



**COURSE NUMBER:** SOWO 540.959- Fall 2016 | Class meets in Room 114  
**COURSE TITLE:** Direct Social Work Practice with Individuals and Families  
**INSTRUCTOR:** Alycia Blackwell-Pittman, MSW  
School of Social Work | Suite 202E  
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**OFFICE HOURS:** Friday, 10a-11a by appointment only.

**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. (2017). *Direct social work practice: Theory and skills* (10<sup>th</sup> ed.). Boston, MA: Cengage Learning.

*NOTE: I recommend that you use the E-book, which is a lower price than the hard copy version. You can access it via the following link: <http://www.cengagebrain.com/course/1381154>.*

Grady, M. D. & Dombo E. A. (2016). *Moving beyond assessment: A practical guide for beginning helping professionals*. New York, NY: Oxford University Press.

Additional required readings are available through the course Sakai site, <http://sakai.unc.edu>.

Other useful resources for you include:

- Substance Abuse and Mental Health Services Administration offer many downloadable resources on cultural awareness, evidence based practice and professional and public education. <http://store.samhsa.gov/home>
- Information for Practice: news and new scholarship from around the world, <http://ifp.nyu.edu/>
- The North Carolina Evidence-Based Practice Center, <http://www.ncebpcenter.org>
- Mizrahi, T. & Davis, L., (Eds), (2008). *Encyclopedia of social work* (20<sup>th</sup> ed.). New York, NY: Oxford University Press. (Available online for UNC students)

- Roberts, A.R. (Ed.) (2009) *Social workers' desk reference* (2<sup>nd</sup> ed.). New York, NY: Oxford University Press.
- Theimann Advisories:  
 FAQ on Services to Minors of Divorced Parents:  
<http://ssw.unc.edu/files/web/pdf/TheimannAdvisoryJune09.pdf>  
 FAQ on Duty to Warn and HIV+ Clients:  
<http://ssw.unc.edu/files/web/pdf/ThiemannAdvisoryHIV.pdf>  
 FAQ on Documentation  
<http://ssw.unc.edu/files/web/pdf/ThiemannAdvisoryAug11.pdf>

### **TEACHING METHODS:**

The success of this class depends on the development of a challenging yet supportive learning environment, reflecting the values of the social work profession. This 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, taking risks to learn and grow, clearly articulating 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 brief lectures, group discussion, workbook-based exercises, role plays, videos, cartoons and handouts. You are expected to actively participate, drawing from assignments, readings, your field placements, and other experience.

### **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 15% of your final grade. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, involvement in workbook activities, contributions to small group assignments, and informed participation in class discussion. Five points will be deducted from the base score for each class session if you miss class, are late, or are not prepared for discussions or activities.

Mock Interview- You will have one practice quiz that will occur on the last day of class. Students will be paired up and will conduct a segment of an interview with a client. You will be graded on your effort to employ direct practice skills that you learned about throughout the semester.

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 at the end of this document.

Biopsychosociospiritual 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 at the end of this document.

#### **COURSE EVALUATION:**

Interview Analysis	35%
Mock Interview	20%
Biopsychosociospiritual Assessment	30%
Class Attendance and Participation	<u>15%</u>
	<b>100%</b>

#### **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:**

**I do not accept late papers, so please plan accordingly! Papers must be submitted in Assignments on Sakai at the beginning of class on the due date.** If, due to an emergency, you will miss an assignment, 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.

#### **ACCESSIBILITY AND RESOURCES SERVICES:**

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the accessibility resources and service office. In the first instance please visit their website <http://accessibility.unc.edu> ; telephone 919-962-8300; or email [accessibility@unc.edu](mailto:accessibility@unc.edu) . A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to finals and during finals. Students submitting self-id forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

#### **WRITING SUPPORT**

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to [SOSWwritingsupport@gmail.com](mailto:SOSWwritingsupport@gmail.com) . In addition, see the

Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing> ).

#### **POLICY ON ACADEMIC DISHONESTY:**

Please refer to the *APA Style Guide* and SSW Website and writing resources 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.

#### **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.*

<p><b>1. Friday, 8/26</b>          Introductions and Course Overview          The helping process and links to other SSW coursework              Phases of helping process              Models of intervention</p>	<p><b>Readings:</b>          Walsh, J. (2006). Thinking about theory. <i>Theories for direct social work practice</i> (pp. 1-18). Belmont, CA: Thomson Brooks/Cole.</p>
<p><b>2. Friday, 9/2</b>          Self-understanding and self-awareness          Building the worker/client relationship</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Hepworth, et al.- Ch. 3</li> <li>▪ Grady &amp; Dombo- Ch. 2 &amp; 3</li> <li>▪ Johnson, Y.M. &amp; Munch, S. (2009). Fundamental contradictions in cultural competence. <i>Social Work</i> 54 (3). 222-231.</li> <li>▪ Reamer, F.G. (2012). Codes of ethics. In M. Gray, J. Midgley, &amp; S.A. Webb (Eds.), <i>The SAGE handbook of social work</i> (pp. 299-316). London, England: SAGE Publications Ltd.</li> </ul>
<b>NO CLASS 9/5/16- LABOR DAY HOLIDAY</b>	
<p><b>3. Friday, 9/9</b>          Relationship-building and interviewing skills</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Hepworth, et al.: Chapters 4 (pp. 71-81) &amp; 5</li> <li>▪ Grady &amp; Dombo- Ch. 4 &amp; 5</li> </ul>
<p><b>4. Friday, 9/16</b>          Relationship Building &amp; Interviewing Skills (con't)          Motivational interviewing</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Hepworth, et al.: Chapters 6 &amp; 7</li> <li>▪ Walsh, J. (2006). Motivational interviewing. <i>Theories for direct social work practice</i>. Belmont, CA: Brooks Cole.</li> </ul>
<p><b>5. Friday, 9/23</b>          Diagnosis vs. Assessment          Biopsychosociospiritual, multidimensional assessment              Mental Status Exams              Reciprocal interactions              Working hypothesis</p>	<p><b>Readings:</b>          Hepworth, et al.: Chapters 8 &amp; 9          Grady &amp; Dombo- Ch. 6</p>

<p><b>6. Friday, 9/30</b>          Assessment (con't)          Asking hard questions          Suicide lethality assessment          Effective use of assessment tools          Understanding strengths</p>	<p><b>Readings:</b>          Grady &amp; Dombo- Ch. 7, 8, &amp; 9</p>
<p><b>7. Friday, 10/7</b>          Assessment, continued          Working with children</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Boyd-Webb, N. (2003). One-to-one work with the child. <i>Social work practice with children (2<sup>nd</sup> ed.)</i> (pp. 144-165). New York, NY: Guilford.</li> <li>▪ Boyd-Webb, N. (2003). The biopsychosocial assessment of the child. <i>Social work practice with children (2<sup>nd</sup> ed.)</i> (p.p. 59-99). New York, NY: Guilford.</li> </ul>
<p><b>8. Friday, 10/14</b>          Assessing families  <b>Interview Analysis Papers Due for group 1</b></p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Hepworth, et al.: Chapter 10</li> <li>▪ Chorpita, B. F., Daleiden, E. L., &amp; Collins, K. S. (2014). Managing and adapting practice: A system for applying evidence in clinical care with youth and families. <i>Clinical Social Work Journal, 42</i> (2), 134-142. doi:http://dx.doi.org/10.1007/s10615-013-046</li> </ul>
<p><b>NO CLASS 10/21/16- FALL Break</b></p>	
<p><b>9. Friday, 10/28 (Weeks 9 &amp; 11 in Sakai resources)</b>  <u>Working with groups</u>   <u>Social Work Interventions</u>          Selecting and understanding interventions          What makes a practice evidence-based?          Types of interventions</p>	<p><b>Readings:</b></p> <p>Hepworth, et al.: Chapters 11 &amp; 16</p> <p>Hepworth, et al.: Chapter 13</p>
<p><b>10. Friday, 11/4</b>          Writing effective assessments and treatment plans          Goal setting and contracting  <b>Interview Analysis Papers due for group 2</b></p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Grady &amp; Dombo- Ch. 11 &amp; 12</li> <li>▪ Reamer, F.G. (2005). Documentation in social work: Evolving ethical and risk-management standards. <i>Social Work, 50</i> (4), 325-334.</li> </ul>
<p><b>12. Friday, 11/11 (Week 12 in Sakai)</b>          Practice Day          Interventions  <b>Video for biopsychosocial assessment assignment</b>  <b>Interview Analysis papers due for group 3</b></p>	<ul style="list-style-type: none"> <li>▪ Bentley, K. J., &amp; Walsh, J. (2009). Psychopharmacology and social work. In A.R. Roberts (Ed.) <i>Social workers' desk reference (2<sup>nd</sup> ed.)</i> (pp. 686-691). New York, NY: Oxford University Press.</li> <li>▪ Hepworth, et al.: Chapters 15 &amp; 17</li> </ul>
<p><b>13. Friday, 11/18 (Week 13 in Sakai)</b>          Practice Evaluation          Purposeful use of self          Self-care          Self-improvement and competence          Supervision and consultation</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Grady &amp; Dombo- Ch. 14 &amp; 15</li> </ul>

<b>NO CLASS 11/25/16- THANKSGIVING HOLIDAY</b>	
<b>11. Friday, 12/2 (Week 14 in Sakai) Mock Practice</b>	
<b>Biopsychosocial Paper Due by 12:00 pm December 6<sup>th</sup> in Assignments!</b>	

## **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 (or macro class key informant) 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 a transcript of this recording to analyze your performance, and 3) critically examine ten segments of the interview to identify and analyze the communication techniques you used.

Using an audio tape or process recording, you will create a written record of *everything* that took place in a 15-20-minute segment of the interview, including everything said by you (the worker) and the client/key informant (I recommend that you start at the beginning of the interview to provide adequate context for the reader). *Do not* summarize or paraphrase what each person said. Rather, report the 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 these recordings are learning tools, they do not become part of the client's formal case record. The value of 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 your strengths, weaknesses and barriers to communication and relationship building.

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 or segment lasting about 15-20 minutes. This may be a portion of a longer interview. It can be a client interview or a key informant interview (which may also be useful for assignments in your macro practice class.) See Sakai for information about key informant interviews. See the descriptions below for preparing the assignment.

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. The paper can be copied 2-sided, but the cover page should be 1-sided so that it can be separated from the body of the paper.

On the due date, bring 1 copy of the completed assignment to turn in to the instructor.

### **Preparing the 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 interviewee, including age, gender, race, socioeconomic status, educational level, and occupation, if known. Describe the interviewee's appearance and demeanor when you first met, and the reason and circumstances of the interview. Summarize what you knew about the interviewee before this session, and explain your purpose for the interview. Describe the type of recording you did and your assurance of anonymity.

### Part 2: The Interview

Record 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.

In the **first column**, record the dialogue as it occurred in the interview. This is a verbatim, word-for-word transcript 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, in the **second column** describe all actions, nonverbal activity, and your gut reactions as they took place. 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. **Use your course materials to support your self-evaluation.**

- 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. (You can include this detailed analysis in your existing third column or create a separate section, in two columns, in which you do the “PSCA” analysis. Samples of both format types are available on Sakai.

Beside each of the ten verbalizations and responses, analyze each of your communications as follows: 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 you *intended* to accomplish.
- **Skill (S)**- Label the interviewing skill used in this response. See Hepworth et. al, chapters 5, 6, 7 and 18 for a thorough discussion of skills.
- **Critique (C)**- Evaluate the effectiveness of this skill at this point in the interview, given interview pacing and 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: 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? As you think back on the interview, do you have any further insights into your rapport and interaction with the client?

**Part 5: Questions for Further Growth**

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

**Part 6: Reference List**

Support your self-analysis with course materials. 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.

**You may write this from a first person perspective, but all other APA rules apply. You must cite resources throughout including skills that you used in the interview! This paper should be NO LONGER than 20 pages!**

\*\*If you cannot do an audio recording in your agency, you may do a process recording.

A process recording requires you to write down, *immediately following the interview*, the dialogue as you recall it from start to finish. A reading on process recording is available on Sakai.

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

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

Evaluation Elements:	Points	Score
<b>Part 1-</b> clearly describes the context for the interview, including the type of recording used and the client's permission.	10	
<b>Part 2- column 1</b> provides a verbatim account of the interview, without paraphrasing or summarizing the dialogue (5 pts); <b>column 2</b> clearly describes client and worker actions, nonverbal exchanges, and the worker's thoughts and feelings throughout the interview (5 pts); column 3 accurately identifies the worker's strengths and weaknesses and lists goals for learning. <u>These reflections are informed by readings and class discussions</u> (10 pts).	20	
<b>Part 3-</b> includes ten <b>consecutive</b> exchanges between worker and client (5 pts), accurately labels skills used by the worker (10 pts.); demonstrates cultural competence, self-awareness, and the ability to critique one's own practice (10 pts); offers appropriate, specific alternatives, based on the information above, to improve the interaction (10 pts.).	30	
<b>Part 4-</b> 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.	15	
<b>Part 5-</b> consultation questions are thoughtful and derived from the case.	10	
The paper maintains client confidentiality, contains the honor code, is well-written and demonstrates basic mastery of sentence structure, with no grammatical, spelling, or typing errors and adheres to APA guidelines.	15	
<b>Total</b>	<b>100</b>	

**Comments:**

### Assignment 2: Practice Quiz

In the last class we will have a mock presentation from a guest who will role play a client. Students will be paired up and will each conduct part of an interview with the client. You will have time to consult with your team member in the class prior to the interview. You will be graded on your effort to incorporate the direct practice skills you learned about over the course of the semester.

Technique	Count
Questions	
▪ Open-ended	
▪ Closed-ended	
Affirmations (strengths perspective)	
Reflections	
▪ Simple (including paraphrasing)	
▪ Complex	
○ Double-sided (reflect ambivalence)	
○ Affective (reflect unspoken emotion)	
○ Reframing (new perspective)	
Summarizing	
Minimal Prompts (verbal & nonverbal attending behaviors)	
Accent Responses (ask in a questioning tone)	
Seeking concreteness (what does the client mean)	
Focusing	
Emphasizing autonomy	
Additive empathy (score this as “yes” or “no”)	
<b>No Nos!</b>	
Stacked questions	
Unsolicited advice	
Communication barriers	

### 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 biopsychosociospiritual 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 your assessment or treatment plan. 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 any 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. Papers that are copied two-sided should have the cover page separate and one-sided. Only your unique identifier should appear on the body of the paper.

Course readings and handouts provide guidance for preparing a biopsychosocial assessment, but for this paper, 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. The social worker's determination of the problem-for-work and relevant factors.
7. Preliminary treatment plan: select ONE goals, objectives, interventions, evaluation criteria.
8. Case reflections

### **Assignment 3: Biopsychosociospiritual Assessment Grading Standards**

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

<b>Evaluation Elements:</b>	<b>Points</b>	<b>Score</b>
The introductory section, demographic information, and mental status exam are clearly and thorough, conveying an accurate impression of the client and the presenting problem.	15	
The assessment clearly and accurately describes the presenting problem, relevant historical and developmental information, and client strengths and resources.	20	
The analysis synthesizes key assessment information into a working hypothesis and problem-for-work.	10	
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, including measures to evaluate client progress.	15	
Paper reflects awareness of large system impacts on case and changes needed	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>	