



**SW 521/513 - Interpersonal Practice with Individuals,
Families and Small Groups -
Children and Youth Focus**

However much concerned I was at the problem of misery in the world, I never let myself get lost in broodings over it. I always held firmly to the thought that each one of us can do a little to bring some portion of it to an end.

~Albert Schweitzer

Fall 2014

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Office Hours:

Monday 12:15 - 1:30

Tuesday 1 - 1:45

Others gladly by appointment - Please email me to schedule a time.

Required Text:

Cooper, M.G and Lesser, J.G. (2011). *Clinical Social Work Practice*, 4th edition. Boston: Allyn and Bacon

Oppenheim, D., and Goldsmith, D.F. (2007). *Attachment Theory in Clinical Work with Children*. Guilford Press.

COURSE DESCRIPTION

This course presents foundation knowledge and skills essential to interpersonal practice with children, youth and their families while considering the community, organizational, and policy contexts in which social workers practice. It integrates content on multiculturalism, diversity, social justice, and social change issues, and it relies on the historical, contextual, and social science knowledge presented concurrently in the foundation SWPS and HBSE courses. The student's field experience and future practice methods courses will build upon the skills presented in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, religion, and ability as these relate to interpersonal practice.

COURSE CONTENT

Students will learn various social work roles (e.g. counselor/therapist, group facilitator, mediator, broker, advocate and resource planner), recognizing that these roles must be based on an awareness of cause and effect and on the adherence to social work values and ethics. **Students will understand the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies that make up the organizations in which they work. Students will also learn how self-awareness and the conscious use of self affect the helping relationship.**

In this course all phases of the IP treatment and prevention process (i.e. engagement, assessment, evaluation, planning, intervention, and termination) will be presented with attention to how they are applied to work with individuals, families, and small groups. Students will learn to assess problems in clients' lives that relate to attributes of the client (e.g. age, race, ethnicity, gender, sexual orientation, ability) as well as situational and environmental factors relevant to the client's social functioning. Students will understand patterns of functioning, to assess strengths and limitations, and to plan, implement and monitor change strategies. Students will learn the importance of evaluating methods of change based on situational effectiveness and on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice. Various prevention, treatment, and rehabilitation models will be covered as well as various IP skills. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation, treatment interventions, and termination.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- (1)** Describe ecological-systems, bio-psycho-social, problem solving, structural, and pathology versus strengths based frameworks in practice with individuals, families, and small groups AND critique the strengths and weakness of these various frameworks.
- (2)** Recognize the impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by:
 - (a) demonstrating self-awareness about how their attributes and life experiences impact on their capacity to relate to others with different personal attributes and life experiences.
 - (b) describe how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions.
- (3)** Carry out the roles of advocate, broker, counselor/therapist, group facilitator, and resource developer and assess the appropriateness of these roles in context.
- (4)** Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical thinking, case recording, and contracting.
- (5)** Conduct culturally sensitive interpersonal practice by:
 - (a) engaging diverse client systems
 - (b) employing assessment protocols of PIE, ecomaps, genograms, network maps, and group composition

- (c) articulating treatment and prevention goals, developing measurable treatment and prevention objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special needs of clients.
 - (d) implementing treatment protocols consistent with treatment plans and sensitive to clients' situations
 - (e) recognizing basic termination issues that pertain to interpersonal practice.
- (6)** Operationalize the NASW code of ethics and recognize value dilemmas that emerge in interpersonal practice.

Links to CSWE Practice Behaviors:

Practice Behavior 3

- Apply critical thinking to inform and communicate professional judgments
 - Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
 - Demonstrate effective oral and written communication
 - Analyze models of assessment, prevention, and intervention

Practice Behavior 4

- Engage diversity and difference in practice
 - Recognize and communicate understanding of the importance of difference in shaping life experiences
 - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Practice Behavior 7

- Apply knowledge of human behavior and the social environment
 - Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
 - Critique and apply knowledge to understand person and environment

Practice Behavior 10

- Engage, assess, intervene and evaluate...
 - Use empathy and other interpersonal skills
 - Collect, organize and interpret client data
 - Select appropriate intervention strategies

COURSE DESIGN

This is the inaugural run of a new way of teaching SW521. Mondays will be more aimed at teaching and learning theory, and Tuesdays (the "lab") will be utilized for practice and reflection. The lab section of the course will entail each student operating in three different roles throughout the course of the 13 weeks. Each student will have three weeks as a therapist working with the same "family" over the three weeks, and each student having three weeks each as a child and as a parent. Student will be assisted to develop realistic "characters" through use of an acting coach, as well as

through their own research into the internal worlds and behavioral manifestations of whatever character they choose to develop.

Learning happens best in a supportive, comfortable environment. To that end, we will use various methods such as individual exercises, class discussion, and small group work to examine the material presented. We will use PowerPoint, videos, movie clips and song clips to illustrate topics.

My hope is that you will glean basic techniques even within the classroom experience. I will try to highlight basic techniques of reflective listening, attunement and asking questions. Because we will be exploring topics that can raise strong feelings, it is important that you practice listening to and respecting others, especially when strong and/or opposing opinions are offered. Your contributions to a supportive learning environment will be much appreciated. All students will be expected to contribute visually (attending to others) and verbally (talking and listening).

Two major themes will underlie most of our discussions, though they will not often be reflected in the readings. The first major theme will be: *what makes humans who we are?* Attachment theory will be presented to help us consider this question. The second major theme will be: *what helps people change?* Your preconceived ideas about both these arenas will impact how you perceive information in this class. Together, we will explore our ideas and thoughts about "what makes us tick." *This course will be most useful to you if you are willing and able to reflect on your own thoughts, feelings and ideas.*

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

- (1) *Multiculturalism and Diversity* will be concentrated in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics will explore how the differences between worker and client impact and shape these critical dimensions of social work practice. **Critical consciousness about power imbalances between children and their broader systems, children/client and interventionist and between client and agency will also be explored.**
- (2) *Social Justice and Social Change* will be central to the topic of various roles assumed by social workers and in clienthood. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change will be embedded in person in the environment (PIE) ecological assessment, and in the experience of applicants as they enter social agencies. These themes will be integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.
- (3) *Promotion, Prevention, Treatment, and Rehabilitation* will be themes reflected in various purposes and models of contemporary social work practice. In addition, this course will emphasize skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.
- (4) *Behavioral and Social Science Research* will be presented in this course to support practice methods, skills and assessment procedures. Planning, decision-

making and intervention procedures will be directly borrowed from the behavioral and social sciences.

RELATIONSHIP OF THE COURSE TO ETHICS AND VALUES

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be addressed.

ACCOMMODATIONS

If you need or desire an accommodation for a disability, please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

COURSE REQUIREMENTS

- (1) Attend each session (20 points); absences will lower your grade since:
 - (a) Some material considered essential to the objectives of the course will only be presented in class;
 - (b) The application of key concepts and student co-learning requires participation in class discussions and exercises.
 - (c) Predictability, reliability and consistency are core to any strong relationship... "being there" is incredibly important to clients, so it is important in this class
 - (d) Attendance means participating and attending to others. Using computers or mobile devices to text, shop, Facebook, etc. will significantly reduce your attendance points. Unless you have a family emergency, (and please speak to me about it ahead of time) please put your phones away.

- (2) Completion of Five Assignments (3 graded, other 2 part of participation grade)
 - a) Genogram - 25 points
 - b) Listening exercise - 30 points
 - c) Psychosocial Assessment and Treatment Plan - 25 points
 - d) Development of two "clients" – one a child or youth and one a parent
 - e) Engage in simulation as a child, a parent and as the therapist

WEEKLY READING ASSIGNMENTS

NOTE: All reading besides those found in the required or optional text can be found as PDF in the schedule tab of Ctools. All readings will be posted in the Monday class but will be for both Monday and Tuesday. Please plan to have all reading done by Monday. Please note that because these are both three credit courses, the reading is commensurate (about 60 pages of reading per class per week).

DRAFT – due to new nature of course we may need to make some adjustments along the way

September 8/9 – Week One

Introductions

- Class introductions
- Intro to Ctools
- Course expectations
- What does it mean to “help” people? Video clip

Reading:

- Review symbols used for Genogram
- Find examples of Genograms on line or in books in prep for assignment

A site for further genogram information:

<http://www.genopro.com> Free trial (but may not be able to download on school computers - only home computers). You will be able to get a free 180-day trial by requesting an Academic Key - ENTER my email address (jribaudó@umich.edu) in the professor box and they will send you a key that will enable to use the program free. (You can purchase the program in the future to do genograms on the computer.)

If you use a Mac, you can download a free 15 day trial (NOTE: this means you will need to print or save a copy of your genogram before the trial runs out!) from Pedigree-Draw 6. I have not used this application so let me know if there are any glitches. <http://www.pedigree-draw.com/products.html>

September 15/16 – Week Two

Intro into IP Practice

- Cooper and Lesser (C & L) – Chapters 1 - 3:
 - Chapter 1: *An integrated approach to clinical practice*
 - Chapter 2: *Key issues in clinical practice*
 - Chapter 3: *The clinical interview: The process of assessment*
- Oppenheim and Goldsmith (O & G) – Chapter 1 *Constructing a Relationship Formulation* (Zeanah)
- Ctools – in resource tab - Review the Working Model of the Child Interview (WMCi)

September 22/23 – Week Three

Empathy and Listening Skills/Code of Ethics

- Ctools - Hepworth, et al., - Building blocks of communication: Communicating with empathy and authenticity, pp. 83-127
- Ctools - Seligman - Why How You Feel Matters, pp. 1- 6
- Ctools - Rubin - Chapter 1: *Doing Therapy*, pp. 1 -15.
- Review NASW Code of Ethics
(<http://www.socialworkers.org/pubs/code/code.asp>)

September 29/30 – Week Four

Knowledge and Skills for Assessment and Planning

- C & L – Chapter 4: *The psychosocial study: the product of assessment*
- C & L – Chapter 13: *Clinical practice with children and adolescents*
- Ctools – Konrad Chapter 4: Child-Centered Assessment
- Ctools – Perry and Szalavitz
 - Chapter 4: Skin Hunger
 - Chapter 5: The Coldest Heart (warning: graphic material)

October 6/7 – Week Five

Personality Development – Attachment Theory

- O & G – Chapter 6 *Attachment and trauma* (Busch & Lieberman)
- Ctools - Davies - *Attachment as a context for development*, pp. 7 - 38
- Ctools - Sroufe - *Behavioral and emotional disturbance*, pp. 239-264 (dense but important reading)

Optional

- Mann and Kretchmar - *A disorganized toddler in foster care: Healing and change from an attachment theory perspective*, pp. 29-36

October 13/14 - Fall Study Break

October 20/21 - Week Six

Personality Development – Object Relations Theory and Self-Psychology

- C & L - Chapter 6: *Object relations theory: A relational psychodynamic model*
- C & L - Chapter 7: *Self-Psychology: A relational psychodynamic model*
- O & G - Chapter 2 – *Keeping the Inner World of the Child in Mind*

October 27/28- GENOGRAM DUE Monday 10/27 (submit paper on Ctools by 11:00 p.m. - if your genogram is hand-drawn, then turn in the genogram drawing in class)

Personality Development – Cognitive Theory and Behavior Therapy

- C & L – Chapter 9 – *Cognitive theory: A structural approach*
- C & L – Chapter 10 – *Behavior therapy: A structural approach*
- Watch Five Approaches to Working with Adolescents (25:05 minutes) –
 - <http://search.alexanderstreet.com.proxy.lib.umich.edu/ctv3/view/work/1857807>
- Watch Five Approaches to Working with Adolescents, Part 2 – Depression (33:00 minutes)
 - <http://search.alexanderstreet.com.proxy.lib.umich.edu/ctv3/view/work/1857809>

(If video isn't running well, switch web-browser. I think Mozilla or Chrome runs it better than IE. You must sign in through your umich address too.)
Be ready to discuss your questions, observations, and clinical insights

November 3/4 - Week Eight

Ethnicity, Culture and Social Work Practice - Working Across Differences

- C & L – Chapter 5: *Multicultural practice*
 - Ctools – Lieberman, A. (1990). Culturally sensitive practice with children and families. *Child and Adolescent Social Work*. Vol. 7: 101-120
 - Ctools – Evans, G. and Kim, P (2013). Childhood poverty, chronic stress, self-regulation and coping. *Child Development Perspectives*, Vol. 7: 43 - 48
- AND either -
- Ctools - Walker and Rosen: Chapter 3: *Walking a Piece of the Way*, pp. 35 – 52.
OR
 - Ctools - Smith and Redington - Class dismissed: Making the case for the study of classist microaggressions. In Sue, D.W. (Ed.), *Microaggressions and marginality - manifestation, dynamics and impact*. Hoboken, NJ: Wiley. Pp. 269-283.

November 10/11 – Week Nine

Knowledge and Skills for Intervention - Child Play Therapy

- Ctools – Ray (2013). Chapter 2: *Primer on Child Development*
- Ctools – Konrad – Therapeutic Communication with Children
- Ctools - Kaplow, et al. - The Long-term consequences of early childhood trauma: A case study and discussion
- **Watch video** – Terry Kottman – Adlerian Child Play Therapy
<http://search.alexanderstreet.com.proxy.lib.umich.edu/ctiv/view/work/1778813>
(Watch session with child– watching intro and summary is optional). Be ready to discuss your questions, observations and clinical insights.

November 17/18 – Week Ten

Knowledge and Skills for Intervention – Child-Parent Psychotherapy and Family Therapy

- O & G – Chapter 8 – *Challenging children's negative internal working models: Utilizing attachment-based treatment strategies in a therapeutic preschool*.
- Ctools – Ghosh Ippen, et al. (2011) - Traumatic and stressful events in early childhood: Can treatment help those at highest risk? *Child Abuse and Neglect* Vol. 35: 504–513.
- Goldstein - Chapter 11: Couple and family treatment, pp. 267-285.
- **Watch mother/adolescent family therapy video:**
<http://ctiv.alexanderstreet.com.proxy.lib.umich.edu/View/534807> (50 minutes)
From section 2.1 (23:20) to through 2.49 (1:12). Watching the debrief and audience questions is helpful but optional.
Be ready to discuss your questions, observations, and clinical insights.

November 24/25 – Week Eleven

Knowledge and Skills for Reflective Practice

- Ctools - Rubin - Chapter 8 - What makes therapy work? pp. 154 – 160
- Ctools - Shahmoon Shanok - *The Supervisory Relationship: Integrator, Resource, Guide*, pp. 37-41
- Ctools - Heffron - *Balance in Jeopardy: Reflexive Reactions vs. Reflective Response in Infant/Family Practice*, pp.15-17
- Ctools - Bennett and Deal - *Beginnings and Endings in Social Work Supervision: The Interaction Between Attachment and Developmental Processes* pp. 101-114

December 1/2- Week Twelve

Knowledge and Skills for Termination/ Self Care in Practice

- Ctools – Ray – Progress and Termination
- Jones Harden - *You Cannot Do it Alone*, pp. 10 -16

December 8/9 - Week Thirteen

Intervention with Larger Systems

- Heckman - *The Dollars and Cents of Investing Early*, pp. 10-16
- Lally - *Good Health, Strong Families and Positive Learning Experiences*, pp. 6-9
- Shedler - *The Efficacy of Psychodynamic Psychotherapy*, pp. 98-107

SW521 Course Assignments

Fall 2014

Prof. Julie Ribaldo

Papers are due on Ctools by **11:00 p.m. of the day due - 10/27** (hand drawn genograms are be due in the class that meets on the due date).

Audio recording and Paper for Listening Exercise **are due one full week** before your scheduled appointment. Upload in Ctools your paper, and if in digital format, your interview. If your interview is recorded on a CD, you must give that to me a full week before your appointment.

In all assignments, you will be graded on:

- **Meeting parameters of assignment**
- **Clarity of thought,**
- **Effort/ability to self-reflect,**
- **Demonstration of social work values related to empathy, strengths-based thinking, and client dignity,**
- **Insightfulness and clinical acuity (since this is a clinical course, this is the area that tends to differentiate “A” papers from others)**
- **Integration of reading materials into paper**

- **The ability to discern which aspects of use of self would be important in assessment or intervention**
- **Writing Skill – clarity, coherence, organization, citation (if necessary), grammatically strong**

1. Genogram – 25 points

As a part of an effort to enhance your understanding of self, prepare a genogram of three generations of your own family. You may draw the genogram or use a software program to create the graphic. Several word processing packages allow for creation of square, circles, triangles, and ways to draw lines to link them. You could also use one of the "family genogram" programs that are available commercially or as shareware. Genopro offers a FREE 180-day trial.

<http://www.genopro.com> but you may not be able to download on school computers - only home computers. You can get the free 180-day trial by requesting an Academic Key - ENTER my email address (jribaldo@umich.edu) in the professor box and they will send you a key that will enable to use the program free. (You can purchase the program in the future to do genograms on the computer.)

You will turn in three parts: the actual genogram drawing, a brief (3-sentence) synopsis of the key people you have included, and the paper that addresses your integration of the material.

In creating your own genogram, include your grandparents and parents, if possible, as well as your siblings and yourself. If you have children or grandchildren, you may include them as the fourth and fifth generations, respectively. **Please don't be worried if you don't have strong family connections or don't have access to information. This exercise is part of learning about yourself. If it brings up a lot of anxiety, please see me.** For this exercise, rely on your own memory, rather than seeking a lot of information from other family members. Try to include the approximate dates and categories of significant family events, such as births, deaths, marriages, divorces, separations and losses, military service, significant hospitalizations, changes in place of residence (salient if a child moved frequently), injuries, and traumatic experiences. If you do not remember details, enter question marks instead of facts. Develop a succinct, few-word synopsis of the personal characteristics of the more significant members in your experience. In addition, briefly characterize the nature of the various relationships within your family (you can depict this verbally in the synopsis, as well as visually in the genogram).

When you have completed your genogram, reflect on your childhood and family experiences. The following questions are simply a guide, use them **and any others you'd like** to guide your reflection (*you can write in narrative form and needn't go question by question, but make sure to contemplate these areas*):

1. What role or roles did you play in your family? At the present time, what roles do you tend to play in family or family-like situations? What about in other relationships?
2. How was affection expressed in your family? At the present time, how do you tend to express affection?

3. How were feelings such as anger, fear and joy (and any others) expressed in your family? At this point in your life, how do you express them? Do you notice any trends in emotion expression or how family members interact emotionally with each other? (**Be thoughtful here - this is where many student lose points - being able to understand and tolerate a wide range of emotions contributes to therapeutic insight and skills**).
4. How were people (especially children) educated, guided, and disciplined in your family? Who performed these functions? How did/do children tend to feel about the way they are treated in your family?
5. What intergenerational patterns did you notice? (Again, another area that tends to distinguish excellent vs. basic mastery)
6. How did your family reflect their cultural and ethnic identity? How do you reflect it today?
7. How has your family been affected by poverty, privilege, oppression, or (in)justice?
8. Who, if anyone, are you like in your family? What did you learn about yourself or your family in completing this exercise (if you've done this before, what new questions or insights did it raise)? **This is not just a family tree - this is a way for you to look at intergenerational patterns of interactions.**
9. Final reflection - Any closing thoughts. *This is a place for self-reflection...you will receive highest marks for this section if you are thoughtful and thorough about what you found yourself thinking, feeling, wondering, etc. as you considered your family.*

GRADING CONSIDERATIONS:

Genogram drawing

Thoroughness of details, clear, easy to understand, includes at least 3 generations, use of symbols and relational depictions are accurate

Person synopsis

Includes key people (does not have to include extended family who are not essential to the "family story"). Descriptions are thoughtful and show insight.

Paper

The most clinically astute papers will include a thoughtful discussion of how you have developed to be the person you are today through your relationships with important family members. Clinical thinking re: family dynamics in general (i.e. you may note patterns or themes of strength, connectedness, isolation, loss, abuse, etc.) – **you are not asked to "diagnose" family members but to reflect on generational themes.** For example, if you notice a family history of a lot of support and caring, how has that impacted you and others in your family? Conversely, if you know one of your parents was raised by an abusive parent, how has that impacted your generation? These are only examples – feel free to explore what seems salient to you. Qualitatively, students who show strong insight into themselves and others will generally earn an A range; students who are showing developing skills in insight will generally earn in the B range; students who are in need of further significant growth in understanding individuals, families and systems - themselves and others, will earn in the C range.

NOTE: Some students can feel uncomfortable revealing themselves to a professor - that is understandable; however, the experience of making yourself

vulnerable to another human being is often what we are asking of clients in undertaking a therapeutic journey. That being said, only reveal as much as you are comfortable. If you choose not to reveal details (for instance, how you were affected by particular life circumstances) then you must still note in which ways you did deal with them (for example - through therapy, or work with a spiritual leader, or a support group, or “I haven’t dealt with it yet!” and some discussion as to why).

Writing Skills

Clarity, grammar, thoughtfulness, etc. Papers are expected to be well organized, clearly written, and show minimal grammatical errors.

If you choose to cite a source for one of your papers, please use APA 6th edition style citation. Please be aware that I will deduct points for poor writing skills including grammatical errors. **I encourage you to use the Sweetland Writing Center if you require writing assistance.**

2. Listening Exercise – DUE ONE FULL WEEK BEFORE YOUR APPOINTMENT (I will have signup sheet the first day of class. The first appointments begin 10/20 and the last appointments are 12/2) – 30 points

Ask a friend, colleague, or fellow student (disguise names!) if you can do a 20 minute audiotaped interview with them, assuring them of confidentiality (you and I will be only one listen to audio) and that the goal is just for you to practice **listening and empathic, open-ended responses**. PLEASE DO NOT USE YOUR CHILD OR PARTNER – it gets too complicated if there is an issue that gets evoked within the “session.” *Ask them to discuss a real concern they have.* **Your role is to practice skills such as empathic responses, asking questions to clarify your understanding, and attuning to the state of the speaker.** When you are done interviewing, ask for some feedback as to how they experienced you in your role as a counselor ... did they feel listened to and understood? What was the experience like for them to have someone “just” listen? NOTE: you can use open-ended questions, provide empathic, mirroring statements, summarize, ask for clarification, etc., but *your goal is to gain a strong understanding of what the person is struggling with and be able to convey that understanding.* The ability to understand is best developed by being a good listener!

Before reviewing the tape, write process notes (a complete recording of what was said – see Chapter One of Cooper and Lesser) – recall what was said and in what order. As you then play back the tape, notice how accurately or inaccurately you captured the process, what you “heard” and what you didn’t and think about why that might be.

Write a 4 – 5 page double spaced paper reflecting on the following:

Describe the “presenting concern” (disguising identifying info) and how the “client” presented throughout the interview – **what did you observe about body language, voice tone, affect, eye contact, etc.**

Give a brief summarize your **understanding** of what the person was struggling with. What themes did you notice?

What did your “client” say about the experience...how did they describe your attending and listening style?

What was the experience like for you? How was it to “just” listen, only being able to ask clarifying questions, or make an empathic comment, or a summarizing comment - i.e. not give advice!?! How did you do in that role? I will be looking at your capacity to self-reflect on your skills. What reactions did you have internally to the subject matter of the conversation?

How closely did your process notes connect with the actual interview? What are your thoughts on the degree of match or mismatch?

What did you learn about yourself through this exercise?

Turn in the recording (you can also upload on the computer), the process notes, and the paper...all will be returned to you.

NOTE: Please do not fake a “session.” Your task is to show that you can *listen*, ask appropriate questions and make clarifying statements – that is the start of any Social Work role. You aren’t doing an intake – you are showing that you can listen and understand.

GRADING will be based on:

Audio

Ability to listen, limiting “advice-giving”, and asking pertinent clarifying questions or statements, or empathic responses

Process Notes

I want to see that you did them...I don’t mind if they aren’t “accurate”...that is part of the learning process!

Paper -

Quality of observations - how well you noted eye contact, body position, breathing, etc. and attempted to understand how the non-verbal and verbal aspects of the “client” aligned.

Clinical acuity – how well did you catch themes, do you seem to understand beyond the superficial level of what the “client” is telling you (SEE EXAMPLE paper in resources tab of Ctools for a model of strong paper).

Reflective Aspect - ability to show self- reflection, ability to generate some clear idea of your own reactions, thoughts and feelings...both in role as counselor and in reaction to the content of the discussion; addressing mismatches in what you “heard” and what was said...addressing your thoughts as to matches and mismatches. If any issues stood out in the discussion, address those briefly (for example, you may note that your “client” is having difficulty adjusting to a life situation but you notice that she/he minimizes or dramatizes the experience).

Writing Skills

Clarity, grammar, thoughtfulness, following parameters of assignment, etc.

NEXT STEP: Make sure to note the appointment date you signed up for in the first day of class. Your recording and paper will be due a full week before your appointment. I will review your tape and paper in that week and then we will listen to a portion of your tape together, and discuss it. *I will provide direct vs. written feedback.*

2. Psychosocial Assessment Summary – 25 points

- a. Will be discussed in class. Due 1 week following your 2nd “session” with your assigned client. See Cooper and Lesser, Chapter 4, for a sample of a psychosocial assessment.

Grading will be based on thorough collection of information and/or discussion of what information would remain to be collected, clinical acuity in development of a hypothesis (including thoughts/ideas about the client’s defense mechanisms), and beginning understanding of salient treatment goals.

GRADES

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of a number of points - the process of working with others, who you are in the work (i.e. what appear to be strengths and challenges for you), themes that arise in IP work, writing and communication skills, etc. *If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!* If I help you deepen your understanding of something that is helpful for me to know too.

GRADING SCALE

The criteria for each grade are as follows:

100 - A+ Brilliant mastery of subject content; demonstrates exceptional skill, insight, reflection, understanding of self and others; exceptional mastery of core concepts

95 - 99 A Strong mastery of subject content, demonstration of insight, clinical astuteness, creativity and/or complexity in completion of assignment; strong capacity for self-reflection

90 - 94 A- The difference between A and A- is based on the degree to which the above described skills are demonstrated

88 - 89 B+ Mastery of subject content beyond expected competency; is growing in insight, clinical acuity, and self-reflection and in mastery of core concepts

85 - 87 B Mastery of subject content at level of expected competency – meets course expectations

80 - 84 B- Less than adequate competency, but demonstrates student learning and potential for mastery of subject content

70 - 79 C or C- Demonstrates a minimal understanding of core content, and of self and others. Significant areas need improvement to meet course requirements.

69 and below Student has failed to demonstrate minimal understanding of subject content.