a persuasive, authoritative, in-depth report on a specific topic that presents a problem and provides a solution, about the government systems that failed to protect this child. <ol style="list-style-type: none"> a. Consider the historical reasons why Child Protective Services was created? b. Consider the systems Social Workers are required to be accountable and how this accountability protects the children they serve? 5. Research evidence-based practices dealing with aggression, anxiety, trauma in children you work with. Relate various play therapy strategies to your practice. <input type="checkbox"/> Send close out email to FI summarizing days progress

SAMPLE 4

8:00 AM-9:00AM	<ul style="list-style-type: none"> • Group check-in via Webex, confirm plans for the day <i>est 1 hr</i>
9:00AM -12PM	<ul style="list-style-type: none"> • Finish online SEFEL trainings (for Early Childhood (EC) interns only) <i>est 5 hrs</i> • Write termination letters to clients (Community School (CS) interns only) <i>est 1 hr</i> • Watch online Crisis & Trauma Resource Institute, “Mental Health Concerns in Children and Youth” video series <i>est 4 hrs</i> • Read one of the following and write 1-2 page reflection to share at group supervision <i>est 2 hrs per article</i> • Shaia, Avruch, Green & Godsey, “Socially Engineered Trauma & The New Social Work Pedagogy: Socioeducation as a Critical Foundation of Social Work Practice” • Cohen & Mannarino, “Supporting children with traumatic grief: what educators need to know” • Slides and notes from Kristian Owens, “Agression in Play Therapy” presentation
12-1 PM	Lunch
1-3PM	<ul style="list-style-type: none"> • Work on EOY Presentation on field placement <i>est 8-12 hrs</i> • Choose two clinical 1:1 ProMIS notes you have previously written, make edits and revisions based on clinical notes guidelines, bring these to supervision <i>est 2-3 hours</i> • Check in with client families via email or google voice number to offer support (Field Instructor can help to set this up); document encounters in ProMIS <i>est 1-2 hrs</i> • Complete process recordings and monthly reports for March and April <i>est 2 hrs</i>
3-4 PM	<ul style="list-style-type: none"> • Group supervision via Webex <i>est 1-1.5 hrs</i>