

COUN 686/687: Case Presentation

You will present client case presentations to your supervision group. Include a taped segment of a session with your client. Your taped segment must be a minimum of 10 minutes AND contain at least 10 client/counselor interactions. Also, everyone in the class must be able to hear the tape clearly, otherwise it will not count. Provide a copy of the following case conceptualization for each member of the class and collect them after the presentation.

1. Case conceptualization:

- (a) Brief client description including Mental Status Evaluation (i.e., oriented to person, time, place, quality/nature of speech, dress), family, educational level, language, employment, legal involvement, illicit substance use/abuse/dependence history.
- (b) Presenting Issue (perspective of client/referring agent; length of time with this issue)
- (c) Cultural Identities
- (d) Client's Strengths (include resiliency factors)
- (e) Stage of Change (Prochaska)
- (f) Developmental Levels (physical, cognitive (DCT-Ivey; Piaget), psychosocial (Erikson), spiritual, social, etc.)
- (g) Level on Maslow's Hierarchy of Needs
- (h) Tentative Diagnosis/es (your impressions; when applicable, differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events)
- (i) Medications
- (j) Tests/assessment results (for school counselors: consult student cumulative folder/powerschool)
- (k) Other (i.e., existing prevention/intervention strategies in school/home environment)

2. Summarization of client's counseling history:

- (a) What are the client's goals for counseling?
- (b) Number of sessions with client
- (c) What is your approach to working with this client?
- (d) What signs of progress have you observed?
- (e) Complicating factors (include barriers to growth)

3. Feedback for counselor growth:

- (a) What difficulties are you having with this client?
- (b) Follow-up sessions (What do you plan to do in subsequent sessions? Consultation and/or advocacy with others regarding client needs?)
- (c) What would be most helpful for you (the counselor-in-training) today?

NOTE: Do not use the client's name in the case report; use initials or a fictitious name. Do not write any other identifying information, such as name of school or agency, teacher, doctor, or referring individual.

This assignment meets CACREP CMHC specialty standards:

A.10: Understands the operation of an emergency management system within clinical mental health agencies and in the community

D.1: Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling

D.2: Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders

H.1: Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols

H.2: Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management

H.4: Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care

L.1: Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments

L.2: Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals

L.3: Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events

This assignment meets CACREP SC specialty standards:

D.3: Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development

F.1: Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development

H.1: Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities

H.3: Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs