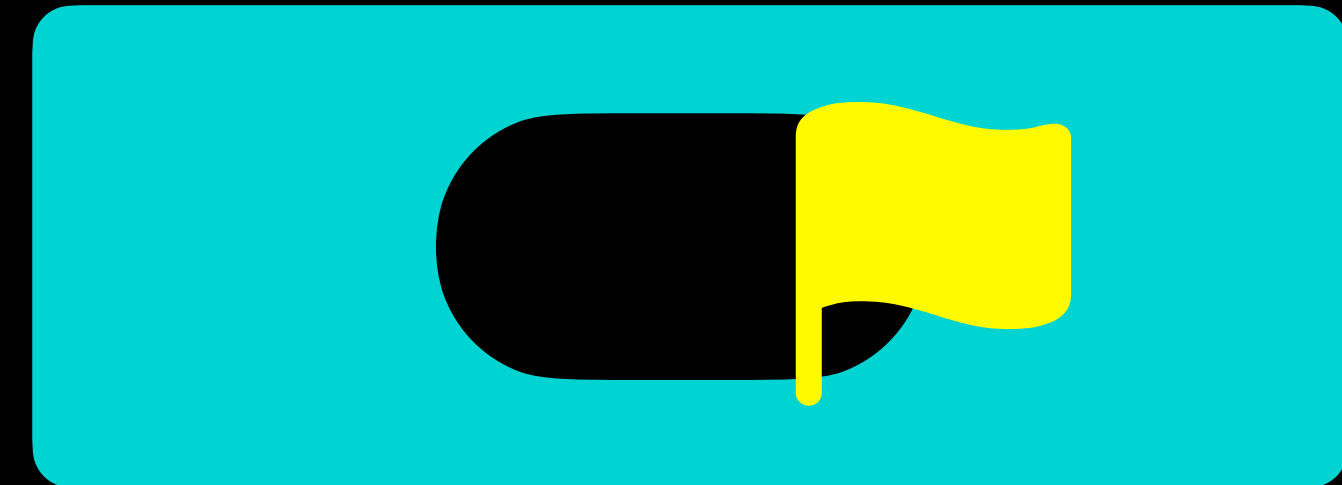


PLANNING AND IMPLEMENTING CHANGE-ORIENTED STRATEGIES

Fall 2025 SOWK 486W Week 10

Jacob Campbell, Ph.D. LICSW at Heritage University



PLAN FOR WEEK 10

AGENDA

Course content discussion
(feedback, papers, and upcoming assignment)

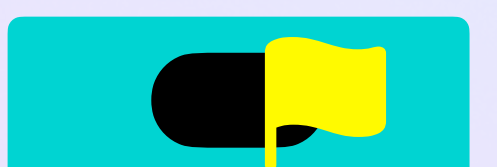
Information about goals

The six steps to planning

Practice doing the planning process

LEARNING OBJECTIVES

- Explain the purpose, function, and types of goals used in social work practice.
- Apply the six-step planning process to develop goals collaboratively.



FEEDBACK FROM PAPERS

ANY QUESTIONS?

Theory and Practice Integrative Paper Grading Form

Assignment 3 Teacher Feedback and Grading Rubric

This grading form is for Fall 2025 SOWK 486 Assignment 3: Theory and Practice Integrative Paper. It includes general feedback and two versions of the rubric: an overview of the grading and a descriptive rubric.

Names:

Grade:

General Feedback

Along with this grading form, an edited version of your assessment, as a Word document with track changes, is also being given to you as feedback. You can review the edits I made and any further comments on the paper. If you're unsure about using track changes, you can find more information on Microsoft Office's support site (<https://support.microsoft.com/en-us/office/track-changes-in-word-197ba630-0f5f-4a8e-9a77-3712475e806a>). Feedback on papers takes a considerable amount of time to provide, and I hope that you review it. Furthermore, I am always happy to stay after class or plan a time to discuss the feedback I provided on your paper. I want all of my students to be successful. If you submitted a PDF, I have written on it, but I prefer Word documents so that I can provide more extensive feedback.

The APA research paper rubric evaluates students based on the following: paper content, APA formatting, spelling, grammar, timeliness, and length. Two versions of the rubric have been added below. The first one, Grading Overview APA Research Paper Rubric, shows whether you scored as initial, emerging, developing, or highly developed, along with a column for instructor comments. The second rubric, the Descriptive APA Research Paper Rubric, gives detailed information regarding the criteria for each section in which you were scored.

This APA Research Rubric is used for all research-style papers in this course. Each column in the grading rubric is worth 2.5 points. Your final grade is calculated by adding up the number of columns you have and multiplying them by the number of points each column is worth. The column with an “X” and a blue background is the level assigned to your particular paper.

INTERVIEWING SKILLS VIDEO ROLE-PLAY

Due Monday 11/17/25 by 08:00 AM

The *Interviewing Skills Video Role-Play* supports students in confirming the acquisition of interviewing skills through the application of person in the environment, empathetic responding, reflective responding, and other interpersonal skills.

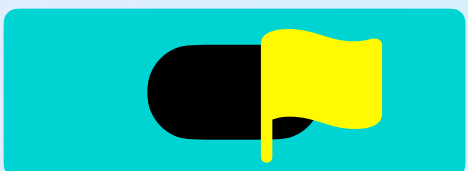
Students will work with a partner to record a 15 to 20-minute interview. The interview should be a role-play of an initial meeting between a social worker and a fictional client. Students have the freedom to develop their settings for the interview. This assignment is designed to offer the student the opportunity to demonstrate engagement, the sixth competency described by the Council on Social Work Education (CSWE)

- Students will record a 15 to 20-minute role-play with a classmate. To complete this, students should use a tripod or stable surface to record the role-play with a cell phone or other recording device.
- Each student's role-play will have three parts: (1) introduce the role-play setting, (2) complete the client interview using listening and attending skills discussed and practiced in class, and (3) debrief the role-play with your partner.
- The intention is to demonstrate your ability to use attentive listening, open-ended questions, empathetic responding, and other skills. The focus is not on solving the person's problem or difficulties.
- Students can do each of the three parts with the camera rolling. During the debrief with your partner, discuss (a) the things that you said/did that helped the other person feel comfortable and open up, (b) the things that you could have improved, and (c) any suggestions or feedback from your partner.
- After completing the first interview, switch roles and do another 15 to 20-minute role play following the same format.
- Each student should upload their final video of them as the interviewer to Anthology Portfolio for the instructor's assessment.
- Your video may be too large to upload to Anthology Portfolio and needs to be compressed. Appendix D provides step-by-step directions with screenshots for reducing the file size of your video.



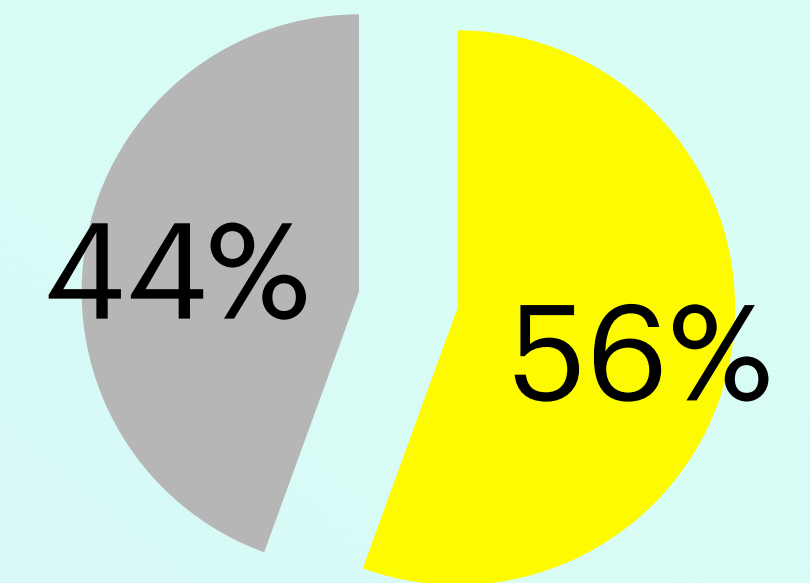
PRACTICE BEHAVIORS RUBRIC

Description	Highly Developed
Apply knowledge of human behavior and the social environment [HBSE] and practice context to engage the client	Utilizes strategies, including choice of language, level of assertiveness, etc., that is appropriate for the individual client based on knowledge of HBSE and practice context
Use empathy to engage the client effectively	Demonstrates empathy and understanding throughout the entire client interaction. Refrains from statements that might be perceived as judgmental
Use reflection to engage the client effectively	Utilizes well-planned, open-ended questions that allow the client to expand on thoughts and feelings. Reflects on the main ideas the client shares and gently directs the interview toward those themes
Use interpersonal skills to engage the client effectively	Communicates basic helping skills to the client from the greeting and throughout verbally and nonverbally. Demonstrates a combination of attending skills. Has the ability to keep momentum in the conversation and uses silence appropriately



MID-COURSE FEEDBACK

REFLECTING ON YOUR REFLECTIONS



Things Working

- Engaging and supportive teaching style (lots of positive feedback)
- Interactive and experiential learning (role plays, in-class activities, group discussions, practice opportunities)
- Clear, organized materials (shared resources, slides, prepared for class, flexibility)
- Student's reflection and growth (recognizing biases, putting self out there, personal development, and looking where to improve)

Things Not Working

- Challenge of readings and quizzes
- Group projects
- Rabbit trails or feeling professor interrupted

Suggestions

- Allowing time in class to do homework
- Changes to video recording
- Changes to how engage in question follow up and staying on topic

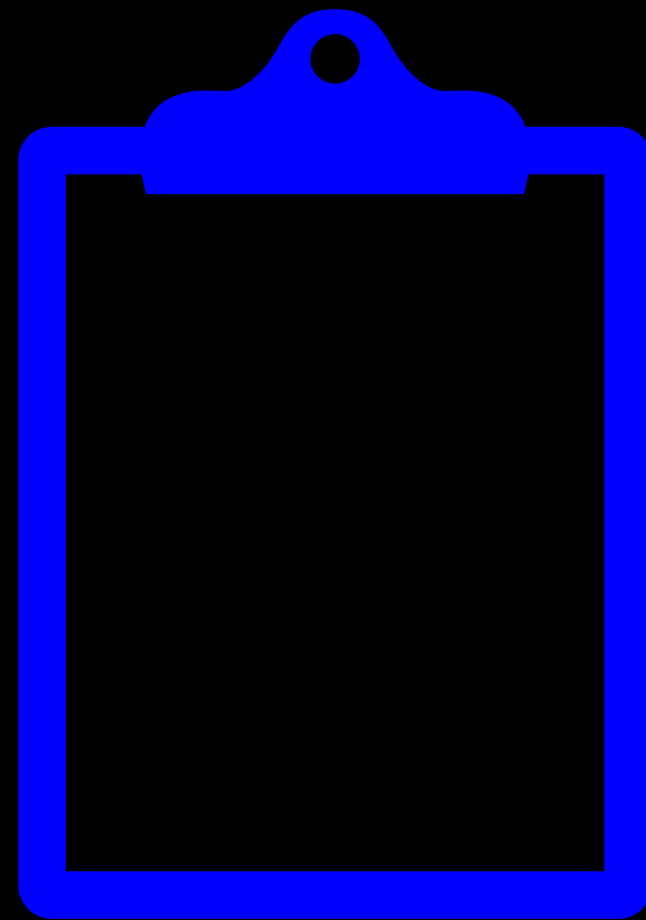


THE OFFICE: BIRTHDAY PARTY PLANNING

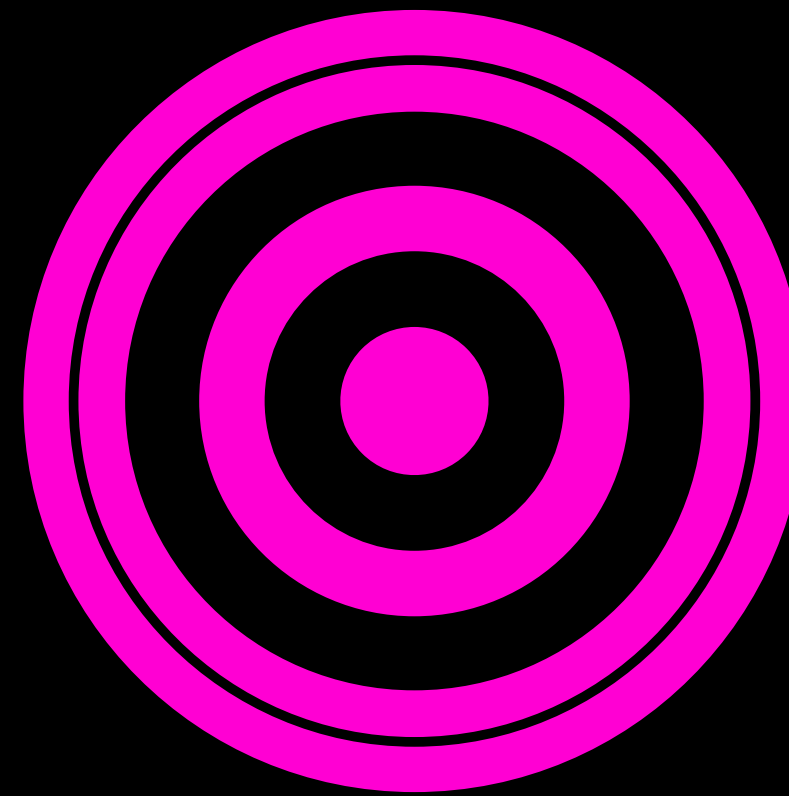
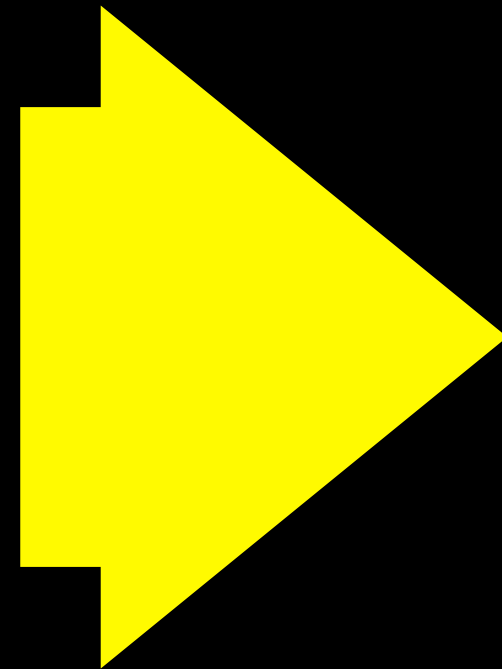


LINKAGES

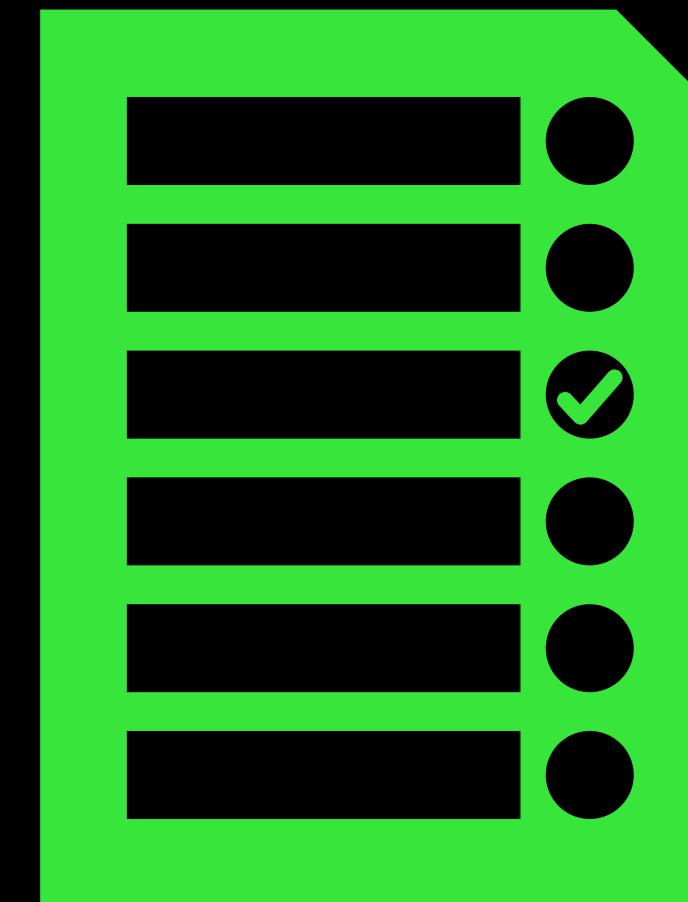
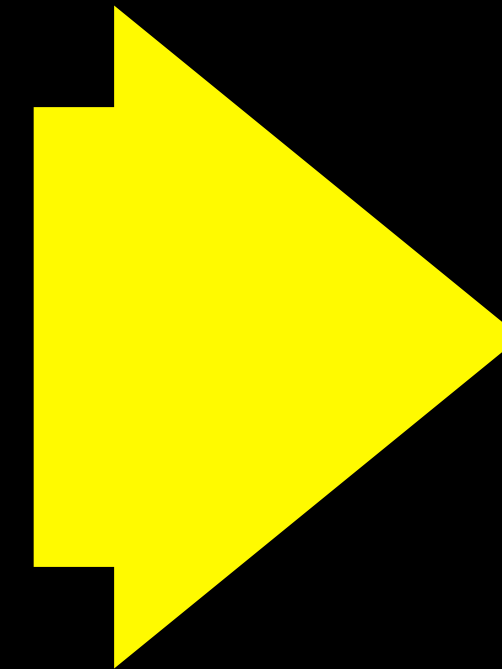
IN THE PLANNED CHANGED PROCESS



Assessment



**Targeted
Concerns**



Goals

(Hepworth et al., 2017)

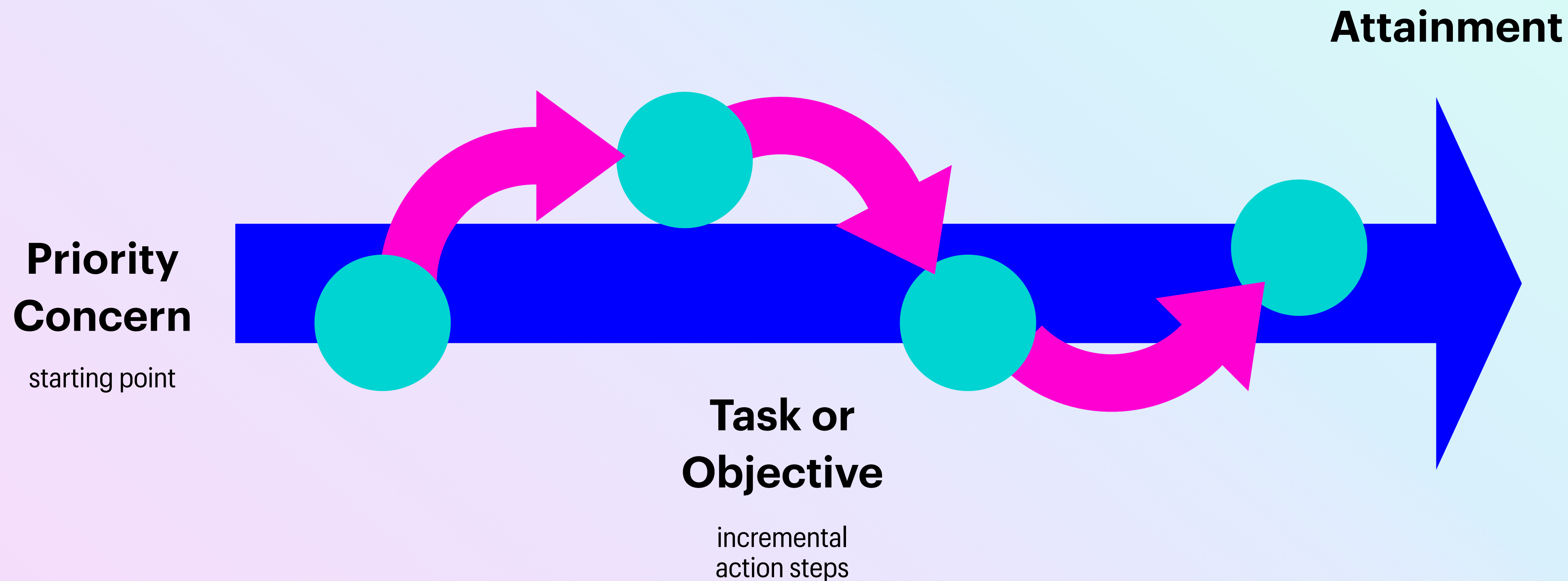


GOALS

PURPOSE AND FUNCTION

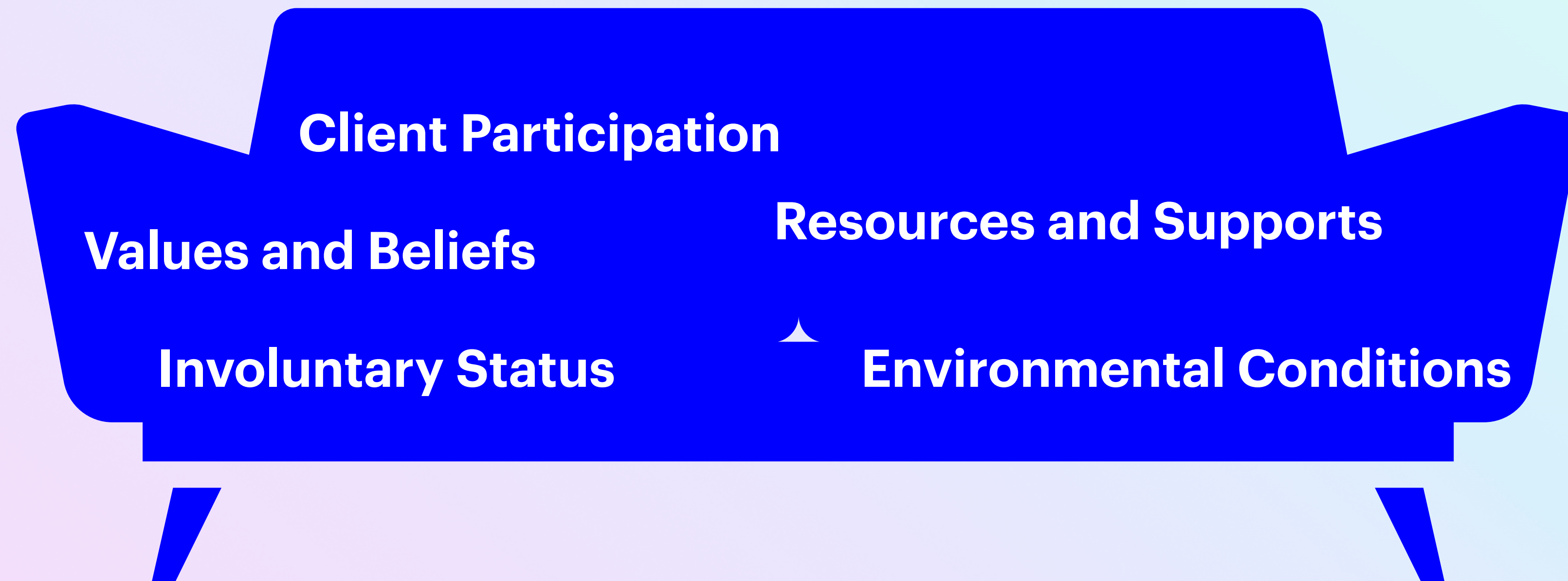
Emphasizing client values in the goal-formation process maximizes the motivating force of goals and ensures that you and your clients are working in harmony toward the same outcome

(Hepworth et al., 2023, p. 240)

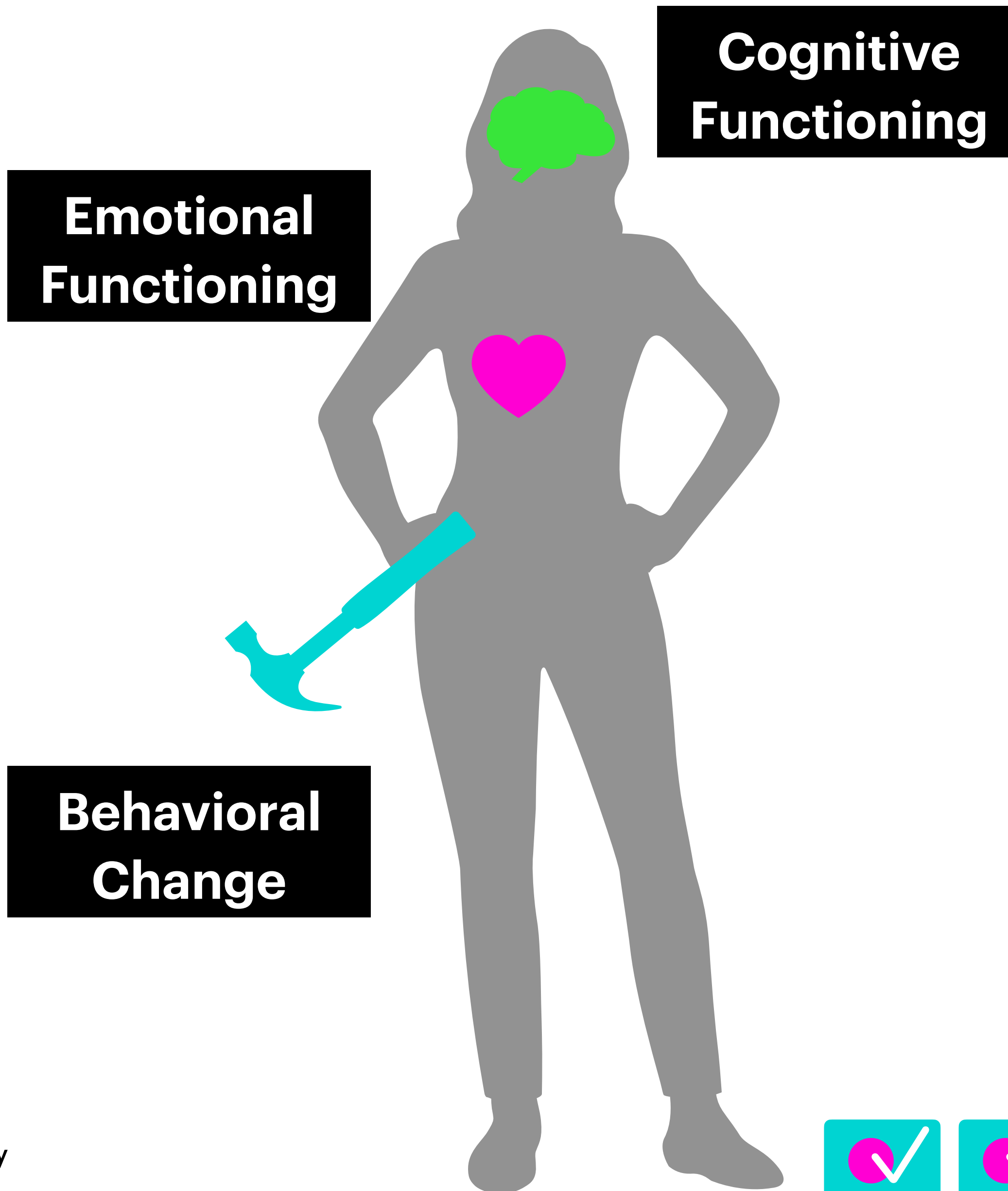


FACTORS INFLUENCING

GOAL DEVELOPMENT



INDIVIDUAL GOAL FOCUS



(Hepworth et al., 2017)



TYPES OF GOALS



Small Group Discussion

POTENTIAL PERSONAL EXAMPLES

Approach Goals: identify a positive end state, usually emphasizing growth and change

Avoidance Goals: identify a future state to be avoided or minimized

Performance Goal: goals define a final outcome

Learning Goal: emphasize process and the acquisition of knowledge and skills that people can use to achieve short- and long-term goals

Time Period Descriptors

Long-term: frame people's ambitions within their identities and values

Short-term: reflect a partialized version of a long-term goal

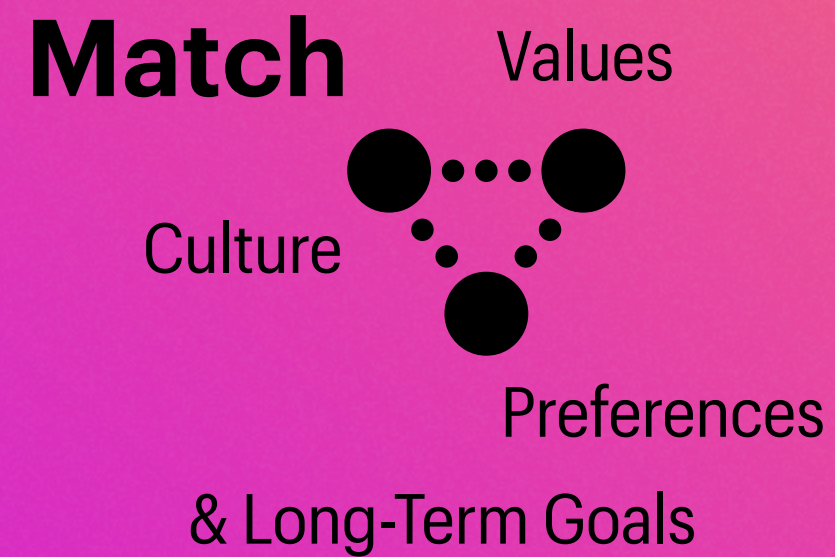
Empowerment Goals: framed toward self-determination and agency. They operate at the sociopolitical level, often emphasizing dimensions of consciousness raising, education, social support, and access to resources

Conformity: They are represented in mandates and the prerogatives of program objectives and referring authorities

Risk/resilience: identify changes in risk and protective processes that are likely to alleviate presenting problems

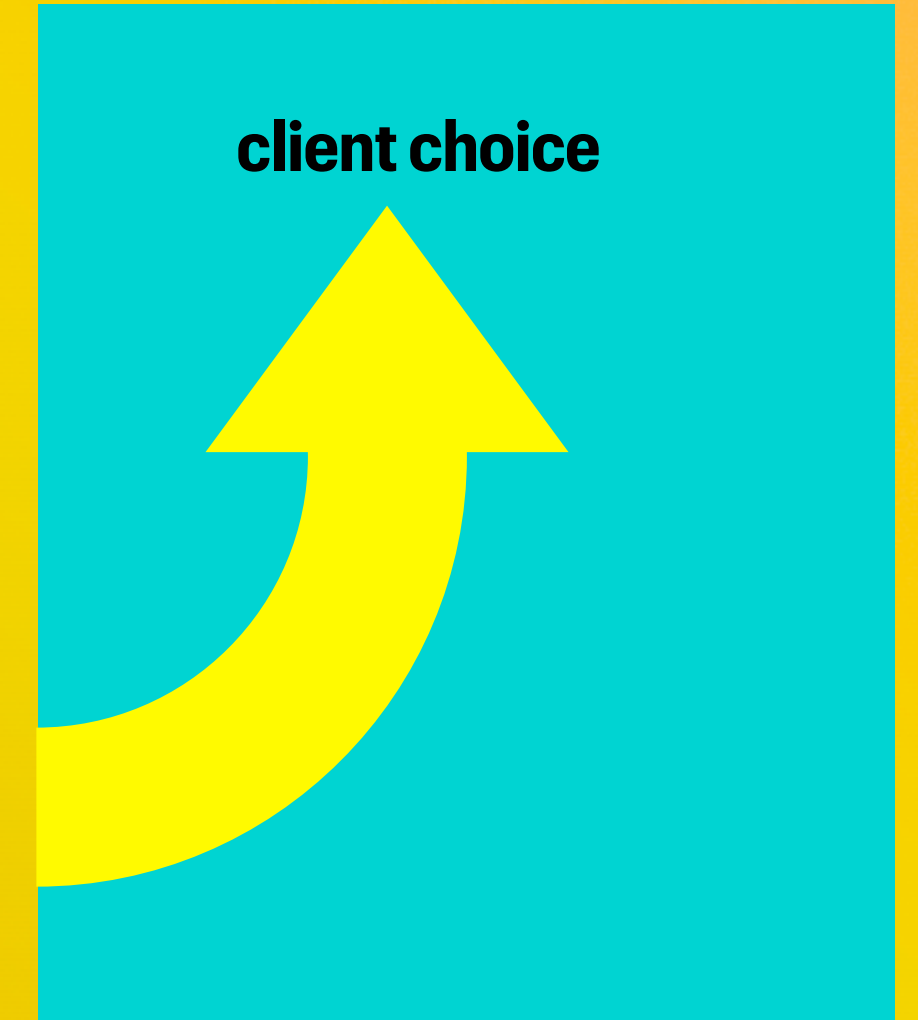


- Goal statements should be framed positively
- Structure specific goals to enhance motivation



short-term goals with long-term goals
performance goals with learning goals
avoidance goals with approach goals
compliance-conformity goals with empowerment and risk/resilience goals

Maximize



within the constraints
of program objectives
and referral mandates

SOME GUIDELINES FOR

SELECTING AND DEFINING GOALS



QUALITIES OF EFFECTIVE GOALS

FOLLOW THIS POPULAR MNEMONICS

S pecific

M easurable

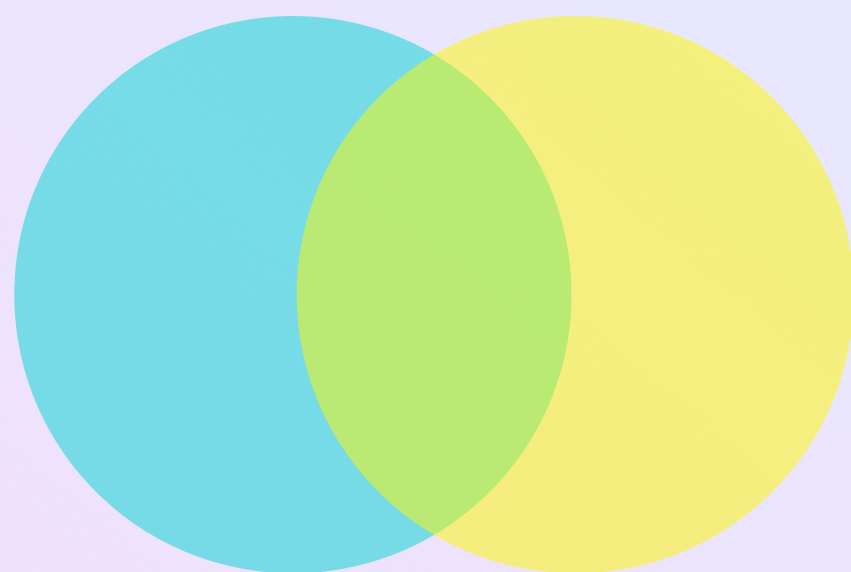
A ttainable

R elavant

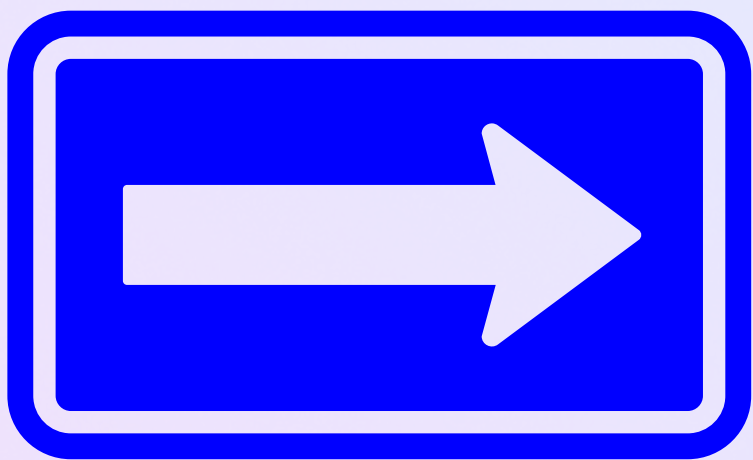
T ime-bound

STRATEGIES FOR DEVELOPING GOALS

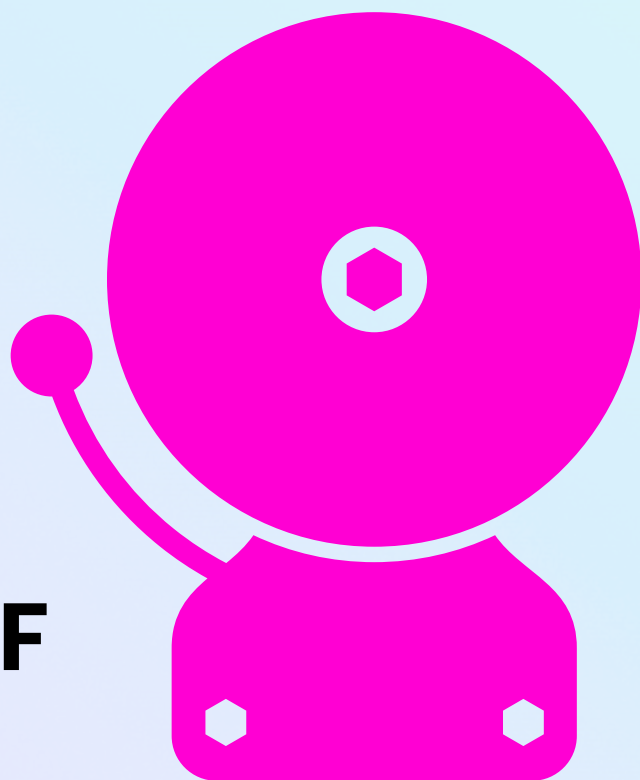
WITH INVOLUNTARY CLIENTS



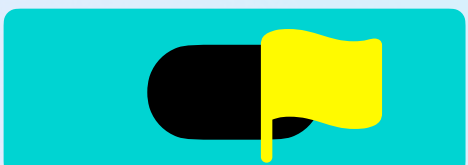
MOTIVATIONAL
CONGRUENCE



AGREEABLE MANDATE



GETTING RID OF
THE MANDATE



PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness

Explain the purpose and function of goals

Formulate client-driven goals

Increase goal specificity

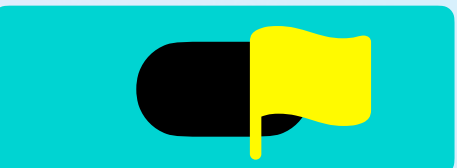
Determine barriers and benefits

Rank goals according to priorities



CREATING A GOAL PLAN

Client/Family:	Staff:		
Statement of Concern:			
Goal Statement:			Goal #__
General Tasks:			
Identify Strengths/Resources:		Identify Potential Barriers/Obstacles:	
Tasks/Steps–Participant:		Tasks/Steps–Staff:	



PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness



Explain the purpose and function of goals

Formulate client-driven goals

Increase goal specificity

Determine barriers and benefits

Rank goals according to priorities

- It is important to assess readiness early in the process
- Consider using summarizing or scaling



Recognize that there might be reluctance.



PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness



Explain the purpose and function of goals



Formulate client-driven goals

Increase goal specificity

Determine barriers and benefits

Rank goals according to priorities

- Spend time educating clients about goals
- Help recognize the match between their goals, program goals, and referral mandates



PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness



Explain the purpose and function of goals



Formulate client-driven goals



Increase goal specificity

Determine barriers and benefits

Rank goals according to priorities

Potential Methods to Obtain

- **Solicit quotes or client description**
- **Offer tentative suggestions**

It becomes our job to help shape and give focus to their goals



PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness



Explain the purpose and function of goals



Formulate client-driven goals



Increase goal specificity



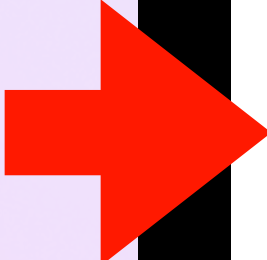
Determine barriers and benefits

Rank goals according to priorities

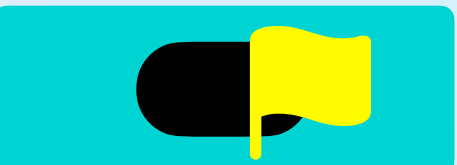
**Help clients to call out
all of the parts of a
good goal... e.g., make
it SMART**



CREATE A GOAL PLAN



Client/Family:		Staff:		
Statement of Concern:				
Goal Statement:			Goal #__	
General Tasks:				
Identify Strengths/Resources:		Identify Potential Barriers/Obstacles:		
Tasks/Steps–Participant:		Tasks/Steps–Staff:		



CREATE A GOAL PLAN

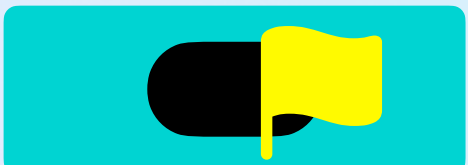
Client/Family:	Staff:
Statement of Concern:	
Goal Statement:	
General Tasks:	
Identify Strengths/Resources:	
Tasks/Steps-Participant:	

Is it linked to the defined target concern?

Is it defined in explicit and measurable terms?

Is it feasible?

Is it stated in positive terms that emphasize growth?



PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness



- Use scaling questions about goal commitment

Explain the purpose and function of goals



- Anticipate future barriers

Formulate client-driven goals



- Discuss intrinsic benefits

Increase goal specificity



- Provide incentives and rewards when possible

Determine barriers and benefits



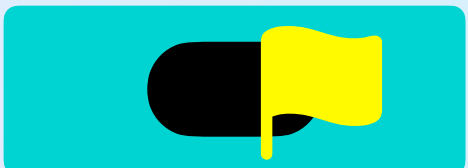
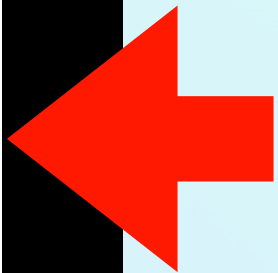
- Explicitly link short and long-term goals

Rank goals according to priorities



CREATE A GOAL PLAN

Client/Family:	Staff:		
Statement of Concern:			
Goal Statement:			Goal #__
General Tasks:			
Identify Strengths/Resources:	Identify Potential Barriers/Obstacles:		
Tasks/Steps–Participant:	Tasks/Steps–Staff:		



PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness



Explain the purpose and function of goals



Formulate client-driven goals



Increase goal specificity



Determine barriers and benefits



Rank goals according to priorities



Your job is to help the clients sort out their priorities to help keep them from being overwhelmed and frustrated.



(Hepworth et al., 2023)



CREATE A GOAL PLAN

Client/Family:		Staff:		
Statement of Concern:				
Goal Statement:			Goal #__	
General Tasks:				
Identify Strengths/Resources:		Identify Potential Barriers/Obstacles:		
Tasks/Steps–Participant:		Tasks/Steps–Staff:		

