

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

COURSE NUMBER: SoWo 540

COURSE TITLE: Social Work Practice with Families, Individuals and Groups

INSTRUCTOR: Tauchiana Williams, MSW, LCSW
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OFFICE HOURS: Monday 12-1, and by appointment

SEMESTER: Fall 2020

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. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning. Includes Hard copy version of the Empowerment Series: Direct Social Work Practice by Hepworth + Printed Access Card for LMS (ex. Canvas, Blackboard) Integrated MindTap. ISBN: 9781337194648

NOTE: You have two options for how to purchase this book.

- 1) You can obtain a hard copy of this text at the University Book Store. If you select this option, it is important you purchase the version that has "MindTap".
- 2) You can rent the E-book version of the text, which includes access to the Mindtap resources during the rental period. The E-book is a lower price than the hard copy version. You can access it via the following link:
<https://www.cengagebrain.com/shop/ISBN/9781305870161>.

Grady, M. D. & Dombo E. A. (2016). *Moving beyond assessment: A practical guide for beginning helping professionals*. New York, NY: Oxford University Press. ISBN: 9780199367016 (This book so available for purchase at the University Book Store).

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*, 20th edition. NY: Oxford University Press. (Available online for UNC students)
- Roberts, A.R. (Ed.) (2009) *Social workers' desk reference*, 2nd ed. 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, in keeping with practice, is a dynamic learning space that engages a variety of teaching and learning methods. These methods include lectures, group discussions and activities, workbook-based exercises, role plays, videos, and handouts. You are expected to actively participate, drawing from assignments, readings, your field placements, and other experience. I will be available during office hours and by phone and email to address questions that may arise between class sessions. Please seek me out!

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. All written assignments should use references following APA format, typed using correct grammar, punctuation and spelling. **Please submit all papers in Word format.**

1. Class participation:

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.

2. **Quizzes:**

There will be two quizzes during the semester. The first will test your knowledge of the course content using standardized questions (i.e. multiple choice, true/false, short answer). The second will be a practice quiz demonstrate the skills they have learned during the semester. More details on the practice quiz will be provided in class. Dates for the quizzes can be found in the Course Outline section of the syllabus.

3. **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 your working hypothesis for the case and your initial “problem for work”. The due date for this assignment is the Course Outline section of the syllabus and details about the assignment and grading criteria are more fully described at the end of this document.

4. **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 due date for this assignment is the Course Outline section of the syllabus and details about the assignment and grading criteria are more fully described at the end of this document.

COURSE EVALUATION:

Quiz 1	15%
Biopsychosociospiritual Assessment	25%
Interview Analysis	30%
Practice Quiz	20 %
Class Attendance and Participation	<u>10%</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
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 the School and University policy. Assignments are due **in class** on the day as noted in the course

outline. Late assignments will be reduced **10 points** for each day they are late unless an extension is agreed. Please keep me informed if any problems arise with meeting due dates so that we can negotiate alternatives. Please submit papers using Word.

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 a quiz will result in a grade of zero.

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.

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 . 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>).

ACCESSIBILITY AND SERVICES RESOURCES:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. 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. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach

out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

COMMUNITY STANDARDS IN OUR COURSE AND MASK USE:

This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

COURSE OUTLINE:

The outline below provides students with a guide. However, this class like the practice environments it is modeled after, is a dynamic space. Therefore, the instructor reserves the right to modify the timing of all class assignments and session content, in order to meet the needs of the class. When ever possible these changes will be made in collaboration with the students and all such changes will be announced in advance. 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: TOPICS, READINGS AND ASSIGNMENTS

Week	Date	Topic	Readings	Assignment Due
1	8/14/2020	<ul style="list-style-type: none"> • Introductions • Course Overview • Social work roles • The social work profession and contemporary constraints on practice 	Hepworth et al. Chs 1 & 2	
2	8/21/2020	<ul style="list-style-type: none"> • Overview of the helping process • Self- awareness • Applying ethics to practice situations • Working across difference 	Hepworth et al. Chs. 3& 4 Grady & Dumbo 2& 3 Johnson, Y.M. & Munch, S. (2009). ...54(3). 222-231.	
3	8/28/2019	<ul style="list-style-type: none"> • Engagement Phase of Worker/Client relationship • Building the worker/client 	Hepworth et al. Chs. 5 &6 Grady & Dombo Chs. 4	

		<ul style="list-style-type: none"> relationship Developing interviewing skills 	& 5	
4	9/4/2020	<ul style="list-style-type: none"> Relationship Building & Interviewing Skills (con't) Motivational interviewing 	<p>Hepworth et al. Chs 6 & 7 Additional Readings on Sakai: A MI Definition, Principles, Approach, VA 012911</p> <p>Miller & Rolnick (2009). Ten Things that Motivational Interviewing is Not.</p>	
5	9/11/2020	<ul style="list-style-type: none"> The assessment phase Diagnosis vs. Assessment Bio-psycho-social-spiritual Assessment 	<p>Hepworth et al. Chs. 8 & 9</p> <p>Grady & Dombo Chs. 6</p>	Quiz 1
6	9/18/2019	<ul style="list-style-type: none"> Assessment (con't) Suicide lethality assessment Substance Use Assessment Working hypotheses and “problems for work” Writing up assessments 	<p>Hepworth et al. Chs. 8 & 9</p> <p>Grady 7, 8, & 9</p>	
7	9/25/2020	<ul style="list-style-type: none"> Assessing and working with groups 	Hepworth et al. Chs 11 & 16	<u>In Class viewing</u> Biopsychosocial Assessment Video
8	10/2/2020	<ul style="list-style-type: none"> Assessing and working with children 	<p>All readings for the week on SAKAI Lucas Chs. 5 & 11</p> <p>Boyd-Webb (2003)... <i>Social work practice with children, 2nd ed.</i> (pp. 144-165). AND (pp 59-99)</p>	*Biopsychosocial Assignment DUE
9	10/9/2020	<ul style="list-style-type: none"> Assessing and working with families 	<p>Heptworth et al. Chs. 10</p> <p>Lucas Ch. 4- Conducting 1st Family Session (SAKAI)</p>	
10	10/16/2020	<ul style="list-style-type: none"> Goal Setting and contracting 	<p>Hepworth et al. Chs 12</p> <p>Grady & Dombo 11 & 12</p> <p>Reamer (2005)... <i>Social Work, 50(4), 325-334.</i></p>	

11	10/23/2020	<ul style="list-style-type: none"> Selecting and understanding interventions 	Hepworth et al., Ch 13 & 17 Grady & Dombo Chs 10 & 11	*Interview Analysis Assignment DUE
12	10/30/2019	<ul style="list-style-type: none"> Practice evaluation Self Care Supervision/consultation 	Hepworth et al. Ch 19 Grady & Dombo Chs. 15 & 16	
13	11/6/2020	<ul style="list-style-type: none"> Practice Day 	Hepworth et al. Ch 19 Grady & Dombo Ch 14	
14	11/13/2020	<ul style="list-style-type: none"> Termination & Endings 		Practice Quiz

Assignment 1 Biopsychosociospiritual Assessment

For this assignment, class time will be set aside to allow students to view a video depicting an interview with a client. **You MUST BE PRESENT on the scheduled date to view this video.** Students will be given only one opportunity to view the video, so each student should come prepared to gather all information that is needed to complete this assignment as outlined below. This video and the information you obtain from viewing it will be the basis for a biopsychosociospiritual assessment, including preliminary treatment goals and intervention. Students must also include a brief summation of at least two references from the professional literature that are relevant 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. *Students may not confer with each other 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 properly written, linked to 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 that provides a summary of the presenting problem and identifies the factors (at all three levels) that are impacting this problem – both positively and negatively. This discussion should include a summary of the client's strengths and resources as they relate to the presenting problem.
6. The social worker's presents both their WORKING HYPOTHESIS (i.e. the case formulation) for the case AND the problem-for-work (the issue(s) that the worker believes should be the initial focus of treatment).
7. Case reflections

**Assignment 1: Biopsychosociospiritual Assessment
Rubric**

Unique Student Identifier: _____

Evaluation Elements:	Points	Score
The introductory section provides the necessary demographic information and an accurate description of the presenting problem as described by the client.	10	
All elements of the mental status exam are clearly and concisely conveyed from the interview.	15	
The assessment clearly and accurately describes the relevant historical and developmental information for the client, including relevant physical, mental health and substance use history, any prior treatment related to the presenting problem, and a brief description of any relevant legal issues.	10	
The assessment provides a clear and concise description of the clients living situation, financial circumstances, and relevant interpersonal relationships	10	
The assessment provides a concise and accurate summary of the case that including the key contributing factors, the client's strengths and resources as related to the presenting problem	15	
The paper includes a clear and concise description of the student's working hypothesis for the case that is both accurate and comprehensive. It includes summation of at least two references from the professional literature that are relevant and supportive of assessment.	15	
The working hypothesis section ends with a statement of the "Problem for Work" that is clearly connected to the student's working hypothesis and consistent with the facts of the case.	5	
The case reflection section demonstrates awareness of large system impacts on case and changes needed	5	
The case reflection 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, working hypothesis, and problem for work.	5	
The document is well-written, in APA format, uses nonjudgmental language, and demonstrates basic mastery of sentence structure, with no errors in spelling, punctuation, grammar, or typing.	5	
Total	100	

Comments:

Assignment 2

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 the interview, including everything said by you (the worker) and the client/key informant. *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 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 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.

Put your name, signed honor code, and unique identifier (number, name, or letters) on the cover page. 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. **Papers should be no longer than 20 pages!**

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 “they 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>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: Summary

The process recording/dialogue analysis should be followed by a one or two page summary of your observations, impressions, and analytical thoughts related to your performance in the interview and in terms of next steps in working with this client. This portion focuses on the case in light of your analysis of the interview. What were the main issues that you identified? 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 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.

****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 2: Process Recording & Interview Analysis
Grading Rubric**

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	
Part 2 Column 1- provides a verbatim account of the interview, without paraphrasing or summarizing the dialogue (5 pts); Column 2- 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. These reflections are informed by readings and class discussions (10 pts).	20	
Part 3- includes: <ul style="list-style-type: none"> • ten <i>consecutive</i> 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	
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.	15	
Part 5- 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	
Total	100	

Comments:

Assignment 3: Practice Quiz

The purpose of this quiz is for you to practice the skills you have learned in SoWo 540. You will be paired with another student and will be assigned to a part of an assessment (e.g. social history, mental health history, family history...etc.). Students will perform the interview as a pair, but each student will be graded independently. Scores will be calculated using the six domains listed below, as well as a behavioral count of skills.

Section 1: Core Assessment Skills

A. Collaboration			
Low			
High			
1-4	5-9	10-14	15-19
Student assumed the expert role and directed the conversation; prematurely focused on problem solving.	Student superficially responded to opportunities to collaborate.	Student incorporated client contributions but missed opportunities to expand on those.	Student fostered power sharing in such a way that the client's contributions were substantive.
B. Empathy			
Low			
High			
1-4	5-9	10-14	15-19
Student gave little or no attention to the client's perspective; may have shown judgment of client or situation.	Student had difficulty understanding the client's perspective; student's efforts to convey understanding were erratic.	Student actively tried to understand the client's perspective, with modest success.	Student made repeated efforts to understand the client's point of view. Showed understanding of the client's worldview.
C. Active Listening			
Low			
High			
1-4	5-9	10-14	15-19
Student was distracted; did not reflect or summarize any of the major elements of content; stimulus response congruence lacking.	Student struggled to stay with the client; efforts to truly listen and hear the client were sporadic.	Student made consistent efforts to listen and understand the client; student made some errors in reflecting client's feelings.	Student identified underlying themes; reflected major elements of content; provided stimulus response congruence.

D. Attending Skills			
Low			
High			
1-2	3	4	5
Student did not maintain eye contact with the client; closed body language; did not appear to connect with the client; lacked congruence with client.	Student displayed inconsistent eye contact and/or intonation; lacked awareness of their own non-verbal body language.	Student demonstrates consistent attending behaviors.	Student actively attended to client; maintained eye contact; body positioning; tone of voice; mirroring; respects client's personal space.
E. Exploring Skills			
Low			
High			
1-4	5-9	10-14	15-19
Student explored client issues superficially; moved prematurely to problem-solving; may have been overly directive or hesitant in the assessment of client.	Student attempts to engage and explore client's issues were erratic; overuse of closed-ended questions; efforts to collaborate with client were unpredictable.	Student effectively explored client's issues in assigned area; made attempts to explore at a deeper level through they may have been unsuccessful; worked in collaboration with client.	Student actively attempted to explore the client's issues at a deeper level; attempted to identify and examine themes; worked collaboratively with client.
F. Maintaining Focus			
Low			
High			
1-4	5-9	10-14	15-19
Student displayed difficulty maintaining focus in the interview; was overly hesitant; did not redirect client; examined other areas of the assessment.	Student jumped from topic to topic; focused too heavily in one area and neglected to get necessary information in others; redirected client inconsistently.	Student effectively maintained focus in assigned area of interview; focus allowed student to explore in some depth.	Student successfully explored area of assessment with focus and depth; sought deeper understanding of client.

Section 2: Behavioral Count

- | | |
|---|--|
| <input type="checkbox"/> Acknowledged client strengths | <input type="checkbox"/> Rolled with resistance |
| <input type="checkbox"/> Affective reflection(s) | <input type="checkbox"/> Sought concreteness |
| <input type="checkbox"/> Affirmed client | <input type="checkbox"/> Sought deeper understanding of client |
| <input type="checkbox"/> Asked well-formed open-ended questions | <input type="checkbox"/> Summarized |
| <input type="checkbox"/> Avoided stacking questions | <input type="checkbox"/> Supported client autonomy |
| <input type="checkbox"/> Displayed cultural humility | <input type="checkbox"/> Supported client self-efficacy |
| <input type="checkbox"/> Limited closed-ended questions | <input type="checkbox"/> Used accent response(s) |
| <input type="checkbox"/> Provided double-sided reflection(s) | <input type="checkbox"/> Used metaphor(s) |
| <input type="checkbox"/> Provided feedback with permission | <input type="checkbox"/> Used minimal encourager(s) |
| <input type="checkbox"/> Provided redirection as necessary | <input type="checkbox"/> Used self-disclosure appropriately |
| <input type="checkbox"/> Provided simple reflection(s) | <input type="checkbox"/> Used self-involving statement |
| <input type="checkbox"/> Reframed | <input type="checkbox"/> Used silence effectively |
| <input type="checkbox"/> Provided stimulus response congruence | <input type="checkbox"/> Provided information as necessary |
| | <input type="checkbox"/> Avoided premature problem-solving |

Total:**Comments:**