

CASE NOTE**CLIENT NAME:** Betty Boop**STUDENT COUNSELOR NAME:** Damian Bariexca**CLIENT AGE:** 24**CLIENT SEX:** F**DATE OF SESSION:** 11/7/2006**SESSION NUMBER:** 1**LENGTH OF SESSION:** 30 mins.**TOTAL TIME (APPROX.) SPENT WITH THIS CLIENT TO DATE:** 30 mins.**STATEMENT OF CONCERN:**

Client wishes to feel empowered to make life decisions. Client also wishes to determine if her current academic/professional path is indeed what she wants.

RELEVANT BACKGROUND INFO.:

Currently working as a teacher's aide in a special education elementary school classroom. Client reports generally liking working with children, but dislikes her lack of authority in her position. Client also reports feelings of frustration when colleagues make decisions that she feels either undermines what little authority she has, or do not make the decisions she feels are best for the situation at hand (e.g., behavior support plans) (source: client).

Client is in second year of the Counseling M.A. program at Rider University, and reports feelings of uncertainty as to whether pursuing a career in counseling was the right decision for her. She fears that the program is too time-consuming and costly for it to turn out to be "a mistake" later on (source: client).

OBJECTIVE DESCRIPTION OF SESSION:

No immediate concerns with client hygiene, dress, physical appearance or health. Client was open and willing to discuss issues at length with counselor (source: counselor observation).

Session began with a general introduction and determination of the evening's goals, and progressed to a general discussion of the client's current life situation, in which she identified two areas of discontent: her indecisiveness and her uncertainty as to whether or not she wants to become a counselor. Session ended with a "homework assignment": the client will identify specific situations that required decisive action or thought that she avoided (source: counselor observation).

Verbal and nonverbal behavior was congruent. Client's tone of voice was apropos of the subject matter (source: counselor observation).

GOALS

Short-term: Identify specific subjects about which she is reluctant to take decisive action in the next week (homework).

Long-term: Become more decisive (general) and determine if current graduate program/career path is right for her (specific).

PROGRESS TOWARD GOALS: None yet (first session).

FIELD SUPERVISOR COMMENTS:**Counselor Signature:** _____**Date:** 11/7/2006**Field Supervisor Signature:** _____**Date:** _____

TECHNIQUES USED BY COUNSELOR:

- Empathic Response
- Here & Now

ANALYSIS OF SESSION (Connect counselor hypotheses/hunches to theoretical knowledge base):

Hypothesis: The client's repeated references to "safe" or "familiar" courses of action in her life (e.g., her career choices, grad school choices, etc.) points to a need for security that overwhelms her and sometimes renders incapable, according to her, of making decisions and taking risks in life. This sense of inferiority may be caused by a history of criticism or unreasonably high expectations of someone close to her (e.g., a parent).

Analysis: According to Adlerian Theory, a sense of inadequacy, left unchecked, will arrest development. The client's comments that she is in grad school primarily "because I know I'm good at school" might indicate that she is comfortable at this stage in her life to the point that moving on from it seems like a negative thing. This is further supported by her fears of "what comes after school" – i.e., "the real world" and work as a counselor, without the familiar structure of being a student. The bigger issue here might not be so much fear of the professional arena, but rather the overarching need for security, safety, and, as the client put it, "guarantees" where none can be made.

STUDENT COUNSELOR COMMENTS (Reflections, thoughts, and feelings on self during the session):

After some initial stumbling, I feel tonight's session was more or less a success. During the session I made a concerted effort to deliver empathic responses and keep referring to the "here and now". Most of my questions were "what" and "how" questions; I only asked one "why" question, but I think I asked it in a non-judgmental context. Because the client was expressing doubts about the public education system, I really had to restrain myself from running away with the session by telling her everything I knew about it, including correcting some misconceptions she seems to have (but doesn't realize they are misconceptions). Getting started tonight was difficult because I felt like I had lost the momentum of my previous dyad, and while I don't know if the client concerns, as phrased in these notes, are necessarily "counselable", I think I got a glimpse tonight at some of the deeper issues, and maybe I can steer my client in those directions as we continue. I thought it would be a good idea to have her identify the types of big decisions she shies away from to see if there are any common threads; I guess we'll see next week.

UNIVERSITY SUPERVISOR COMMENTS:

UNIVERSITY SUPERVISOR SIGNATURE: _____

DATE: _____

Portfolio Work Sample

WWW.DanielBarbaca.net