

Cross-Theoretical Systemic Case Conceptualization 3.0

For use with individual, couple, or family clients

Date: 3/3/2021 Clinician: Melvin Kenny Client/Case #: 001

Introduction to Client & Significant Others

Identify significant persons in client's relational/family life who will be mentioned in case conceptualization:

Adults/Parents: Select identifier/abbreviation for use in rest of case conceptualization

AM1: Male Age: 42 Other Married heterosexual Occupation: paper salemen Other: Irish American

AF1: Female Age: 38 Hispanic/Latino Married heterosexual Occupation: homemaker Other: _____

Children/Adult Children: Select identifier/abbreviation for use in rest of case conceptualization

CM1: Male Age: 14 Other Grade: 9th Other: _____

Identifier: Select Gender Age: _____ Select Ethnicity Grade: Select Grade Other: _____

Identifier: Select Gender Age: _____ Select Ethnicity Grade: Select Grade Other: _____

Identifier: Select Gender Age: _____ Select Ethnicity Grade: Select Grade Other: _____

Others: Identify all: _____

Presenting Concerns

Describe each significant person's description of the problem:

AM1: Aviodant of AF1 and CM1 because of AF1's criticism and controlling behavior. Primary concern is CM1's current manijuaana use.

AF1: feels neglected and wants to reestablish a closeness with AM1 and CM1 like the one she once had with her family of origin. Primary concern is CM1's current marijuana use.

CM1: Hates his life. Resents and blames AF1 for not having friends and a identity outside of AF1. Relationship with AM1 is distant but has some desire to establish a better relationship connection

Identifier: _____

Additional: _____

Broader System: Description of problem from extended family, referring party, school, legal system, etc.:

Extended Family: _____

Name: _____

Name: _____

Background Information

Trauma/Abuse History (recent and past): AM1 suffered trauma at the hands of her once close knit family when she decieded to go away to college over the objections of her parents the conflict caused the family's closeness to become damaged and distant. This helped to develop the current anxiety she is experiencing with AM1 and CM1.

AM1 suffered at the hands of both his father who's bi-polar and often was arrested for physical altercation outside the home and verbally abusinghis mother and eventually leaving AM1 and his mother. The mother was critical of AM1's behavior, she also was controlling and resented AM1 because he reminded her of the father that left them This helped to develop the current anxiety and avoidance he is experiencing with AF1 and CM1..

Substance Use/Abuse (current and past; self, family of origin, significant others): AF1 found marijuana in CM1's underwear drawer

Precipitating Events (recent life changes, first symptoms, stressors, etc.): AF1 found marijuana in a plastic bag in his underwear drawer. It was stated that CM1 has become combative with his mother since turning 14 and going to high school. He appears to exhibit irritability, distractibility, indecisiveness, and often shouts statements like "I hate my life" or "Nothing goes right for me". This was distressing to AF1. AM1 became emotionally distant from both AF1 and CM1. AF1 feels totally abandoned by everyone in her family

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

Client/Family Strengths and Social Location

Strengths and Resources:

Personal: CM1 sees some benefit in connecting to father to create a better relationship. He also has a desire to develop an identity outside of the home and create new relationships. AF1 is a homemaker and has the desire to establish a close knit family. AM1 is faithful to wife and provides financially for the family. His avoidance represents his desire to keep the peace with AF1.

Relational/Social: AM1 uses his job as a strength and coping mechanism.

Spiritual: _____

Based on the client's social location—age, gender race, ethnicity, sexual orientation, gender identity, social class, religion, geographic region, language, family configuration, abilities, etc.--identify potential resources and challenges:

Unique Resources: CM1 has the ability to utilize school as a resource in addressing issues.

Potential Challenges: AF1 has a need to control and enable son

Family Structure

Family Life Cycle Stage (Check all that apply):

- Single Adult
- Committed Couple
- Family with Young Children
- Family with Adolescent Children
- Divorce
- Blended Family
- Launching Children
- Later Life

Describe struggles with mastering developmental tasks in one or more of these stages: The couple's inability to differentiate has caused marital conflict and impairment to son.

Boundaries with/between:

Primary couple Enmeshed Clear Disengaged NA Example: AM1 and AF1 presents as undifferentiated this tension resulted in marital conflict. AM1 and his wife often got into arguments regarding his desire to look for new friends and meet other men in the neighborhood. AF1 often felt neglected and wanted to reestablish closeness

Adult Male 2 & Children Enmeshed Clear Disengaged NA Example: AM1 presents with reactive emotional distance. Eventually AM1 gave up on connecting to son and left him in his wife's care.

Adult Female & Children Enmeshed Clear Disengaged NA Example: AF! presents emotional fusion. When CM1 stated "Nothing goes right for me". This is particularly distressing for his mother, as she has invested so much of her time and energy into giving him as much as she was able.

Siblings Enmeshed Clear Disengaged NA Example: _____
 Extended Family Enmeshed Clear Disengaged NA Example: _____
 Friends/Peers/Others Enmeshed Clear Disengaged NA Example: _____

Triangles/Coalitions:

Cross-generational coalitions: Describe: AM1 and CM1 both see AM1 as controlling and the cause of many of the family issues.
 Other coalitions: _____

Hierarchy between Parents and Children: NA

Adult Male: Effective Insufficient (permissive) Excessive (authoritarian) Inconsistent
 Adult Female : Effective Insufficient (permissive) Excessive (authoritarian) Inconsistent

Description/Example to illustrate hierarchy: AF1 did not want to place too many boundaries on her pride and joy, so he often got his way AM1 was emotionally distant from CM1 believing that as long as he provides he is doing the right thing..

Complementary Patterns between AF and AM:

Pursuer/distancer
 Over/under-functioner
 Emotional/logical
 Good/bad parent
 Other: _____

Example of pattern: Historically AF1 pursued AM1. She wanted to reestablish the closeness she had with her family in her new family. He felt she was trying to control and change him. Also AF1 would hover over AM1 making sure he did not do anything wrong with son. This often resulted in bitter arguments causing the father to emotionally distant from both AF1and CM1

Interactional Patterns

Primary Pathologizing Interpersonal Pattern (PIPs; A □ B): Describe dynamic of primary PIP:

Pursuing/Distancing Criticizing/Defending Controlling/Resisting Other: _____

Describe Start of Tension: Family requested help for their son after finding marijuana in a plastic bag in his underwear drawer.

Describe Conflict/Symptom Escalation: . It was stated that the son became combative with his mother since turning 14 and going to high school. He appears to exhibit irritability, distractibility, indecisiveness, and often shouts statements like "I hate my life" or "Nothing goes right for me".

Describe Return to "Normal"/Homeostasis: _____

Hypothesized homeostatic function of presenting problem: How might the symptom serve to maintain connection, create independence/distance, establish influence, reestablish connection, or otherwise help organize the family?
Release unnecessary power and control to allow differentiation.

Intergenerational & Attachment Patterns

Construct a family genogram and include all relevant information including:

- Names, ages and birth/death dates
- Relational patterns
- Occupations
- Psychiatric disorders and alcohol/substance abuse
- Abuse history

- Personality adjectives

Genogram should be attached to report. Summarize key findings below:

Substance/Alcohol Abuse: NA History: CM1 uses marijuana

Sexual/Physical/Emotional Abuse: NA History: _____

Parent/Child Relations: NA History: _____

Physical/Mental Disorders: NA History: _____

History Related to Presenting Problem: NA History: _____

Describe family strengths, such as the capacity to self-regulate and to effectively manage stress: _____

Describe typical attachment behavior when person does not feel secure in relationships; include Satir survival stances (placating, blaming, superreasonable, and irrelevant) used in description.

AF1:: Anxious Avoidant Anxious/Avoidant. Frequency: Frequent: highly reactive to attachment threats
Describe: _____

AM1:: Anxious Avoidant Anxious/Avoidant. Frequency: Frequent: highly reactive to attachment threats
Describe: _____

CM1:: Anxious Avoidant Anxious/Avoidant. Frequency: Frequent: highly reactive to attachment threats
Describe: _____

Identifier:: Anxious Avoidant Anxious/Avoidant. Frequency: Select Describe: _____

Additional: _____

Solution-Based Assessment

Attempted Solutions that DIDN'T work:

1. Family trying to communicate
2. AF1 trying to take control over issues
3. _____

Exceptions and Unique Outcomes (Solutions that DID work): Times, places, relationships, contexts, etc., when problem is less of a problem; behaviors that seem to make things even slightly better:

1. AM1 comes home right after work
2. AM1 keeps the peace by keeping distant in order not to upset AF1
3. _____

Miracle Question/Answer: If the problem were to be resolved overnight, what would client be doing differently the next day? (Describe in terms of doing X rather than not doing Y):

1. CM1 would make friends outside of the home
2. CM1 and AM1 would work on relationship
3. Family would find homeostasis

Postmodern: Social Location and Dominant Discourses

Describe the client(s) overall social location (the groups a person belongs to based on diversity factors) and influential dominant discourses related to presenting concerns:

- **Ethnic, Race, Class, Immigration Status, and Religious Discourses:** How do key cultural discourses inform client identity(ies), what is perceived as the problem, and possible solutions (specify ethnicity, e.g. Italian American rather than White or Caucasian)? AF1 grew up in a very close knit family. The norm in her family, as the girls were reared to stay at home and prepare to be wives and mothers which reinforces AF1's need to establish closeness within her own family. AF1 accomplish this through controlling behavior.

- **Gender and Sexuality Discourses:** *How do gender and sexuality discourses inform identity(ies), what is perceived as a problem and the possible solutions? Do these intersect with ethnicity and/or religion? AM1 sought to get involved with CM1, AF1 would hover over him making sure AM1 did not do anything wrong. If it looked like AM1 did something different than AF1 would do AF1 let him know about it which made AM1 often feel criticized. This help to create discord between AM1 and AF1 which led to AM1 avoidant relationship with AF1 and CM1.*
- **Community, School, Work and/or Extended Family Discourses:** *How do other important community discourses inform identity(ies), what is perceived as a problem and the possible solutions? CM1 wishes to establish relationships outside of the family but sees AF1 as a obstacle. This need to establish new relationships has shifted how he defines himself and his family.*
- **Identity Narratives:** *How has the problem shaped each significant person's identity? AM1 became emotionally distant from both AF1 and CM1, believing that as long as he is faithful to AF1 and provides financially for the family he is doing the right thing.*
- AF1 now feel more alone than any other time in her life, and she felt totally abandoned by everyone in her family. CM1 who once felt close to AF1 now resents her and who is distant from AM1 now has some desire to get closer to CM1.

Client Perspectives (Optional)

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? This is a family with issues

Areas of Disagreement: What parts do they disagree with or are likely to disagree with? Why? Each family member has their own prespective on who is at fault for the dysfunction of the family

How do you plan to respectfully work with areas of potential disagreement? Validate each members prespective. Help them to connect issues to facts and thoughts rather than feelings.