

Date	Competencies Addressed:	Practice Behaviors	Description of Learning
(Start Sun. - Sat. 11:59 p.m.) 11-17	<p><b>(A minimum of 4 required each week)</b></p> <p><input checked="" type="checkbox"/> 1. Demonstrate Ethical and Professional Behavior</p> <p><input type="checkbox"/> 2. Engage Diversity and Difference in Practice</p> <p><input type="checkbox"/> 3. Advance Human Rights and Social, Economic and Environmental Justice</p> <p><input checked="" type="checkbox"/> 4. Engage in Practice-Informed Research and Research-Informed Practice</p> <p><input checked="" type="checkbox"/> 5. Engage in Policy Practice</p> <p><input type="checkbox"/> 6. Engage with Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> 7. Assess Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> 8. Intervene with Individuals, Families, Groups, Organizations and Communities</p> <p><input checked="" type="checkbox"/> 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</p> <p><input type="checkbox"/> Did Not Accrue Practicum Hours</p>	<p>(Please list the <u>required 4</u> numbers to match the competencies selected) (i.e. 1.2=competency #1 and practice behavior #2)</p> <p><input type="checkbox"/> 0.0 - No Hours</p> <p>Accrued <input checked="" type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 5.1 <input checked="" type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 <input type="checkbox"/> 7.4 <input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3 <input type="checkbox"/> 8.4 <input type="checkbox"/> 8.5 <input type="checkbox"/> 9.1 <input checked="" type="checkbox"/> 9.2 <input type="checkbox"/> 9.3 <input type="checkbox"/> 9.4</p>	<p><b>Description of Learning Activities (2-3 sentences per competency)</b></p> <p>In addition to the description, how are you are applying classroom theory/knowledge into field experiences to demonstrate competency.</p> <p>1.1 &amp; 1.4 - I completed my special project of the Therapeutic Training presentation for Omni Resource Coordinators. This training focused on practice framework for the complex nature of biological family visits in foster care. The training was thorough and included Omni and social work ethics and values to utilize when working with these families. The training curriculum also included many evidence-based practices found to help with therapeutic interventions in the family dynamic when reinforcing reunification. I created the PowerPoint presentation and recording myself giving the training. The recording has been sent to Chattanooga Omni employees to view. A large file of resources and evidence-based literature was also included in the email to all employees. 4.1 - I spent a substantial amount of time reviewing evidence-based models and best practices to utilize for the therapeutic visitation</p>

training. I included a lot of information concerning ACES, resiliency, motivational interviewing, CBT, Interpersonal Therapy, Bowen Family Systems, and Parent-Child Interaction Therapy. I have now completed the special project training. I spent numerous weeks researching these various models before creating the curriculum of the training. 5.2 - I spent time learning and reviewing Hamilton County School Board policies for suspension and zero tolerance. There are two foster boys that were recently suspended. One involved a simple dress code violation, but he was suspended for the rest of the school year. The second one was a zero-tolerance issue that received a one-year expulsion. I have called a CFTM to discuss with the first kid's team what options may be. We could appeal the suspension since it does not align with school policy or we could allow the kid to enter a HiSet program that may benefit him more. The second kid will need to appeal his expulsion and will likely receive an alternative or virtual school option for an entire academic school year. 9.2 - I participated in an agency meeting to evaluate and discuss future steps for a