Assessment of an Individual Client/Consumer (EPAS Competency 7 – Assessment)

Conduct an assessment of an individual client/consumer from your field placement agency using content learned in SWRK 183. The assessment may be completed using the sample assessment form in the BA Field Manual (See DSWE website) or the agency form if one is available. The assessment should include the following content areas:

1. **Identifying Information:** Basic identifying information such as the name of the client/consumer (fictitious to maintain confidentiality), age, ethnicity, marital status, occupation, etc.
2. **Reason for Referral:** A brief description of the problem(s)/need(s) that brought the consumer/client to the agency in which you are placed (this should include the individual/agency who referred the client/consumer to your agency)
3. **History of Presenting Problem(s)/Need(s):** A brief history of the presenting problem(s)/need(s). If you have permission, gather information from other relevant sources such as family, school, etc. Be sure to include specific information about the onset, frequency, duration and severity of the presenting concern(s).
4. **Current Functioning:** A description of the client's strengths and functioning in major domains such as school, occupation, social, emotional and health. Include cultural aspects of the client that may be pertinent such as religion/spirituality, disability, sexual orientation etc.
5. **Family and Support System:** A description of the client's family and support systems (this should include extended family, relevant cultural information and other support systems such as human services/ legal system, etc.)
6. **Community Context:** A description of the home, neighborhood and community context.
7. **Goal(s):** List the goals for service mutually identified with the client/consumer and specifically linked to the presenting needs/concerns.

Three Generational Genogram (EPAS Competency 7 – Assessment)

Meet with an individual client/consumer of your field placement agency and develop a three generational genogram as part of the assessment process. The genogram is completed for a client, and is not based on the student intern and his/her family. You may refer to information from SWRK 160 and SWRK 183. Be sure to include the following components:

1. Include grandparents, parents, siblings and the client/consumer. If the client/consumer has children or grandchildren, include them as part of the three generations.

2. Carefully draw the genogram on a separate piece of paper, using information from SWRK160 and SWRK 183 and available resources such as: http://www.genopro.com/family-tree-software/

3. Carefully print all relevant information regarding the following: names and birth dates of family members, and dates and descriptions of significant events.

4. The genogram should include relationships and family life cycle events such as births, adoptions, deaths, marriages, intimate relationships, and separations/divorces.

Eco Map (EPAS Competency 7 – Assessment)

Meet with an individual client/consumer of your field placement agency and develop an Eco Map as part of the assessment process. You may want to refer to information from SWRK 160, SWRK 183, and other available resources such as: https://www.smartdraw.com/ecomap/

The Eco Map should include the following components:

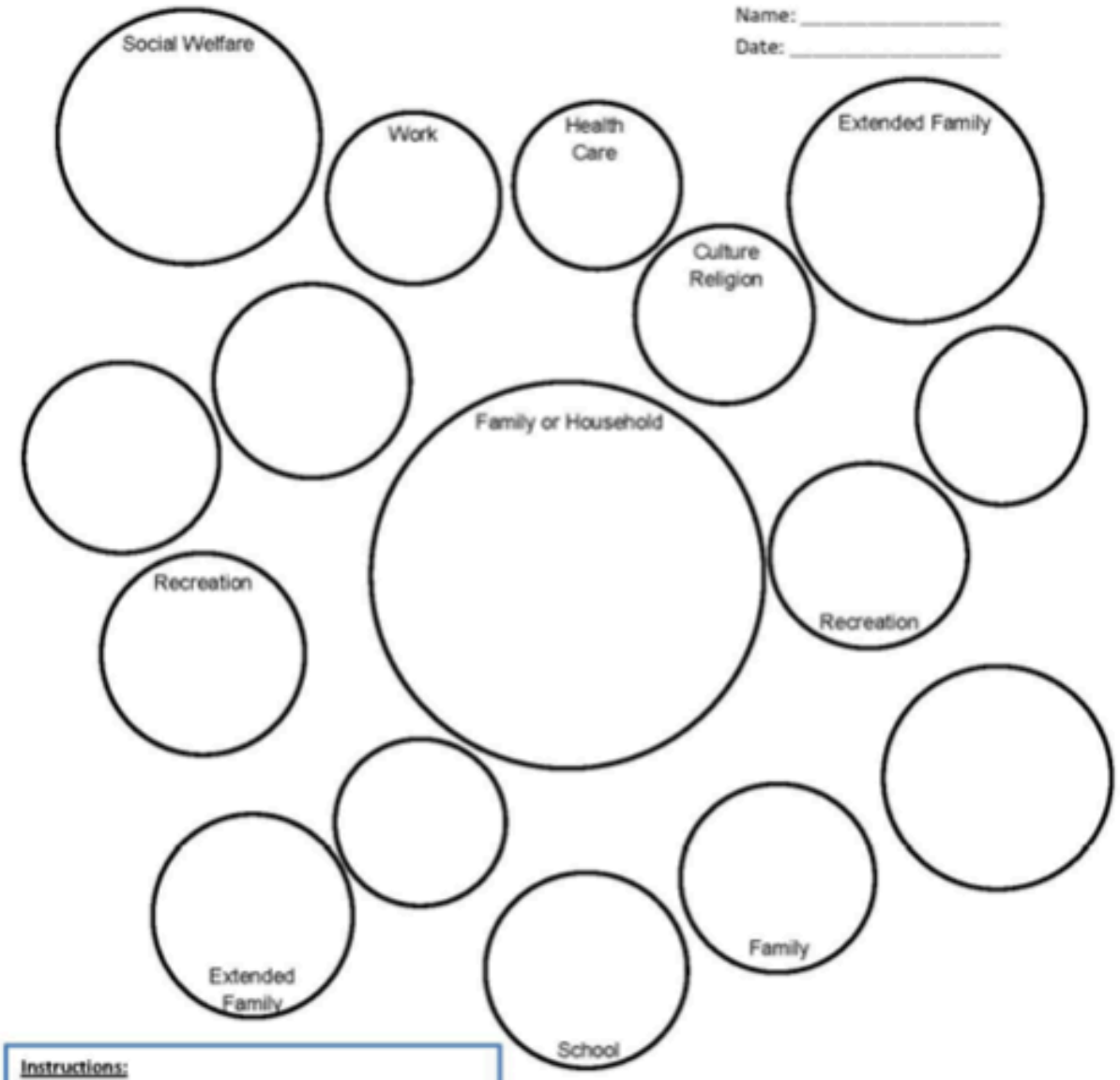
Identify and characterize the significant social systems and influences in the life of the client/consumer. Include the following domains:

1. Neighborhood – The physical area in which the home exists (not a house or apartment, but the area in which the house or apartment exists).
2. Community Services – Includes Medical, Mental Health, Substance Abuse, Domestic Violence, Child Welfare, Legal, Court, etc.
3. Social Groups – Church, Civic, YMCA/YWCA, Faith/Culture, etc.
4. Education
5. Significant Personal Relationships (can include friends, family, etc)
6. Employment Indicate the direction of energy or resource flow between the client/consumer and other people and systems. Depict the information gathered using an Eco Map format such as the one on the following page:

Eco-Map

Name: _____

Date: _____



Instructions:

Fill in connections where they exist.
Indicate the nature of the connection with a descriptive word or by drawing different kinds of lines (See legend at right).

Draw arrows along lines to signify flow of energy, resources, etc.

Identify significant people and fill in circles as needed.

Legend:

_____ Strong

. . . . . Weak

+++++++++++++++++++++++++ Stressful

Approaches to Evaluation of Practice (EPAS Competency 9 – Evaluation of Practice)

Evaluation is an important component of professional social work practice. In order to deliver effective services, one needs to gather information, assess whether or not the social work interventions provided have helped to address the identified goals, and then make necessary changes based on this evaluation. There are a variety of approaches to evaluation of practice. Two specific strategies are presented here. Regardless of the method, it is important to remember to conduct evaluation of practice in a collaborative manner with clients/consumers so that they are mutually involved in the process.

Goal Attainment Scaling

This approach to evaluation of one's own practice is very specific to the individual (or system) with whom you are working. The procedure is to identify a goal and then create a "scale" with anchors that the practitioner and client/consumer use to reflect how the client/consumer is doing and/or how close he/she is to attaining the goal on a regular basis over a period of time.

For example, a client has a problem with feeling anxious in situation X. The goal is to be anxietyfree. During weekly visits, the client rates on a scale of 1-10 how he/she felt during the week when faced with situation X. A scale may be as follows:

10. Extreme anxiety, sweaty palms, heart racing, thoughts racing, immobilized; just thinking about situation X leads to symptoms, client avoids situation X
9. Thinking about situation X DOES NOT lead to symptoms, as situation X nears extreme anxiety builds: sweaty palms, heart racing, thoughts racing, immobilized; client would like to avoid situation X
8. High anxiety, begins experience, quits early (this may be part of intervention plan)
7. High anxiety, has to stop before halfway point
6. High anxiety makes it to halfway point
5. Moderate symptoms ongoing in situation X, has to stop experience half way through
4. Moderate symptoms ongoing in situation X, fear that I can't complete, but does complete
3. Symptoms ongoing in situation X but can ignore them and complete experience
2. Intermittent feelings (heart beating faster, some sweating) while in situation X
1. No anxiety symptoms throughout experience of situation X

Another example could be with an agency where the goal of intervention is to fundraise. Here one can set the fundraising goal and use a "thermometer" at regular intervals to mark progress of the effort.

Single System Design

This approach to evaluating progress for a single client system requires that the social worker, in collaboration with the client/consumer, identify a target for change and a way to measure that change over the course of the intervention. Then one determines a suitable interval for taking measures and tracks that change over time. The pattern of change gives one an idea of how the client/system is doing regarding the target and, potentially, if the intervention worked. Targets must be observable by others or client/self, measurable and occur frequently enough to offer a picture of change over time.

Example #1: A client/consumer is seeing a social worker for depression. A common depression scale is used to measure the level of depression. A baseline is obtained from the intake measure and in the first session with the social worker. Thereafter, the client/consumer completes the measure on a weekly basis while intervention is ongoing. The results are plotted on a chart and discussed as part of the client's progress.

Example #2: Client is a child who has frequent tantrums (e.g., 10/week). Measure is based on the number of tantrums observed; note that what constitutes a tantrum has to be defined by a social worker, parents and a teacher. Baseline of tantrums determined from teacher/parents. Intervention applied and parents/teacher keeps track of tantrums. Charted on a weekly basis for change.