

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

COURSE NUMBER: SOWO 540 – Chapel Hill, Tuesday sections
COURSE TITLE: Social Work Practice with Individuals and Families
INSTRUCTORS: Joelle Powers, PhD, MSW
School of Social Work
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OFFICE HOURS: Tuesdays from 12-2pm or by appointment
SEMESTER: Fall, 2009

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.

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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 (8th 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, www.bestbookbuys.com or 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.

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, and handouts. You are expected to actively participate, drawing from assignments, readings, your field placements, and other experience.

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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.

- **Quizzes** - Two short quizzes will total 15% of your final grade. They will address material from class readings, lectures and handouts, and will be given during class sessions on October 6 (covering sessions 1-7) and December 8 (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 is worth 40% of your overall grade and is due on October 20.
- **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 is worth 10% of your overall grade and is due on November 3.
- **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 is worth 35% of your overall grade and is due on November 30.

COURSE EVALUATION:

Interview Analysis	40%
Interview Critique	10% (5% each)
Quiz 1	5%
Quiz 2	10%
Biopsychosocial Assessment	<u>35%</u>
	100%

GRADING SYSTEM:

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

94 and above H	70 – 79 L
80 – 93 P	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 **at the beginning of 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 automatically reduced by 10%, and an additional 10 % for each day they are late.

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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.**

COURSE OUTLINE & READING

WEEK 1: SEPTEMBER 1	
Topics: <ul style="list-style-type: none">• Introductions and Course Overview• The helping process and links to other SSW coursework,• Beginning phase<ul style="list-style-type: none">○ Assessment○ Goal setting• Middle phase<ul style="list-style-type: none">○ Models of intervention○ Issues that come up here like resistance, your own triggers• Termination• Evaluation of practice<ul style="list-style-type: none">○ Impact of endings on worker and client	Readings: None
WEEK 2: SEPTEMBER 8	
Topics: <ul style="list-style-type: none">• Self-understanding and self-awareness	Readings: <ul style="list-style-type: none">• Hepworth, et al.

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<ul style="list-style-type: none"> • Building the worker/client relationship 	<ul style="list-style-type: none"> ○ Ch. 3: Overview of the Helping Process • Hardy, K. (1993). War of the worlds The Family Therapy Networker, 51-57
WEEK 3: SEPTEMBER 15	
<p>Topics:</p> <ul style="list-style-type: none"> • Relationship-building and interviewing skills • Social work values and ethics- 	<p>Readings:</p> <ul style="list-style-type: none"> • Hepworth, et al. <ul style="list-style-type: none"> ○ Ch. 4: Operationalizing the Cardinal Social Work Values ○ Ch. 5: Building Blocks of Communication: Communicating with Empathy and Authenticity • Lukas: <ul style="list-style-type: none"> ○ Introduction and Ch. 1: How to Conduct the First Interview with an Adult
WEEK 4: SEPTEMBER 22	
<p>Topics:</p> <ul style="list-style-type: none"> • Relationship Building & Interviewing Skills (con't) • Motivational interviewing 	<p>Readings:</p> <ul style="list-style-type: none"> • Hepworth, et al.: <ul style="list-style-type: none"> ○ Ch. 6: Verbal Following, Exploring, and Focusing Skills ○ Ch. 7: Eliminating Counterproductive Communication Patterns ○ Ch. 17: Additive Empathy, Interpretation, and Confrontation
WEEK 5: SEPTEMBER 29	
<p>Topics:</p> <ul style="list-style-type: none"> • Diagnosis vs. Assessment • Biopsychosociospiritual, multidimensional assessment • Mental Status Exams • Differential diagnosis • Reciprocal interactions • Interconnection between health and mental health • Ethnographic interviewing • Culturograms • Working hypotheses 	<p>Readings:</p> <ul style="list-style-type: none"> • Hepworth, et al.: <ul style="list-style-type: none"> ○ Ch. 8: Assessment: Exploring and Understanding Problems ○ Ch. 9: Assessment: Intrapersonal and Environmental Factors • Lukas: <ul style="list-style-type: none"> ○ Ch. 2: Looking, Listening, and Feeling: The Mental Status Examination
WEEK 6: OCTOBER 6	
<p>Assignments:</p> <ul style="list-style-type: none"> • Quiz 1 <p>Topics:</p> <ul style="list-style-type: none"> • Assessment, continued 	<p>Readings:</p> <ul style="list-style-type: none"> • Lukas: <ul style="list-style-type: none"> ○ Ch. 3: How to Think About your Client's Health: The Medical History ○ Ch. 6: How to Take a Developmental History

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<ul style="list-style-type: none"> • Asking hard questions • Suicide lethality assessment • Effective use of assessment tools • Standardized instruments, Tool kits and other resources <p>Understanding strengths</p>	<ul style="list-style-type: none"> ○ 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. <i>Families in Society</i>. 78(2). 201-212. • Sheridan, M.J. (2002). Spiritual and religious issues in practice. In A.R. Roberts & G.J. Greene (Eds.) <i>Social workers' desk reference</i> (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
WEEK 7: OCTOBER 13	
<p>Topics:</p> <ul style="list-style-type: none"> • Assessing children 	<p>Readings:</p> <ul style="list-style-type: none"> • Lukas: <ul style="list-style-type: none"> ○ Ch. 5: How to Conduct the First Interview with a Child ○ Ch. 11: How to Assess Children for Neglect, Abuse, and Sexual Abuse • Boyd-Webb, N. (2003). One-to-one work with the child. <i>Social work practice with children</i>, 2nd ed. (p.p. 144-165). NY: Guilford. • Boyd-Webb, N. (2003). The biopsychosocial assessment of the child. <i>Social work practice with children</i>, 2nd ed. (p.p. 59-99). NY: Guilford.
WEEK 8: OCTOBER 20	
<p>Assignments:</p> <ul style="list-style-type: none"> • Interview Analysis Papers due <p>Topics:</p> <ul style="list-style-type: none"> • Assessing families • Video: Interview with a Mother and Daughter • Role play practice 	<p>Readings:</p> <ul style="list-style-type: none"> • Hepworth, et al.: <ul style="list-style-type: none"> ○ Ch. 10: Assessing Family Functioning • Lukas: <ul style="list-style-type: none"> ○ Ch. 4: How to Conduct the First Interview with a Family ○ Ch. 7: How to Conduct the First Interview with a Couple <p>See Practice Notes Vol 7 No. 3 on Working with Latino Families at http://sswnt7.sowo.unc.edu/fcrp/Cspn/cspn.ht</p>
WEEK 9: OCTOBER 27	
<p>Topics:</p> <ul style="list-style-type: none"> • Writing effective assessments and treatment 	<p>Readings:</p> <ul style="list-style-type: none"> • Lukas:

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<ul style="list-style-type: none"> plans • Goal setting and contracting • Video for biopsychosocial assessment assignment • Enactment - Group 1 	<ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Ch. 12: Negotiating Goals and Formulating a Contract
WEEK 10: NOVEMBER 3	
<p>Assignments:</p> <ul style="list-style-type: none"> • Interview Critique papers due <p>Topics:</p> <ul style="list-style-type: none"> • Working with groups • Enactment - Group 2 	<p>Readings:</p> <ul style="list-style-type: none"> • Hepworth, et al: <ul style="list-style-type: none"> ○ Ch 11: Forming & Assessing SW Groups ○ Ch. 16- Intervening in SW groups
WEEK 11: NOVEMBER 10	
<p>Topics:</p> <ul style="list-style-type: none"> • Selecting and understanding interventions • What makes a practice evidence-based? • Task-centered work • Solution-focused therapy • Crisis intervention • Cognitive restructuring • Enactment due- group 3 	<p>Readings:</p> <ul style="list-style-type: none"> • 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.: <ul style="list-style-type: none"> ○ Ch. 13: Planning and Implementing Change-Oriented Strategies
WEEK 12: NOVEMBER 17- GUEST SPEAKER	
<p>Topics:</p> <ul style="list-style-type: none"> • Environmental Interventions: <ul style="list-style-type: none"> ○ Macro/micro linkages ○ Overcoming case obstacles ○ Case Management • <i>Film: "Uncertain Journeys"</i> 	<p>Readings:</p> <ul style="list-style-type: none"> • Hepworth, et al.: <ul style="list-style-type: none"> ○ Ch. 14: Developing Resources, Planning, and Advocacy as Intervention Strategies
WEEK 13: NOVEMBER 24 – NO CLASS	
Happy Thanksgiving!	
WEEK 13: NOVEMBER 30	
<p>Assignments:</p> <ul style="list-style-type: none"> • Biopsychosocial Assessment Papers due <p>Topics:</p> <ul style="list-style-type: none"> • Purposeful use of self 	<p>Readings:</p> <ul style="list-style-type: none"> • Hepworth, et al.: <ul style="list-style-type: none"> ○ Ch. 18: Managing Barriers to Change

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<ul style="list-style-type: none">• Self-care• Self-improvement• Competence (Personal, professional, cultural)• Supervision and consultation• Practice Evaluation	
WEEK 14: DECEMBER 8	
<p>Assignments:</p> <ul style="list-style-type: none">• Quiz # 2 <p>Topics:</p> <ul style="list-style-type: none">• Practice Evaluation, continued• Termination and Endings• Course Wrap-up and evaluations	<p>Readings:</p> <ul style="list-style-type: none">• Hepworth, et al.:<ul style="list-style-type: none">○ Ch. 19: The Final Phase: Evaluation and Termination

Assignment 1

Interview Recording and Analysis: Description & Rubric

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>Husband: 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>Social Worker: 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>P. To communicate to H that I heard the feelings he was communicating beyond just what he was saying.</p> <p>S. Reflection</p> <p>C. 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>A: 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 of 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.

****Remember to bring 2 additional copies of your interview analysis (Part 3) for your peers.**

Enactments

The class will be divided into three consultation groups. These groups will meet to 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.

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Assignment 1: Process Recording and Interview Analysis
Grading Standards

Student: _____

Evaluation Elements:	Points	Score
Part 1 clearly describes the context for the interview, including the type of recording used and the client's permission.	5	
Part 2 (the Interview) is completed correctly and according to syllabus guidelines.	5	
Part 3 includes ten consecutive exchanges between worker and client and accurately labels the purpose, skills, critique, and alternatives for the worker.	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	
Part 5 identifies thoughtful and insightful questions for consultation and further study of practice skills.	5	
The paper adheres to APA guidelines and is well-written (demonstrates basic mastery of sentence structure, with no grammatical, spelling, or typing errors).	5	
Total	40	

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 the Interview Analyses are due (October 20), 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. You will review and critique the two interviews given to you by your peers. 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 2-4 pages long. 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."

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.

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Assignment 2: Interview Critique

Grading Standards

Student: _____

Evaluation Elements:	Score
The Critique provides specific, detailed, substantiated feedback that can help the worker ¹ improve his or her practice skills.	1
To help the worker further understand the client's situation, this paper provides new, substantiated, information pertaining to the client's problem.	1
It accurately incorporates at least five pertinent concepts from class discussions and readings.	2
The Critique identifies and acknowledges key social work values and ethical principles as they relate to this case.	1
Total	5

Comments:

¹ 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.

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. Client History
 - a. Current and previous agency contacts
 - b. Medical, psychiatric, and substance abuse history and data
 - c. Brief history of the client, including salient relationships with significant others
3. Summary of the current situation, including mitigating interpersonal, and environmental factors and client strengths
4. Preliminary treatment plan: goals, objectives, interventions, and evaluation plan
5. Case reflections

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

Assignment 3: Biopsychosociospiritual Assessment
Grading Standards

Student: _____

Evaluation Elements:	Points	Score
Demographic information, and mental status exam are clearly written, conveying an accurate impression of the client and the presenting problem.	5	
Client history is complete and includes all aspects outlined in syllabus	5	
Current situation summary (including strengths) is clear and complete	5	
Initial goals are properly written and linked to assessment findings. Objectives are observable, feasible, and measurable. Interventions are thoughtfully chosen, linked to assessment and goals, and supported by the literature. Evaluation plans are appropriate.	10	
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	
Writing, References, and APA	5	
Total	30	

Comments: