

Trainer instructions for review of the example GFS/GFR video “Tyler”

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What do trainees do in advance of this review?

1. Trainees will complete the self-paced “[Assessment of Psychosocial Function in Clinical Populations Training](#)” module on canvas. Self-paced modules include:
 - a. A Pre-recorded webinar from July 2020 introducing the M-GA, FS, & GFR
 - b. Two short quizzes for retrieval practice
 - c. Watching & rating along to the example video of GFS/GFR administration with pseudopatient “tyler”

What should trainers do to prepare to lead the review of the example video?

2. To prepare, trainers should:
 - a. Read the case vignette (copied below)
 - b. Watch the Tyler video (17 mins): <https://youtu.be/g2YHBsykzIU>
 - c. Review the consensus scores (copied below) prior to training
 - d. Review the most common issues/questions that come up (see below)

Review Training Materials

Read Case vignette

Date of Interview: **3/3/2014**

Tyler is a **25 year-old** Caucasian male who was referred to our program by his psychiatrist following a period of “extreme religiosity” approximately 3 months prior. Tyler is currently taking two classes at a local community college and lives at home with his parents. He has no history of serious medical or neurological illness or head injury and had never received psychiatric treatment prior to his referral to a psychiatrist by his local emergency room following an “incident” at his church (psychotic episode). He is currently taking 6mg of Risperdal and 20mg of Prozac. He was oriented to time, person, and place, made appropriate eye contact and was cooperative and friendly throughout the interview. Speech rate, rhythm and content were all within normal limits. This appears to be a valid assessment of his current psychological functioning.

Watch “Tyler” Video

1. Available on YouTube here: <https://youtu.be/g2YHBsykzIU>
2. Available on Canvas Here: [Assignment: Watch & Rate Example GFS/GFR Interview](#)

Common Issues & Questions

1. **Trainees often miss the date of the interview (3/3/2014)** and forget about rating time periods based on that date.
 - a. Past month is Feb 2014.
 - b. Past year is March 2013 – March 2014 and includes a period of time when he was not enrolled in school, working for pay, or living independently (e=hence lowest role in past year is a 1)
 - c. Brief period of isolation in January 2014 after episode should not be included in past month ratings

2. **Trainees often miss the age of the patient (25)**
 - a. Patient has not been working or going to school since graduating high school. Only started school in August 2013 (within past year). This informs lowest role functioning rating
3. **Trainees may over credit his role (school) performance:**
 - a. Only doing two classes, low demand, and ones that he has had to repeat (basic algebra) – “requires less demanding environment, falls behind”
 - b. Lowest in past year is a 1; not doing 5 or more hours of structured role related activities
4. **Trainees may over credit social functioning**
 - a. Girlfriend in December 2013 = Brief dating relationship characterized by conflict = infrequent dating
 - b. Only one (close) friend (Jacob); others are casual acquaintances seen only with Jacob or at basketball class. Remind trainees of quality & nature of friendships, not just quantity
5. **Trainees may express concern about quality of interview**
 - a. Validate & redirect – “what would you have done differently? What follow up questions did you want the interviewer to ask?”
6. **Trainees may feel bad about getting their score “wrong”**
 - a. Validate, remind this is just a practice.
 - b. We are looking for people to be within one point of consensus score.
 - c. They will get more supported practice over time
 - d. Weekly assessment supervision is part of the model – they are never scoring alone!

[Review Consensus Scores](#)

(scroll to next page)

Date(mm/dd/yy): ____/____/____ Interviewer: _____ Client: _____

Time Point:

GLOBAL FUNCTIONING: SOCIAL AND ROLE SCALES

PROMPTS for GLOBAL FUNCTIONING: SOCIAL SCALE

Specific questions to aid in rating the GF: Social scale are provided below. Be sure to assess for changes in social functioning over the previous year (to rate highest and lowest) as well as current functioning in the past month.

1) Tell me about your social life. Do you have friends?

2) Are they casual or close friends? If only casual – are they school or work friends only? If close – how long have you been close friends?

3) How often do you see friends? Do you see them outside of work/school? When was the last time you saw one of your friends outside of work/school? (Attempt to determine actual amount of social contact versus perceived amount of social contact.)

4) Do you usually initiate contact or activities with friends or do they typically call or invite you? Do you ever avoid contact with friends?

5) Do you ever have problems/falling outs with friends? Arguments or fights? How are they typically resolved?

6) Are you dating or interested in dating? (Alter as needed to assess age appropriate intimate relationships)

7) Do you spend time with family members (at home)? How often do you communicate with them? Do you ever avoid contact with family members?

Change in Functioning:

8) Has there ever been a time in the past year when your social life was different than it is now – when things were worse? What about better?

- d. Do you receive any extra help or accommodations in your classes? Do you receive tutoring or extra help in school or after school? Do you receive extra time to take tests or are you able to leave the classroom to take tests in a quiet place?
- e. Do you have trouble keeping up with your coursework? Are you able to catch up if you fall behind?
- f. How are your grades? Are you failing any classes?

3) IF A HOMEMAKER:

- a. What are your responsibilities around the house or for the family?
- b. How long have you been in charge of the home?
- c. How many hours per week do you spend working on household tasks?
- d. Are you able to keep up with the demands of your household? Do you ever fall behind? If so, are you able to catch up or do you need others' help? Are you avoiding any tasks? Do you need regular assistance or supervision for any tasks within the home?
- e. Have you received any comments (positive or negative) regarding your performance? Have others pointed out things that you've done well or poorly?

Change in Functioning:

8) Has there ever been a time in the past year when your work/school/homemaking performance was different than it is now – when things were worse? What about better?

***** Use Ratings Form (with anchors) to make ratings below *****

GLOBAL FUNCTIONING: SOCIAL SCALE (GFS)

Rating Period	Rating	Justification for Rating – use anchors from score sheet [e.g., “no close friends, frequently alone, infrequent contact with family”]
CURRENT (past month):		
LOWEST PAST YEAR:		
HIGHEST PAST YEAR:		

GLOBAL FUNCTIONING: ROLE SCALE (GFR) - Select Primary Role:

Rating Period	Rating	Justification for Rating – use anchors from score sheet [e.g., “in special ed classes, some supervision needed, functioning well with these supports (receiving As & Bs)”]
CURRENT (past month):		
LOWEST PAST YEAR:		
HIGHEST PAST YEAR:		