

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**  
**SCHOOL OF SOCIAL WORK**

**COURSE NUMBER:** SOWO 540 – Chapel Hill, Monday and Tuesday sections  
**COURSE TITLE:** Social Work Practice with Individuals and Families  
**INSTRUCTORS:** Kim Strom-Gottfried, Ph.D.  
School of Social Work  
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**OFFICE HOURS:** Tuesdays, 12:00 pm – 2:00 pm, or by appointment  
**SEMESTER:** Fall, 2008

**COURSE DESCRIPTION:** This course provides the foundation for social work practice with individuals, families and groups. It emphasizes basic knowledge, analytic and practice skills, and values necessary for practice.

**EXPANDED COURSE DESCRIPTION:** Students will learn a variety of direct practice skills in this course and gain an understanding of how social and physical contexts influence their practice. Some of these skills include: basic interviewing skills, listening skills, rapport building, learning to engage individuals, families and groups at different stages and levels of intervention. In addition, students will learn skills to develop appropriate goals for interventions and be able to differentiate between behavioral, psychological and environmental goals. Students will also learn about various assessment frameworks including: biopsychosocial-spiritual, ecological, mental status exams, differential diagnosis, and ethnographic interviewing.

**COURSE OBJECTIVES:** Upon completion of the course the student will be able to demonstrate:

1. An understanding of different client systems, within the context of community and culture, as a primary nexus for self-definition, growth and change, and the environmental forces that affect a client's potential for growth and change.
2. An understanding of professional social work roles, values, and ethics associated with social work services to individuals, families, and small groups.
3. Knowledge of the pivotal importance of the worker-client relationship, and skill in establishing respectful, mutual, empowering professional relationships with clients.
4. Ability in basic interviewing skills, such as listening, empathy, genuineness, pacing, confrontation, and focusing.
5. Ability to assess client strengths and problems, and the capacity to identify and understand the impact of diversity, including issues of difference such as race, gender, socioeconomic status, disability, sexual orientation, and the influence of

social, economic, and political environments on client functioning within the context of a biopsychosocial perspective.

6. Knowledge of and skill in developing mutually-agreed upon goals with clients, and developing appropriate service plans from these goals.
7. Knowledge of and beginning skill in a range of social work roles, including case management, interventions with different client systems, and crisis intervention.
8. Knowledge of and beginning skill in the monitoring and evaluation of practice, and of the importance of involving clients in this evaluative process.
9. Knowledge of and beginning skill in appropriate termination strategies with clients.
10. The capacity for critical self-awareness and self-examination and the effective use of supervision, feedback from colleagues, and current social work research and literature.

### **DIRECT PRACTICE SKILLS TARGETED IN SOCIAL WORK 540**

Students will develop skills in the following:

1. the ability to utilize team consultation, and clinical feedback;
2. developing and sharpening the skills of critical thinking and self-awareness;
3. assessing one's personal and professional ethics and values as they may impact service delivery to clients;
4. applying a family perspective, to the various theoretical models and approaches to social work service delivery with individuals, families and small groups;
5. developing appropriate professional social work relationships with clients;
6. conducting client assessments, including the capacity to identify and understand the impact of race, gender, ethnic origin, socioeconomic status, sexual orientation, disability and other factors of difference on the assessment and social intervention process;
7. developing appropriate client treatment plans and goals;
8. implementing environmental and psychosocial methods of social interventions, including competence in relevant verbal and written communication and interviewing skills;
9. evaluating one's own direct practice.

### **REQUIRED TEXTS:**

Hepworth, D. H., Rooney, R. , Dewberry Rooney, G., Strom-Gottfried, K. & Larsen, J. (2006). *Direct social work practice: Theory and skills (7<sup>th</sup> ed.)*. Pacific Grove, CA: Thompson/BrookCole.

Lukas, S. (1993) *Where to start and what to ask: An assessment handbook*. New York, NY: W.W. Norton

Additional required readings are available through e-reserves at <http://eres.lib.unc.edu/default.asp>. The texts are available in the student bookstore or through [www.amazon.com](http://www.amazon.com), [www.bestbookbuys.com](http://www.bestbookbuys.com) or [www.textbooks.com](http://www.textbooks.com). Other useful resources for you include: *Practice Notes* at: <http://sswnt7.sowo.unc.edu/fcrp/Cspn/cspn.htm>, and

Roberts, A.R. & Greene, G.J. Eds. (2002) *Social workers' desk reference*. NY: Oxford University Press.

A comprehensive handout packet will be distributed the first day of class and used throughout the semester.

### TEACHING METHODS

The success of this class depends on the development of a supportive learning environment, reflecting the values of the social work profession. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. We will appreciate your contributions to making this a safe and respectful class for learning and growth.

This course will use a variety of teaching and learning methods, including lectures, group discussion, role plays, videos, cartoons and handouts. You are expected to actively participate, drawing from assignments, readings, your field placements, and other experience. We will be available during office hours and by phone and email to address questions that may arise between class sessions. Please seek us out!

### CLASS ASSIGNMENTS

Several methods will be used to determine your progress in the class and your achievement of the course objectives. The assignments are described below, and assignments, expectations and grading criteria will be discussed more thoroughly during the first class session. All written assignments should use references following APA format and be typed or word processed using correct grammar, punctuation and spelling.

Class participation counts for 10% of your final grade. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, contributions to small group assignments, and informed participation in class discussion. Points will be deducted from the base score if you miss class, are late, or are unprepared.

Quizzes - Two short quizzes will each be worth 10% of your final grade. They will address material from class readings, lectures and handouts, and will be given

during class sessions on Tuesday, October 14: Monday, October 20 (covering sessions 1-7) and Tuesday, December 2: Monday December 1 (covering sessions 8-14).

Interview Analysis - This assignment will give you the opportunity to record an interview use it as a tool for your own critical reflection and skill development and for seeking feedback from others. The assignment and grading criteria are more fully described separately.

Interview Critique - In this subsequent assignment, you will have the opportunity to review others' recordings and provide them with feedback. (You will also receive feedback from peers.) This assignment and the grading criteria are described more fully at the end of this document.

Biopsychosocial assessment - This assignment requires the synthesis of various topics from the duration of the class. In it, you will complete a comprehensive written assessment of a client, based on a videotaped case that we will provide. Based on the assessment, you will present preliminary goals for work and a plan for intervention and evaluating progress. The assignment and grading criteria are more fully described separately. Your case summary will be due one week after the last class session, or earlier, if you like.

#### **COURSE EVALUATION:**

Interview analysis	35%
Interview Critique	10%
Quiz 1	10%
Quiz 2	10%
Biopsychosocial Assessment	25%
Class Attendance and Participation	10%
	100%

#### **Grading System**

The scores for each assignment will be combined and converted to the following scale for final grading:

94 and above	H
80 - 93	P
70 - 79	L
69 and below	F

#### **Policy on Incompletes and Late Assignments**

A grade of "Incomplete" will be given in extenuating circumstances and in accordance with SSW and University policy. Assignments are due **in class** on the day as

noted in the course outline. Late assignments, i.e., those not handed in to me in class on the day due, will be **reduced 10 points** for each day they are late unless we have agreed upon an extension. Please plan your work to have things completed on time and keep me informed if any problems arise.

If, due to an emergency, you will miss a quiz, you must notify me prior to the class and make arrangements to make it up at the earliest possible time. Unexcused absence from an exam will result in a grade of zero for the exam.

### **Policy on Academic Dishonesty**

Please refer to the *APA Style Guide*, *The SSW Manual*, and to the SSW "Writing and Citing Guide" for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work". If you have any questions about what compliance with this expectation entails, please don't hesitate to speak with me.

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

### **Policy on Accommodations for Students with Disabilities**

Students who have disabilities that affect participation in the course should notify me if they need special accommodations in instructional format, examination format, etc., considered.

### **Course Outline**

The class format is based on the understanding that you are prepared and active learners. **Reading the assigned materials prior to the date they are due is a prerequisite to getting the most out of class sessions and successfully meeting the course objectives.**

## **READINGS AND COURSE OUTLINE**

### **1. TUESDAY, AUGUST 19: MONDAY AUGUST 25**

Introductions and Course Overview

The helping process and links to other SSW coursework,

Beginning phase

- Assessment
- Goal setting

○ Middle phase

- Models of intervention

- Issues that come up here like resistance, your own triggers

○ Termination

- Evaluation of practice
- Impact of endings on worker and client

The social work profession and contemporary constraints on practice  
 Managed care, mental health reform and funding limitations  
 Licensure and regulation  
 Agency mission

Exercise: "Hanging in there when Differences between Client and Worker are at Issue"

**2. TUESDAY, AUGUST 26: MONDAY SEPTEMBER 8**

Social work values and ethics  
 Self-understanding and self-awareness  
 Building the worker/client relationship

**Readings:** Hepworth, et al.: Chapters 1, 3, 4  
 Ch. 1: The Challenges of Social work  
 Ch. 3: Overview of the Helping Process  
 Ch. 4: Operationalizing the Cardinal Social Work Values

Hardy, K. (1993). War of the worlds *The Family Therapy Networker*, 51-57

NO CLASS TUESDAY, SEPTEMBER 2
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**3. TUESDAY, SEPTEMBER 9: MONDAY, SEPTEMBER 15**

Relationship-building and interviewing skills

**Readings:** Hepworth, et al.: Chapter 5  
 Ch. 5: Building Blocks of Communication: Communicating with Empathy and Authenticity

Lukas: Introduction and Chapter 1  
 Ch. 1: How to Conduct the First Interview with an Adult

**4. TUESDAY, SEPTEMBER 16: MONDAY SEPTEMBER 22**

Relationship Building & Interviewing Skills (con't)  
 Motivational interviewing

Exercise: The collective social worker

**Readings:** Hepworth, et al.: Chapters 6, 7 and 17  
 Ch. 6: Verbal Following, Exploring, and Focusing Skills  
 Ch. 7: Eliminating Counterproductive Communication Patterns  
 Ch. 17: Additive Empathy, Interpretation, and Confrontation

**5. TUESDAY, SEPTEMBER 23: MONDAY, SEPTEMBER 29**

“What you see depends on what you look for”: The role of theories

Link with HBSE and Macro

Theories of assessment/developmental theories

Theories of interventions

Theory vs. model vs. intervention strategies

Areas of focus in foundation practice

Borrowed concepts: Ego Psychology and Object Relations

Interventions: Interpersonal Therapy, Cognitive Behavioral,

Solution-Focused, Structural Family Therapy

Social theories

**Readings:**

Walsh, J. (2006). *Theories for direct social work practice*.

Belmont, CA: Brooks Cole

Chapter 1, Thinking About Theory

Chapter 8, Interpersonal Therapy

Chapter 11, Motivational Interviewing

Information for Practice: news & new scholarship from around the world, <http://www.nyu.edu/socialwork/ip/>

The North Carolina Evidence-Based Practice Center, <http://www.ncebpcenter.org/home.htm>

**6. TUESDAY, SEPTEMBER 30: MONDAY, OCTOBER 6**

Diagnosis vs. Assessment

Biopsychosociospiritual, multidimensional assessment

a. Mental Status Exams

- b. Differential diagnosis
- c. Reciprocal interactions
  - i. Interconnection between health and mental health
- d. Ethnographic interviewing
- e. Cultuograms
- f. Working hypotheses

**Readings:** Hepworth, et al.: Chapters 8 and 9  
 Ch. 8: Assessment: Exploring and Understanding Problems  
 Ch. 9: Assessment: Intrapersonal and Environmental Factors

Lukas: Chapter 2  
 Ch. 2: Looking, Listening, and Feeling: The Mental Status Examination

## 7. TUESDAY, OCTOBER 7; MONDAY, OCTOBER 13

Assessment, continued

Asking hard questions

Suicide lethality assessment

Effective use of assessment tools

Standardized instruments, Tool kits and other resources

Understanding strengths

**Readings:** Lukas: Chapters 3, 6, 8, 9  
 Ch. 3: How to Think About your Client's Health: The Medical History  
 Ch. 6: How to Take a Developmental History  
 Ch. 8: How to Determine Whether a Client Might Hurt Somebody- Including You  
 Ch. 9: How to Determine Whether a Client Might Hurt Herself

McQuaide, S. & Ehrenreich, J.H. (1997). Assessing client strengths. *Families in Society*. 78(2). 201-212.

Sheridan, M.J. (2002). Spiritual and religious issues in practice. In A.R. Roberts & G.J. Greene (Eds.) *Social workers' desk reference* (pp. 567-571). NY: Oxford University Press.

“Toolkits” About Evidence-Based Practices:  
 Shaping Mental Health Services Toward Recovery  
<http://mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/about.asp>

**8. TUESDAY, OCTOBER 14: MONDAY, OCTOBER 20**

Quiz 1

Assessing children

**Interview Analysis Papers Due for consultation group 1**

**Readings:**

Lukas, Chapter 5

Ch. 5: How to Conduct the First Interview with a Child

Boyd-Webb, N. (2003). One-to-one work with the child.

*Social work practice with children, 2<sup>nd</sup> ed.* (p.p. 144-165). NY: Guilford.

Boyd-Webb, N. (2003). The biopsychosocial assessment of

the child. *Social work practice with children, 2<sup>nd</sup> ed.* (p.p. 59-99). NY: Guilford.

Lukas: Chapter 11

Ch. 11: How to Assess Children for Neglect, Abuse, and Sexual Abuse

**9. TUESDAY, OCTOBER 21: MONDAY, OCTOBER 27**

Assessing families

Video: *Interview with a Mother and Daughter*

Role play practice

**Interview Analysis Papers due for consultation group 2**

**Interview Critique Papers Due for consultation group 1**

**Readings:**

Hepworth, et al.: Chapter 10

Ch. 10: Assessing Family Functioning

Lukas: Chapter 4, 7

Ch. 4: How to Conduct the First Interview with a Family

Ch. 7: How to Conduct the First Interview with a Couple

See *Practice Notes* Vol 7 No. 3 on Working with Latino Families at  
<http://sswnt7.sowo.unc.edu/fcrp/Cspn/cspn.htm>

- 10. TUESDAY, OCTOBER 28: MONDAY, NOVEMBER 3**  
 Writing effective assessments and treatment plans  
 Goal setting and contracting  
 Video for biopsychosocial assessment assignment  
**Enactment due by consultation group 1**  
**Interview Critique Papers due for group 2**

**Readings:** Lukas, Ch 13  
 Ch. 13: How to Write an Assessment

Kagle, J.D. (2002). Record-Keeping. In A.R. Roberts & G.J. Greene (Eds.) *Social workers' desk reference* (pp. 28-33). NY: Oxford University Press.

Hepworth, et al.: Chapter 12  
 Ch. 12: Negotiating Goals and Formulating a Contract

- 11. TUESDAY, NOVEMBER 4: MONDAY, NOVEMBER 10**  
 Selecting and understanding interventions  
 What makes a practice evidence-based?  
 Task-centered work  
 Solution-focused therapy  
 Crisis intervention  
 Cognitive restructuring  
**Interview Analysis papers due for consultation group 3**  
**Enactment due by consultation group 2**

**Readings:** Assigned Cournoyer readings from handout packet

Walsh, J. & Bentley, K.J. (2002). Psychopharmacology Basics. In A.R. Roberts & G.J. Greene (Eds.) *Social workers' desk reference* (pp. 646-651). NY: Oxford University Press.

Hepworth, et al.: Chapter 13

Ch. 13: Planning and Implementing Change-Oriented Strategies

12. **Tuesday, November 11: Monday, November 17**  
 Environmental Interventions: Macro/micro linkages  
 Overcoming case obstacles  
 Case Management  
 Film: "Uncertain Journeys"  
**Biopsychosocial Assessment Papers due**

Readings: Hepworth, et al.: Chapter 14  
 Ch. 14: Developing Resources, Planning, and Advocacy as Intervention Strategies

13. **TUESDAY, NOVEMBER 18: MONDAY, NOVEMBER 24**  
 Practice Evaluation  
 Purposeful use of self  
 Self-care  
 Self-improvement  
 Competence  
     Personal, professional, cultural  
 Supervision and consultation  
**Interview Critique Papers due for consultation group 3**

**Readings:** Hepworth, et al.: Chapter 18  
 Ch. 18: Managing Barriers to Change

Al-Krenawi, A. (1998). Reconciling western treatment and traditional healing: A social worker walks with the wind. *Reflections*,4(3), 6-21.

NO CLASS Tuesday, November 25
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14. **TUESDAY, DECEMBER 2: MONDAY DECEMBER 1**  
**Quiz # 2**  
 Practice Evaluation, continued  
 Termination and Endings  
 Course Wrap-up and evaluations  
**Enactment due by consultation group 3**

**Readings:** Hepworth, et al.: Chapter 19  
 Ch. 19: The Final Phase: Evaluation and Termination



## Assignment 1 Interview Recording and Analysis

The purpose of this assignment is to give you the opportunity to practice an initial session with a client and to use the recorded session as a tool to reflect on and assess your work. The assignment is also designed to encourage you to apply concepts about interviewing, social work relationships, and problem solving to your work, to engage in the process of developing self-awareness, and to constructively use peer case consultation. The assignment requires you to 1) create an audio or process recording of an interview, 2) use this record to analyze your performance, and 3) critically examine ten segments of the interview to identify and analyze the communication techniques you used.

The process recording itself is a written record of *everything* that took place in an interview, including everything said by both the worker and the client. *Do not* summarize or paraphrase what each person said. Rather, report their actual words and nonverbal actions as best you can recall. Please resist the urge to “beautify” or even make up what occurred in your interview. Only through reflecting *everything as it occurred* can you benefit from this assignment.

Because process recording is a learning tool, these materials do not become part of the client's formal case record. The value of process recording comes from the reflection in writing up an interview, *even if* it is painful and time consuming. Key statements, barriers, patterns, methods, and techniques become clearer and then become useful insights for supervision and learning.

You will NOT be graded on your performance in the interview. You will be graded on your ability to accurately apply concepts on engagement and communication, and to use the interview in assessing strengths, weaknesses, and barriers to communication and relationship building. There are examples of process recordings in Garrett (1982), Strom-Gottfried (1999), Kagle (1996), and Wilson (1980). If desired and feasible, you may make an audio recording of the interview and transcribe it into the paper format.

Discuss this assignment with your field instructor, who will provide information on agency policies and processes for audio taping and will assure that you protect client confidentiality and *disguise all distinguishing information regarding the client, including names and places*. With your field instructor's guidance, select an interview lasting about 20 minutes. This may be a portion of a longer interview. As soon as possible after the interview has concluded, record the interview using the format described in Part 2 below.

On the due date, bring copies of the completed assignment for the instructor and two other group members. During following week, review the process recordings you have received and prepare two critiques for Assignment 2. After these have been submitted, the group will meet to discuss all the cases and to select one to present to the whole class for consultation.

## Preparing the Process Recording and Interview Analysis

### Part 1: The Context

Begin your written work by providing the context for the interview. Give a brief description of your agency and an explanation of the service you provide. Describe, briefly, the basic relevant demographic information about your client, including age, gender, race, socioeconomic status, educational level, and occupation. Describe the family structure available to the client, the relevant community context, the client's appearance and demeanor when you first met, and the reason and circumstances of the client's request for services. Summarize what you knew about the client before this session, and explain your purpose for the interview.

### Part 2: The Interview

Record the process of the interview. This section consists of three columns. It is easiest to use the Table function in Microsoft Word to create these columns. There is no maximum length for this portion of the assignment.

First, in the *first column*, record the dialogue as it occurred in the interview. This is a verbatim, word-for-word description of what was said in the interview – the “he said, she said” portion of the assignment. You may use the audiotape and your written notes to supplement your memory. Complete this column before you begin your analysis.

After you have recorded all the dialogue, describe all actions, nonverbal activity, and your gut reactions to the client and to the interview as it took place in the *second column*. Include your unspoken thoughts and your feelings as the interview progressed.

The *third column* is typically used by field instructors for their comments. For the purpose of the assignment, **you** will use the column as a space to critique your own work. It is generally best to complete this third column after some time has elapsed, as it will better enable you to gain a critical perspective on the interview.

- How did your work compare with practice skills you are learning in class?
- Where were your strengths?
- What were your weaknesses?
- What messages did you miss?
- What exchanges or events elicited your strong feelings?

- What might you have said or done differently? Why?
- Where did you feel you were particularly effective?

### Part 3: The Analysis

Select 10 of your own **consecutive** exchanges with the client for a more comprehensive analysis. The following format should be used for this portion of the paper:

Use the Table function to create two columns. Copy the ten **consecutive** verbalizations and responses from the first column of the interview section to the first column of this section. Use the second column to analyze each exchange: state your purpose (P), label the skill (S), evaluate the effectiveness of the skill (C), and suggest an alternative (A).

**Purpose (P).** Indicate your purpose for using this particular skill at this time in the interview. State what *intended* to accomplish.

**Skill (S).** Label the interviewing skill used in this response. See Hepworth et. al, chapters 5 & 6, for a thorough discussion of skills.

**Critique (C).** Evaluate the effectiveness of this skill at this point in the interview and given your session purpose.

**Alternative (A).** Suggest a more useful alternative that you could have used. Use an actual example rather than further critique or a generality. There are always alternatives.

### Example

<p><b>Husband:</b> At first I had a difficult time in accepting this, but through friends and a social worker that I saw a few times I am doing well for myself.</p> <p><b>Social Worker:</b> I am sure it was very hard to accept that W wanted a separation, and I think you were lucky to have the support from your friends at this hard time for you.</p>	<p><b>P.</b> To communicate to H that I heard the feelings he was communicating beyond just what he was saying.</p> <p><b>S.</b> Reflection</p> <p><b>C.</b> I think that I achieved my purpose but it might have been better if, at the end of this statement, I pulled W into the flow of the discussion so as not to exclude her altogether.</p> <p><b>A:</b> To say what I did here but add “W, how did you cope with the separation between you two?”</p>
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**Part 4: Diagnostic Summary**

The process recording/dialogue analysis should be followed by a one or two page summary of your observations, impressions, and analytical thoughts. This portion focuses on the case in light of your interview. What is your sense of the client, his or her issues, needs, and assets at this point in the working relationship? What next steps do you anticipate in this case? What environmental (large system factors) impinge on this client's situation?

**Part 5: Questions for Further Study**

Identify two or three thoughtful questions, problems, or issues in this work around which you would like consultation from your classmates. This can be about the case or about your development as a professional, or both!

**Part 6: Reference List**

Support your analysis with course materials as appropriate. Prepare a list of references using APA style. This is intended to include course readings that support your interview and analysis, however, you are welcome to include outside readings as well.

## Assignment 1: Process Recording and Interview Analysis Grading Standards

Unique Student Identifier: \_\_\_\_\_

Evaluation Elements:	Points	Score
Part 1 clearly describes the context for the interview, including the type of recording used and the client's permission.	10	
The first column in Part 2 provides a verbatim account of the interview, without paraphrasing or summarizing the dialogue.	5	
The second column in Part 2 clearly describes client and worker actions, nonverbal exchanges, and the worker's feelings throughout the interview.	5	
The third column in Part 2 accurately identifies the worker's strengths and weaknesses and lists goals for learning. These reflections are informed by readings and class discussions.	5	
Part 3 includes ten <b>consecutive</b> exchanges between worker and client.	5	
Part 3 accurately labels the skills that were used by the worker.	10	
Part 3 accurately links the ten verbal exchanges to planned change and the worker's intended outcomes and purposes.	5	
Part 3 demonstrates knowledge of cultural competence, the structure and conduct of an interview, self-awareness, and the ability to accurately critique one's own practice.	10	
Part 3 offers appropriate, specific alternatives, based on the information above, to improve the interaction.	10	
Part 4 reflects critical depth and appropriately incorporates content from class readings and discussions. General description and analysis of session accurately addresses requisite facets of initial session, the effects of diversity, context and setting, and the rationale for the goals and interventions which follow.	10	
In Part 5, consultation questions are thoughtful and derived from the case.	10	
The paper maintains client confidentiality.	5	
The paper contains the honor code, is well-written and demonstrates basic mastery of sentence structure, with no grammatical, spelling, or typing errors.	5	
The paper and reference list (Part 6) adhere to APA guidelines.	5	
<b>Total</b>	<b>100</b>	

Comments:

## Assignment 2 The Interview Critiques

The Interview Critiques are based on the Interview Analyses. The class will be divided into three Peer Consultation Groups. On the day your group's Interview Analyses are due, give one copy to me and two to members of your group. Be sure that each person in your group receives papers from two other people. The guidelines below will help you develop these critiques, which are due the week AFTER your group's analyses are submitted. When yours is due, give one copy to me and one to the person whose interview you evaluated. Your comments should be based on what you have read and learned about practice. Support your opinions with appropriate citations from class readings. Each critique should be 3-5 pages long, using 1" margins and 12-point Times New Roman font. Do not put your name on the critique. Instead, submit a separate cover sheet that includes your name, unique identifier, and the Honor Code. In addition to the standards Honor Code Language, please include the following: "I will respect the privacy of the client information received in this assignment and adhere to the NASW Code of Ethics in its use."

For this assignment, you may not consult with anyone other than me and your field and task instructors.

### Some Possible Areas to Comment on in Interview Critiques

- Was the purpose of the interview clear? Did the interview flow appropriately from the purpose?
- Is what the worker tried to do consistent with the expressed needs of the client?
- Was a family perspective taken in this case? How was it operationalized?
- Is the worker aware of any other issues/needs the client may be experiencing that are contributing to the problem(s)? Other areas you might suggest for future exploration?
- How would you assess the communication skills employed by the worker?
- In what ways was the worker's attention to diversity evident?
- What are the strengths and weaknesses of the process recording in the following areas: adequacy of assessment; demonstration of empathy; development of interventions; use of self awareness; development of questions; application of metaphor; appropriate confrontation; and establishment of helping relationships.
- Add suggestions, reactions, reflections, and comments from your own reading and experience.
- Discuss and delineate your reactions to the questions posed in the Interview Analysis.

### Enactments

*After* Interview Critiques have been submitted, consultation groups should meet, briefly review each case, and provide feedback. At the conclusion of this discussion, the group

should select one case to present to the entire class. You can reenact a portion of the interview in a role-play, provide a case presentation, or use some other format to creatively depict the session with the purpose of seeking broader input on effective social work techniques that might be employed with the client(s). You will have 15 minutes to present the case, briefly summarize your team's comments, and list issues you want the class to discuss. The class will spend 10-15 minutes responding. I can assist you as needed in preparing the presentation.

## Assignment 2: Interview Critiques Grading Standards

Unique Student Identifier: \_\_\_\_\_

Each element is worth 5 points, for a total of 50 points per Critique. The total for the two Critiques is 100 points.

Evaluation Elements:	Score
The Critique provides specific, detailed, <b>substantiated</b> feedback that can help the worker <sup>1</sup> improve his or her practice skills.	
To help the worker further understand the client's situation, this paper provides new, substantiated, information pertaining to the client's problem.	
The Critique fully addresses areas of the Intervention Analysis that need further understanding, information, or clarity.	
It accurately incorporates at least five pertinent concepts from class discussions and readings.	
The Critique reflects an understanding of various dimensions of diversity as they may apply to the assessment.	
The Critique identifies and acknowledges key social work values and ethical principles as they relate to this case.	
The critique thoughtfully considers the diagnostic summary, providing confirmation only if warranted. It offers additional insight and suggestions for improvement.	
It fully addresses the questions posed in the Interview Analysis.	
Overall, the document is well-written, uses nonjudgmental language and demonstrates basic mastery of sentence structure, with no errors in spelling, punctuation, grammar, or typing.	
The references adhere to APA guidelines.	
<b>Total</b>	

**Comments:**

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<sup>1</sup> The term "worker" refers to the person who prepared the Interview Analysis being critiqued.

## **Assignment 3**

### **Biopsychosociospiritual Assessment**

For this assignment, you will review a video depicting an interview with a client. This will be the basis for a biopsychosocial assessment, including preliminary treatment goals, evaluation methods, and an intervention plan. You must also include a brief summation of at least two references from the professional literature that are relevant to and supportive of the conclusions you put forth in your assessment. A concluding analysis section should indicate areas where further information is needed, areas of difference that may come into play in the case, or other issues you would want to remain aware of if you were responsible for this case.

The intent of this assignment is to mirror as closely as possible what might be expected of you in writing an assessment following a session with a client. You may take hand-written notes during the video; however, you may not record the video in any way, and you may not use your computer during the viewing. You may not consult with fellow students in the preparation of this assignment. You will be graded on the accuracy and clarity of your assessment, but you have a good deal of latitude in crafting goals as long as they are consistent with the assessment findings and are supported by material from the course and the practice literature.

Your paper should be approximately ten pages in length, exclusive of cover page and bibliography. Use 1" margins and 12-point Times New Roman type. Since these papers will be graded anonymously, put your name, signed honor code, and unique identifier (number, name, or letters) on the cover page. Submit this separately from the body of the paper. Only your unique identifier should appear on the body of the paper.

Course readings and handouts provide guidance for preparing a biopsychosocial assessment, but your assessment should be organized under the following headings:

1. Demographic information, presenting problem, and mental status
2. Current and previous agency contacts
3. Medical, psychiatric, and substance abuse history and data
4. Brief history of the client, including salient relationships with significant others
5. Summary of the current situation, including mitigating interpersonal, and environmental factors and client strengths
6. Diagnostic summary/ Analysis of the problem-for-work and relevant factors
7. Preliminary treatment plan: goals, objectives, and interventions
8. Case reflections

### Assignment 3: Biopsychosociospiritual Assessment Grading Standards

Unique Student Identifier: \_\_\_\_\_

Evaluation Elements:	Points	Score
The introductory section, demographic information, and mental status exam are clearly written, conveying an accurate impression of the client and the presenting problem.	15	
The assessment clearly and accurately describes the problems and includes impressions of biopsychosocial factors, relevant historical and developmental information, and client strengths and resources.	30	
Initial goals are properly written and linked to assessment findings. Objectives are observable, feasible, and measurable.	10	
Interventions are thoughtfully chosen, linked to assessment and goals, and supported by the literature.	10	
Paper reflects awareness of large system impacts on case and changes needed	5	
Evaluation plan is appropriate and supported by course material.	5	
The final section fully addresses areas that need further understanding, information, or clarity and factors affecting case progress. Section accurately incorporates pertinent concepts from class discussions and readings.	5	
The document reflects an understanding of various dimensions of diversity as they may apply to the assessment, goals, intervention, and evaluation.	5	
Two recent, relevant journal articles are cited, summarized, and integrated. Reference list adheres to APA guidelines.	10	
The document is well-written, uses nonjudgmental language, and demonstrates basic mastery of sentence structure, with no errors in spelling, punctuation, grammar, or typing.	5	
<b>Total</b>	<b>100</b>	

**Comments:**