Electronic Poster Board for Case Presentation

CREATIVE TITLE OF STUDENT'S CHOOSING
STUDENT'S NAME --- UNIVERSITY
CONFIDENTIALITY/PRIVACY MEASURES TAKEN TO ENSURE CLIENT'S PROTECTION
NOTE: ALL INFORMATION NOTED BELOW IS TO BE SUPPORTED.

INTRODUCTION
State how the client was referred to the agency. Define any terms with which the average lay person would not be familiar as it relates to the cl, problem, or intervention.

PRESENTING PROBLEM (The beginning of the assessment)
May **not** be the real issue, but the circumstance or symptoms that brings the client to the agency for services. Frequency, Duration, Intensity, and Latency (Potential for change).

Hx OF PRESENTING PROBLEM
Chronicle the problem using a timeline or some representation thereof.

BIOPSYCHOSOCIALSPIRITUALCOMPONENTS
BIOLOGICAL
- Normal biology (i.e. race, gender, etc.)
- Medical disease process
- Medications
- Genetic influences

PSYCHOLOGICAL
Feelings
Cognitive function
Perceptions
Motivation
Reactions to stress (coping skills/defense mechanisms)
Trauma & Developmental Considerations
Mental Health Status
DSM V Diagnoses

SOCIAL
- Education & Training
- Employment
- Hobbies/Interests
- Judicial & Legal System
- Volunteer Associations
- Community Groups
- Family
- Peers/Friends
- Social Networks/Support System

SPIRITUAL
Address client's belief system concerning:
- A higher being/power
- Impact on decision making
- Affiliations with faith based communities.

STRENGTHS	NEEDS

GENOGRAM
https://www.genopro.com/

PATERNAL GRANDPARENTS   MATERNAL GRANDPARENTS

12/1/47   6/20/47   5/1/48   Miracle Moon
Father Millig   Mother Millig   Father Moon

PARENTS

5/16/85   11/28/86
Spermin Millig   Macolleen Millig

Legend

CHILDREN

1/20/06   6/10/08

Genogram must include:
- a minimum of three generations
- dates of birth rather than ages
- dates of marriages, deaths, illnesses, mental health disorders, developmental disorders, disabilities, substance abuse history etc.
- relationship lines

Genorgram and eco-map must have legend.

ECO-MAP FOR CLIENT

Medicare

Ex-spouse

CLIENT

Fictitious Name of Church

Friend

LEGEND
Tenuous
Strong
STRESS
FLOW OF ENERGY
MICRO   MEZZO
MACRO

(Cummins & Blowns, 1999, pp. 144-145)

Assessment hypothesis: Identify the target of change, antecedents to the behavior or problem, internal & external events that occur after the problem manifests, include when and how the problem(s) manifests (Di Noia & Tripodi, 2008, p.27). Ex. Ms. Fry, in grieving the loss of her spouse, consumes alcohol to reduce anxiety and sleeplessness which is negatively impacting her employment.

INTERVENTION STRATEGIES
PAST INTERVENTIONS
Address all previous interventions in chronological order. Discuss the outcomes of each of the previous interventions.

CURRENT INTERVENTIONS
- Identify the intervention hypothesis (IH): use professional judgement, evidence from the literature, and the practice wisdom of the F.I. concerning the *targeted* behavior[s] for change or problem (dependent or outcome variable) to assist with developing the IH ([Di Noia & Tripodi, 2008, p.27). Ex. Ms.Fry's anxiety and sleep disruption will decrease with the implementation of CBT, sleep education, and mutual development and implementation of a sleep plan. Note: Cl referred to physician to rule out physical causes (Smith, 2019, https://www.psycom.net/anxiety-and-sleep/)
- Intervention to be used (Model/EBP)
- Why the model being utilized was chosen
- Client level of participation in plan/intervention
- State whether or not all parties are in agreement
- Describe how the intervention was implemented
- Instruments used for assessment/monitoring of problem
  - Author of the instrument(s)
  - Reliability/Validity of the instrument
  - Explanation of scales/ratings etc.
Share why that instrument was chosen
Identify and discuss Current Intervention Strategies:
- Report goals and objectives in order of priority
- How did student monitor client progress and source of data?
  - Quantify data in relation to frequency, duration, & intensity

DESIGN: SINGLE SUBJECT DESIGN

GRAPH DATA:

Chart Title

Category 1   Category 2   Category 3   Category 4

Address any *barriers* to the intervention
  Remembering that policy and/or a lack of resources can act as barriers
What modifications if any were implemented & why
Progress in achieving intervention objectives
Note if success is due to the intervention or not
Discuss why the intervention was or was not successful

Planned Future Intervention(s)
- Specific recommendation(s) for future Intervention Strategies
- Address reason(s) for recommendation

THEORETICAL FRAME
- Underlying theory guiding the intervention.
- References used for developing intervention strategies based on theory. (Review text:28-32; 134 -138; 57-60;

CULTURAL IMPACT
The customs, habits, skills, technology, arts, values, ideology, science, and political behavior of a group (i.e. class, racial/ethnic background, gender, lifestyle differences, as well as the degree of a client's developmental or physical disability) of people (Social Work Dictionary, p. 105, 2003; & Intentional Interviewing & Counseling p. 21, 201). Also review pages 145 – 148 in text.
Discussion of issues/strategies related to
- Race/Ethnicity
- Environmental Influences
  - Regional Living
- Oppression
- Basic Needs System
  - Housing/Shelter
  - Transportation
  - Employment

POLICY
- Identify specific policy guiding the intervention/services with the client (policy number and what it states).
- Identify applicable local, state, and federal policy/laws.
- Note the specific action(s) taken as a result of the policy during the intern's work with the client.
  Review pages 187-188, and 194-195 of text.

ETHICAL CONCERNS
- Discuss all presenting ethical issues
- Address potential ethical issues
- Identify ethics utilized in the completion of the assignment and services.
- Resolution to any ethical dilemmas
Review text pages: 24; 35, 47-18, 73 -74, 152, 172

SUMMARY/RECOMMENDATION(S)
- A brief explanation of the main purpose for the agency's intervention in a clear and concise manner.
- Progress or lack thereof of client and thoughts on the reason for either outcome.
- Indicators of potential relapse/regression.
- Client's prognosis and why
- Address policies @ the state, local, and federal levels impacting service delivery and outcomes. Changes needed.
- What if anything would student do differently?
- Clear recommendations for continued interventions.
- Knowledge gained .

IMPLICATIONS
Note the conclusions that can be drawn from your findings. How are the findings important for policy, practice, theory, and future research (PPTR)? What impact might it have on PPTR?

REFERENCES
Utilize APA format
List all references used for EBP/Agency Model of Practice; theory, client's problem/culture, ethical theory or decision making models.
Cummins, C. B., Blowns, M. (1999). *Small Groups as Contexts. (2nd Ed.) Human behavior in the social environment: An ecological view. pp 144-145* Chichester, NY: Columbia University Press.
Di Noia, J., & Tripodi, T. (2008). *Single-case design for clinical social workers* (2nd ed.). Washington, DC, USA: NASW Press.
Smith, K. (2018). Anxiety and Sleep. Retrieved January 2019, from https://www.psycom.net/anxiety-and-sleep