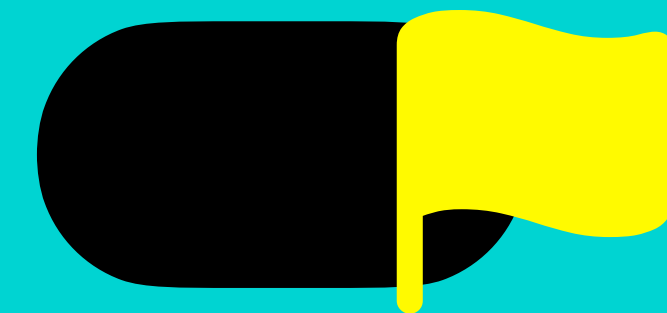LAB DAY

PLANNING AND IMPLEMENTING CHANGE-ORIENTED STRATEGIES

SOWK 486W WEEK 11
JACOB CAMPBELL, LICSW AT HERITAGE UNIVERSITY

AGENDA

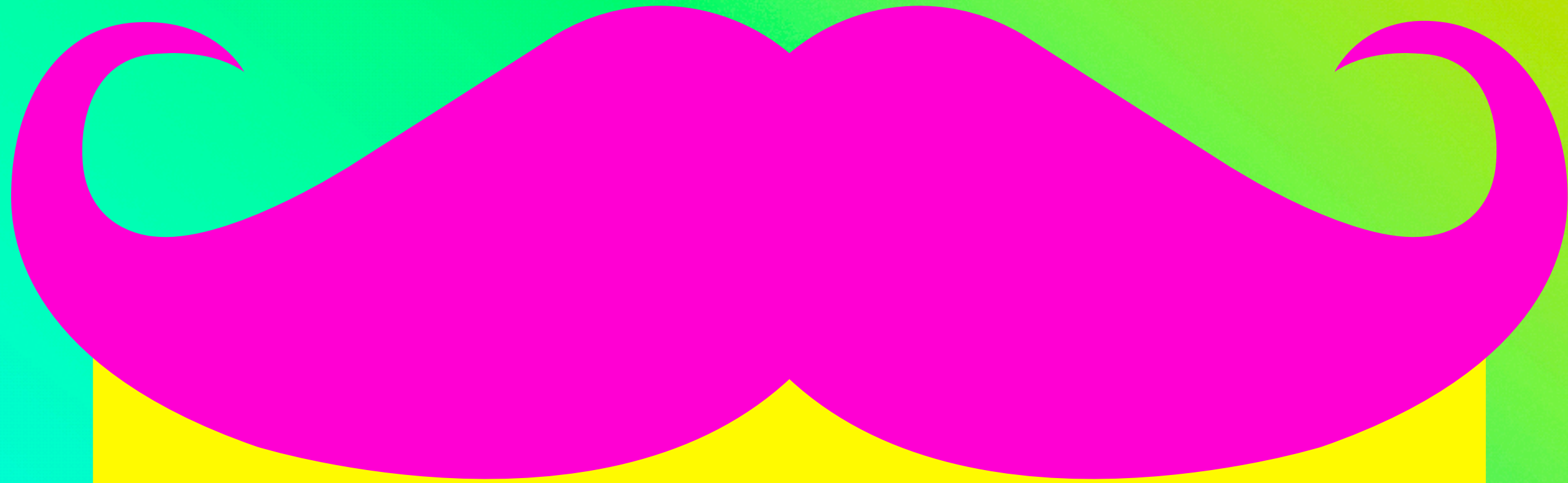## PLAN FOR WEEK 11

Talk about cognitive distortions and cognitive restructuring
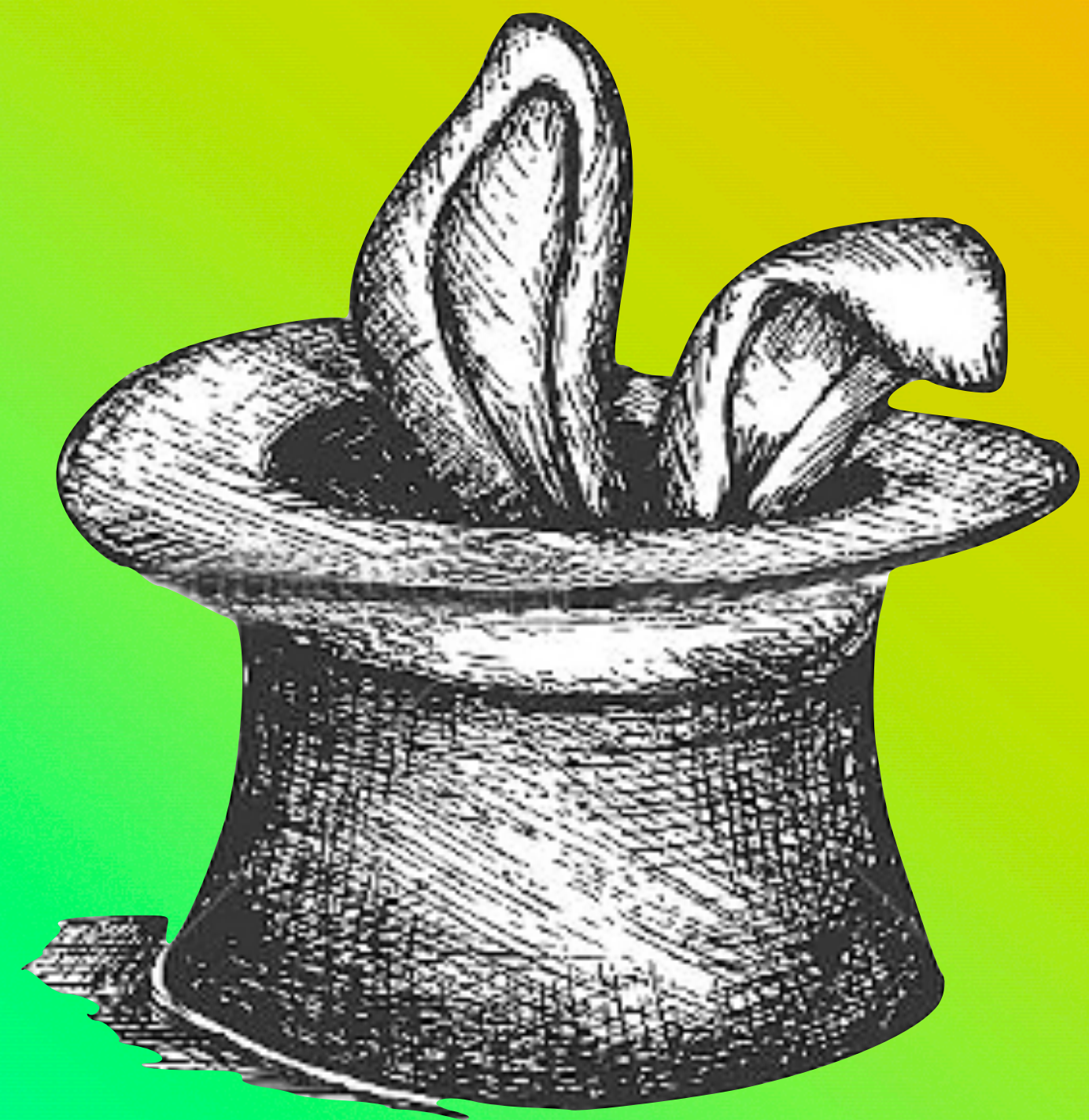
The planning process in crisis

Practice doing the planning process

Task Management

THINK OF A NUMBER, ANY NUMBER

THINKING DISTORTIONS

AKA... COGNITIVE DISTORTION, THINKING ERRORS

All or nothing thinking

Blaming

Catastrophizing

Discounting positives

Emotional reasoning

Inability to disconfirm

Judgment focus

Jumping to conclusions

Mind reading

Negative mental filtering

Overgeneralization or globalization

Personalizing

Regret orientation

"Should" statements

Unfair comparisons

What ifs

(Beck, 1997)

COGNITIVE RESTRUCTURING

WHAT YOU DO

Intervention techniques in CBT are designed to help clients modify their beliefs, faulty thought patterns or perceptions, and destructive verbalizations, thereby leading to changes in behavior.

Brain Process - Human Resource Vector Png Clipart

Assist client in accepting that their self-statements, assumptions, and beliefs determine emotional reactions to events

Assist clients in identifying dysfunctional self-statements, beliefs, and thought patterns that underlie their problem.

Assist clients in identifying situations that engender dysfunctional cognitions

Assist clients in replacing dysfunctional cognitions with functional self-statements

Assist clients in identifying rewards and incentives for successful coping efforts

(Hepworth et al., 2017)
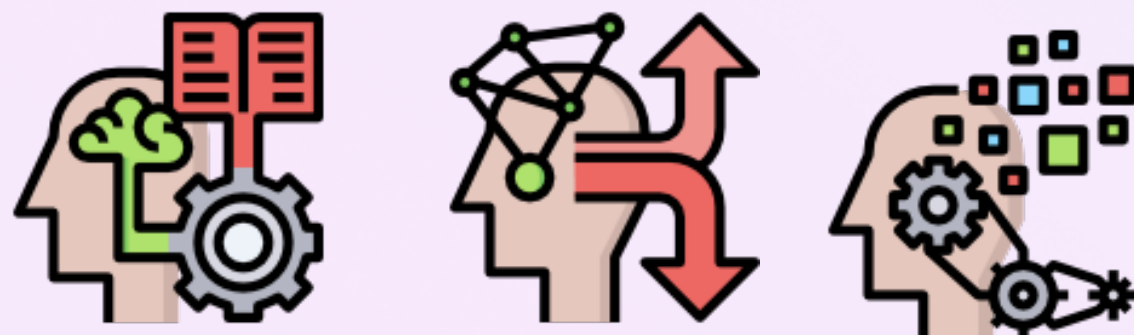
SUPERFLEX

AND THE UNTHINABLES

Rock Brain - I make people get stuck on their ideas.

Glassman - I make people have huge upset reactions.

D.O.F. - I make people overly competitive.

Mean Jean - I get people to act mean and bossy.

Space Invader - I get people to invade other's personal space.

SUPERFLEX
takes on the Unthinkables!

Superflex helps a citizen be a more flexible thinker, which allows the person to better control his or her brain and change how he or she thinks. He helps a citizen think about how to act and behave to keep others (and himself/herself) feeling good. He helps a citizen be a better problem-solver by thinking of many different solutions to one problem. He helps a citizen notice when an Unthinkable is becoming more active in his brain and then quickly comes up with a strategy to defeat the Unthinkable.

One-Sided Sid - I get people to only talk about themselves.

Wasfunnyonce - I get people to use humor at the wrong time, the wrong place or with the wrong person.

Brain Eater - I distract people.

Body Snatcher - I move people's bodies from the group.

Energy Hare-y - I give people too much energy.

Topic Twistermeister - I make people jump off topic.

Worry Wall - I make people worry too much.

Un-Wonderer - I don't like people to socially wonder about others.

Grump Grompaning - I put people in grumpy moods.

www.socialthinking.com

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Defense Mechanisms

1 **What is a defense mechanism?**

2 **Situation** How do you respond (act) when:

- Disrespected
- Yelled At
- Put Down
- Laughed At

- Mad At Parent
- Embarassed
- You Lose
- Feel Pressure

- You're Hit
- Make A Mistake
- Confronted
- Frustrated

- Blamed
- Get Caught
- Hurt
- Angry

6 **Four Steps to Control Your D.M.**

1. Recognize the situation.

When you are in a pressure situation, these are the signs:
You feel angry, frustrated, nervous.

What outward behaviors can you use to help control the pressure?

2. Identify the situations where you can practice step 1.

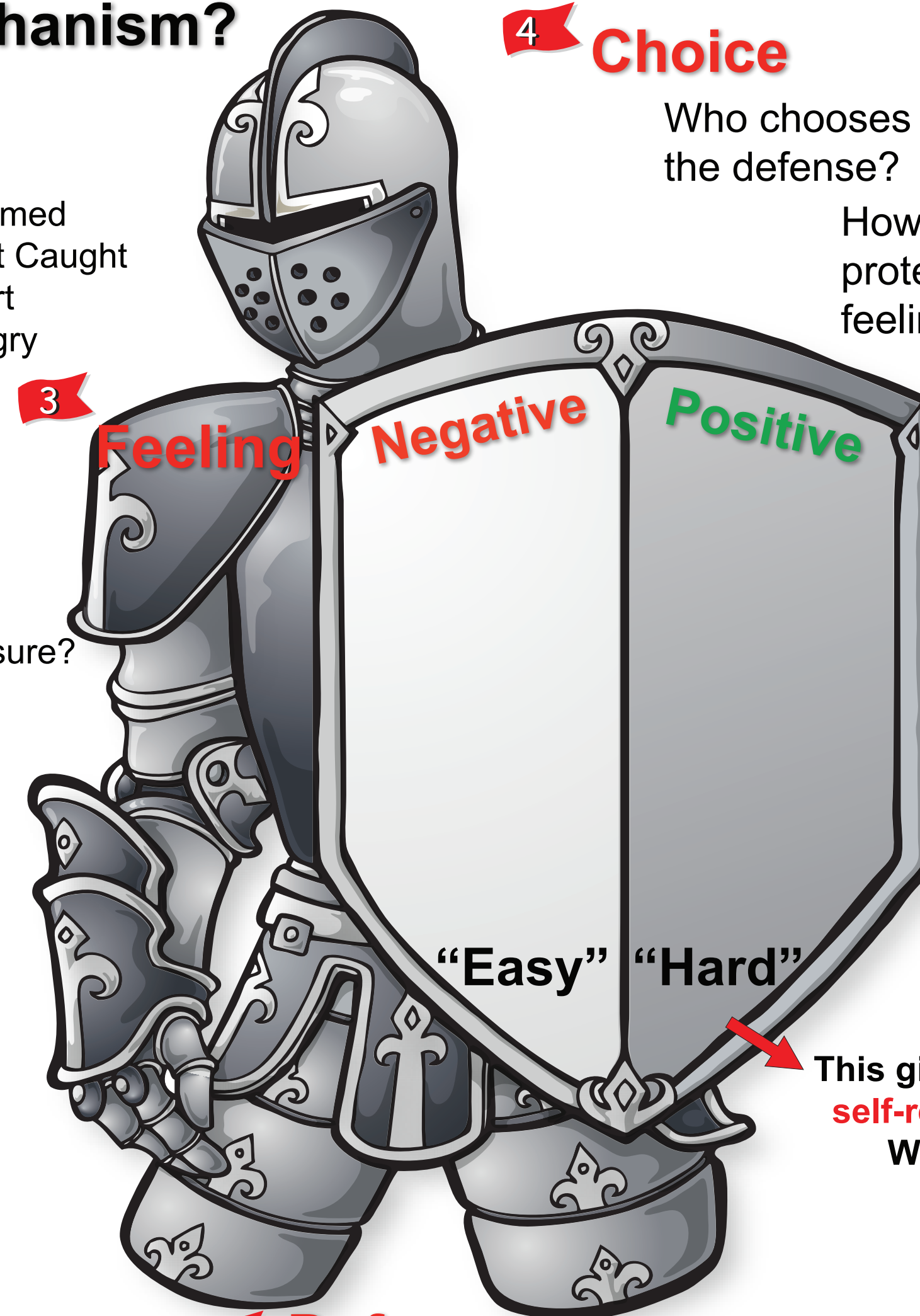What are the situations you need to practice this?

3. Don't let other people control how you will respond.

You know that someone is trying to control you if they are
yelling at you, physically attacking you, or putting you down.

4. Select a positive solution.

What would motivate you to do the tougher (harder) thing?
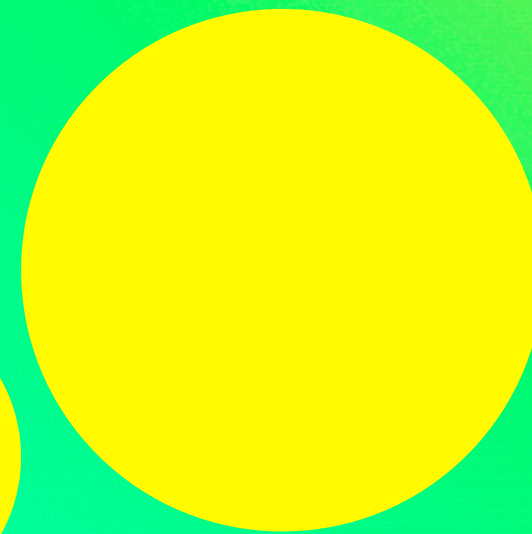
What might happen if you stay in control?

4 **Choice**

Who chooses
the defense?

How do you
protect your
feelings?

3 **Feeling** **Negative** **Positive**

"Easy" **"Hard"**

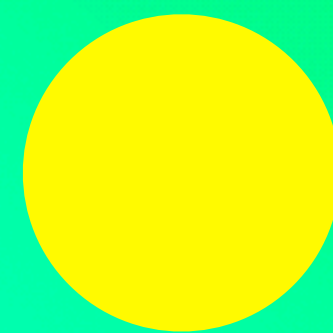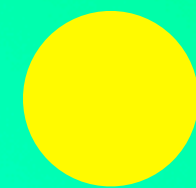This gives you
self-respect.
Why?

5 **Defense**

How do you know when you've selected a positive
defense mechanism?

"When you are helping, not hurting, yourself and others."

PUTTING YOUR THOUGHTS ON TRIAL

(Grohol, 2018)

FALL 2022 FOR SOWK 486W WITH JACOB CAMPBELL, LICSW AT HERITAGE UNIVERSITY

TEDx Reno - Feeling Good
by David Burns

WHAT WOULD YOU DO?

THE CRISIS INTERVENTION MODEL: PROCEDURES OF CRISIS INTERVENTION

A 34-year-old mother of three, aged, 5, 9, and 11 has been hospitalized following a violent confrontation with her boyfriend. In addition to her physical condition, she is depressed and concerned about her children. During the period of her hospitalization, the children lived with an aunt. As the hospital social worker, you meet with her to complete a psychosocial assessment. During the brief session, she stated, "I never want to see him again (the boyfriend). If it weren't for my children, I would hang it all up. I seem to always end up choosing the wrong men in my life. I don't want my kids to see me as a loser but it is true, I am. I just want to get out of here and live my life with my children in peace."

PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness

Explain the purpose and function of goals

Formulate client-driven goals

Increase goal specificity

Determine barriers and benefits

Rank goals according to priorities

(Hepworth et al., 2022)

PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness ✅

Explain the purpose and function of goals

Formulate client-driven goals

Increase goal specificity

Determine barriers and benefits

Rank goals according to priorities

- **It is important to assess readiness early in the process**

- **Consider using summaries or scaling**

- **Recognize that their might be reluctance**

(Hepworth et al., 2022)

PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness ✅

Explain the purpose and function of goals ✅

Formulate client-driven goals

Increase goal specificity

Determine barriers and benefits

Rank goals according to priorities

- **Spend time educating clients about goals**

- **Help recognize the match between their goals, program goals, and referral mandates**

(Hepworth et al., 2022)

PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness ✅

Explain the purpose and function of goals ✅

Formulate client-driven goals ✅

Increase goal specificity

Determine barriers and benefits

Rank goals according to priorities

Potential Methods to Obtain

- **Solicit quotes or client description**

- **Offer tentative suggestions**

It becomes our job to help shape and give focus to their goals

(Hepworth et al., 2022)

PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness ✅

Explain the purpose and function of goals ✅

Formulate client-driven goals ✅

Increase goal specificity ✅

Determine barriers and benefits

Rank goals according to priorities

Help clients to call out all of the parts of a good goal... e.g., make it SMART

(Hepworth et al., 2022)

PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness ✅

Explain the purpose and function of goals ✅

Formulate client-driven goals ✅

Increase goal specificity ✅

Determine barriers and benefits ✅

Rank goals according to priorities

- **Use scaling questions about goal commitment**

- **Anticipate future barriers**

- **Discuss intrinsic benefits**

- **Provide incentives and rewards when possible**

- **Explicitly link short and long-term goals**

(Hepworth et al., 2022)

PROCESS OF GOAL FORMULATION

SIX STAGES

Determine clients' readiness ✅

Explain the purpose and function of goals ✅

Formulate client-driven goals ✅

Increase goal specificity ✅

Determine barriers and benefits ✅

Rank goals according to priorities ✅

Your job is to help the clients sort out their priorities to help keep them from being overwhelmed and frustrated.
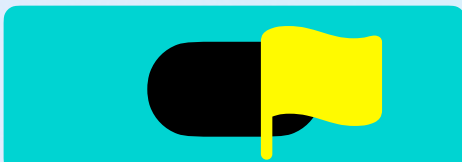
(Hepworth et al., 2022)

CREATE A GOAL PLAN

Client/Family:	Staff:		
Statement of Concern:			
Goal Statement:			Goal #__
General Tasks:			
Identify Strengths/Resources:		Identify Potential Barriers/Obstacles:	
Tasks/Steps–Participant:		Tasks/Steps–Staff:	

CREATE A GOAL PLAN

Client/Family:	Staff:
Statement of Concern:	
Goal Statement:	
General Tasks:	
Identify Strengths/Resources:	
Tasks/Steps–Participant:	

Is it linked to the defined target concern?

Is it defined in explicit and measurable terms?

Is it feasible?

Is it stated in positive terms that emphasize growth?

EXAMPLE DOCUMENTATION

Date	Progress Note
11/02/22	(D) This writer met with Johnny and discussed his goal progress. Johnny reported that he has been attempting to use deep breathing when frustrated. He described a situation last week with client 13452, and the incident where he was getting into other students belongings and handling them without permission. Johnny reported taking deep breaths instead of punching 13452. This writer encouraged this positive behavior and reflected experience back to concept of "If Then Thinking." (I) Johnny appeared cooperative. He appeared to be encouraged by the positive feedback from staff. (P) Follow up with Johnny about progress next week regarding using deep breathing. ——————————— *Jacob Campbell, LICSW*

DEVELOPING RESPONSES

I am here because God told me to come. How is a goal going to help me? I trust God to guide me in what to do. Do you believe in God?

What do you know about my situation? You are so young and it's hard for me to see how you can help me.

The court will take my children no matter what I do, so how is having a goal going to help?

You need to be clear; I don't want to be here. I'm only doing this stuff with you because the judge said that I had to come.

My family didn't want me to come see you again. They worry that you will put too many American ideas in my head.

Don't waste our time. She got herself pregnant. You want her father and me to be involved because you must think that it is okay to be unmarried and pregnant. Well, you're wrong!

How will having a goal help me? I've never been able to accomplish anything before.
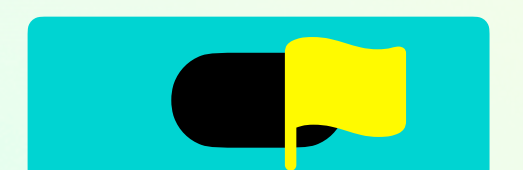
"OUR PRODUCTIVITY IS DIRECTLY PROPORTIONAL TO OUR ABILITY TO RELAX; ONLY WHEN OUR MINDS ARE CLEAR AND OUR THOUGHTS ARE ORGANIZED CAN WE ACHIEVE RESULTS AND UNLEASH OUR CREATIVE POTENTIAL."
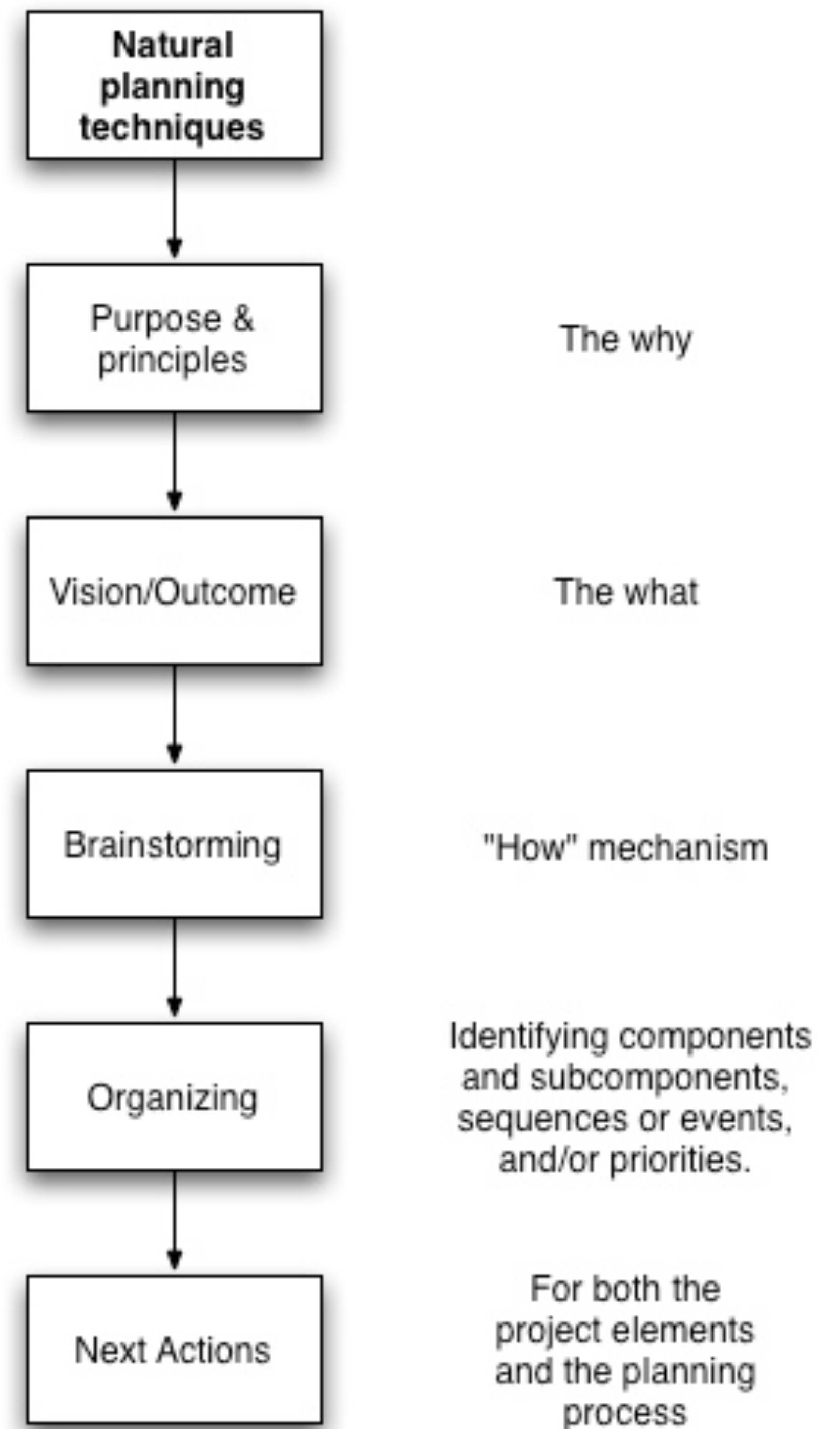
DAVID ALLEN

DEVELOPING EFFICIENCY

OUTLOOK, LISTS, AND ULTRA ORGANIZED

PROJECT PLANNING

FIVE PHASES

1. Defining purpose and principles

2. Outcome visioning

3. Brainstorming

4. Organizing

5. Identifying next actions

Natural planning techniques	
Purpose & principles	The why
Vision/Outcome	The what
Brainstorming	"How" mechanism
Organizing	Identifying components and subcomponents, sequences or events, and/or priorities.
Next Actions	For both the project elements and the planning process

SIX HORIZONS OF FOCUS

RUNWAY: CURRENT ACTIONS
10,000 FT: CURRENT PROJECTS
20,000 FT: AREAS OF RESPONSIBILITY
30,000 FT: ONE-TO TWO-YEAR GOALS
40,000 FT: THREE- TO FIVE-YEAR VISIONS
50,000+ FT: LIFE

MASTERING WORKFLOW

1. Capture

2. Process

3. Organize

4. Do

5. Review

CAPTURE: THE COLLECTION HABIT

- UBIQUITOUS CAPTURE

- MENTAL SWEEP

PROCESSING YOUR INBOX
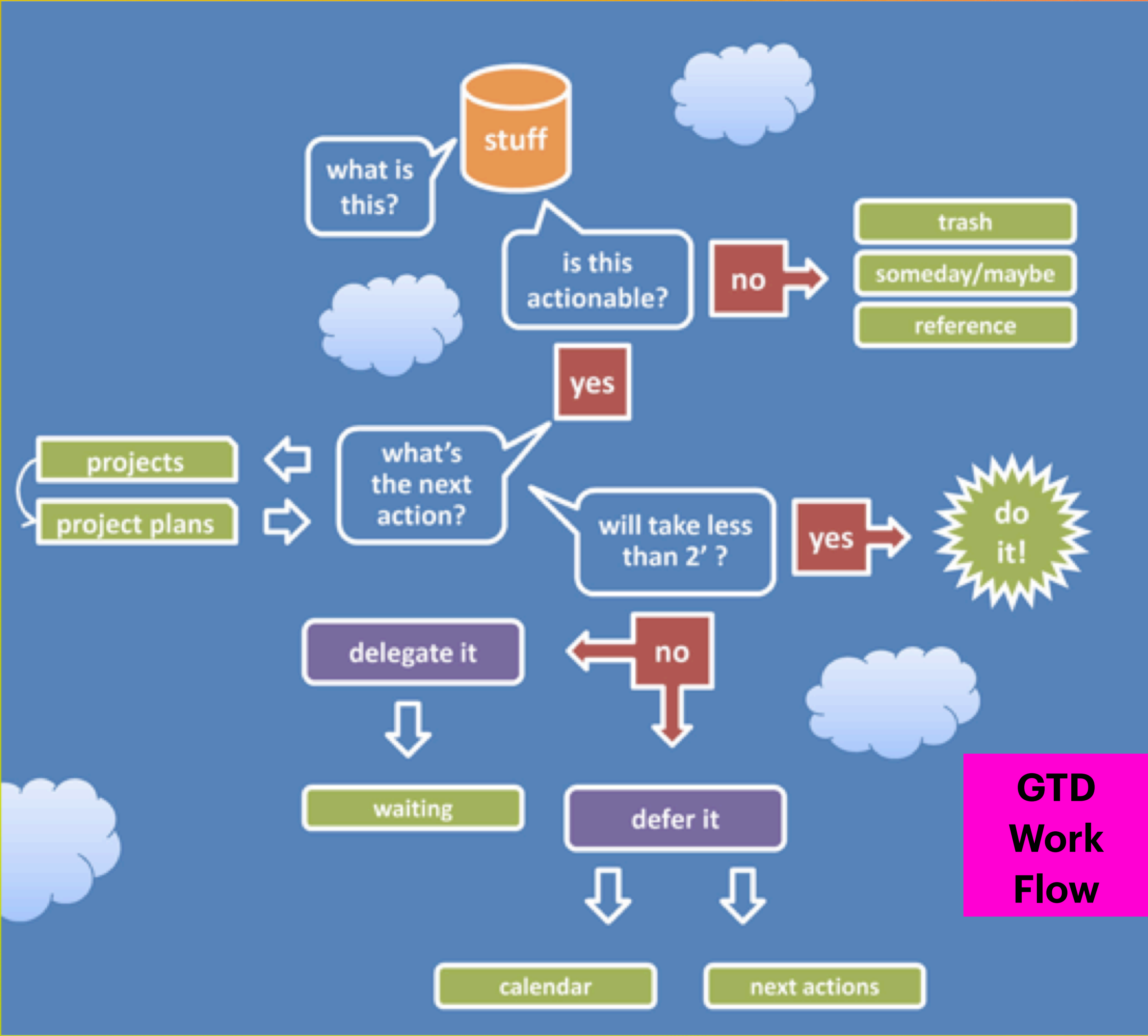
"A PLACE FOR EVERYTHING, EVERYTHING IN ITS PLACE."
- BENJAMIN FRANKLIN

GTD Work Flow

SETTING UP THE RIGHT BUCKETS

ORGANIZING

A A A

A A A

Action Step

Project
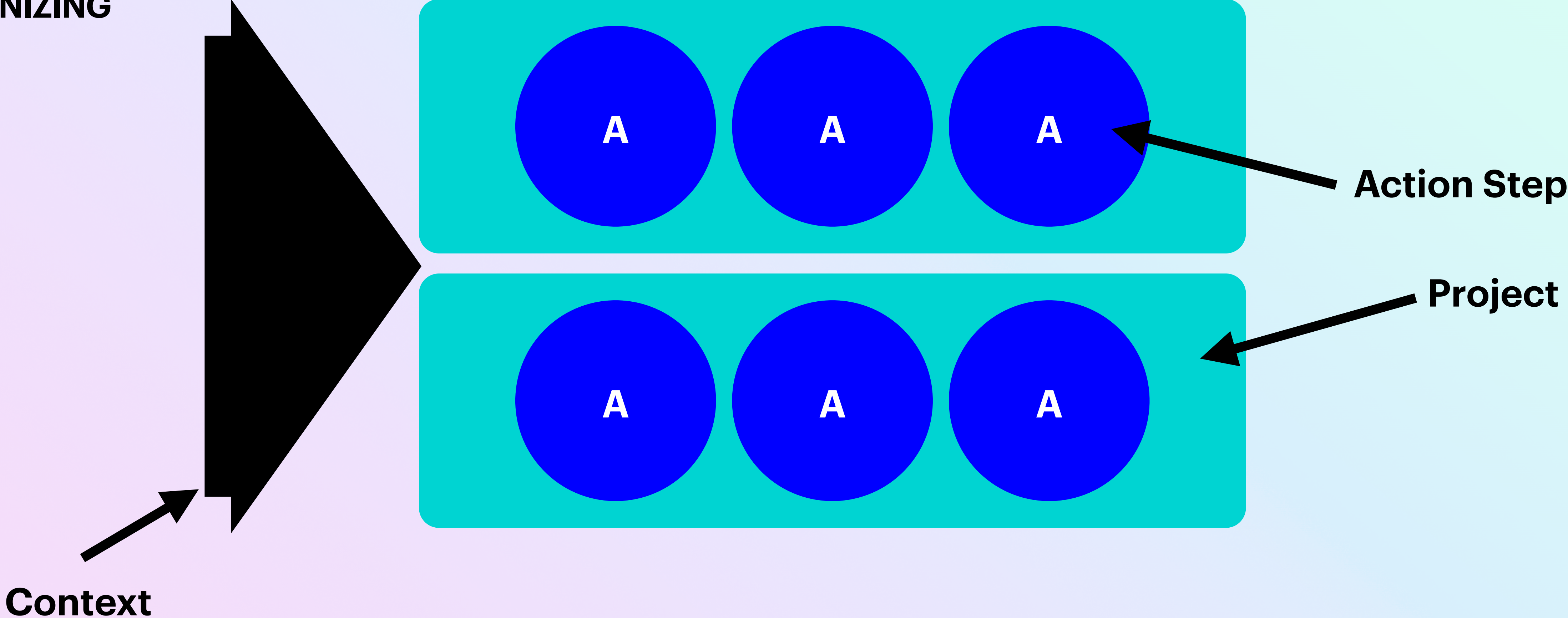
Context

MAKING THE BEST ACTION CHOICES

DOING

Four-Criteria Model for Choosing Actions

Context

Time available

Energy available

Priority to make decisions
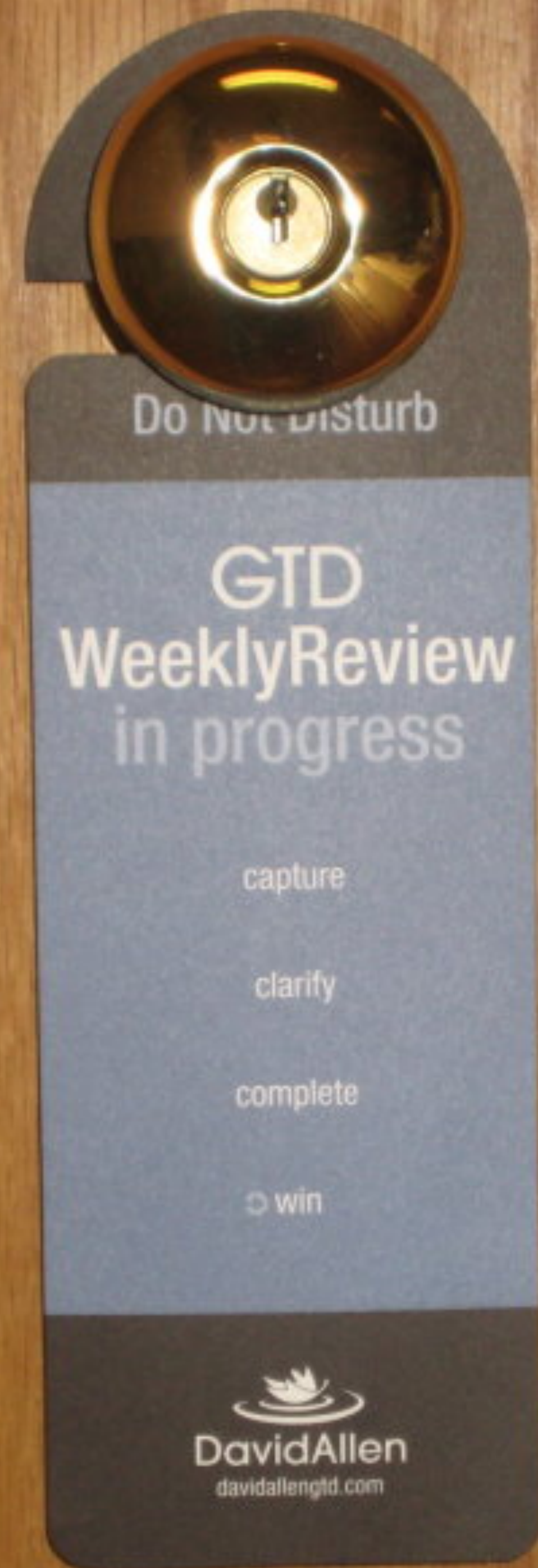
MAKING THE BEST ACTION CHOICES

DOING

The Threefold Model for Evaluating Daily Work

Doing predefined work

Doing work as it shows up

Defining one's work

REVIEWING

KEEPING YOUR SYSTEM FUNCTIONAL

RESOURCES

Tools

Things (task management) (Omnifocus, 2Do, TaskPaper)

Obsidian (Reference)

Further Information

David Allen - Getting Things Done

Merlin Man - Back to Work