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School of Counseling

Counseling Masters’ Programs

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School Counseling

 CASE CONCEPTUALIZATION FORM

This Case Conceptualization Form will be used in conjunction with your recording assignment to analyze your skills demonstration. For these assignments, you will complete the case conceptualization on the client you have chosen for your skills demonstration. Ideally, this will be the same client for both Week 4 and Week 8.

**FOR THE WEEK 4 CASE CONCEPTUALIZATION**

PART I

**FOR THE WEEK 8 CASE CONCEPTUALIZATION**

PART II

**PART I** (Due **Day 7** of **Week 4**)

|  |  |
| --- | --- |
| Counselor name:       | Student age:       |
| Student initials:       | Student race or ethnicity:       |
| Number of sessions with student:       | Self-identified gender:       |

Presenting Problem

To understand the presenting problem, describe the student’s past and present. Be sure to address each of the following elements:

* Demographic information
* Employment history
* Relevant legal problems
* History of counseling
* Reason for seeking counseling, according to the student
* Onset and duration of concern
* Frequency and intensity of symptoms
* What the student wants to improve

Family and Developmental Factors

Students and their concerns are shaped by their family structure and stage of development. Be sure to address each of the following elements and their impact:

* Family of origin and role within
* Family of choice if different and role within
* Significant relationships/relationship patterns
* Children, marriages, divorces
* Current living arrangements
* Major losses, family traumas
* Family mental health history
* Family substance abuse history
* Family violence or abuse history
* Stage of development impacts to include Piaget, Erikson, and Kohlberg
* Developmental challenges

Multicultural Considerations

Students and their concerns are shaped by a multitude of multicultural considerations and their intersectionality. Be sure to address each of the following elements and their impact:

* Race or ethnicity
* Religion
* Ability/disability
* Sexuality
* Socioeconomic status
* Military
* Criminal justice system
* Geographic influences
* Environmental factors
* Experiences of oppression or marginalization

Narrative Summary

Take a step back and, through the lens of your education to this point, work to conceptualize the big picture. Consider the influence of all the information in Part I. Consider how it has all culminated and impacted who your student is and their world view. Within that context, consider the problem they presented with for counseling and address each of the following elements:

Describe your understanding of the problem.

Describe your observations of the student

Describe your impressions of the student.

Describe any factors contributing to or reinforcing the problem.

Describe the purpose of the student’s behaviors.

Describe themes and patterns that emerge or connect.

Describe barriers to growth and coping.

Describe strengths, assets, protective factors, signs of resilience.

Resources

It is important to recognize the positive impact that support and resources can have on a student’s life. You will want to be intentional in identifying and linking the student with resources to further support and facilitate their growth. With this in mind, address each of the following elements:

* Describe the resources currently available to and being utilized by the student.
* Describe additional resources that would benefit and support the student. Examples include child protective services, medical doctor referral, peer support, crisis services, substance abuse referral, academic supports, school nurse, suicide hotline, and so on.
* Describe how these additional resources might help to stabilize, protect, and facilitate wellness in the student.

**PART II** (Due **Day 7** of **Week 8**)

|  |  |
| --- | --- |
| Counselor name:       | Student age:       |
| Student initials:       | Student race or ethnicity:       |
| Number of sessions with student:       | Self-identified gender:       |

Theoretical Orientation and Application

Your theoretical orientation influences your counseling approach. While you are likely still in the very early stages of considering and trying on different theoretical orientations, you have likely noticed that some seem to resonate with you more than others. While you have been trained in Person-Centered Theory, consider another orientation that most closely aligns with your understanding of human behavior and your approach to it. In doing so, respond to the following:

* State your preferred theoretical orientation and the original theorist.
* Describe what elements of this preferred theoretical orientation resonate with you.
* Explain how this preferred theoretical orientation approaches client problems.
* Explain how this preferred theoretical orientation approaches positive change.
* Describe how this preferred theoretical orientation would make sense of your client’s presenting problem.
* Now select another counseling theory and contrast how it would make sense of your client’s presenting problem differently.

Intervention Planning

The nature of the intervention plan should coincide with the needs of the student. Additionally, treatment goals should be SMART (specific, measurable, attainable, realistic, and timely). Using your theoretical foundation of Person-Centered Theory coupled with your preferred theoretical orientation described in Part II, respond to the following elements:

* Short-term academic SMART goal for treatment
* Short-term person/social SMART goal for treatment
* Short-term systemic/career SMART goal for treatment
* Interventions, approaches, and techniques to work toward these goals
* Long-term academic SMART goal for treatment
* Long-term person/social SMART goal for treatment
* Long-term systemic/career SMART goal for treatment
* Interventions, approaches, and techniques to work toward these goals
* How will you involve school personnel in supporting the student?

Ethical and Legal Considerations

Nearly all students and every situation present the possibility for ethical concerns and dilemmas. It is important to be proactive and intentional in our consideration of what those might be. Ethical challenges can arise in a number of ways, including transference/countertransference, court-ordered counseling, informed consent, boundary violations, poor self-care, limits of confidentiality, and mandated reporting. Using the ACA *Code of Ethics*, reflect on your work with the student and respond to the following:

* Describe ethical dilemmas present or potentially present.
* Identify your own barriers or challenges that may complicate the ethical dilemma.
* Explain the steps you should take to be intentional and proactive in your ethical approach.

Social Change Implications

The end of your work with a student should not be the end of your work. Each student impacts us as we impact them. Reflect on your student and their circumstances. Consider their efforts in relation to their successes and failures. Keeping in mind all of the information you have considered for this case and all of the insight you have gained, respond to the following elements:

Address the systems and barriers the student experiences that impacted the current situation and outcomes.

If changed or removed, identify what systems and barriers could impact positively upon this individual in the future.

Discuss how your work with this student has informed your understanding of a larger social challenge or barrier.

Identify steps you could take to effect positive social change in relation to this social challenge or barrier.