

Vignette	<u><a href="#">WHY DID YOU CHOOSE TO BECOME A SOCIAL WORKER (VOL. 1)</a></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 the 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><a href="#">FIRST EXPERIENCES WITH A CLIENT (Vol. 1)</a></u>	ABSTRACT: Novice students describe their first experiences of working with a client. Feelings of being overwhelmed, anxiety and excitement are explained.
Discussion topics	Learning preparatory self-awareness	Discussion on students' feelings about meeting a client for the first time. What do they imagine the clients are also feeling as they meet the student. How does one prepare for your first client visit?
	Communication skills	Students can do a role play about an initial meeting.
Vignette	<u><a href="#">ESTABLISHING A PROFESSIONAL RELATIONSHIP: WHAT BOUNDARIES ARE NECESSARY? (Vol. 1)</a></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	What is my role as a social	

worker?

What is the difference between a professional relationship with a client and a friendship?

Is “just listening” to a client “helping”? asks Leora to her supervisor. What does the supervisor mean when she replies that “listening” in social work is the most important thing we can do.

What boundaries are necessary?

How to respond to a client’s curiosity about you?

When is it appropriate to answer personal questions and when is it not?

How will you feel if you choose to disclose personal information? How will you feel if you choose not to?

What are the unique strains of doing home visits?

How do you define your role to a client when you are coming into their home?

How do you structure the timing of your visit? How do you handle appointments and leave taking?

How should a worker handle offers of food and drink?

What does it mean to the client to be a “good hostess” in this session?

What are the pros and cons of hugging a client?

The home environment offers unique opportunities to learn about a client. Leora uses looking at the clients’ photos. What other opportunities are there?

Vignette

STUDENTS CONFUSION:  
ASSESSMENT,  
CONTRACTING AND  
GOALS? Vol. 1.

**ABSTRACT:** 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.

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

*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.*

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, as well as students reluctance to take the time and risk to record their verbatim interactions with clients.

Differentiating client's  
needs and students needs.

Students often push their clients to discuss things because they themselves believe that they have to be "doing" something in order to be helpful. Discussion on learning to differentiate the pace and goals of the work with clients based on client or student/worker needs.

Advocating for the

supervision you are entitled to as a student intern.

What steps can you take to advocate for yourself if your supervisor is not sufficiently available to you?

When is using the web a good substitute for supervision and when is it not?

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 ignored and disrespected by both a guard and a client's aide, both of whom were black. The supervisor is white. There is a climate of trust and respect between the student and supervisor that allows for them to discuss issues related to race and the student's expression and control of her anger.

Working with clients and supervisors who are of different ethnic/racial/sexual orientation.

Students can discuss the diversity of their caseload. Explore whether they have been able to address issues of race etc. with their supervisor. Discuss obstacles of exploring these issues openly in supervision and in class.

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.

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?

Working with other health professionals.

In many settings, 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?

Using supervision to help

students stand up to authority.

As a social worker, one must advocate for clients and be able to take proactive stances. How can supervision help a student work through their personal issues that interfere with being more assertive.

Vignette

*CONFRONTING AGEISM:  
USING SUPERVISION  
(Vol. 2).*

Abstract: Anicka does a home visit with an 89 year old woman, who is an artist. In supervision later that day, her supervisor examines how her stereotypes about older people continue to limit her interviewing style.

Discussion topics

Engaging older clients.

What assumptions do students make about older people that may limit their inquiry about their current life, including hobbies (music) and romantic interests etc.

Assessing older clients

Do you focus on what the client was like in their youth or what they are like now? What are the advantages of focusing on their current interests?

Vignette

*WORKING THROUGH  
TERMINATION WITH  
CLIENTS (Vol. 1).*

Abstract: At the end of the year, several different students in different settings discuss how they have approached the issue of termination with their clients.

Reviewing with client the work that has been done  
Planning for transfer to new worker

Informing client of their choices regarding continuing with agency for services.

Allowing clients to thank you for what has been accomplished

What do you do if there have been no tangible accomplishments?

Worker's feelings about leaving a client

How does the student use their feelings of sadness or relief about ending a relationship with a client during the termination process?

Vignette

*RUNNING A SUPPORT*

Abstract: Stacey has been running a support group for older adults in a community

GROUP (Vol 2)

Doing outreach to start a group

center for several months. She sets up for the group by providing tea and cookies and runs the group by starting with a “check in” and then finds a common theme for the day’s discussion. Afterwards, she reflects on what she has learned by doing this group.

Group interaction patters

Stacey did outreach to potential members by personally contacting them at the Center and then phoning them. Do you think it was worth her while to put in this extra time to do this outreach? What are other ways to plan for a new group?

Providing food for a group

How would you assess the member-to-leader interactions? How would you assess the member-to-member interactions?

Choosing a theme for a group discussion

What are the positives of offering food and drink in a support group? The leader keeps bringing the tea, even though she notes that hardly anyone ever drinks it. What are your thoughts about her choosing to keep this as part of the group?

Stacey shifted the member check in to a group discussion, focusing in on one member’s concerns about her recent doctor’s visit. Do you think this was an effective intervention? What role did Stacey have to maintain to keep this discussion on target about Mrs. R’s problem? What did other group members receive from this discussion?

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 did 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

The first client shown on the film, reports that she does not want to have help with her shopping once a week, rather than once every other week. She says she “needs

time for her own life”. What might she mean?  
What might make a client like Mr. R resistant to having a home health attendant?

### Supporting self-determination

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

There are times when a social worker must bring in services against the client’s wishes, such as Adult Protective Services (APS) mentioned in the film. What feelings might you have if you had to force this service on a client whose son was putting her in danger? What feelings might you have if you did not insist on mandating this service?

### 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?

### Discussing unpleasant topics

The student intern sees a mouse in the client’s home. She knows that he has poor eyesight and alerts him. She takes a very matter of fact tone as she reports the matter. What reasons might there be for her to alert him to the dead creature? What might it hard for you to raise this or other unsanitary things you notice in a client’s home?

### 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.

Working with family  
members of disabled clients

What kind of help is this woman (the sister of someone who is experiencing signs of beginning dementia) seeking from the worker?

At the end of the session, she expresses her gratitude that “someone is just listening to what I have been going through”. How do you explain the positive benefit she got from telling the intern about her sister’s situation?

Supporting self-  
determination

The intern struggles with her desire to get the home health aide services needed while simultaneously not wanting to take 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.

Home visiting

What is the difference between being a friendly visitor and a professional social worker?

How can you use the setting of the home to engage clients? What role did this worker’s inclusion of the topic of pets have on the engagement process?

Working with very old  
clients.

What are students’ preconceptions of working with very old clients? How is this

	Self-disclosure.	client different than or similar to their idea of a 96 year old person.
	Termination	Mrs. E 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?  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?
Vignette	STUDENTS GROWTH OVER TIME (Vol. 2) Termination of students' learning	Abstract: Students reflect on what they have learned after the first year of graduate school. The students are seen one year later at graduation, in their caps and gowns.
	Learning from one's clients Learning skills about engagement	What do students see that they have learned over the past year? What are there plans for learning in the future?
	Learning about oneself	Leora reports how she has learned to "listen".
	Valuing a profession where you feel you make a difference in peoples' lives.	Anicka reports that she has learned so much about herself.

