SAMPLE
Field Log/Journal

Student Name: Susie Smith
Date: 1/24/10
Hours in field today: 7

Event/Activity:

• Continued student/parent interviews and orientations
• Began updating student files, re: referrals, behavior lab passes… 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 seem 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. 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, 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.
Student Name: Susie Smith
Date: 2/21/10
Hours in field today: 6

Event/Activity:

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

Feelings/Personal Reactions:

Today I met w/ five student which was a very exciting step for me. I feel as though I have definitely gained some independency within the school. I feel like I can actually make a difference in these student's lives even if it only makes them think once before acting.

Professional Analysis/Assessment:

Meeting with students and beginning to form relationships with them is a very important part of social work. 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 who I am and what I am there for (clarifying roles). Through short discussions with these students, I can often pin point something beneath the presenting problem that is manifesting itself in the form of a negative behavior in the school setting.
SAMPLE
SWRK 4100/4110 Field Log/Journal

Student Name: Susie Smith
Date: 3/12/10
Hours in field today: 8

Event/Activity:

• Continuing to implement the behavior lab program I have developed
• 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 student crowded around and the security staff broke it up. It was scary at first. 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. The next hour I took him out of class and we talked about the issue. I talked with him about respect that I would give him and that I expected from him. He said he understood and had calmed down.

Professional Analysis/Assessment:

My first confrontational situation was helpful for me as a social work student. It was not fun, but by addressing the issue directly with the student helped him to calm down and helped to clarify expectations about our relationship. Staying in control of the situation and resolving it was very important to me in order to maintain rapport with the student.
SAMPLE
SWRK 4100/4110 Field Log/Journal

Student Name: Susie Smith
Date: 4/9/10
Hours in field today: 7

Event/Activity:

• Met with students in the counseling room at their school
• Met with both site supervisors
• Sat in and observed a reproductive health class
• Spoke with the school’s M.S.W.

Feelings/Personal Reactions:

Today’s level of stress started out a bit high. I met with a student I have been working closely with who proceeded to tell me that he had the opportunity to take his own life over spring break. He said that he thought about it for a long time. This was very intense for me especially because he was telling me the story in the third person – “This guy I know…” but then he proceeded to speak in the first person without noticing. I ended up getting a significant amount of information from him allowing him to shift from third to first person, but this was by far my most intense experience in the field so far.

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. I told him that suicide may seem like a solution in a person’s head, but in fact there are always better ways to deal with a problem if they ask others for help. I referred him to my supervisor and she has now connected him with an outside agency for counseling.