

Syllabus

Course Overview

In this course, you will have an opportunity to demonstrate and apply fundamental professional communication skills that are necessary in your work as a human services professional. Case studies will be used throughout the course to provide practice with use of communication skills. The case studies will emphasize use of best practices to work collaboratively with individuals, communities, and agencies to solve problems and to effectively promote change and growth.

Program Journey

Click **Human Services Program Journey** to view a useful map that will guide you throughout your program. This map gives you an overview of all the steps required to complete your degree and outlines the resources that will support you along the way.

Identity Profile

Throughout your program, you will be strengthening your identity as a human services professional. Click **Identity Profile** to view a special interactive tool that has been designed for you to document your progress. This profile, which will appear in courses throughout your program, is a dedicated space for you to record your growth and personal effectiveness as a professional. It will also provide opportunities for you to share your progress and accomplishments with your peers.

External Professional Standard Alignments

The competencies in this course are aligned to the following external standards, as noted below:

External Professional Standard Alignments		
HMSV5390 Course Competency	Council for Standards in Human Services (Master's Degree in Human Services)	National Organization for Human Services (What Is Human Services?)

<b>HMSV5390 Course Competency</b>	<b>Council for Standards in Human Services (Master's Degree in Human Services)</b>	<b>National Organization for Human Services (What Is Human Services?)</b>
<b>Competency 1. Apply the communication skills of active listening, probing, and summarizing to gather information on client needs, issues, or problems.</b>	11.3, 18.7.	6.0.
<b>Competency 2. Apply concepts of diversity, ethics, and cultural competency to the decision-making process.</b>	10.6, 18.8.	4.0.
<b>Competency 3. Apply principles and practices of highly effective interdisciplinary collaboration.</b>		1.0.
<b>Competency 4. Apply the information research process to effectively solve problems and maximize client outcomes.</b>	12.3	4.0.

<b>HMSV5390 Course Competency</b>	<b>Council for Standards in Human Services (Master's Degree in Human Services)</b>	<b>National Organization for Human Services (What Is Human Services?)</b>
<b>Competency 5. Communicate in a manner that is scholarly, professional, and respectful of the diversity, dignity, and integrity of others, consistent with expectations for members of the human services profession.</b>	15.0, 18.7	6.0.

## References

Council for Standards in Human Service Education. (n.d.). Retrieved from <http://www.cshse.org/standards.html>

National Organization of Human Services. (n.d.). Retrieved from [http://www.nationalhumanservices.org/index.php?option=com\\_content&view=article&id=88:what-is-human-services?&catid=19:site-content&Itemid=89](http://www.nationalhumanservices.org/index.php?option=com_content&view=article&id=88:what-is-human-services?&catid=19:site-content&Itemid=89)

## Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply the communication skills of active listening, probing, and summarizing to gather information on client needs, issues, or problems.
- 2 Apply concepts of diversity, ethics, and cultural competency to the decision-making process.
- 3 Apply principles and practices of highly effective interdisciplinary collaboration.
- 4 Apply the information research process to effectively solve problems and maximize client outcomes.
- 5 Communicate in a manner that is scholarly, professional, and respectful of the diversity, dignity, and integrity of others, consistent with expectations for members of the human

services profession.

## Course Prerequisites

*There are no prerequisites for this course.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

## Book

Egan, G., & Reese, R. J. (2019). *Exercises in helping skills: A manual to accompany The Skilled Helper* (11th ed.). Boston, MA: Cengage. ISBN: 9781337795449.

Egan, G., & Reese, R. J. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Boston, MA: Cengage. ISBN: 9781305865716.

## Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Ai, A. L., Aisenberg, E., Weiss, S. I., & Salazar, D. (2014). [Racial/ethnic identity and subjective physical and mental health of Latino Americans: An asset within?](#) *American Journal of Community Psychology*, 53(1–2), 173–184.
- Barrera, M., Jr., Castro, F. G., Strycker, L. A., & Toobert, D. J. (2013). [Cultural adaptations of behavioral health interventions: A progress report](#). *Journal of Consulting and Clinical Psychology*, 81(2), 196–205.
- Barrio, C., & Yamada, A.-M. (2010). [Culturally based intervention development: The case of Latino families dealing with schizophrenia](#). *Research on Social Work Practice*, 20(5), 483–492.
- Borders, L. D. (2014). [Best practices in clinical supervision: Another step in delineating effective supervision practice](#). *American Journal of Psychotherapy*, 68(2), 151–162.
- Brown, C. L., Love, K. M., Tyler, K. M., Garriot, P. O., Thomas, D., & Roan-Belle, C. (2013). [Parental attachment, family communalism, and racial identity among African American college students](#). *Journal of Multicultural Counseling and Development*, 41(2), 108–122.
- Cleek, E. N., Wofsy, M., Boyd-Franklin, N., Mundy, B., & Howell, T. J. (2012). [The family empowerment program: An interdisciplinary approach to working with multi-stressed urban families](#). *Family Process*, 51(2), 207–217.
- Hahm, H. C., Gonyea, J. G., Chiao, C., & Koritsanszky, L. A. (2014). [Fractured identity: A framework for understanding young Asian American women's self-harm and suicidal behaviors](#). *Race and Social Problems*, 6(1), 56–68.
- Iwamoto, D. K., Negi, N. J., Partiali, R. N., & Creswell, J. W. (2013). [The racial and ethnic identity formation process of second-generation Asian Indian Americans: A phenomenological study](#). *Journal of Multicultural Counseling and Development*, 41(4), 224–239.
- Li, G., Lin, J., & Wang, H. (2014). [Rethinking identity and agency in minority education: Preparing Asian American leaders for a global future](#). *New Waves*, 17(1), 50–65.

- Nancarrow, S. A., Booth, A., Ariss, S., Smith, T., Enderby, P., & Roots, A. (2013). [Ten principles of good interdisciplinary team work](#). *Human Resources for Health*, 11(19), 1–11.
- Porta, C., Allen, M. L., Hurtado, G. A., Padilla, M., Arboleda, M., Svetaz, M. V., ... Sieving, R. E. (2016). [Honoring roots in multiple worlds: Professionals' perspectives on healthy development of Latino youth](#). *Health Promotion Practice*, 17(2), 186–198.
- Torres, V., Martinez, S., Wallace, L. D., Medrano, C. I., Robledo, A. L., & Hernandez, E. (2012). [The connections between Latino ethnic identity and adult experiences](#). *Adult Education Quarterly*, 62(1), 3–18.
- Tynes, B. M., Umaña-Taylor, A. J., Rose, C. A., Lin, J., & Anderson, C. J. (2012). [Online racial discrimination and the protective function of ethnic identity and self-esteem for African American adolescents](#). *Developmental Psychology*, 48(2), 343–355.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL.

Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](#)  
<https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](#)  
<https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Unit 1 >> Introduction to Helping

### Introduction

According to Egan and Reese (2019), "Many people become clients because, either in their own eyes or in the eyes of others, they are involved in problem situations that they are not handling well. Others seek help because they feel they are not living as fully as they might" (pp. 9–10). Human services professionals meet clients in many diverse settings (for example, schools, hospitals, prisons, counseling agencies, government agencies, et cetera.). The word *client* can take on many different meanings depending on the setting; since the work of human services professionals is so diverse, the term *client* can change just as often as the setting changes. For the purposes of this course, we will use the term *client* in a broad sense. A client can be an individual, agency, community, or group to whom you provide helping services.

The primary goal of helping is to assist a broad range of clients manage their problems, function more effectively, and identify resources and supports that can assist with the growth process. Mastering and applying the skills that will be presented throughout this course will help you be more effective as a helper in any helping relationship that is part of your work in the human services field.

Egan and Reese (2019) emphasizes the following three outcome-focused helping goals:

1. Goal One: Life-enhancing outcomes for the client. Help clients manage their problems in living more effectively and develop unused or underused resources and opportunities more fully at the service of life-enhancing outcomes (p. 14).
2. Goal Two: Learning how to help oneself. Help clients become better at helping themselves in their everyday lives (p. 15).
3. Goal Three: Developing a prevention mentality. Help clients develop an action-oriented prevention mentality in their lives (p. 16).

With this said, it is important to understand that regardless of the diverse settings and roles that you may find yourself in as a human services professional, the goal of helping remains the same. Human services professionals look to foster and facilitate positive growth in all settings in which they interact.

## Reference

Egan, G., & Reese, R. J. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Boston, MA: Cengage.

## Learning Activities

### u01s1 - Studies

## Readings

Use your *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* text to read the following:

- Chapter 1, "The Ingredients of Successful Helping," pages 3–42.

- Chapter 3, "Commit Yourself to the Helping Relationship and the Values That Drive It," pages 65–93.

## Multimedia

- Click [Kuder Task Self-Efficacy Scale](#) to complete this interactive presentation.

### Course Resources

#### Kuder Task Self-Efficacy Scale

### u01s1 - Learning Components

- Identify the elements needed to demonstrate active listening in the helping situation.
- Apply active listening strategies to identify key experiences, behaviors, feelings, and emotions.

### u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

## Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

## Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.



# Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

## Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

### u01d1 - Introduction to Helping

This week's readings discuss the key values that a human services professional should possess in a helping relationship. Assess your own values by completing Exercise 3.5, "Identify Your Five Key Values," on page 24 of your *Exercises in Helping Skills: A Manual to Accompany The Skilled Helper* text.

For this discussion, provide a summary of your results from the exercise. Use the required reading from Chapter 3 in your *The Skilled Helper* text to support your discussion post.

## Response Guidelines

Respond to the initial discussion posts of at least two other learners. Compare and contrast the key values of their self-assessment results with those of your own self-assessment.

**Portfolio Prompt:** You are required to save this learning activity to your ePortfolio.

## u01d1 - Learning Components

- Develop communications appropriate for the audience.
- Identify the elements needed to demonstrate active listening in the helping situation.

## u01d2 - Self-Assessment: Cultural Competence

Being aware of how our own cultural competence informs our experiences and perceptions is essential when involved in a helping relationship. Read and complete Exercise 2.6, "Appraise Your Ability to Work With Diversity," on page 25 in your *Exercises in Helping Skills: A Manual to Accompany The Skilled Helper* text. *Note:* This text will be referred to as your exercise manual throughout the remainder of the course.

For this discussion:

- Discuss your highest and lowest scores on the self-assessment.
- Relate your high and low score to the content you read about in Chapter 2 of your *The Skilled Helper* text.
- Consider your results on the Kuder Task Self-Efficacy Scale media presentation. Are your interests, values, and diversity competence a good fit for the human service field?

## Response Guidelines

Respond to the initial discussion posts of two other learners. Use the following guideline when constructing your response posts: If you were being helped by a professional with the characteristics reflected in your peers' scores, what might the professional's strengths and weaknesses be?

**Portfolio Prompt:** You are required to save this learning activity to your ePortfolio.

### Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

[Kuder Task Self-Efficacy Scale](#) | [Transcript](#)

## u01d2 - Learning Components

- Develop communications appropriate for the audience.
- Identify the elements needed to demonstrate active listening in the helping situation.

## Unit 2 >> The Basics of Communication: Empathic Presence

### Introduction

Creating and maintaining an active presence in the helping environment is a feature critical to your effectiveness as a helping professional and to the helping process. Clients want to feel that their stories are being heard, validated, and received in a manner that is open and caring.

Developing an active presence is a skill that must be learned. There is a set of key values that will serve as the foundation to creating an effective helping environment: respect, empathy, genuineness, self-responsibility, and action. When these key values are applied to your work, you create an alliance with your client that is productive, empowering, and effective.

In addition to understanding the key values of the helping processes, it is also critical for you to be aware of your values and the impact your values have on how you demonstrate and apply them in the helping environment. In order to truly create a neutral helping environment that focuses on clients and their needs, you must become aware of your own values and their potential impact on your work to help others. In order to demonstrate genuineness, respect, and empathy, you have to be willing and able to make the client the focus of the helping environment, and continually self-assess areas where your values may be playing more of a role in the helping process. The main goal of any helping situation is to focus on clients, bringing them to action on a path they are able to understand, and helping them take responsibility for the goals they will establish and embrace the changes they have sought.

### Learning Activities

#### u02s1 - Studies

## Reading

Use your *The Skilled Helper* text to read the following:

- Chapter 4, "Therapeutic Presence: Tune in to Clients and Listen Carefully," pages 97–128.

## Multimedia

- Click **[Active Listening: Identifying the Core Message](#)** to view a media piece that examines active listening.

## Active Listening: Identifying the Core Message

### u02s1 - Learning Components

- Understand and apply the empathy formula.

### u02d1 - Active Presence

Based on the readings for this week, address the following:

- What are the main characteristics needed in an effective helping relationship?
- Why are these skills necessary?
- Of these identified characteristics, identify and analyze one strength and one weakness you feel you have.

## Response Guidelines

Respond to the initial discussion posts of two of your fellow learners. Consider the following in your responses:

- What are some ways in which your peers can improve in the areas of weaknesses identified?
- Do you agree with your fellow learners' perceptions?

### Course Resources

### Graduate Discussion Participation Scoring Guide

### u02d1 - Learning Components

- Develop communications appropriate for the audience.
- Identify the elements needed to demonstrate active listening in the helping situation.

### u02d2 - Active Listening

Complete Exercise 4.6, "Listening to Yourself As a Problem Solver," on page 30 in your exercise manual.

Answer the following questions:

- What was the issue?
- What were the client's key experiences?
- What points of view of hers were involved?

- What decisions did she make?
- What emotions did she experience?

## Response Guidelines

Respond to the initial discussion posts of two of your fellow learners. Consider the following:

- Do you agree with your fellow learners' perceptions?
- What additional perspectives might need to be considered?

### Course Resources

Graduate Discussion Participation Scoring Guide

### u02d2 - Learning Components

- Develop communications appropriate for the audience.
- Apply active listening strategies to identify key experiences, behaviors, feelings, and emotions.
- Construct a core message that summarizes the client's needs, issues, and problems.

## Unit 3 >> The Basics of Communication: Empathic Response

### Introduction

This week, you will begin the journey to understand the individual skills that make up the helping dialogue that occurs in the helping environment. Once a helping relationship has been established, the communication (verbal or nonverbal) that takes place between the helper and the client is the heart of the helping process. The helper's ability to apply and integrate a series of individual skills into the helping dialogue creates a cohesive mechanism through which the client's stories transform into action for change.

The helping dialogue is a collaborative exchange that looks to connect the client to his or her stories and actions. The first step for the helper in building an effective helping dialogue is to demonstrate an *active presence* by showing you are actively listening to what you are being told. The concept of an active presence in the helping environment entails not only the key values that were discussed last week, but also your ability to demonstrate that you are actively present in the dialogue through your verbal and nonverbal presence. When an active presence is maintained, the client feels respected and validated, and will be more open to contribute to the process.

In addition to showing the client that you are present in his or her stories and engaged in the helping dialogue, it is equally important that you demonstrate to your client that you are actively listening and comprehending what is being communicated. Listening carefully to your client's stories and concerns may seem like a simple concept to understand. However, it is a skill that is often overlooked, and thus fails to be successfully executed in helping

situations. People often have a hard time listening to each other—truly listening to each other. Responding with empathy is a tool of civility and an important part in building relationships (Egan & Reese, 2019).

A fully active helper shows the client that he or she is present, listening, and selfless in listening. The active helper demonstrates through these initial steps in communication that the dialogue that is occurring is important and that the helper is able to put aside his or her own concerns, values, and biases to be fully there for the client.

## Reference

Egan, G., & Reese, R. J. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Boston, MA: Cengage.

## Learning Activities

### u03s1 - Studies

## Readings

Use your *The Skilled Helper* text to read the following:

- Chapter 5, "Empathic Responding: Working at Mutual Understanding," pages 129–158.

## Multimedia

- Click [Using a Formula to Communicate Empathy](#) to view a media piece that will walk you through the empathy formula.

### Course Resources

Using a Formula to Communicate Empathy

### u03s1 - Learning Components

- Understand and apply the empathy formula.

### u03a1 - Using a Formula to Communicate Empathy

## Overview

Using empathy focuses on the client's core message, key experiences, key behaviors, and key emotions. One of the main challenges for helping professionals is to understand how to put empathic understanding into words.

The ability to successfully communicate empathy can be one of the most powerful tools a helping professional has in the helping setting. It creates a helping environment where the client feels understood. According to Egan and Reese (2019), basic empathic understanding can be expressed in the following formula:

*You feel* . . . [here name the correct emotion expressed by the client] *because* . . . [here indicate the correct experiences, thoughts, and behaviors that give rise to the feelings]. (p. 138)

In this assignment, you will be asked to use the formula identified in the readings this week to create an empathic response for presented case studies. When creating an empathic response, you will want to apply the following steps:

- 1. Begin by identifying the key experiences, behaviors, and feelings and emotions presented in the case study.
- 2. Formulate an empathic response.

## Assignment Instructions

Read the cases in the Using a Formula to Communicate Empathy Worksheet (linked in the Resources). For each of the three cases, identify the key experiences, behaviors, and feelings. Then, use the formula to construct an empathic response. Record all of your work in the worksheet.

Once you have completed the worksheet, submit it in the assignment area by the designated deadline.

### Reference

Egan, G., & Reese, R. J. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Boston, MA Cengage.

Course Resources
<a href="#">Using a Formula to Communicate Empathy</a>   <a href="#">Transcript</a>
Using a Formula to Communicate Empathy Worksheet

## u03d1 - Responding Skills

Your textbook reading this week reviewed the three dimensions of responding skills. Discuss these three dimensions and the basic formula suggested by the author for responding with empathy.

## Response Guidelines

Respond to the initial discussion posts of two of your fellow learners. In your responses, consider whether you have the same understanding of the ideas presented in the textbook reading as your peers.

Course Resources
Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Develop communications appropriate for the audience.
- Understand and apply the empathy formula.

**u03d2 - Empathic Response Formula**

Practice your skills in creating an empathic response by completing Exercise 5.3, "Using a Formula to Communicate Empathy," in your exercise manual. Select one of the four case studies—choose from Cases 2, 3, 4, or 5 on pages 46–48, and address the following:

- Key experience(s).
- Key behavior(s).
- Key feeling(s) or emotion(s).
- Empathic response.

**Response Guidelines**

Respond to the initial discussion posts of two of your fellow learners. Consider the following in each of your responses:

- What is the strength in your peer's response?
- What is the weakness in your peer's response?

Course Resources
Graduate Discussion Participation Scoring Guide

u03d2 - Learning Components

- Develop communications appropriate for the audience.
- Understand and apply the empathy formula.



### Introduction

Attending and listening to clients allows helpers to gain a better understanding of their stories and points of view, along with their intentions and choices. When these elements are coupled with feelings and emotions expressed by the clients, the helper shows them that they have been heard and that there is a mutual understanding of what has been communicated through the helping dialogue.

Responding with empathy to the key messages a client is trying to express is one way of communicating your understanding. Responding with empathy is a skill that helpers need to practice and perfect. The helper's ability to demonstrate empathy is critical to establishing and developing a relationship with the client, as it is this relationship that will lead the client toward action.

According to Egan and Reese (2019), "The communication skills of visibly turning in, listening, responding with empathy, and probing need to be orchestrated in such a way that they help clients focus their attention on issues that make a difference. The ability to summarize and to help clients summarize the main points of a helping interchange or session is a skill that can be used to provide focus, direction, and challenge" (pp. 177–178).

### Reference

Egan, G., & Reese, R. J. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Boston, MA: Cengage.

### Learning Activities

#### u04s1 - Studies

### Readings

Use your *The Skilled Helper* text to read the following:

- Chapter 6, "Master the Art of Probing and Summarizing," pages 159–187.

Everyone has a personal identity that is shaped through race, ethnicity, gender, culture, and upbringing. The following articles will be helpful as you consider different perspectives of identity and how they might inform your work with clients. These will be especially helpful to you as you work through upcoming discussions and assignments.

Use the Capella library to read the following:

- Ai, A. L., Aisenberg, E., Weiss, S. I., & Salazar, D. (2014). [Racial/ethnic identity and subjective physical and mental health of Latino Americans: An asset within?](#) *American Journal of Community Psychology*,

53(1–2), 173–184.

- Hahm, H. C., Gonyea, J. G., Chiao, C., & Koritsanszky, L. A. (2014). [Fractured identity: A framework for understanding young Asian American women's self-harm and suicidal behaviors](#). *Race and Social Problems*, 6(1), 56–68.

## Multimedia

- Click [Probing for Key Issues and Clarity](#) to view a video that explores how one might use probing to help move a client forward.
- Click [Summarizing: Helping Clients Tell Their Stories](#) to view a video that explores how to use summarizing skills with a client.

### Course Resources

Summarizing: Helping Clients Tell Their Stories

Probing for Key Issues and Clarity

### u04s1 - Learning Components

- Analyze identity models to inform communication and collaboration with clients.
- Create question and statement probes.
- Identify the importance of question and statement probes to help move a client forward.

### u04a1 - Probing for Key Issues and Clarity

## Overview

The focus of this activity is to effectively construct probes that can be used to help clients identify and explore areas of their stories that they may be overlooking. The goal is to probe for information that will help the client move forward in the helping process.

When using probes, it is important to remember the following:

1. A probe is a statement or a question that invites a client to discuss an issue more fully.
2. Probes are a way of getting important details that the client did not think about, or is reluctant to talk about.
3. Probes can be used at any point in the helping process to clarify, explore, and provide direction to the helping process.
4. The overuse of probes can impede the helping process.

Although there are several types of probes identified in the readings for this week, this activity will focus on your ability to successfully construct statement and question probes. For this activity, you will be asked to combine

several skills:

1. Apply active listening strategies to create an empathic response.
2. Create both a question-type and a statement-type probe to help clarify the client's story.
3. Provide a statement that identifies how your probes will help the client move forward.

## Assignment Instructions

Read the cases in the Probing for Key Issues and Clarity Worksheet (linked in the Resources). For each of the three cases, follow the prompts provided in the worksheet to create an empathic response, develop two types of probes (one question and one statement), and provide a succinct summary as to how the probe might help the client move forward.

Once you have completed the worksheet, submit it in the assignment area by the designated deadline.

### Course Resources

Probing for Key Issues and Clarity Worksheet

[Probing for Key Issues and Clarity](#) | [Transcript](#)

## u04d1 - Displaying Empathy

Identify the important elements to display when showing empathy in the helping relationship. Why is empathy an important element of the helping processes? Analyze how effective you think you are in displaying empathy in helping situations.

## Response Guidelines

Respond to the initial discussion posts of two of your fellow learners. Consider the following in your responses:

- How did your analysis differ from those of your peers?
- What were the similarities between their analyses and yours?

### Course Resources

Graduate Discussion Participation Scoring Guide

## u04d1 - Learning Components

- Develop communications appropriate for the audience.
- Understand and apply the empathy formula.

## u04d2 - Probing and Understanding

Practice your skills in creating a probe to move a client forward. In your exercise manual, read Exercise 6.2, "Probing for Key Issues and Clarity," on pages 56–58. Select one of the case examples in the exercise, and address the following:

- Make an empathic statement.
- Provide a possible probe.
- Describe how the above statement and probe might help the client move forward.

Make sure to use the required readings from *The Skilled Helper* text to support your responses to the case and the construction of your empathic statement and probe.

## Response Guidelines

Respond to the initial discussion posts of two of your fellow learners. Consider the following in your responses:

- How did your answers differ from those of your peers?
- What were the similarities you shared with them?

### Course Resources

### Graduate Discussion Participation Scoring Guide

## u04d2 - Learning Components

- Develop communications appropriate for the audience.
- Create question and statement probes.

## Unit 5 >> The Problem Management Process

### Introduction

In an ideal helping setting, the client engages in an open and honest dialogue regarding the issues, concerns, insights, and highlights that are developed throughout the helping process. However, that is not always the case.

There are times when it is also necessary for the helper to encourage, prompt, and help the client engage in aspects of the dialogue that he or she is having difficulty doing spontaneously.

Probing questions from the counselor help clients to examine relevant issues more deeply. Probes may be statements, questions, single words, and nonverbal prompts. According to Egan and Reese (2019), "Prompts and probes are verbal and sometimes nonverbal tactics for helping clients talk more freely and concretely about any issue at any stage of the helping process (p. 161).

We have reviewed probing, summarizing, and empathic responding as skills in the helping process. We will now turn our attention to the stages of problem management. Egan and Reese (2019) suggests there are three stages:

- Stage 1: Help clients explore their concerns.
- Stage 2: Help clients determine problem managing outcomes and set goals.
- Stage 3: Help clients draw up plans to accomplish goals.

## Reference

Egan, G., & Reese, R. J. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Boston, MA: Cengage.

## Learning Activities

### u05s1 - Studies

## Readings

Use your *The Skilled Helper* text to read the following:

- Chapter 8, "The Action Arrow: Right From the Beginning Help Clients Turn Talk Into Life-Enhancing Action," pages 231–268.

The following articles will be helpful as you consider different perspectives of identity and how they might inform your work with clients. These will be especially helpful to you as you work through upcoming discussions and assignments.

Use the Capella library to read the following:

- Iwamoto, D. K., Negi, N. J., Partiali, R. N., & Creswell, J. W. (2013). [The racial and ethnic identity formation process of second-generation Asian Indian Americans: A phenomenological study](#). *Journal of Multicultural Counseling and Development*, 41(4), 224–239.
- Tynes, B. M., Umaña-Taylor, A. J., Rose, C. A., Lin, J., & Anderson, C. J. (2012). [Online racial discrimination and the protective function of ethnic identity and self-esteem for African American adolescents](#). *Developmental Psychology*, 48(2), 343–355.

- Torres, V., Martinez, S., Wallace, L. D., Medrano, C. I., Robledo, A. L., & Hernandez, E. (2012). [The connections between Latino ethnic identity and adult experiences](#). *Adult Education Quarterly*, 62(1), 3–18.

## Multimedia

We all have a cultural identity that is constantly being reshaped and redefined. Theorists say we construct these self-concepts and identities ourselves—yet, self-identification occurs within the context of various social and cultural forces. It is crucial for those in the human services field to develop a keen understanding of this dynamic relationship between self-concept and the social-cultural context in which it is shaped.

- Click [Introduction to Cultural Identity](#) to view a presentation to find where you are in the process.

### Course Resources

#### Introduction to Cultural Identity

### u05s1 - Learning Components

- Analyze identity models to inform communication and collaboration with clients.
- Examine the problem management process for working with clients.

### u05d1 - Applying Identity Models

Research an article that features an identity model that aligns with your own identity. Using the article, do the following:

- Summarize the identity model you selected.
- Evaluate how you relate to the identity model based on your own experiences.
- Explain how your own identity might come into play when working with a client group.

Cite your article using current APA style and formatting.

## Response Guidelines

Respond to the initial discussion posts of two of your fellow learners.

### Course Resources

#### Graduate Discussion Participation Scoring Guide

#### [APA Style and Format](#)

## u05d1 - Learning Components

- Develop communications appropriate for the audience.
- Analyze identity models to inform communication and collaboration with clients.
- Evaluate information validity.

## Unit 6 >> The Problem Management Process, Stage 1

### Introduction

It is important to understand not only the basic communications skills that have been discussed thus far, but also how essential communication is to the helping process. Practicing the art of communicating—active listening, empathic responding, probing, and summarizing—will make you a more effective helper. The more proficient a helper is at creating a meaningful helping dialogue for the client, the more enriching, empowering, and helpful the process will be for the client.

Each of the above helping skills are utilized in Stage 1 of the problem-management process: Help clients explore their concerns or help clients tell their stories. Egan and Reese (2019) notes, "Counselors help clients (A) tell their stories, (B) reframe their stories, develop new, more useful perspectives, and begin thinking about new, more constructive ways of acting, and (C) stay focused on the key issues and concerns that will make a difference in their lives" (p. 270).

### Reference

Egan, G., & Reese, R. J. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Boston, MA: Cengage.

### Learning Activities

## u06s1 - Studies

## Readings

Use your *The Skilled Helper* text to read the following:

- Chapter 9, "The Three Tasks of Stage I: Help Clients Tell the Story, the Real Story, and the Right Story," pages 269–304.

Everyone has a personal identity that is shaped through race, ethnicity, gender, culture, and upbringing. The following articles will be helpful as you consider different perspectives of identity and how they might inform your

work with clients. These will be especially helpful to you as you work through upcoming discussions and assignments.

Use the Capella library to read the following:

- Li, G., Lin, J., & Wang, H. (2014). [Rethinking identity and agency in minority education: Preparing Asian American leaders for a global future](#). *New Waves*, 17(1), 50–65.
- Brown, C. L., Love, K. M., Tyler, K. M., Garriot, P. O., Thomas, D., & Roan-Belle, C. (2013). [Parental attachment, family communalism, and racial identity among African American college students](#). *Journal of Multicultural Counseling and Development*, 41(2), 108–122.
- Porta, C., Allen, M. L., Hurtado, G. A., Padilla, M., Arboleda, M., Svetaz, M. V., ... Sieving, R. E. (2016). [Honoring roots in multiple worlds: Professionals' perspectives on healthy development of Latino youth](#). *Health Promotion Practice*, 17(2), 186–198.

## Multimedia

- Click [Introduction to Cultural Identity](#) to review this video presentation.

### Course Resources

#### Introduction to Cultural Identity

### u06s1 - Learning Components

- Analyze identity models to inform communication and collaboration with clients.
- Apply active listening strategies to identify key experiences, behaviors, feelings, and emotions.
- Construct a core message that summarizes the client's needs, issues, and problems.

### u06d1 - The Problem Management Process, Stage 1

Use your exercise manual to read and complete one of the case studies in Exercise 9.8, "Linking Storytelling to Action," pages 115–116. For this discussion, using the case study, identify two possible client actions and a reason for each one.

Make sure to use the required readings from *The Skilled Helper* text to support your responses. Specifically, incorporate your understanding of the "Prepare Yourself for Doing the Work of Stages I, II, and III" section on pages 270–273 into your rationale for the possible client actions.

## Response Guidelines

Respond to the initial discussion posts of two of your fellow learners. Consider the following in your responses:



- What additional considerations might your peers consider when conceptualizing the summary phase of the helping process?
- Did your peers identify the importance of collaboration in the summary process? If not, what recommendations would you provide?

## Course Resources

### Graduate Discussion Participation Scoring Guide

## u06d1 - Learning Components

- Construct a core message that summarizes the client's needs, issues, and problems.
- Develop communications appropriate for the audience.
- Examine strategies to move the client forward.

## Unit 7 >> The Problem Management Process, Stage 2

### Introduction

Up through this unit, the focus of the discussion has been on understanding basic communication skills that are essential to creating a helping environment that helps clients share their stories. The successful use of basic communication skills allows both the helper and the client to develop and share a story that will ultimately guide the helping process to action.

The goal of any helping relationship is to move toward action. The initial step in this movement to action is to use the stories that have been shared to develop, organize, and prioritize the needs or opportunities that have been communicated. Egan and Reese (2019) state, "Any discussion of problems or opportunities should lead to constructive action, starting with Stage 1 and going all the way through to implementation" (p. 283).

At this stage of the helping process, the skills required are the following: help guide the client to determine where to start, what opportunities or needs are the most important, and what changes will make the most difference. The communication skills that have been demonstrated thus far serve not only as the tools that help you as you guide the client in telling his or her story, but also in helping the client move toward actionable, doable goals by brainstorming for possibilities and turning possibilities into workable goals.

### Reference

Egan, G., & Reese, R. J. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Boston, MA: Cengage.

### Learning Activities

## Readings

Use your *The Skilled Helper* text to read the following:

- Chapter 10, "Stage II: Help Clients Design and Set Problem-Managing Goals," pages 305–342.

### u07s1 - Learning Components

- Examine strategies to move the client forward.
- Examine the problem management process for working with clients.

## u07d1 - Possibilities for the Future

Use your exercise manual to read and complete Case Studies 1, 2, 3, and 4, as featured in Exercise 10.3, "Brainstorming Possibilities for a Better Future," pages 129–131.

- Provide your responses to each case study.
- Discuss the range of possibilities for a better future for each client.

Use the required readings from *The Skilled Helper* text to support your responses to the cases.

## Response Guidelines

Respond to the initial discussion posts of two of your fellow learners. Consider the following in each of your responses:

- What is the strength in your peer's response?
- What is the weakness in your peer's response?

### Course Resources

Graduate Discussion Participation Scoring Guide

### u07d1 - Learning Components

- Develop communications appropriate for the audience.
- Examine strategies to move the client forward.

u07d2 - Turning Possibilities Into Goals

Read Exercise 10.9, "Help Clients Turn Possibilities Into Goals," on page 137 of your exercise manual. Then, complete the following for this discussion:

1. Select two out of the four cases from this unit's previous discussion (from Exercise 10.3, "Brainstorming Possibilities for a Better Future – Cases" in your exercise manual).
2. For the two selected cases, turn the possibilities that you brainstormed into workable goals.
3. Use the criteria outlined in Chapter 10 of *The Skilled Helper* text to *fashion* or *design* the goals.

Response Guidelines

Respond to the initial discussion posts of two of your fellow learners. What additional considerations might your peers offer?

Course Resources
Graduate Discussion Participation Scoring Guide

u07d2 - Learning Components

- Develop communications appropriate for the audience.
- Examine strategies to move the client forward.

Unit 8 >> The Problem Management Process, Stage 3

Introduction

This stage of the helping process is about moving forward. The goal is for the helper to assist clients in seeing what they want or where they want to go, versus where they are or what they now have. Change is the cornerstone of the helping process, and it is through this phase that the helper begins to show clients what can lie ahead. The culmination of this phase is marked by the development of goals that the client embraces, owns, and feels comfortable carrying out once the helping process is over.

Collaboration becomes an important element in this stage of the helping process. Collaboration between the helper and the client is important, and it is critical for the helper to maintain neutrality when it comes to guiding the client at this stage of the process. It is important to keep in mind that the client is in charge of guiding his or her own steps to action. The helper's role as collaborator is to facilitate the dialogue and work with the client to choose goals that the client is comfortable with and can carry out once the helping process is over.

As was mentioned early on in the course, the focus of the helping relationship is on the client. Recall that Egan and Reese (2019) state:

Helpers are successful to the degree to which their clients—through client-helper interactions—see the need to manage specific problem situations and develop specific unused resources and opportunities more effectively. Although counselors help clients achieve valued outcomes, they do not control those outcomes directly. In the end, clients can choose to live more effectively or not. (p. 14)

This can often be a challenging perspective for the helping professional to take, but one that is essential to the effectiveness of the helping relationship.

## Reference

Egan, G., & Reese, R. J. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Boston, MA: Cengage.

## Learning Activities

### u08s1 - Studies

## Readings

Use your *The Skilled Helper* text to read the following:

- Chapter 11, "Stage III: Planning – Help Clients Decide the Way Forward," pages 343–382.

Everyone has a personal identity that is shaped through race, ethnicity, gender, culture, and upbringing. The following articles will be helpful as you consider different perspectives of identity and how they might inform your work with clients. These will be especially helpful to you as you work through upcoming discussions and assignments.

Use the Capella library to read the following:

- Nancarrow, S. A., Booth, A., Ariss, S., Smith, T., Enderby, P., & Roots, A. (2013). [Ten principles of good interdisciplinary team work](#). *Human Resources for Health*, 11(19), 1–11.
- Barrio, C., & Yamada, A.-M. (2010). [Culturally based intervention development: The case of Latino families dealing with schizophrenia](#). *Research on Social Work Practice*, 20(5), 483–492.

## Multimedia

- Click [Responding to Ethical and Legal Issues – Case Study](#) to view examples of counseling situations that involve responding to ethical and legal issues presented by clients. View this presentation in preparation for this unit's assignment.

## Responding to Ethical and Legal Issues – Case Study

## u08s1 - Learning Components

- Examine strategies to move the client forward.
- Examine common obstacles for clients in obtainment of their goals.
- Examine strategies for interdisciplinary collaboration.

## u08a1 - Client Session

## Overview

For this assignment, you will demonstrate the communication skills and problem management and opportunity development approach you have worked on throughout the course. You have reviewed more than two dozen cases in the exercise manual for *The Skilled Helper* textbook. The cases have presented diverse settings (for example, counseling office, probation office, personnel office, employment office, FEMA, school, military, et cetera). The clients have varied in age from adolescent to older adult. The clients have been culturally and racially diverse.

## Assignment Instructions

Choose one case from the following list of exercises in your exercise manual: Exercise 4.8, 5.3, 6.2, 7.3, or 9.8. Then, complete the following four assignment components:

1. **Setting:** Identify your selected case. Explicitly state the setting in which your interaction with the client takes place. The case in the exercise manual may imply the setting. Provide a 1–2 paragraph description of the situation and setting.
2. **Identity of Client:** The case you select may or may not describe the age, gender, race, ethnicity, and culture of the client. You will want to provide these details; if the case study does not specify, make up the details as needed. Write a 1–2 page description of the client's identity and the interplay between identity and the problem presented. You can describe the client's stage in life, gender dynamics, race or ethnicity, economic status, et cetera. Research theories that align with your client's identity. Identify an appropriate identity model or theory that aligns to your client description. Use two peer-reviewed journal articles published in the last five years to support your description.
3. **Helper Self-Identity:** Write 1–2 paragraphs about your own identity. Describe how your identity might impact the way you understand and communicate your client's message.
4. **Client Dialogue:** Create a 2–3 page dialogue of a session with the client. Incorporate the direct quote from the client offered in the exercise manual at the beginning of the dialogue. In your response to the client, incorporate active listening through the use of identifying the core message, summarizing, probing,

empathic responses, brainstorming for possibilities, and turning possibilities into goals. Highlight each of the following in your dialogue:

- I-messages.
- A formula for empathy.
- Probing.
- Summarizing.
- Brainstorming on possibilities for action.
- At least one suggestion for turning possibilities into a goal.
- A potential referral source to the client that aligns with and/or supports the goal.

## Submission Requirements

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **Length:** 4–6 pages, plus a cover page and references page. An abstract is not required.
- **APA formatting:** Resources and citations should be formatted according to current APA style and formatting.
- **Number of resources:** Include 2 recent, peer-reviewed journal articles.
- **Font and font size:** Times New Roman, 12-point font.

Submit your Client Session paper in the assignment area by the designated deadline.

### Course Resources

[Human Services Masters Research Guide](#)

[APA Style and Format](#)

## u08d1 - The Way Forward and Understanding Cultural Factors

Select one scenario from the Responding to Ethical and Legal Issues – Case Study multimedia presentation and discuss the client's identity.

- Describe the client's stage in life, gender dynamics, race or ethnicity, economic status, et cetera.
- Consider your results from Exercise 3.6, "Appraise Your Ability to Work With Diversity," on page 25 in your exercise manual. (You completed this assessment during Unit 1.) Do you believe you would be prepared to work with this client and demonstrate cultural competence?
- What cultural factors would be important to keep in mind as you meet with the client?

# Response Guidelines

Respond to the initial discussion posts of two of your fellow learners.

## Course Resources

Graduate Discussion Participation Scoring Guide

[Responding to Ethical and Legal Issues – Case Study](#) | [Transcript](#)

## u08d1 - Learning Components

- Develop communications appropriate for the audience.
- Analyze identity models to inform communication and collaboration with clients.
- Construct a core message that summarizes the client's needs, issues, and problems.

## Unit 9 >> Implementation

### Introduction

Once goals have been established through a collaborative process between the helper and the client, this phase of the helping process guides the client into developing a strategy for how he or she plans to accomplish the goals selected. The goal of this stage of the helping process is to ensure that the client has a clear understanding of what is needed internally and externally to meet the goals identified.

During this phase of the helping process, it becomes important to help the client focus on the goals that may have a more immediate need to be addressed. For example, legal, ethical, or potentially harmful situations are essential to dialogue about first, and determine a plan that can be quickly executed by both the client and the helper. If these concerns do exist, it becomes important to work in a collaborative relationship with the client in order to ensure his or her safety, protection, and well-being.

To be effective during this stage of the process, helpers must understand that planning and strategy are valuable tools in helping clients find ways to accomplish the goals they have set forth. Clients can be challenged to find different routes to change. An effective helper guides the client by helping the client see that there are multiple paths to meet the goals, and by helping the client leverage internal and external support for assistance.

### Learning Activities

## u09s1 - Studies

## Readings

Everyone has a personal identity that is shaped through race, ethnicity, gender, culture, and upbringing. The following article will be helpful as you consider different perspectives of identity and how they might inform your work with clients. This will be especially helpful to you as you work through upcoming discussions and assignments.

Use the Capella library to read the following:

- Borders, L. D. (2014). [Best practices in clinical supervision: Another step in delineating effective supervision practice](#). *American Journal of Psychotherapy*, 68(2), 151–162.

## Multimedia

- Click **Responding to Ethical and Legal Issues – Case Study** to review this presentation.

### Course Resources

#### Responding to Ethical and Legal Issues – Case Study

### u09s1 - Learning Components

- Examine strategies to move the client forward.
- Analyze identity models to inform communication and collaboration with clients.
- Examine common obstacles for clients in obtainment of their goals.
- Examine strategies for interdisciplinary collaboration.

### u09d1 - Implementation of the Problem Management Framework

You have read about the three stages of the problem management framework:

- Stage 1: Help clients explore their concerns.
- Stage 2: Help clients determine problem managing outcomes and set goals.
- Stage 3: Help clients draw up plans to accomplish goals.

Revisit the Responding to Ethical and Legal Issues – Case Study media presentation and select the same scenario you chose to examine in discussion for Unit 8. Describe how you would apply the problem management framework in this scenario.

- Discuss each stage of the problem management framework.
- Indicate the client's starting point, how you would proceed, and what possible small steps the client could take.



- Incorporate citations from *The Skilled Helper* readings, reviewed throughout the course.

## Response Guidelines

Respond to the initial discussion posts of two of your fellow learners.

### Course Resources

Graduate Discussion Participation Scoring Guide

[Responding to Ethical and Legal Issues – Case Study](#) | [Transcript](#)

### u09d1 - Learning Components

- Develop communications appropriate for the audience.
- Examine strategies to move the client forward.
- Examine the problem management process for working with clients.
- Examine common obstacles for clients in obtainment of their goals.

### u09d2 - Identity Models

In your Unit 8 assignment, you expanded on a case study from your exercise manual and researched some articles to support your ideas. Use the same case study and articles to answer the following:

- Identify one of the articles used to support your discussion of the client's identity.
- Summarize the main points of the identity model presented in the article.
- Describe how you related the identity model to the client.
- Explain which aspects of the identity model you find the most useful or insightful for understanding clients.
- Explain what aspects of the identity model you find the most challenging to understand.

Cite your article using current APA style and formatting.

## Response Guidelines

Respond to the initial discussion posts of two of your fellow learners.

### Course Resources

Graduate Discussion Participation Scoring Guide

## u09d2 - Learning Components

- Develop communications appropriate for the audience.
- Analyze identity models to inform communication and collaboration with clients.

## Unit 10 >> Taking Action

### Introduction

As the client works to transition from the helping setting, it is important that the helper work with the client to identify any obstacles that may be present as he or she moves from goal development to action. Engaging the client in an open dialogue about the challenges that may present themselves is critical to success for the client once the helping relationship has ended. Egan and Reese (2019) address helping clients overcome procrastination, avoid imprudent action, and identify obstacles, et cetera.

It is just as important that the helper has a broad understanding of the resources, networks, and supports that may be available to the client on the local, regional, state, and national levels. An effective helper is aware of the field and has developed a catalog of resources and supports that can be referenced based on the individual needs of the client. Egan and Reese (2019) state that a client will be most successful once the helping relationship has come to an end if the client has a practical plan in place (strategy), feels confident in the plan to make changes if needed based on complications that may arise, and has a set of resources that assist the client when challenges arise or can guide the client in meeting goals in a timely manner. Helping the client emerge from the helping relationships confident, independent, and educated increases the success rate of the change process.

### Reference

Egan, G., & Reese, R. J. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Boston, MA: Cengage.

### Learning Activities

## u10s1 - Studies

## Readings

Use your *The Skilled Helper* text to read the following:

- Chapter 7, "Help Clients Challenge Themselves: From New Perspectives to New Behavior," pages 187–228.

Visit the Capella [Career Center](#) and explore materials and tutorials related to [Interviewing](#) skills.

Everyone has a personal identity that is shaped through race, ethnicity, gender, culture, and upbringing. The following articles will be helpful as you consider different perspectives of identity and how they might inform your work with clients. These will be especially helpful to you as you work through upcoming discussions and assignments.

Use the Capella library to read the following:

- Barrera, M., Jr., Castro, F. G., Strycker, L. A., & Toobert, D. J. (2013). [Cultural adaptations of behavioral health interventions: A progress report](#). *Journal of Consulting and Clinical Psychology*, 81(2), 196–205.
- Cleek, E. N., Wofsy, M., Boyd-Franklin, N., Mundy, B., & Howell, T. J. (2012). [The family empowerment program: An interdisciplinary approach to working with multi-stressed urban families](#). *Family Process*, 51(2), 207–217.

### u10s1 - Learning Components

- Examine strategies to move the client forward.
- Analyze identity models to inform communication and collaboration with clients.
- Examine common obstacles for clients in obtainment of their goals.

### u10a1 - Action Plans and Presenting to Colleagues

## Overview

For this assignment, build upon the case that you identified for your Unit 8 assignment. Pretend you are presenting this case to fellow colleagues. Include the demographics, description of client identity, presenting problem, goals, challenges or concerns, any cultural differences, and possible resources that might be helpful to this client.

## Assignment Instructions

This assignment has three components.

1. Identify the case you selected from the exercise manual for your Unit 8 assignment. Expand your description of the setting.
  - Provide a 1–2 paragraph description of the situation you are presenting to colleagues (for example, case conference, team meeting, supervision, et cetera).
  - Describe your role in the agency.
  - Describe who will attend the meeting and their roles in the agency (teachers, nurses, doctors, et cetera).
  - Research the type of meeting, and explain the strengths and weakness of this format. Support your analysis of the meeting format with two peer-reviewed journal articles published in the last five

years.

2. Expand your description of the client's identity and the interplay between the client's identity and the problem presented. Identify culturally relevant resources that are needed work with this client, and describe cultural considerations for this client that were addressed when selecting resources. Describe challenges or obstacles that may present during the obtainment of identified goals. Support your descriptions with at least two peer-reviewed journal articles published in the last five years.
3. Review "Three Problem Management Framework" on page 233 of *The Skilled Helper* textbook. Create a 3–6-page overview of Egan and Reese's three stages of problem management for this client. After presenting a discussion of each stage, anticipate and pose one question or challenge for each stage that colleagues at the meeting may ask. Create a response for each question or challenge.

## Submission Requirements

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **Length:** 6–9 pages, plus a cover page and references page. An abstract is not required.
- **APA formatting:** Resources and citations should be formatted according to current APA style and formatting.
- **Number of resources:** Include 4 recent, peer-reviewed journal articles.
- **Font and font size:** Times New Roman, 12-point font.

Submit your Action Plans and Presenting to Colleagues paper in the assignment area by the designated deadline.

### Course Resources

[Human Services Masters Research Guide](#)

[APA Style and Format](#)

## u10d1 - Reflection on Self, Work With Clients, and Career

Use your exercise manual to read and complete Exercise 8.11, "Help Clients Tap Into Their Resilience," on pages 105–106. Provide a summary of your response to the exercise in this discussion. Use the required readings from *The Skilled Helper* text this week to support your responses.

- What three take-away ideas about resilience could you apply to your work with clients?

- Review your ePortfolio. If you were interviewing for a new position in the human service field, what strengths would you highlight? What area would you describe as needing continued training and supervision?

## Response Guidelines

Respond to the initial discussion posts of two of your fellow learners.

- What additional considerations might they make when looking at addressing the challenges identified?
- What other insights might you offer?

### Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

### u10d1 - Learning Components

- Develop communications appropriate for the audience.