

ASSESSMENT PACKAGE

Your Assessment Package contains the following forms:

- 1. The Bio-Psycho-Social-Spiritual History**
- 2. The Family Genogram**
- 3. The Family Ecomap**
- 4. The Treatment/Service Plan**
- 5. The Progress Note**

BIO-PSYCHO-SOCIAL-SPIRITUAL HISTORY OUTLINE

Client Name:
Case Number:
Date:
Social Worker:

I. PRESENTING ISSUE

“This ____ year old [race], [marital status], [mother/father of # children] comes to [name of specific program within the agency] from [referral source].”

State the nature of the issue that brings the client to this agency and program. *Who* says it is a “problem”? What is perceived as its change potential (a reversible or irreversible problem)? How *extensive* is the problem? How many people are involved in the problem? To what extent? State the reason the client is seeking assistance from this agency at this point in time. Record the presenting *strengths* the client exhibits at this point in time, including level of motivation to change the situation and ability to accept help from others. What is currently available in the *environment* in terms of formal or informal resources that could promote the necessary changes? Are there *restraining forces* in the environment that are proving to be stronger than the *supportive* resources? If an optimum use of available resources was utilized, what is the anticipated outcome? What is the change potential of the *environment* for dealing with the problem?

II. HISTORY OF PRESENTING ISSUE

Describe the factors leading up to the client’s admission *in chronological order*. Note the client’s history of strengths, coping skills, support systems, and environmental stressors. Note all past attempts by the client to remedy the situation, along with outcomes. Note the names of all professionals involved in solving the situation in the past.

III. GENERAL HEALTH HISTORY

State any physical health problems. Note any prescription and nonprescription medications currently being taken and the physicians prescribing or treating the client. State any chemical use, abuse and/or dependency. Include any past psychiatric treatments (e.g., inpatient, outpatient, residential, day hospital, etc.) that the client has been involved in. Include treatment methods used and diagnoses given to the client. Note any alternatives to traditional medical treatment the client ascribes to, particularly those sanctioned by her/his culture.

IV. FAMILY OF ORIGIN BACKGROUND

A. “The client was born in [name of city/state/country] and raised in [name of cities/states/countries *in chronological order*] by his/her mother/father/parents/others]. The client is the # of # children in the family.”

B. Father or Father Figure – age, race, cultural background, educational attainment, socio-economic status, religious/spiritual preferences, health, strengths, problem areas, support systems, legal issues, environmental stressors faced, coping skills, defense mechanisms used, legal issues, etc.

How does the client describe the father’s personality?

How does the client *feel* towards the father as a parental figure?

What kind of person was the father when the client was growing up?

How did the father interact with the client?

C. Mother or Mother Figure – age, race, cultural background, educational attainment, socio-economic status, religious/spiritual preferences, health, strengths, problem areas, support systems, legal issues, environmental issues faced, coping skills, defense mechanisms utilized, legal issues, etc.

How does the client describe the mother’s personality?

How does the client *feel* towards the mother as a parental figure?

What kind of person was the mother when the client was growing up?

How did the mother interact with the client?

D. Relationship of Parents – How does the client describe the relationship between the parents? How did each of them handle emotions? What kind of role model were they for relationship and parenting skills? Was there any physical/emotional/verbal/sexual abuse between the parents? Were there any major crises or changes in the relationship as the client was growing up? Include a discussion about any separations, divorces, and/or remarriages, if any, and the impact they had on the client. Describe the client’s perceptions of strengths of the parents’ relationship with one another. Discuss the impact of race/culture, gender, or socio-economic status on the relationship.

E. Siblings – ages, birth order, significant health or emotional problems, legal problems, roles in the family, personality, strengths, etc. Which sibling(s) was the client closest to when growing up and why? Was there any sibling rivalry and how was it dealt with? How does the client view each sibling?

F. Family Life – What was the client’s impression of what a “normal” family was? How closely did s/he think the family of origin came to this ideal? How were important issues handled in the family, such as differences, emotions, gender roles, sexuality, problem resolution, successes, failures, interpersonal relationships inside and outside of the family, etc.? How did the client cope within the family (e.g., rebellious? compliant? parentified? withdrawn? abusive? flexible? etc.). Discuss any hindrances to normal childhood/adolescent development (e.g., sexual abuse,

- physical abuse, chemical abuse, classism, racism, sexism, homophobia, xenophobia, etc) within the cultural framework of the client. Were there any parental substitutes in the client's life that provided additional support or stability? Who were they and what were they like? Is the client unwilling/unable to discuss issues concerning her/his family background? Are there any family secrets? How did the client's race/culture, gender, socio-economic status influence family life development? What strengths did the client draw upon from having lived in this family?
- G. Self-Esteem – How does the client describe him/herself? What strengths and weaknesses does the client perceive in him/herself? How has the client dealt with “normal” developmental stages in childhood, adolescence, early adulthood, midlife, and/or late adulthood? What defense mechanisms and coping skills does the client employ? What role did/do friends/peers/support systems play in the client's life? What plans did s/he envision for the future? Were those/are those plans realized? Did/does the client have fears about the future? What were those things that the client considers to be successes, failures, good times, bad times? How did the issues of race, culture, class, gender, sexual preferences, disabilities, etc., impact the client's self-esteem? How did other environmental factors strengthen/weaken the client's feelings of self-esteem and self-worth?
- H. Schooling – State grade school, high school, post-high school educational attainment. Discuss learning experiences the client had in school. What is the client's perception of her/his school successes? Were there any problems in the client's schooling such as learning disabilities, attention deficit disorder, etc.? Were these identified? If so, were they adequately addressed? How? What was the client's perception of these issues? What was the messages given to the client about educational issues by family members? By friends? By teachers? By others? How was the client treated by her/his peers (e.g., accepted, rejected, ignored)? Did the client have any labels (e.g., egghead, class clown, jock, rebel, leader, wallflower, loser, preppy, snob, burnout, etc.)? Did the client date in school? Discuss sexuality issues in early development. Were there any compulsive behaviors (e.g., alcohol, drugs, food, sex, gambling, shopping, stealing, etc.)? What environmental factors might have contributed to such behaviors? What were the client's strengths in his/her school years? What career plans did the client have? Were those plans made by the client and/or others? Were those plans realized? Were her/his plans supported by family members? How does the client now view those career plans?
- I. Launching – Under what circumstances did the client leave the family of origin? How did the client feel about leaving? How did the client's family members feel about the client leaving? Were there any difficulties in this transitional process in early adulthood? Were those issues resolved? What strengths did the client display at this time? What cultural factors might have been involved in this launching process?

V. ADULT ADJUSTMENT

- A. Marital/Significant Other Relationship History – Has the client married/cohabitated? How many times for the client? For the current partner? How does the client describe the quality of the current relationship? What strengths does the client bring to the relationship? What perceived strengths does the partner possess? How does the couple interact with one another? Does the client view them as having specific roles to play in the relationship? How were these roles determined? Are they in agreement about their respective roles? If there are norm violations, how is this handled by the couple? Elaborate on the dynamics of the client's relationship. Discuss the interpersonal skills the client and the partner possess. How does the client view their sexual relationship? How does the partner see the quality of their sexual relationship? Discuss any problems the couple has encountered and how these issues have been addressed. What environmental stressors does the couple face? How are they addressing them? Is the couple currently in couple's counseling? If so, who is their social worker or helping professional (including clergy) ?
- B. Family of Creation – List any children (ages, race, gender, birth order, health, strengths, education, occupation, personalities, special issues) in *chronological order*. How do family members interact with one another? Do certain family members align themselves with one another? Against whom? Who is the client closest to among the siblings? Why? If a preference is evident, is there any connection to the client's own sibling relationship from childhood? Describe the parenting style of each parent. Does this style seem to work for them or are there some problem areas? How are such issues as race, class, culture, gender, sexual orientation, physical or mental abilities, etc. dealt with? Is there any physical, sexual, verbal, emotional abuse or neglect present? Are there things that the client has changed in how s/he is raising/raised a family compared to how s/he was raised as a child? What are the strengths of this family? What support systems do/did the family have to draw upon? What environmental stressors does/did this family face? How are they addressing them? Is the family currently in family counseling? Who is their social worker or other helping professional (including clergy)?
- C. Employment History – List the client's employment history in *chronological order*, beginning with the most current job and working backwards. Is the client satisfied with his/her current job? Is the client gainfully employed? Underemployed? Unemployed? Is there a pattern of successful/unsuccessful employment? If unsuccessful, what appears to be the problem (e.g., economic downturns in the client's occupational field or geographical region? Conflicting responsibilities? Health issues? Mental health issues? Lack of support? Lack of educational or training opportunities? Institutional barriers such as racism, classism, sexism, ageism, homophobia, xenophobia, physical or mental disabilities, etc.? What strengths does the client possess as a worker? What is the social structure of the current workplace? Is the client accepted? Rejected? Ignored? Avoided? Supported? Mentored? How does the client get along with supervisors?

- Coworkers? Customers? Does the client seek a change of jobs? What action is s/he taking to achieve employment goals? Are there any obstacles to its attainment? Is the client currently receiving job counseling or assistance? From what agencies? Who is the social worker or helping professional assisting the client with employment issues?
- D. Legal History – State any offenses committed by the client as a juvenile and as an adult, along with their consequences. How does the client view the justice system? How has the client interacted with law enforcement systems? How do issues of gender, race, culture, or class interact with this view? Is the client currently involved in activity that could lead to future legal problems? How does s/he feel about that? How does the client feel about the offenses s/he committed? To what degree has it affected the client's self-esteem? To what degree has it affected his/her status in the community? Is the client currently on probation or parole? Who is the social worker or other helping professional?
- E. Spiritual Involvement – What place does spiritual issues have in the client's life? Does the client see spirituality as a source of strength? Support? Source of shame? Rejection? What values are important to the client? What values can be viewed as strengths of the client? Does s/he believe her/his life to be fairly consistent with those values? If not, how have those inconsistencies impacted his/her spiritual growth and development? Is there a spiritual community where the client draws strength from (Church? Synagogue? Mosque? Temple? Spiritual community?). Are there spiritual practices, traditions or ceremonies that are particularly meaningful to the client? What implications does the client's cultural background play in his/her spirituality? Is the client currently involved with a spiritual advisor? Who is this person? Is this a person the client would like to have involved in the helping process?
- F. Leisure-Time Activities – Does the client engage in any leisure time activities? If so, how does the client spend his/her leisure time? Are these activities generally done alone? With family? With friends? Do these activities usually involve alcohol or other drugs? Is the client limited by financial constraints from enjoying a particular leisure time activity? Are there role conflicts that prevent the client from enjoying regular leisure time activities (e.g., family, work, other commitments)? Does the client's life appear to be a balance of home-work-community-relaxation? Are there activities the client would like to participate in? What client strengths are exhibited in her/his leisure activities?

VI. SYNTHESIS

Construct the critical events that have occurred in the client's life. Discuss her/his strengths and successful coping strategies. Analyze the choices the client has made during the life cycle and discuss how those choices currently affect him/her. Place the individual in the context of the environment and discuss how race, class, gender, culture, sexual orientation, physical or mental abilities, etc., have impacted

her/his development. What strengths and barriers exist in the client's environment? Discuss those current environmental factors that still affect the client today. Look to see where problems have congregated for the client and note any patterns. Does the client perceive himself/herself to be empowered to change life for the better? Interpret the data and draw conclusions based on the facts you have gathered.

VII. RECOMMENDED/INITIAL SERVICE PLAN

Provide your initial recommendations for this client BASED ON EMPIRICAL RESEARCH, BEST PRACTICES, AND YOUR CLINICAL WISDOM.

In cooperation with the client, state the initial service plan and any referrals needed at this point, targeting the presenting issue, the client, and the environment for change.

[Your name, signature and professional credentials,
including any licensure numbers]

Date

PROGRESS NOTE

Client's Name: _____

[illegible]

SERVICE/TREATMENT PLAN

Date	Problem #	Problem to Be Addressed	Goal	Objective	Methods	Person Responsible	Target Date	Actual Date

Client's Signature

Date

Social Worker's Signature/License

Date

COMMUNICATION RESPONSES

[Rate each response either positively “+” or negatively “-“]

<i>Type of Response</i>	1	2	3	4	5	6	7	8	9	10
LISTENING RESPONSES										
Clarification										
Paraphrase										
Reflection of Feeling										
Summarization										
ACTION RESPONSES										
Probe										
Ability Potential										
Confrontation										
Interpretation										
SHARING RESPONSES										
Self-Disclosure										
Immediacy										
TEACHING RESPONSES										
Instruction										
Setting Operation										
Information-Giving										
EYE CONTACT										
Culturally appropriate eye contact										
FACE										
Congruent facial expressions										
Attentive nodding of head										
BODY										
Body faces client										
Body leans slightly forward										
Body is relaxed										
Appropriate body language										

Comments: _____

Evaluator's Signature

Date