

ASSESSMENT – FOCUSING CUBE

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WAKE FOREST
UNIVERSITY

3 Dimensions

- **Subject**
 - **Verb**
 - **Time**
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Subject Focus

- Counselor
 - Client
 - Others
 - Cultural-Systemic
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- Counselor:

Cnslr: **Self-disclosure:** “In my past, I had some academic struggles. But I learned that setting clear goals is helpful.” *Client:* “Yeah. I think getting more focused about my schoolwork will be important.”

- Client

Cnslr: “What was it like for you when you were first placed on academic probation?” *Client:* “I hated it at first. But I think it helped motivate me to do better.”

- Others

Cnslr: “If your roommate was in the session now, what might he say about the positive efforts you have made towards your academics?” *Client:* “He would say he’s noticed I’ve made more time for school work.”

Systems

Cnslr: “How did your family react when they found out you were placed on academic probation?” *Client:* “They were disappointed. Success in school is very important in my family.”

Cnslr: “What is it like to be a student in this university system?” *Client:* “It’s stressful. Everybody at this school is smart and the pressure to succeed is high.”

Verb Focus

- Cognitive
 - Affective
 - Behavioral
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Cognitive: *Cnslr:* “When you feel angry towards your significant other, what thoughts are going through your mind?” *Client:* “I’m saying to myself, ‘why is he so disrespectful of my time’ and ‘he’s trying to irritate me on purpose right now’.”

Affective: *Cnslr:* “How were you feeling when your significant other said he felt you were growing apart?” *Client:* “I felt hurt and devastated.”

Behavioral: *Cnslr:* “What did you do?” *Client:* “I ended the relationship because things just weren’t working out.”

Time Focus

- **Past**
 - **Present**
 - **Future**
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Past: *Cnslr:* “Tell me about how you handled arguments in your past romantic relationships?” *Client:* “In the past, I would yell to try to get my point across.”

Present: *Cnslr:* “When arguments arise in your current relationship, how do you respond?” *Client:* “Now, I step away from the situation to cool down. But I still yell at him before I walk away.”

Future: *Cnslr:* “What would you like to do differently when future arguments arise with your significant other?” *Client:* “I would like to recognize my anger earlier in the conversation so that I can take a “time out” before I start yelling.”

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Subject Focus: Client (“I”), Verb Focus: Behavior (“recognize my anger”) (“take a ‘time out’”) Time focus: Future (“would like to...”)

“Looking back on things, my parents used to drink alcohol every day.”

Subject Focus: Others (“My parents”), Verb Focus: Behavior (“drink”), Time focus: Past (“looking back...”, “used to...”)

Assessment model

Affect

Behavior

Cognitive

Development

Family

Culture and Religious/Spiritual

Physical

IMPLICATIONS = Ability to Focus, Contextualize problems, contextualize strengths, conceptualize (do areas impact each other?), treatment plan

- **Working with intentionality**
- **Noticing client patterns**

Ex. Is there an avoidance of talking about self?

- **Is client more comfortable talking about thoughts and behaviors rather than feelings?**
 - **Co-constructing treatment plans/interventions**
 - **What domains of the presenting problem can be focus areas for the treatment plan?**
 - **Flow of the session**
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