The Reflective Learning Tool makes explicit the interior world of both the social work student and client during the session for review in dialogue with the field instructor. It is a tool for critical thinking (EPAS 2.1.3) that allows the student to identify Evidence Based Practice and Practice Wisdom interventions (EPAS 2.1.6) while the student develops into a professional social worker (EPAS 2.1.1). The clinical sample dialogue written by the student in the Reflective Learning Tool is the learning ground for practicing engagement, assessment, intervention and evaluation (EPAS 2.1.10) through a Mindfulness–based approach: a nonjudgmental, accepting awareness of what is going on in the present moment.

**Portion of Session Dialogue/Clinical Sample**

- Write a 15-20 minute sample dialogue of a session with a client that was both meaningful for you and that you desire to share with your field instructor for learning purposes.

**Notice What Was True for You in This Moment**

- Affect/Feelings
- Bodily sensations
- Level of attunement
- Thoughts

**Notice What Was Happening to the Client in this Moment:**

- Affect/Feelings
- Thought Processes
- Tone of voice
- Facial expression
- Posture

**Stages of Readiness for Change**

- Pre-contemplation: client does not consider his/her behavior to be a problem.
- Contemplation: client is considering that behavior may be a problem and contemplates making a change.
- Preparation: Client has made a commitment to change a behavior considered problematic and intends to make the change soon.
- Action: client is already making changes.
- Maintenance: client works to stabilize the new change to prevent a return of the problem.
- Relapse: client returns to the original problem.

**MINDFULNESS PRACTICE**

“The awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment to moment.”

-Kabat-Zinn

**Moment-to-Moment Tracking With Mindfulness**

R - Recognize what is happening
A - Allow the session to be just as it is
I - Investigate inner experience with kindness
N - Nonidentification; rest in Natural awareness

USC Field Education
<table>
<thead>
<tr>
<th>Portion of Session Dialogue/Clinical Sample</th>
<th>Notice what was true for you in this moment: feelings, somatic (body), thoughts, experiences</th>
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<th>Field Instructor Comments</th>
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Clinical Interventions

USC School of Social Work – Department of Field Education

Evidence-based practice (EBP) is defined as “the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.” The purpose of EBP is to promote effective social work practice with an individual, couple, family, group or larger system that requires consistent reflection, assessment, and collaboration with field instructor.

The list of clinical interventions below does not constitute the depth and breadth of all EBP or best practice interventions. They are meant to be used to identify some of your interventions but also as “reminders” to other interventions that you may be using. It is imperative that you dialogue with your field instructor as also they are also experts in their agency regarding other EBP or best practice models and interventions.

Motivational Interviewing
- Affirmations
- Simple Reflections
- Reflection of Feeling
- Double-sided Reflection
- Open-ended Question
- Transitional Summary
- Major Summary
- Asking for Elaboration
- Asking an Evocative Question
- Asking Client to Imagine Extremes
- Asking Client to Explore Pros and Cons
- Asking Client to Look Forward
- Asking Client to Look Backward
- Decisional Balance

Problem Solving
- Providing Psycho-education
- Assisting client with the following:
  - Identifying Problems
  - Developing Goals
  - Brainstorming Alternatives
  - Weighing Pros and Cons
  - Creating an Action Plan
  - Evaluating the Outcome

Cognitive Behavioral
- Identifying the Relationship between Thoughts, Emotions and Behaviors
- Questioning the Evidence
- Examining Options and Alternatives
- Listing Advantages and Disadvantages
- Labeling Distortions
- Cognitive Rehearsals
- Behavioral Rehearsals
- Thought Stopping
- Using Paradox or Exaggeration
- Relaxation Techniques

Psychodynamic
- Examining Client-Social Worker Relationship Experience
- Affective Self-disclosure
- Monitoring and Collaborating with Client on Non-verbal Communication
- Tracking Fluctuations in Openness vs. Defensiveness
- Tracking Fluctuations in Positive vs. Negative Relational Experiences between Client and Social Worker
- Working with Anxiety, Shame and Guilt Responses
- Working with Defensive Responses
- Working with Relational Patterns
- Naming and Acknowledging Affective Experiences
- Facilitating Genuine Affective Experiences
- Focusing on Somatic (Body) Experiences
- Facilitating the Mourning Process

WORKING ALLIANCE & ATTUNEMENT

Researchers repeatedly find that a positive working alliance (trust, agreement on goals, feelings of appreciation) between social worker and client is one of the best predictors of outcome. The term attunement takes this working alliance to a different level: emotional connection between social worker and client.
**COBI Micro Reflective Learning Tool**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Interview Date</th>
<th>Session #</th>
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</table>

Client Initials, Gender, Age, and Ethnicity

Purpose of the Session

Presenting Issue(s)

Why did you select this portion of the interaction to share with your field instructor?

Please characterize the type of interaction you had with a client (phone, in-person, setting, etc)?

What primary intervention(s) did you use? What were the most effective intervention(s) and why?

What do you consider the client's current stage of change and why?  
- Pre-contemplation  
- Contemplation  
- Preparation  
- Action  
- Maintenance  
- Relapse

Cultural Competency: What cultural factors were you aware of during and after the session?

Law and Ethics: Who is your client? (Organization, department, individual?) What conflicts are present for you in relation to the potential for multiple clients? What other legal or ethical considerations, if any, were present in this interaction?

What client strengths were exhibited in this session?
Describe how the client’s challenges may influence his or her performance in the workplace?

____________________________________________________________________________________
____________________________________________________________________________________
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____________________________________________________________________________________

Do you have safety concerns re: this client? What resources are available to both you and the client to address these safety concerns?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Clinical Improvement Plan: What would you change in this session and why?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

On a scale from 1 to 5, how would you rate the working alliance between you and your client and why:
(Negative Alliance) 1-2-3-4-5 (Positive Alliance)

____________________________________________________________________________________
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Describe how your intervention connects with the coursework and mission of either COBI’s Business Environments or Community Development option.

____________________________________________________________________________________
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Field Instructor comments:

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