

My Reflection

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I had a friend that came to me about problems concerning her relationship. I had asked her what was going on with them while offering her advice. She stressed to me that they had not been on good terms and could never seem to get along, but she really wanted to try and work things out. The aspects of Chapter 10 that I implanted of this situation were demonstrating respect and identifying strengths and positive factors. Since focusing on strengths is already a way of demonstrating respect, I expressed understanding as I listened to my friend's story and identified her strengths. I know that my friend had been dealing with other difficult situations for awhile, so I began asking questions about other areas in her life as a way to move her mind off her relationship issues. I had said something like, "Other than your relationship issues, how are other things coming along for you?" I would have handled the situation differently with the knowledge I presently have by understanding my friend's challenges and fully exploring her issues before automatically offering advice. I naturally want to help people as soon as they tell me what they are going through without deeply gaining an understanding of what may have happened or their thoughts about it.

If this same issue was presented me in the professional role, as the practitioner I would have handled it a lot different by maintaining my confidentiality. I would say, "I understand that you are very committed to your relationship and this problem has been going on for awhile." "When did this problem begin?" The client knows that there is a problem in her relationship and is willing to take action by seeking help, so I would want to know why the client has decided to reach out to me at this time since it has been going on for awhile. It seems as if some events were not as successful that lead to the client making an appointment. I would also say, "I see this has been going on for quite sometime, I wonder what happened that led you in deciding to seek help now." Three things that I would want to know about the problem before the client left are the

client's attempts in solving the problem, how this problem has been a challenge for them and the history of the problem. I would ask the client more questions to gain and seek information for further actions of the problem. Hearing about other things the client has tried previously before coming to me would allow me to recognize their strengths and would give me information on how the client thought the problem could be solved. I would say, "I see this situation has been problematic for you. I wonder if this problem affects other areas in your life."

A pattern in my life is being unforgiving. Over the years, I have learned that forgiveness is essential for me by helping me grow so I can have happiness in life and holding on to hurt harms my ability to live in the present. It is so freeing for me by allowing myself to break barriers that have been weighing me down. What motivated me to change was taking into account all the factors that influenced me including environmental factors such as family encouragement and friends. I also learned to focus on my strengths and positive factors. From the resilience perspective, because I overcame previous wrongs done to me, I then am able to cope with different challenges and situations. I also had hope and believed I had the capacity to change my actions. The theory of change from Chapter 11 that most reflects my experience is the contemplation stage. I tried so hard to let go of bad experiences and move on, but I was not sure if that was something that I could do. I have thought about how forgiveness would be beneficial for me and learned more understanding and that is what made me become even stronger. The most challenging part of changing was letting go. Bad experiences had stuck with me for such a long time that it seemed almost impossible to overcome them. I had to understand that this is life and more things are coming my way.

I know someone who struggles in math. She used to go to tutoring sessions after school, but tutoring is only available on weekends. Her parents did not own a vehicle and had to pay

people that they know to use their vehicle. Her parents were unable to do that on the weekends and could only borrow their vehicle on the weekdays when they each had to go to work. Things were hard for her since she could not get around and go to tutoring, which helped and encourage her with her grades in math. She would stress to me that if it was not one thing that seemed to happened, that it was always followed by another. I believe that maintaining positivity would create an improvement in her life if changed. Being the practitioner, if I only accepted math as the only problem that needs to be addressed, I would look into different resources of people that teach math or look into teachers that could tutor her at her home. We would also look into together of the different tutoring materials that they may have online such as games and flashcard materials that would be helpful. Some MAPS goals that would be helpful in assisting this problem would be measurable and specific. These goals allow the client and practitioner to acknowledge gains or changes that have been made to her math grades. This results in likely being able to be successful in creating solutions for her math problems. For example, getting a higher grade is the general goal, so the client says “I will increase my study habits, listening skills and practicing of math material.” I would then say something like, “As we looked into the different resources that could assist you in math, how has that helped you?” “What are you grades in math like now?” As long as she is positive and accomplished the goals we set together, things will resolve in the end, allowing her to get good grades.

The most challenging method that I had to practice in this class are given case studies and acting the practitioner or client in pairs. This has been challenging to me by opening up to different people and being nervous, although I am not a shy person. It really made me think of the professional role and I felt worried that I would not be able to maintain that confidentiality. It was hard opening up to the other person about my problems or asking the client about their

problems. One accomplishment that I have met my goals that I have set at the beginning of the semester by staying on top of my grades while reading the different chapters that were given to us. This has really made me prepare for in class discussions. I see my successes in improving my understanding of the different materials. I am able to understand more of what we discuss in class as well as being able to relate to it in my own personal life. Methods that I would like to practice more as I finish the semester and move into next semester are practicing with different case studies. In the professional role, I have to have an idea of the client's background and culture to be prepared in helping them with their problems. MAPS goals that I would set myself for next semester are attainable and positive. For example, my initial goal would be to continue striving to be the best I can be in school. I will be able to achieve my career with capacity and resources available to me while feeling more positive about my ability to achieve them.