

Competency 4

Andia Bernard

Alliance University

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Dr. DeVonne Allen

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- ***In what ways have I accomplished this competency/practice behaviors?***

To get competency number four, I used the NASW Code of Ethics as a guide for my research and used what I learned from my research in my practice. I have examined how my organization uses evidence-based practices compared to others, looking at things like working with TBI patients and the advantages of mediation over traditional dispute resolution. I demonstrated that meditation is preferable to conflict. While two of the clients were arguing, I intervened by focusing on a meditation that helped to diffuse the situation. I also tell my client to practice breathing exercises that help when feeling stressed.

- ***How has my thinking changed over time?***

My way of thinking has evolved significantly over time. I now realize that I have solved problems in the past without thinking about why they happened. Social work SWK 358 has helped me develop my thinking by having me investigate issues and hypotheses and use qualitative or quantitative data to find information that gives me logical resources, activities, and other ways to help my clients. Traumatic brain injury (TBI) alters how the brain functions; thus, any programs I am working on with my clients must make logical sense; otherwise, they risk becoming agitated due to the brain impairments.

- ***What are the practice behaviors that indicate my competency in this area?***

The practice behaviors that showed my competency in this domain were my knowledge of how to search for resources in the right way, my ability to understand how research is done, and my ability to use the results effectively. For instance, when one of my clients has a disruptive outburst, I quickly recognize that I need to take him alone into a breakout room. Because more complications arise when several people attempt to calm him down, he benefits from attention, which is why. His outbursts increase as his attention level rises. Anger

management problems are common among brain trauma survivors. To spot when he becomes tense or starts picking on someone when he becomes agitated, I have kept my attention on him. People's emotions and behaviors can be impacted by brain injury. Using what I learned in SWK 358, I recognize the signs of his anger and devise ways to help him control it.

- ***What curriculum content areas (social policy, practice, etc.) relate to successfully completing this competency?***

I accomplished this skill by completing the curricular requirements in Social Work Research Methods and Social Welfare. Thanks to this training, I am now better equipped to do research using either qualitative or quantitative methods. Additionally, I developed a greater comprehension of the political system. I was given a chance to research a study project for SWK358 on how people with severe mental illness lead unhealthy lifestyles. When I completed the research, I found out that people with Serious Mental Illness (SMI) are more likely to acquire cardiovascular diseases, type II diabetes, and disorders associated with obesity due to their lack of physical activity. It was intriguing to observe how much time and effort went into this research to produce the desired outcomes for the hypothesis.

- ***What learning experiences helped me to accomplish this competency?***

With the knowledge I gained from SWK 358, I understood how to do research. My internship experiences exposed me to many problems, which helped me develop this ability. These difficulties have allowed me to think and explore in ways that enable me to solve problems as they come up. Using appropriate research and resources, I have helped folks who have experienced TBI establish coping mechanisms through motivational and focus sessions. I am in charge of leading inspiration and focus sessions twice a week. As I plan these sessions, I

strive to incorporate a system to guarantee that clients receive high-quality care, considering their behaviors and potential challenges.

- ***What “gaps” can I identify in my learning experience? What will I do about these “gaps”?***

My experience in SWK 358 convinced me that conducting research at the micro, meso, and macro levels is essential for affecting change in those environments. I now have a better overall understanding of research methodology. Additionally, I've realized that each study project is distinct. Thus, the time and effort needed may change. My agency used excellent procedures to support the individuals, but because not all situations are the same, some techniques may not be as effective. This gap in my learning experience has made it difficult to implement their policies as well as possible. I have been attempting to close these gaps by putting measures in place to adhere to the agency's policies. Still, I have also been working on projects that my supervisor has been putting on the schedule so that we can better support and comprehend clients more effectively. We cannot treat every client the same because, as I've said, one size does not fit all. Each situation is different, and solutions must be made to fit the needs and preferences of each person.

- ***In your Professional Growth Plan, identify goals for continued personal and professional growth and discuss how you plan to reach these goals.***

My professional objectives include gaining knowledge of how to effectively combine theory and practical experience in scientific investigation and how to apply this combination of knowledge for career advancement. Furthermore, I would like to conduct more analysis on quantitative and qualitative study methodologies and outcomes. I will be able to accomplish my goals in terms of TBI and any other sector I am interested in, thanks to reading

articles from scholarly journals. Generally, the better-educated someone is in their line of work, the better they will be at helping their clients.

- ***What kinds of research questions have you developed as a result of your experiences working with clients? In other words, what would you like to know more about?***

TBIs can have serious adverse consequences, including hemorrhage, brain edema, and neural connection breakage. Due to the different ways the brain can be harmed, TBIs can result in various traumas, such as shredding skin or cracking skulls. The following research questions have been designed based on my experience working with individuals who have TBI: What transpires in the brain after a TBI? Depending on how severely the lesion was sustained, one or more brain regions may be impacted. Blood or fluid accumulating inside the head can have various negative implications. Can studies be done to stop brain deterioration?

- ***In what ways did you use both quantitative and qualitative research methods and/or research findings in your field setting?***

Qualitative research has revealed how people behave and is motivated about their health. I have used qualitative research methods during my research for SWK 358. One of the study's key hypotheses states that the findings "indicate a beneficial change in perceived quality of life (physical health) as well as some psychological factors connected with health."

I examine the material I learned in SWK 358 using research to inform practice. For instance, because Severe Mental Illness (SMI) is associated with more physical health issues, I investigated unhealthy lifestyles for those with SMI during that lesson. Numerous contributing causes to mental illness and unhealthy lifestyles include "a shorter lifespan and more severe comorbid physical health conditions." For those with SMI, this harmful way of living dramatically increases the risk of early death and health issues related to obesity. I used what I had learned

from SWK 356 in my fieldwork to assist the clients with their TBI by looking into interventions that could support the clients when an outburst started to happen, like breathing exercises, monologues of inspiration, and focus activities. Even though I have not conducted quantitative and qualitative research during my fieldwork, I understand how to apply the methods.

- ***Provide examples of how you used research evidence to inform your practice.***

To ascertain whether there is a correlation between financial hardship and mental health, I performed research for SWK358: Social Work Research Methods. Finding out how and why financial stress affects one's mental health is the aim of the study. Determine which factors have been correctly and frequently foreseen, as well as how these factors affect the connection between adversity and mental health. I engaged in practice-informed research while doing my study because I was able to employ quantitative and qualitative research methodologies to demonstrate how poverty is a global epidemic that has plagued humanity since the dawn of civilization. The research demonstrates the long-standing links between poor health outcomes and poverty and low socioeconomic position. Due to a higher frequency and death rate of cardiovascular disease, those who are deprived are more susceptible to illness and impairment. In my fieldwork, I work with patients with traumatic brain injuries. In the short time I've been working with these clients, I've learned that the left side of the brain damage might cause problems with processing visual information, neglect, or apraxia, which is the inability to do accustomed or habitual tasks. In contrast, right-side injuries may make it difficult to communicate or understand people. Every patient is unique and needs to be evaluated and treated differently. Thus, using the data I've gathered about my clients, I've been able to create treatment plans that will help each patient reach their objectives. Because each brain damage is distinct, I conducted research and created concentration sessions, mindful guided meditation, and uplifting

affirmations to help the client. When I employ one of these strategies amid a crisis, I've noticed that the result improves 9 out of 10 times. I wouldn't have known how to effectively create these programs to help my clients if I hadn't learned the information from my social work classes.