Cross-Theoretical Systemic Case Conceptualization 3.0

For use with individual, couple, or family clients

Date: 3-1-23_____ **Clinician:** _Ashly Oquendo MSW Intern___ **Client/Case #: Mosley**_4001_____

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
: Age: _**38 A1F**_____ Occupation: Advertising Agency Associate_____ Married: Heterosexual____
: Age: _**41 A2M**_____ Occupation: Unknown_____ Married: Heterosexual_____

:
: Age:_1**6 C1M**_____ Grade: 10 Other: ___
: Age:_**14 C2**F___ Grade: 8 Other: _Large social life. Plays sport and does cheerleading___
Age:_**10 C3M**___ Grade: 4 Other: _Large social life. Plays sport and does cheerleading___
Others: Identify all: _____

Presenting Concerns

Describe each significant person's description of the problem:

: **A1F** __Feels used by the family and not valued. She is worried for her oldest **C1M** because he is angry at the family and uninterested in school. She worries that her youngest C3M is not getting enough individualized attention because she must work full-time in case A2M loses his job. Has a different parenting style than husband **A2M.** She feels no intimate connection or "spark" with **A2M**. Worried about how C1M called C3M and embarrassment.

___
: A2M__is Worried about **C1M** because he is angry at the family and failing in school. Feels no intimate connection with wife. Feels his opinion is not as important as **A1F's**. Is stressed from potentially being laid off from work. Has not been able to establish a connection with son **C1M**. Is not close to C3M because of his autism diagnosis.

: C1M__Hates his home life situation and social life. Wished his parents had more time for him and blames C3M for being bornWants do start dating but feels dating would lead to rejection. Does not want to attend school because he also feels disconnected there too. W. Feels disconnected from parents. Tolerates sister C2F but finds her to be annoying.

: C2F __Voices that she wants to start dating. She feels A1F is too rigid. Wants to be closer to C1M.

: C3M __Has autism but is doing well. Wants more independence.

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Broader System: Family was referred to family therapy by a school counselor. After interviewing parents A1F and A2M with their son C1M, the school counselor's opinion is that C1M's problems stem from the home environment and not school

Extended Family: No extended family indicated.

Background Information

Trauma/Abuse History (recent and past): The family's youngest child was an unplanned pregnancy. When C3M was diagnosed with autism, the family was further burdened. A2M does not pursue a relationship with C3M and was vocal about being disappointed about his youngest child. _____

Substance Use/Abuse (current and past; self, family of origin, significant others): N/A

Precipitating Events (recent life changes, first symptoms, stressors, etc.): A2M is anticipating being layed off from his job and the family is worried about maintaining their household expenses. A1F is stressed about moving into a fulltime work schedule. She is worried C3M will suffer without individualized attention.

Related Historical Background (family history, related issues, previous counseling, medical/mental health history, etc.): C3M is mildly autistic.

Client/Family Strengths and Social Location

Strengths and Resources:

Personal: A1F and A2M are both hardworking and interested in the needs of all of their children. C2F is intentional about having a relationship with each member of the family. A2M focuses on supporting the education of C1m and C2F. A1F is interested in the personal development of each child.

Relational/Social: *C2F and C3M have a close relationship. A1F has a close relationship with C3M.* _____

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: Support from children's school

Potential Challenges: _____

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

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☐ Later Life
Describe struggles with mastering developmental tasks in one or more of these stages: The marriage of the family is struggling with balancing intimacy and raising young and adolescent children. 2 of the children are not connected to one of both parents. _____

Boundaries with/between:
Primary couple ☐ Enmeshed ☐ Clear ☐ Disengaged ☐ NA Example: Couple not engaged in romance or closeness for one another. They are tolerant of eachother. _____
A1F & Children ☐ Enmeshed ☐ Clear ☐ Disengaged ☐ NA Example: A1F is enmeshed with C3M and disengaged from C1M. A1F is enmeshed with C3M and disengaged with C1M
A2M & Children ☐ Enmeshed ☐ Clear ☐ Disengaged ☐ NA Example: Is emotionally disengaged with all children. _____
Siblings ☐ Enmeshed ☐ Clear ☐ Disengaged ☐ NA Example: Only C2F and C3M have a relationship_____
Extended Family ☐ Enmeshed ☐ Clear ☐ Disengaged ☐ NA Example: _____
Friends/Peers/Others ☐ Enmeshed ☐ Clear ☐ Disengaged ☐ NA Example: _____

Triangles/Coalitions:
☐ Cross-generational coalitions: Describe: _____
☐ Other coalitions: _____

Hierarchy between Parents and Children: ☐ NA
: C1M ☐Effective ☐Insufficient (permissive) ☐ Excessive (authoritarian) ☐ Inconsistent
: C2F ☐Effective ☐Insufficient (permissive) ☐ Excessive (authoritarian) ☐ Inconsistent
: C3M ☐Effective ☐Insufficient (permissive) ☐ Excessive (authoritarian) ☐ Inconsistent
Description/Example to illustrate hierarchy: _____

Complementary Patterns between _____ and _____:
☐ Pursuer/distancer
☐ Over/under-functioner
☐ Emotional/logical
☐ Good/bad parent
☐ Other: _____
Example of pattern: In C2F's case, she views her father as too rigid and sometimes mean and she views her mom as understanding. In C1M's case, his mother wants to have an open dialogue about his struggles but father believes forcing him to attend school is better for him.

Interactional Patterns

Primary Pathologizing Interpersonal Pattern (PIPs; A ☐ B): *Describe dynamic of primary PIP:*
☐ Pursuing/Distancing ☐ Criticizing/Defending ☐ Controlling/Resisting ☐ Other: _____
C1M gets in trouble for skipping school and failing courses

Describe Start of Tension: When C1M began skipping school, his parents tried to force him to go. C1M became very angry when his parents did not support his desire to drop out of high school and get his GED_____

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Describe Conflict/Symptom Escalation: Escalation ensued as the parents tried to talk with C1M about skipping school. It reached its climax as A2M and C1M began shoving each other. C1m then began calling C2F and C3M names and told C3M that he wished he was never born. _____

Describe Return to "Normal"/Homeostasis: C1M returned to keeping his distance and skipping school, while his parents argued about what was best for him and the other kids. The other children continue their activities and schooling. _____

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?

_____

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: _____
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.

:: ☐ Anxious ☐ Avoidant ☐ Anxious/Avoidant. Frequency: Describe: _____
:: ☐ Anxious ☐ Avoidant ☐ Anxious/Avoidant. Frequency: Describe: _____
:: ☐ Anxious ☐ Avoidant ☐ Anxious/Avoidant. Frequency: Describe: _____
:: ☐ Anxious ☐ Avoidant ☐ Anxious/Avoidant. Frequency: Describe: _____
Additional: _____

Solution-Based Assessment

Attempted Solutions that DIDN'T work:

1. Forcing C1M to go to school.
2. C2F attempting to confront C1M
3. Going to the school counselor

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. When both A1F and A2M compromise on the the care of a child (C2F)

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2. ____
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. _"If your parents were more attentive, what kind of actions would they be taking in your life?_____
2. _____
3. _____

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)?* _N/A____

- ***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? C2F is given more boundaries and stricter rules because she is female. While C1M was given the freedom to explore independently without the supervision of parents. C1M wants to connect with his parents in activities like art and video games instead of stereotypical male activities like sports.* _____

- ***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? The school counselor proposed that at-home issues were the cause of C1M's emotional problems and dissatisfaction with life and school.* _____

- ***Identity Narratives****: How has the problem shaped each significant person's identity?* _____

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? _____

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 potential disagreement? _____

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