

JOURNAL #1

This past Monday, I received an email that myself and another staff at my place of employment were being asked to appear for field placement orientation with our Task Supervisor at a school. Of course, I was ecstatic upon hearing the news that I had field placement and said yes. I went to the orientation as scheduled and saw that the other staff had not yet arrived. I sent her an email asking the other staff if she was on her way. The staff replied to my email stating that she did not receive an email asking that she appear for orientation. In looking at the email that was sent to me indicating that we have orientation, her name was mentioned in the email, but the email was sent only to me and not her. I asked her if she would be available to participate in the orientation via telephone if the Task Supervisor allows it and she said yes and thanked me for looking out for her, especially since we were not acquainted with one another. I spoke to the Task Supervisor about the mishap, advocating for the staff. The Task Supervisor informed me that the other staff was on the email. I was unsure if the Task Supervisor received a separate email from mine stating that myself and the staff were to appear or if the Task Supervisor probably saw both our names on the email and not check to see who the email was sent to. At the juncture, I did not want to have further debate about the email and politely asked if she would agree for the staff to participate in the orientation via telephone. The Task Supervisor agreed to the staff's participation in the end.

Under the Field Learning Agreement, I believe this falls under Competency # 6: Engage with Individuals, Families, Groups Organizations, and Communities. Under this competency, it represented myself looking out for a fellow colleague. This staff, now my colleague, a part of my cohort, would be the person that I would be working side by side with in performing tasks and interacting with clients. **Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.**

What went well in my demonstration of this particular practice behavior, is that I was able to advocate for my colleague. I was able to form a working relationship with my colleague with this gesture. I found that she earned trust and support in me and in turn she has also been looking out for me as well. She has previous experience in field placement and has been showing me the ropes in that aspect. I did not see me having any limitations under this area of competency. What I wanted to do, but did not, was to further debate with the Task Supervisor by showing her my email that my colleague was not on the email but only her name. I did not want the Task Supervisor thinking negatively toward my colleague. Should I have taken further to advocate more for my colleague, or did I do the right thing by not taking the conversation further?

The Social Work knowledge that relates to this development of this competency falls under the Ethical Standard 2: Social Worker's Ethical Responsibilities to Clients. I had an obligation to my colleague to ensure that I advocated on her behalf in her absence.

What I have learned about myself is that I have always been one to look out for other's best interest regardless if I know them personally or not. It is in my nature to do this and it is also thanks to my faith that I do so. I will continue to advocate and look out for other's best interest in my role as a social worker.