**Self-care progress interview – instructions**

Conduct a progress review interview. The purposes of the interview are to: (1) find out how the student is managing the stressful situations disclosed in the *Self-care interview* five weeks ago, (2) consider a stressful situation that has presented since your last interview, and (3) develop a stress management action plan that will last until the last day of class. Meet with the classmate you partnered with for the Self-care interview. Explore the status of the stressors listed on the *Self-care interview form* that you completed following your first meeting. Also, identify a new stressor that has presented since your first interview. Use active listening techniques, problem exploration techniques, and problem-solving techniques. Develop an action plan that addresses 2 of the previous stressors and the new stressor. The plan should run until the end of the semester. Document the interview on the *Self-care progress interview* *form*. The form uses the SOAP format. The *SOAP form with description* handout was discussed in class. A copy is available on the course D2L site.

Greeting: “Hello \_\_\_\_\_ it’s good to see you again.”

Purpose: “The purpose of this interview is to follow-up on the interview we had together 5 weeks ago about stress in your life. I’d like to review the areas you mentioned as stressful and discuss where you are now with those areas. I’d also like to explore and discuss new areas of stress that have developed since we last met.”

“Five weeks ago, we agreed on some actions that you would take to manage stress in your life. We’ll review and discuss the plan we made. Finally, we’ll develop a new plan for managing stress in your life for the rest of the semester.”

Induction: “As we discuss areas of stress, review your plan, and set a new plan, I‘ll be asking for your help. Please help me understand your situation and come up with a plan that is workable and meets your needs.”

Conditions of confidentiality: “The conditions of confidentiality I informed you about last time we met are the same for today. Let’s review them before we begin. (In some instances, you may want to recruit the client to tell you what they remember). I’ll be writing down some of the information we discuss and entering it on a form that I will be submitting to the course professor. Don’t discuss anything you are not comfortable discussing or anything that you don’t want the instructor to know. You are free to see what I write. I will be sharing the plan with you.”

Building comfort:

“How are you feeling about coming today?”

“Before we begin, please tell me any questions or concerns you have.”

Opening statement: “Let’s start by reviewing the stressors in your life that you mentioned the last time we met. When we met you were thinking… and feeling… – please share with me how things are now going in this area.”

**Self-care progress interview SOAP documentation form – example**

Below are the examples of how to complete the assignment form. The first section is the example from section I of the form we used five weeks ago when completing the *Self-care interview form*. The second section uses that example to illustrate an example of how to complete the *Self-care progress interview form.*

**Section I from the Self-care interview**

stressor: Getting school work done. She is a single mother of a 9-year-old daughter and 11-year-old son. She works part-time. She gets her children off to school and then goes to work or school. By the time she gets home at night, she is “wiped out.” She needs to get supper for the children, help with their homework and put them to bed. She has little energy to do her assignments. Readings, papers, forms, and tests are already piling up.

feelings about stressor: burdened, torn, smothered, “beat-up,” and stretched.

activity: Regular study time built into weekly schedule.

frequency/duration: Each night, Sunday through Thursday, for the entire semester, the family will meet from 7:00 to 8:00 for study hour. During this hour she will: (1) help her children with their homework as needed and (2) organize and prioritize her school work to be done. She will put the children to bed by 9:30 and then study until 10:30.

Section I from the Self-care progress interview

1**.** Subjective status of stressor

My partner reported getting her homework done “almost all the time.” Her course grades have been steadily positive. She feels encouraged that she has figured out how to balance attending to her children’s needs and get her own school work done. She reported not strictly adhering to meeting every night Sunday through Thursday. There were times when her children wanted to do something else. They’ve decided to watch a video (usually a SpongeBob episode) after they are finished with study-time. She also stated that she became interested in a television program on Tuesday nights at 10:00. This cut into half an hour of her study time. She reported that it hasn’t been a “big deal.” She thinks the regular routine has benefitted each of her family members. She reported continuing to feel stretched and tired often. She appears determined to try to remain in school. She stated, “the longer I can hang-in there, the closer graduation is.”

Objective status of action steps for stressor:

She has turned all her assignments in on time. She has not missed or been late for any classes since our last meeting. My partner currently has “A”s or “B”s in all her courses.

**2. Identify new stressor**

Finances. My partner reported increased difficulty meeting her financial obligations. She does not have enough money to afford both her daily living expenses and school expenses. Her financial obligations include: rent, a car payment, a cell phone payment, several utilities, and tuition. She also buys food, clothes, and necessities for her family. She stated “this just ain’t making it” regarding balancing her budget. She feels “afraid” she won’t be able to return to school next semester. She is considering trying to find a full-time job. She would then try to “just do the best I can” or attend school part-time. My partner is concerned that with the new Social Work program curriculum, it would take her a long time. She thinks she could afford either her living or school expenses, but not both.

**3. Assessment**

My partner has numerous obligations that demand a great deal of her time. She is the single-mother of two children, ages 9 and 11. She attends school full-time and works part-time. My partner reported not having “family support that I she can count on.” Time management continues to present challenges. She thinks that she cannot devote the time necessary to competently meet all her responsibilities. She worries about not spending quality time with her children. She stated that she often doesn’t feel “100 percent there even when I’m home.” She feels discouraged that she does “just enough at school to get by.” Financial concerns have emerged. She reported not having enough money to meet all her financial obligations. She is confused about what she should do to both pay her bills and pay for school. She is torn about whether she should quit or cut-back at school. My partner reported, “I feel like I’m on a treadmill, but I guess it’s all part of it.”

With a few exceptions, her family has gotten together after supper to do their homework. She reported that the family decided to watch a video after study-time and before the children’s bedtime. My partner stated, “I’m sure to spend at least some time on schoolwork every week night.” She is pleased about her grades at school and stated, “I know I could do better.”

She reported realizing that things will get better after she graduates and gets a job. She is excited to finish school. Making things more comfortable for her family seems to be a significant motivator. My partner would benefit from continuing the study-time plan she has been doing. With finances emerging as a stressor, she will want to plan steps to explore resources and consider her options.

**4. Plan**

activity: Search for financial assistance to pay for school. This includes checking a variety of resources for grants, loans, and scholarships, work-study positions, and other possibilities.

frequency/duration: Each Tuesday at 2:00 until 3:00, she will visit resources at ETSU for an appointment (financial office, apply for work study) or go to the library computer lab to search online.

Tips for planning

* Regarding the action steps (plan), the idea is to explore and discuss the extent to which the client worked the plan, the results, and barriers that arose to prevent them from working the steps. Some statements to use could be:

“The activities we identified to manage the stressors we identified were…”

“The action steps (frequency/duration) we identified to manage the stressors were…”

* Arrive at a measurable action plan that is agreed upon as realistic and reflects the client’s input. We know that involving people in decisions that affect them, makes it more likely that they will own and live the decisions.
* If an action step is working for the client, it makes sense to keep the same action step.
* Identify action steps that are not working and either modify them or choose new ones.
* Identify action steps that the client has not attempted or gave a half-hearted attempt. Decide if you want to keep them, modify them, or get rid of them and choose new ones.

“Going forward, the stressors we identified are…”

“The activities and action steps we identified to manage the stressors are…”

“Are we in agreement that this is a plan that you will do?”