

The Helping Relationship

A Certificate Program in Psychosocial Rehabilitation

Instructor's Manual

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Instructor's Manual

The Helping Relationship

This course is designed to introduce the student to the helping relationship in psychosocial rehabilitation practice (PSR). Principles of recovery and empowerment will be revisited as they provide a vision for the helping process in PSR. Students will learn about engagement and essential qualities of a helping relationship. They will learn fundamental interviewing techniques, several models of assessment and treatment planning, as well as skills involved in client directed goal setting. The impact of culture on developing relationships, completing assessments, and goal setting will be woven throughout the course.

Learning Objectives

1. Understand how the recovery philosophy provides a vision for the helping process in PSR practice.
2. Understand the essential qualities in a helping relationship and how to create partnerships with clients that embrace cultural diversity.
3. Understand how to work collaboratively as a member of a treatment team and how to use supervision effectively.
4. Understand the basics of a PSR assessment, working with the whole person in context.
5. Demonstrate how to do a functional assessment.
6. Understand recovery-oriented goal setting as a client directed process, demonstrating cultural awareness and sensitivity.
7. Understand discharge planning as an integral and ongoing part of the treatment process.

Handout 1 Syllabus

Class	Topic	Assignments
1	Welcome and Introductions Class Structure Class Agreements	
2	Stage of Recovery and Implications for the Helping Relationship	
3	Self-Awareness: What We Bring to the Helping Relationship	
4	The Helping Relationship as a Partnership	
5	Cultural Diversity Issues in the Engagement Process	
6	Cultural Issues: Part 2	
7	Basic Interviewing Skills: Body Language	
8	Basic Interviewing: How We Use Words And Using Words to Explore	
9	Basic Interviewing: Using Words to Summarize	
10	Basic Interviewing: Putting It All Together	
11	Working as Part of a Team	Mini-paper due;
12	Consumer Panel: What Helps and What Hurts	
13	Introduction to the Assessment Process	
14	Guest Lecture: Using Interpreters	
15	Midterm Exam	
16	The Impact of Culture on the Assessment	
17	The Impact of Culture on the Assessment and Goal-Setting Process	
18	Overview of PSR Assessments: The Person in Context	
19	Overview of PSR Assessments: The Person in Context (Part 2)	
20	Client Directed Goal Setting: Countering Stigma, Expanding Choice, Inspiring Hope and Self-Responsibility	
21	Treatment Planning: Identifying Barriers, Strengths and Supports, and Defining the Next Steps: Part 1	
22	Treatment Planning: Identifying Barriers, Strengths and Supports, and Defining the Next Steps: Part 2	
23	Spirituality	
24	Panel Discussion: Culturally Competent Treatment Planning	
25	Evaluation and Discharge Planning in the Treatment Process	
26	Special Populations and Assessment/Goal Setting: The Person Dually Diagnosed With Mental Illness and Chemical Dependency	
27	Special Populations and Assessment/Goal Setting: The Person Dually Diagnosed With Mental Illness and Chemical Dependency— Engagement	
28	Special Populations and Assessment/Goal Setting: The Person Dually	Assessment paper

	Diagnosed With Mental Illness and Chemical Dependency	due
29	Special Populations and Assessment/Goal Setting: Working With Homeless Persons	
30	Special Populations: Transition-Aged Youth	
31	Final Exam	

Class 13 Introduction to the Assessment Process

Defining Assessment and the Purpose of Assessment

- Assessment is an evaluation of an individual, done both initially and throughout the course of working together, that is used to understand the person.
- Assessment purposes:
 - Identify problems
 - Establish a diagnosis
 - Determine eligibility for services
 - Understand the individual more comprehensively
 - Determine the goals of treatment
 - Determine treatment interventions

Assessment as a Lens that Expands or Limits What We View

- Share the story of the blind men who are asked to feel an elephant and then to describe the animal. Each blind man feels a different part of the animal (trunk, leg, tail, ears, etc.). The resulting description of the animal varies greatly depending on the part of the animal that they were feeling.
- Self-awareness as a factor in completing objective assessments.
 - We bring to the assessment interview our own age, gender, race, ethnicity, and life experiences. These factors can color our perceptions and limit our ability to understand another individual.
 - We bring to the assessment interview our values, beliefs, emotions, worldviews, and customs. These factors can also color our perceptions and can lead to making judgments about others.

Different Models of Assessment

- ❑ Medical Model Assessment: The identification and classification of psychiatric symptoms leading ultimately to a diagnosis and treatment strategies to reduce the symptoms.
- ❑ Functional Assessment: The focus here is on describing the capabilities of the individual and determining the skills that they need to acquire to achieve their goals.
- ❑ Resource Assessment: Here the focus is on the availability of resources that can help consumers achieve their goal.
- ❑ Person in Environment (P.I.E.): Here the focus is on the person in an environmental context. The environmental context includes physical environments as well as other people with whom they engage.
- ❑ Strengths Model: Here the focus is on the skills, talents, abilities, and interests of the individual.
- ❑ Vocational/Educational Assessments: Here the focus is on the vocational history of the individual and his/her vocational interests, aptitudes, and abilities.
- ❑ Cultural Assessment: Here the focus is on understanding cultural and ethnic factors that may influence individual behavior, use of natural supports, and illness beliefs.
- ❑ Life Stages Assessment: Here the focus is on the developmental tasks of the individual based on their age.
- ❑ Quality of Life Assessment: Here the focus is on various life domains (health, housing, social supports, etc.) and on the individual's objective and subjective experience of life in each of those domains.

Exercise 1: Assessment Process

Exercise 1 Assessment Process

- Engage the class in a discussion of a photograph of a panoramic scene from nature.
- Have them imagine that they were in a setting and describe the setting from different perspectives.
- Use a flip chart or blackboard to list the different observations that arise from the seven different perspectives described below.
 - If they focused on smells, what things might they be aware of in the scene?
 - If they focused on sounds, what other things might catch their attention?
 - If they were botanists, what might they notice about the setting?
 - If they were interested in animals, what might capture their attention?
 - What might they have noticed if they had focused on color?
 - What would draw their attention if they focused on texture?
 - If they were physically challenged, what might they notice about the setting?
- Use the class discussion to help the students recognize that an assessment involves seeing certain aspects of an individual much as they saw different aspects of the scene. Different assessments will highlight certain characteristics of the person but may limit our ability to see other characteristics.

Class 16 The Impact of Culture on the Assessment

Cultural Self-Awareness

- The following factors can influence our behaviors as helpers, our interactions with consumers, our views of what is pathological, and the kinds of goals we create for our clients.
 - The impact of our own race, ethnicity, and cultural background.
 - The impact of our own values, beliefs, and attitudes.
 - The impact of our own interpersonal style of communication.
 - The impact of our stereotypes on our view of others.

Shifting Cultural Lenses

- “Culturally informed assessment is a process; a way of thinking critically about the role of culture in human behavior.”
- *An illustration of shifting lenses:* Turn signals have different meanings on Mexican and American highways. In Mexico, a turn signal implies that it is safe to pass, whereas in America a turn signal indicates the driver’s intent to make a turn. The meanings depend on the specific context of the situation.
- *Avoiding assumptions:* When we evaluate someone from another culture we make ‘assumptions’ about the way their culture has impacted their behavior, relationships, etc. (For examples, all Asians are quiet and deferent.) These assumptions may be stereotypes that can get in the way of seeing the unique person and how culture has impacted that person. Understanding cultural identity includes:
 - Understanding how that person views himself or herself and the impact culture has on this identity.
 - Understanding their level of acculturation or the extent to which they have adapted to the dominant culture.
 - Understanding their unique values and the convergence or divergence of those values from the values of their culture of origin.
 - Understanding the norms of their culture of origin and the extent to which they diverge from ideal or actual norms.
 - Listening to, honoring, and validating the individual’s experience of who they are, what they feel, and what goals they want to achieve.

Impact of Language on Assessment

- *Primary language:* When it is feasible, it is best for the helper to be fluent in the primary language of the consumer being served. The primary language of an individual is their most comfortable means of communication and it is the most available for sharing emotions. Using a second language can lead to distortions and may not convey the emotional richness of what is being shared.
- *Working with interpreters:* Sometimes language does not translate well into English and idioms can lose their meanings. Strict accurate translation of words may fail to communicate emotional content and meaning.
 - A good interpreter needs to be a good cultural broker as well as someone who translates words.
 - The therapeutic relationship is a triad and must involve the interpreter with whom the consumer may develop emotional bonds.
 - A good interpreter should help to create trusting bonds between the consumer and helping person.
 - A good interpreter should understand psychiatric jargon and be able to communicate its meaning effectively.
 - Avoid the use of family members as interpreters. This can be fraught with problems such as role reversal for adolescents who are suddenly placed in a care-taking role.
- *Non-verbal communication:* Edward Hall, an anthropologist, has initiated a field of study called ‘proxemics.’ This is study of social and interpersonal non-verbal behavior. Culture and ethnicity influence many aspects of non-verbal behavior such as eye contact, gesturing, body openness, and touching. In completing assessments, be careful not to ascribe meanings to non-verbal behavior before understanding the cultural context in which the behavior is occurring.