

Vignette	<u><i>WHY DID YOU CHOOSE TO BECOME A SOCIAL WORKER (VOL. 1)</i></u>	ABSTRACT: Beginning students describe what attracted them to the field of social work.
Discussion topics	Social work values	What values and attributes does a social worker require
	Code of Ethics	Compare students' assumptions about the social work field with a discussion of the Code of Ethics.
	Motivation for pursuing this profession	Intrinsic reward of helping others (vs. careers like finance); guilt over having had a privileged upbringing; identification with a social worker who was helpful to you or your family.
	Positives and strains of this profession	Opportunity for influencing social justice; Direct contact with people in need; Flexibility in career choices over a lifetime; Salary limitations. Status compared to other professions.
Vignette	<u><i>HOME VISITING AND BOUNDARY CONFUSION (VOL. 2)</i></u>	ABSTRACT: Leora is doing a home visit in a supporting housing setting for seniors. This is her second visit with Mrs. K. Her supervisor has instructed her to gradually form a relationship with Mrs. K and over time assess what mental health issues she may be experiencing and want help with from the intern.
Discussion topics	Defining professional roles and boundaries in the home setting.	How should a worker handles offers of food and drink? What does it mean to the client to be a "good hostess" in this session?

Self-disclosure	What are the pros and cons of hugging a client?
	If asked, should you disclose your height, weight, where you live? What is your purpose with a client and how will self disclosure advance or hinder your purpose in each interaction? How will you feel if you choose to disclose personal information? How will you feel if you choose not to?
Techniques of engagement	The home environment offers unique opportunities to learn about a client. Leora uses looking at the clients' photos. What other opportunities are there?
Reaching for lifelong themes in a client's story	How do you listen for client's interests, strengths, health changes?
Leave taking	Do you have a fixed length of time for a home interview? If the time is not fixed, how do you determine when it is time to go? How do you break away?
Vignette	<p><u>STUDENTS CONFUSION:</u> <u>ASSESSMENT,</u> <u>CONTRACTING AND</u> <u>GOALS? Vol. 1.</u></p> <p><u>ABSTRACT:</u> A focus group of social work interns discussing their confusion in working with clients who do not voluntarily seek help. Students are in settings such as nursing homes, child welfare, senior centers and Naturally Occurring Retirement Centers.</p>
Discussion topics	Contracting
	If the client did not initiate the request for services, how do you form a contract? How might the client view you if they themselves did not make the request? What does the client know about social workers and therefore what might (s)he expect/fear/hope from you?
	Prying, invasion of space, purpose of contact
	Why might your agency expect you to look into the client's food cabinets? How is this related to the worker's overall purpose? How might you explain your questions and investigations to a client?

### Handling taboo subjects

What seems wrong or scary about asking clients about living wills or emergency responses systems?

What are the students' own feelings about addressing issues related to mortality and clients' physical vulnerabilities?

What do students expect clients will feel if these topics are addressed?

### Providing preventive/supportive services to older adults

“Work with older adults is not about making things better, but about staving off decline” states a student in the film.

Do you agree with this statement? Why or why not?

To the extent that you agree, how does that affect your feeling about doing this kind of work?

### Vignette

#### CASE MANAGEMENT: HELPING OLDER ADULTS ACCEPT SERVICES (VOL. 2)

Abstract: Leora, the student intern, has spent six months helping Mr. R accept the idea of having a home attendant 4 hours a day to help him with cooking and cleaning. The video follows the work Leora did with the client before and after the aide is in place in his apartment. Mr. R, while legally blind and in a wheel chair, had been resistant to give up his independence

### Discussion topics

#### Client resistance to accepting services

What makes it difficult for clients to accept home health aide services?

#### Supporting self-determination

Can a worker support self-determination and also help a client to accept services that they initially oppose?

#### Worker skills in helping someone to transition into receiving services.

What are the skills necessary by the worker to gradually help someone to consider

getting additional help?

What role does the social worker have once a home health attendant is already in place?

How do you explain the client's shift from not wanting any help to requesting full time help?

### Entitlements and services

How do you learn what services your clients are eligible for?

How do you maintain an up-to-date list of available agencies that provide needed services for your clients

Vignette

*SUPPORTING FAMILY  
CAREGIVERS (Vol. 2)*

Abstract: Stacey, a beginning intern, meets with Mrs. E, an 80 year old woman whose sister is rapidly losing her memory and other cognitive faculties. Stacey does an assessment with Mrs. E and learns that she wants to keep her sister living at home, but wants a home health attendant. Stacey also does psycho-education with Mrs. E about the strains of being a caregiver and suggests that she may benefit from joining a support group herself.

Supporting self-  
determination

The intern struggles with providing service information about referrals without taking away the client's right and need to do her own research and make her own decisions.

The intern does not explore the pros and cons of nursing home placement with the client. While this may look like she is blending with the client's wishes, without exploration what might be lost?

How to learn about  
eligibility for benefits

The intern provides inaccurate information to the client when she informs her that Medicare will provide the reimbursement for the home health aide. How harmful is this incorrect information? How do you educate yourself about eligibility criteria for services?

Caregiver burnout

What are effective ways of helping and supporting caregivers?

Vignette

*OUTREACH TO THE  
VERY OLD (Vol. 2)*

Abstract: Hilary has been doing home visits with Mrs. C. who is 96 years old for several months. There is a lively connection between Mrs. C and the student. The client clearly enjoys the student's visits.

Working with very old  
clients.

What are students' preconceptions of working with very old clients?

Self-disclosure.

Mrs. C asks the student questions about herself. She wants to know what she has been doing. She is interested in what she will be doing in next year's placement. Is it appropriate for the student to answer these questions?

Termination

Home visiting

How does a worker prepare a client for termination at the end of the semester?  
What feelings might the worker and the client each have about ending this relationship?  
What is the difference between being a friendly visitor and a professional social worker?

Vignette

*SUPERVISION: MAKING  
IT WORK (Vol. 1)*

Abstract: Several students are shown with their supervisors. The supervisors discuss learning issues that have arisen during the year and the various ways that students have been able to use supervision to become comfortable in their role and gain confidence and skills.

Students wish to “fix” problems with older adults.

What preconceptions about older adults may operate to trigger students’ belief that it is their job to solve the problems of older adults.

Different supervisory styles

Students can reflect on the type of supervision they are receiving and strategies they could employ to increase their communication with their supervisors about their learning needs.

Using process recordings.

Discussion on the value of process recordings for learning.

Vignette

*USING SUPERVISION TO  
LEARN ABOUT  
YOURSELF (Vol. 1)*

Abstract: Anicka, a young African-American, intern goes over a process recording in which she describes her anger at being mistreated by both a guard and a client’s aide. The supervisor is white. There is a climate of trust and respect between them that allows for them to discuss issues related to race, the guard did not allow her into the hospital.

Cross cultural/racial supervision.

How can students create a climate with their supervisors in which they can discuss issues related to discrimination, and other feelings related to feeling disrespected by clients and other health professionals?

Supervision as a tool of self-awareness.

How can students use supervision to discuss their own personal issues that may interfere with their professional work, such as controlling anger.

Working with other health professionals.

When working with older adults, social workers must interact with medical doctors, nurses, nurses’ aides etc. What skills are necessary to negotiate these various

relationships? How are social workers viewed by interdisciplinary health professionals?