

CASE CONCEPTUALIZATION FORM

Therapist: _____ Client/Case #: _____ Date: _____

I. Introduction to Client and Significant Others (Include age, ethnicity, occupation, grade, relevant identifiers, etc.). Put an * next to persons in session and/or IP for identified patient.

AF† or _____ :

AM or _____ :

CF or _____ :

CM or _____ :

II. Presenting Concern

Client's/Family's Descriptions of Problem(s):

AF or _____ :

AM or _____ :

CF or _____ :

CM or _____ :

Broader System Problem Descriptions (description of problem from referring party, teachers, relatives, legal system, etc.):

_____ :

_____ :

III. Background Information

Recent Background (recent life changes, precipitating events, first symptoms, stressors, etc.):

Related Historical Background (family history, related issues, past abuse, trauma, previous counseling, medical/mental health history, etc.):

IV. Systemic Assessment

Client/Relational Strengths

Personal/*individual*: _____

Relational/*social*: _____

† Abbreviations: AF: Adult Female; AM: Adult Male; CF#: Child Female with age, e.g., CF15; CM#: Child Male with age; IP: Identified Patient; Hx: History; Ex: Explanation or Example; NA: Not Applicable.

Spiritual: _____

Family Structure and Interaction Patterns

Couple Subsystem (to be assessed): Personal current Personal past Parents'

Couple Boundaries: Clear Enmeshed Disengaged Other: _____

Rules for closeness/distance: _____

Couple Problem Interaction Pattern ($A \rightleftarrows B$):

Start of tension: _____

Conflict/symptom escalation: _____

Return to "normal"/homeostasis: _____

Couple Complementary Patterns: Pursuer/distancer Over/under functioner

Emotional/logical Good/bad parent Other: _____

Describe: _____

Satir's Communication Stances:

AF: Congruent Placator Blamer Superreasonable Irrelevant

AM: Congruent Placator Blamer Superreasonable Irrelevant

Describe dynamic: _____

Gottman's Divorce Indicators:

Criticism: AF AM Ex: _____

Defensiveness: AF AM Ex: _____

Contempt: AF AM Ex: _____

Stonewalling: AF AM Ex: _____

Failed repair attempts: AF AM Ex: _____

Not accept influence: AF AM Ex: _____

Harsh startup: AF AM Ex: _____

Parental Subsystem: Family of procreation Family of origin

Membership in Family Subsystems: Parental: AF AM Other: _____

Is parental subsystem distinct from couple subsystem? Yes No NA (divorce)

Sibling subsystem: _____

Special interest: _____

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IV. Systemic Assessment**Family Structure and Interaction Patterns***Family Life Cycle Stage:*

- Single adult Marriage Family with young children
 Family with adolescent children Launching children Later life

Describe struggles with mastering developmental tasks in one of these stages:

Hierarchy Between Child/Parents:

- AF: Effective Insufficient (permissive) Excessive (authoritarian) Inconsistent
 AM: Effective Insufficient (permissive) Excessive (authoritarian) Inconsistent

Ex: _____

Emotional Boundaries with Children:

- AF: Clear/balanced Enmeshed (reactive) Disengaged (disinterested)

 Other: _____

- AM: Clear/balanced Enmeshed (reactive) Disengaged (disinterested)

 Other: _____

Ex: _____

Problem Interaction Pattern (A ↔ B):

Start of tension: _____

Conflict/symptom escalation: _____

Return to "normal"/homeostasis: _____

Triangles/Coalitions: AF and C _____ against AM: Ex: _____ AM and C _____ against AF: Ex: _____ Other: Ex: _____*Communication Stances:*AF or _____: Congruent Placator Blamer Superreasonable IrrelevantAM or _____: Congruent Placator Blamer Superreasonable IrrelevantCF or _____: Congruent Placator Blamer Superreasonable IrrelevantCM or _____: Congruent Placator Blamer Superreasonable Irrelevant

Ex: _____

Hypothesis (Describe possible role or function of symptom in maintaining family homeostasis):

Intergenerational Patterns

Substance/alcohol abuse: NA Hx: _____

Sexual/physical/emotional abuse: NA Hx: _____

Parent/child relations: NA Hx: _____

Physical/mental disorders: NA Hx: _____

Historical incidents of presenting problem: NA Hx: _____

Family strengths: _____

Previous Solutions and Unique Outcomes

Solutions that DIDN'T work: _____

Solutions that DID work: _____

Narratives, Dominant Discourses, and Diversity

Dominant Discourses informing definition of problem:

Cultural, ethnic, SES, etc.: _____

Gender, sex orientation, etc.: _____

Other social influences: _____

Identity Narratives that have developed around problem for AF, AM, and/or CM/F:

Local or Preferred Discourses: _____

Other Influential Discourses: _____

V. Genogram

Construct a family genogram and include all relevant information, including:

- ages, birth/death dates
- names
- relational patterns
- occupations
- medical history
- psychiatric disorders
- abuse history

Also include a couple of adjectives for persons frequently discussed in session (these should describe personal qualities and/or relational patterns, e.g., quiet, family caretaker, emotionally distant, perfectionist, helpless, etc.). Genogram should be attached to report.

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VI. Client Perspectives

Areas of Agreement: Based on what the client(s) has(ve) said, what parts of the above assessment do they agree with or are likely to agree with?

Areas of Disagreement: What parts do they disagree with or are likely to disagree with? Why?

How do you plan to respectfully work with areas of disagreement?

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CASE CONCEPTUALIZATION SCORING RUBRIC

The following scoring rubric describes the differences between exemplary, adequate, and deficient case conceptualizations. By closely attending to these requirements, you can hone in on what your instructors and supervisors are looking for when they grade your work.