SW 521 - Interpersonal Practice with Individuals, Families and Small Groups

Fall 2015
Monday, 9:00-12:00am, Section 1, Room 3816
Instructor: Laura Sanders
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Email: createcoun333@gmail.com and lsanders@umich.edu
Office Hours: by appointment

Required Texts:


Optional Text:


Additional readings will be posted on Canvas

Social Work Competencies and Practice Behaviors met by this course:

1.1 Identify as a professional social worker and conduct oneself accordingly.  Advocate for client access to the services of social work

1.2 Identify as a professional social worker and conduct oneself accordingly.  Practice personal reflection and self-correction to assure continual professional development

1.3 Identify as a professional social worker and conduct oneself accordingly.  Attend to professional roles and boundaries

1.4 Identify as a professional social worker and conduct oneself accordingly.  Demonstrate professional demeanor in behavior, appearance, and communication
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<thead>
<tr>
<th></th>
<th>Identify as a professional social worker and conduct oneself accordingly.</th>
<th>Use supervision and consultation</th>
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<tbody>
<tr>
<td>2.1</td>
<td>Apply social work ethical principles to guide professional practice.</td>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
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<tr>
<td>2.2</td>
<td>Apply social work ethical principles to guide professional practice.</td>
<td>Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles</td>
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<td>2.3</td>
<td>Apply social work ethical principles to guide professional practice.</td>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
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<td>2.4</td>
<td>Apply social work ethical principles to guide professional practice.</td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
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<tr>
<td>3.1</td>
<td>Apply critical thinking to inform and communicate professional judgments.</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
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<td>3.2</td>
<td>Apply critical thinking to inform and communicate professional judgments.</td>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
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<tr>
<td>3.3</td>
<td>Apply critical thinking to inform and communicate professional judgments.</td>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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<td>4.1</td>
<td>Engage diversity and difference in practice.</td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
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<tr>
<td>4.2</td>
<td>Engage diversity</td>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases</td>
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and difference in practice. and values in working with diverse groups

<p>| 4.3 | Engage diversity and difference in practice. | Recognize and communicate their understanding of the importance of difference in shaping life experiences |
| 4.4 | Engage diversity and difference in practice. | View themselves as learners and engage those with whom they work as informants |
| 5.1 | Advance human rights and social and economic justice. | Understand the forms and mechanisms of oppression and discrimination |
| 6.1 | Engage in research-informed practice and practice-informed research. | Use practice experience to inform scientific inquiry |
| 6.2 | Engage in research-informed practice and practice-informed research. | Use research evidence to inform practice |
| 7.1 | Apply knowledge of human behavior and the social environment. | Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation |
| 7.2 | Apply knowledge of human behavior and the social environment. | Critique and apply knowledge to understand person and environment |
| 9.1 | Respond to contexts that shape practice. | Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services |
| 10A.1 | Engagement | Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities |
| 10A.2 | Engagement | Use empathy and other interpersonal skills |
| 10A.3 | Engagement | Develop a mutually agreed-on focus of work and desired outcomes |</p>
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<tr>
<th>10B.1</th>
<th>Assessment</th>
<th>Collect, organize, and interpret client data</th>
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<td>10B.2</td>
<td>Assessment</td>
<td>Assess client strengths and limitations</td>
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<td>10B.3</td>
<td>Assessment</td>
<td>Develop mutually agreed-on intervention goals and objectives</td>
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<td>10B.4</td>
<td>Assessment</td>
<td>Select appropriate intervention strategies</td>
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<td>10C.2</td>
<td>Intervention</td>
<td>Implement prevention interventions that enhance client capacities</td>
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<td>10C.3</td>
<td>Intervention</td>
<td>Help clients resolve problems</td>
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<td>10C.4</td>
<td>Intervention</td>
<td>Negotiate, mediate, and advocate for clients</td>
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<td>10C.5</td>
<td>Intervention</td>
<td>Facilitate transitions and endings</td>
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<td>10D.1</td>
<td>Evaluation</td>
<td>Critically analyze, monitor, and evaluate interventions</td>
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**Course Description**

This course presents social work foundation knowledge and skills essential to interpersonal practice with individuals, families, and small groups in social contexts. It integrates content on multiculturalism, diversity, and social justice 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, socio-economic status, age, religion, and ability as these relate to interpersonal practice.

**Course Content**

This course builds a base from behavioral and social science theories to inform the practice concepts and skills taught in this course. Students learn how to perform various social work roles (i.e. counselor/clinical social worker, group facilitator, mediator, and advocate), recognizing that these roles must adhere to social work values and ethics. Students learn the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies. Students also learn how self-awareness and the conscious use of self affect the helping relationship and how to apply practice skills such as active listening, empathic responding, contracting, critical and creative thinking in practice. In this course, all phases of the IP treatment process (i.e. engagement, assessment, intervention, and evaluation) are presented and applied to social work practice with individuals, families, and small groups. Students learn how to assess vulnerabilities and strengths in clients' lives that relate to attributes (e.g. ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) as well as situational and environmental factors relevant to the client's social functioning. Students learn how to assess risks, and barriers, and to plan, implement and monitor change strategies. Students learn how to apply various evaluation techniques in order to demonstrate effectiveness.

**Course Objectives**

Upon completion of this course, students using a social work practice framework will be able to: 1. Describe and apply research-based knowledge and frameworks in interpersonal practice with individuals, families, and small
groups and critique the strengths and weaknesses of these various frameworks. (Practice Behaviors 3.1, 3.2, 6.2, 7.1, 10b.4) 2. Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice. (Practice Behaviors 4.1, 4.3, 5.1) 3. Carry out the roles of counselor/clinical social worker, client services manager, group facilitator mediator, and advocate in a culturally responsive manner (by attending to social identities such as race, gender, ethnicity, social class, sexual orientation, and to power and privilege). (Practice Behaviors 1.1, 1.3, 4.1, 4.2, 4.4, 5.2, 5.3, 10c.2, 10c.3, 10c.4) 4. Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting. (Practice Behaviors 1.4, 3.1, 3.3, 10a.1, 10a.2, 10a.3) 5. Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice. (Practice Behaviors 2.2, 2.3)

Course Design

This course employs a number of pedagogical strategies to promote skill development such as: gamed simulations, case analysis, interactive media simulations, exercises in vivo, practice within the classroom through role playing, didactic presentation of theory/models/procedures, etc.

Theme Relation to Social Justice

are central to the topic of various roles assumed by social workers and in the clienthood process in social agencies. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change is reflected in PIE, ecological assessment, and in the experience of applicants as they enter social agencies. These themes are 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.

Theme Relation to Behavioral and Social Science Research

is reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

Relationship to SW Ethics and Values

Social work ethics and values are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, cultural sensitivity and competence.

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

Class attendance and participation:

Students are expected to attend all classes for the full period, complete assigned reading for each week, participate in class activities and discussions, and complete all assignments on time. Attendance will be taken at the beginning of each class. You are permitted to miss one class without penalty. Missing more than one class, in part or in total will result in a reduction of your total points including a 3 point reduction for a second miss and a 5 point reduction for a third. Good attendance and participation will help your final grade, particularly if it falls on the margin.
Effective social workers must be self-aware and open to exploring our own histories and issues regarding any given concern or population. Be prepared to explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities. My hope is to co-create a class environment where we will feel safe enough to take some risks in sharing who we are, and what questions we are grappling with related to the course content, and this is one reason why class attendance is so important. Your attendance and participation also reflects the basic ingredient of any social work relationship – your presence, or “being there”. For this reason, as well, I ask you not to open computers or cell phones in class unless we are using them for a class exercise.

I expect we will be honest, sensitive and respectful to each other in preparation for good social work practice. Please share your opinions and feedback with others in discussions and exercises, and when you do so, try to state them in a respectful and constructive manner. Also, be prepared to hear varying opinions and feedback non-defensively, and to use them or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. In the classroom is where we expect to blunder and make mistakes so that we are better prepared when we are in the field. We will review and use the ground rules developed for the Multicultural Orientation, 2004.

**Your Grade will be based on:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class attendance and Participation</td>
<td>10%</td>
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<tr>
<td>Genogram</td>
<td>20%</td>
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<td>Listening Exercise</td>
<td>30%</td>
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<tr>
<td>Group Demonstration of Intervention Models</td>
<td>20%</td>
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<td>Final Examination or psychosocial assessment</td>
<td>20%</td>
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**WEEKLY READING ASSIGNMENTS**

Your text books can be purchased at Common Language Book store, which is an independent, LGBTQ and friends book store that I like to support. I also would like you to visit the store and browse the family and children’s section, in particular. There is great literature for children growing up in non-traditional family structures. Check it out! Common Language is on Fourth Avenue in Braun Court, just north of the corner of Miller/Catherine and Fourth.

All book readings that are not within a required text can be accessed through the files tab on your canvas site.

**SW 521: The Course Outline**

**Seed Week**

Reading:
Canvas: 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 (can purchase the program to do genograms on the computer - especially helpful if you think you will be using this tool in the future. Gives a good sample and includes symbols for emotional relationships). Free trial (but may not be able to download on school computers - only home computers).

**Sept 14**

**Session 1:**
**Introductions**

**Core Principals of Interpersonal Practice**

Video clip (Vicki): Thinking about core concepts in social work
Discussion of genogram and listening assignments – using Vicki’s family as a case example

- **Hepworth, et. al** - Building blocks of communication: Communicating with empathy and authenticity, pp. 83-127 (long but important)


Resources posted on c-tools:

- Multicultural Power and Control Wheels

**Sept 21**

**Session 2: Engagement Skills and Cross Cultural Social Work**

- Reflexive Awareness and Cross Cultural Social work
- Equality and Mutuality in relationships
- Listening exercise

- Cooper and Lesser – Chapters 1, *An integrated approach to clinical practice*, pp. 1-14, and Chapter 2, Key issues in clinical practice, pp. 15 –32.

**Sept 28**

**Session 3: GENOGRAM DUE** (submit all materials in class – hard copies)

**Ethics: Social Justice Ally Development and Social Work Identity**

- Social Justice Ally Development and Roles of Social Workers
- Reflective Listening exercise
- Begin discussion of Attachment

- Cooper and Lesser – Chapter 5: Multicultural practice, pp. 70 – 88.

**Oct 5**

**Session 4:**

**Human Development: Attachment Theory and Personality Development**

- Secure and Insecure Attachment Models
- Modeling positive Attachment in Therapeutic Relationships
- True empathy

- Davies, Chapter 1: Attachment as a Context for Development, pp. 7 - 38
- Sroufe, Chapter 12: Behavioral and Emotional Disturbance, pp. 239-264 (dense but important reading)
- Walker and Rosen, Chapter 1, How Relationships Heal, pp 3-21.

**Optional Reading:**

- Brown & Trevethan Shame, Internalized Homophobia, Identity Formation, Attachment Style, and the Connection to Relationship Status in Gay Men, pp. 268-275
- Hesse: The Adult Attachment Interview (only pp. 552-598)
- Kobak: The Emotional Dynamics of Disrupted Attachment Relationships
- MaGee, John: A Gentle Teaching, Attachment Self Assessment
- Mann and Kretchmar: A Disorganized Toddler in Foster Care: Healing and Change from an Attachment Theory Perspective, pp. 29-36

**Oct 12**

**Session 5:**

**Psychosocial Assessment and the Helping Process continued**
Cooper and Lesser – Chapter 3: The clinical interview: the process of assessment, pp. 33-50
Cooper and Lesser – Chapter 4: The psychosocial study: the product of assessment, pp. 51 - 69
Seligman: Why How You Feel Matters, pp. 1-6

Oct 19: Fall Study Break, get caught up and have fun

Oct 26
Session 6: LISTENING EXERCISE DUE (submit all materials in class)
Psychosocial Assessment: Understanding Trauma and Coping
Domestic Violence, Child Abuse
Understanding Traumatic Arousal
Video movie clip
Identify Small groups for effective models skit


- Herman, Judith, Forgotten History and Terror, from Trauma and Recovery, Basic Books, 1992, pp7-32.
- Lawler, A., Caring but Fallible, Chapter 5 of Walker and Rosen, How Connections Heal, pp. 66-82.

Nov 2
Session 7:
Psychosocial Assessment: Assessing for Suicide and Substance Abuse
The Ethics of Confidentiality and Reporting.
Psychosocial assessment assignment discussed


- NASW Code of Ethics (20 pgs)
- Walker and Rosen, Chapter 11, Prevention Through Connection, A Collaborative Approach to Women’s Substance Abuse

Nov 9
Session 8:
Models of Effective Therapies: Introduction to Individual Models
Group Presentations: Object-Relation Model, Self-Psychology Model
Final Exam is handed out

- Cooper and Lesser, Chapters 6, 7, 8 (pp. 89 -137)
- Rubin, Chapter 3: The Man with the Beautiful Voice, pp. 36-54

Nov 16
Session 9:
Models of Effective Therapies: Introduction to Multi-modal models
Group Presentations: Cognitive Model, Behavioral Model
Video: DBT Marsha Linehan
- Boyle, et al., Chapter 3: Theoretical Perspectives on direct practice: An overview, pp. 73-110.
- Cooper and Lesser: Chapters 9 and 10, pp. 140-175, Cognitive and Behavioral Methods
- Cooper and Lesser: Chapter 14, Integrating Research and Practice

Nov 23
Session 10: FINAL EXAM OR PSYCHOSOCIAL ASSESSMENT DUE
Models of Effective Therapies: Working with Families
Group Presentation: Solution Focused Model
Brief Discussion of Working with Children

Video: Solution Focused Therapy (?)

- **Cooper and Lesser**: Chapter 12: Solution-Focused Therapy, pp. 196-209
- **Biblarz and Stacey**: How Does the Gender of Parents Matter? pp. 3 - 17.
- **Lally**: Good Health, Strong Families and Positive Learning Experiences, pp. 6-9
- **Cooper and Lesser**: Chapter 13, Clinical Practice with Children and Adolescents
- **Heffron**: Balance in Jeopardy: Reflexive Reactions vs. Reflective Response in Infant/Family Practice, pp.15-17

Optional reading:
- **Goldstein**: Chapter 11: Couple and Family Treatment, pp. 267-285.

Nov 30

**Session 11: Working with Groups and Interventions with Larger Systems**

Stage Orientation to group work
A Multi-need, Multi-modal children’s group video

- **Cooper and Lesser**, Chapter 8, Relational Therapy
- **Walker and Rosen**, Chapter 13, Relational Experiences of Delinquent Girls

Dec 7

**Session 12: Evaluation, Termination, Supervision and Self-Care**

- **Boyle**: Chapter 14: Knowledge and skills for termination, pp. 445-468
- **Jones Harden**, You Cannot Do it Alone, pp. 10 -16

Optional Reading:
- **Bennett and Deal**, Beginnings and Endings in Social Work Supervision: The Interaction Between Attachment and Developmental Processes, pp. 101-114
- **Rubin**: Chapter 5: To Live or Die, pp. 81-102

**SW 521 Assignments**

Laura Sanders
Papers are due in class on the due dates posted in the syllabus. All papers are due in hard copy at the beginning of class. They should be double-spaced. Do not wait for the break to print your paper. You can choose to turn in assignment 2, the Listening Exercise, on the first due date and the Genogram on the second due date if you prefer. Due dates for all assignments are on the course agenda.

In all assignments, you will be graded on:

- Meeting parameters of assignment
- Good writing skills: Clarity of thought and flow of your writing, editing
- Effort/ability to self-reflect,
- Demonstration of social work values related to empathy, strengths-based thinking, and client dignity,
- Insightfulness and clinical acuity
- Integration of reading materials into your papers paper
- and the ability to discern which aspects of use of self would be important in assessment or intervention.

Writing Skills:
Papers are expected to be well organized, clearly written, and show minimal grammatical errors. In this and in most of your classes, you will be asked to demonstrate proper grammar and spelling, you may be assisted by the American Psychological Association Publication Manual (5th edition). You can access it and other writing resources online (e.g., http://apastyle.apa.org/ and/or http://grammar.ccc.commnet.edu/grammar/). When you cite a source for one of your papers, please use APA style citation. Please be aware that I will deduct points for poor writing skills including grammatical errors. I encourage you to use the Office of Student Services and the Sweetland Writing Center if you require writing assistance.

Assignment 1: Genogram

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. You may download a demonstration copy of such a program through the World Wide Web site of the Computer Users in Social Services Network at http://www.genopro.com/.

You will turn in three parts:

1) the actual genogram drawing, with relationship lines and a symbols key.
2) a brief synopsis of the key people you have included.
3) a paper that addresses your integration of the material.
Genogram Drawing: 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, injuries, and traumatic experiences. If you do not remember details, enter question marks instead of facts. Include relationship lines for closeness and conflict, and a key for symbols. **The Synopsis:** 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 in regard to connections, conflicts, allyships, abuse, etc. (you can depict this verbally in the synopsis, as well as visually in the genogram). **Integration Paper:** When you have completed your genogram, reflect on your childhood and family experiences by addressing the listed questions, and any others you’d like. No longer than 5 pages.

1. What role(s) 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 expressed in your family? At this point in your life, how do you express them? Be specific and use feeling language.

4. How were people (especially children) educated, guided, and disciplined in your family? Who performed these functions?

5. How did your family reflect their cultural and ethnic identity? How do you reflect it today?

6. How has your family been affected by poverty, privilege, oppression, diversity or (in)justice based on your identity and social positions?

7. 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 did it raise)? This is not just a family tree - this is a way for you to look at intergenerational patterns of interactions.

8. 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 will be based on:**

Genogram drawing: Thoroughness of details, clear, easy to understand, includes at least 3 generations, use of symbols and relational depictions are accurate and a key is provided.

Person synopsis: Includes key people. Descriptions are thoughtful and show insight.
**Paper:** 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. 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 an instructor. This 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 can. 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).

**Assignment 2: The Listening Exercise:** Ask a friend, colleague, or fellow student (disguise names!) if you can do a 15 minute audio-taped interview with them, assuring them of confidentiality (you and I will be the only ones who listen to tape) and that the goal is just for you to practice **listening and making 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 - not advising. 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, 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 from your memory (a complete recording of what was said – see Chapter One of Cooper and Lesser – you do not have to include column three as it appears in the Cooper and Lesser example) – 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 5 – 6 page double spaced paper reflecting on the following (in no particular order):** (Turn in the process notes, and the paper but keep the tape to review with me in a meeting).

- Describe the “presenting concern” (disguising identifying info) and how the “client” presented throughout the interview – be specific about what you observed about affect, posture, body language, voice tone, eye contact, etc.
- Briefly summarize your understanding of what the person was struggling with.
- Describe what your “client” said 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 open-ended, 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. What reactions did you have internally to the subject matter of the conversation? What transferences and/or counter transferences occurred if any?
- Include a cross cultural analysis of your relationship with this client. In regard to intersections of identity, your standpoints and positions how are you similar and different from this client? How might this affect the interaction?
- 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?

**GRADING will be based on:**

**Audio Tape**

- Ability to listen and empathize, following the client, limiting “advice-giving”, and asking pertinent clarifying questions.

**Process Notes**

I want to see that you did them…I don’t mind if they aren’t totally “accurate”…that is part of the learning process and they will reflect your memory! Include the word for word exchange between you and the client to the best of your memory and a column for your own internal reactions along the way. Again, see the example in Chapter 1 of Cooper and Lesser. You do not have to include the third column on the theoretical orientation of your responses.

**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.

**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” person is having difficulty adjusting to a life situation but you notice that she/he minimizes or dramatizes the experience).

**NEXT STEP:** Make an appointment with me to review your tape and paper (I will send around a sign-in sheet) - choose a 10 minute portion of your tape that we will listen to together, and discuss it. I will provide direct vs. written feedback. You will be expected to bring a tape recorder or lap top on which to play your recording or CD. Make sure there is descent sound quality and you can efficiently start your recording.

**Assignment 3:** **Group Demonstration of a Methodology** - Five groups of 5 will demonstrate use of one of the primary techniques used in Chapters 6, 7, 9, 10 or 12 of Cooper and Lesser. You will create a skit that demonstrates the technique. One or two other group participants will describe the technique, when it is best utilized and any clinical contraindications, constraints or limitations. You may want to use a brief power point for this. Your entire presentation should be between 30 and 40 minutes – no longer. You should use a few sources other than the text as well. Grading will be based on clarity of demonstration, accurate depiction of technique and coherent summarization of the model, with some integration of other course concepts noted in the analysis of the model (i.e. use of the relationship, use of listening or empathy, use of assessment, etc.).

**Assignment 4: Final Exam OR Psychosocial Assessment:**

**Final Exam:**

The exam will be a take-home review and application of all readings and class notes. Since I am trying to have you complete it before the last class, you may have to skip ahead in the readings in order to answer the last few questions. The test will be composed of short answer questions and multiple-choice questions. The test is not designed to test a student’s memory, but instead is designed to assure the student has read course material and is able to apply course concepts to practice examples. If you choose to do a psychosocial assessment, I will give you this alternative assignment in advance.

**Psychosocial Assessment:**

In almost any agency you work as a clinician, you will be expected to write a psychosocial assessment after a few sessions of meeting with a client and/or their family. As an administrator, you will be expected to know what a good psychosocial assessment entails. A psychosocial assessment basically reveals all pertinent information to the reader in categories that are easily identified. There are various formats for these assessments, but the one in Cooper and Lesser, (pgs 59-68) is typical of the formats you may become familiar with in your future work. Use categories listed below as headings throughout your paper. I am also asking you to begin with a brief paragraph of how this case came to you, what is your placement, and what is your specific role in the case to give me some context. This is not typical to a formal psychosocial assessment procedure, but I would like you to start there.

I have noticed in the past that students will sometimes fall into a story-telling mode in writing up the client’s history. Write this assessment as if it were for your agency or to be used in court. Try to stay professional in your description, and use the clinical language that you are learning in class and in your placements. The format should include all categories with these headings appearing in bold. Please double space. The assessment should be no shorter than 8 pages and no longer than 12 pages. This leaves you a lot of leeway. You have to write concisely and don’t leave things out. This is your chance to learn to write a really good psychosocial, which you will be expected to do in the future. If you do not have an actual client, please start early to find a sister student or friend that would allow you to interview her (him or them) completely enough to write a thorough psycho social. If you are having trouble with a diagnosis because the person is not in clear distress or need, consider using Adjustment Disorder, or see me. I recommend that you start on this assignment early so that you can revisit it as you learn about assessment throughout the class.

In your Psychosocial Assessment, include the categories listed below, and use the power point provided in class for more details. Refer to the model assessment on pages 59-68 of Cooper and Lesser, although I am not expecting you to go into as much detail in the discussion of the DSM-V diagnosis, however I do want you to give a rationale for the diagnosis. You also do not have to define each aspect of the Mental Status and Current Functioning category, but share your relevant observations and your clinical impressions. I have also added a category asking you to look at risk and protective factors within the client and in their environment that might challenge or support the therapy. In your recommendations, identify the model(s) of treatment you would use. Reference the approach(s) you will use from our readings and class lectures and include a reference page. I have also posted an example of a trauma assessment I wrote to give you another model, but the categories are somewhat different, so refer to it mainly for its content, clinical language and diagnosis.

Grading will be based on the detailed content of each section, your grasp of the clinical issues presented, your use of clinical language, organization, succinctness, flow and clarity, and your ability to set therapeutic goals and identify methods that could best meet the needs of your client(s).
The assessment categories Include:

Identifying information (of course change these details for protection of real people)

Referral Source

Record Review and Collateral Contacts

Presenting Problem

Initial Clinical Impressions

History of the Problem

Family History including descriptions of parents, siblings, children, partners and any other relevant members

Developmental and Personal History

Medical History

Educational and Learning History

Financial and Social Class

Cultural History

Religion/Spirituality

Gender, gender identity and Sexual Orientation

Mental Status, Current Functioning including clinical observations that back up your statements

DSM – IV Diagnosis: All axis

Diagnostic Rationale

Clinical Summary: Identify treatment issues, symptoms and root causes briefly.

Risk and Protective Factors individually and in the social systems of the client’s life. What individual and environmental risks does the client face and what strengths can support the client in the treatment.

Recommendations, Intervention modalities and Therapy goals

Evaluation Method

Grading Procedure and Scale:

Points from each assignment will be added: the conversion of the total point to final grade is as follows:

A = 100% - 95%  
A- = 94% - 90%  
B+ = 89% - 86%  
B = 85% - 83%  
B- = 82% - 80%  
C+ = 79% -76%  
C = 75% -73%  
C- = 72% - 70%