INTAKE SUMMARY

Identifying Information

Juanita is a 22 year old African American female. She is a junior at a local San Vedros university. She appeared oriented to place, person, and time. Juanita’s physical appearance was unremarkable and her attire was appropriate for the clinical setting. Juanita presented with a labile affect and her mood ranged from happy (smiling) to sad (crying). Juanita denied any homicidal or suicidal ideations. Juanita denied any current or history of substance abuse.

Presenting Concerns

Juanita was referred by one of her professors. Juanita reported that for the past month she has been especially tired and has had a general feeling of depressed mood. She stated that in the past 2 weeks she cries as least once daily, sometimes more often. Juanita stated that she has difficulty getting out of bed in the morning and does not have the motivation to attend class. She reported that she finds herself snacking significantly more often than usual and has noticed her clothes are getting tighter. Juanita stated she feels “like a slow robot” as she moves through the day.

Juanita reported that she is on academic probation this semester due to her poor academic performance in the previous 2 school years. Juanita stated that she is fearful she is going to be suspended from school because she is failing her classes this semester. Juanita reported that she worked 40 hours last semester while taking a full course load. Juanita reported that she is a transfer student and feels “really old for a junior.” Juanita reported that she is currently working 20 hours a week and is able to study at her current job.

Juanita reported that she feels inadequate in classes compared to her classmates. She reports that she stays after class and attends her professors’ office hours for additional help. Juanita stated that she does not want to withdraw from her classes but that she is uncertain what to do.

Background and Family History

Juanita reported that her mother died of a heart malfunction when she was 6 years old. She stated that she did not get along very well with her father and that she “hated” him. Juanita stated that her father was a very religious man and was not very attentive as a parent. Juanita reported that he is unable to mention her deceased mother’s name and refuses to answer questions about her. Juanita reports that she has an older brother who is deployed in Iraq. She stated that she likes her brother but does not have a close relationship with him. Juanita stated her father is highly judgemental of Juanita, and shows preference for her brother.

Counseling History

Juanita reported that she attended a therapy session 2 years ago following a sexual assault incident. She reported being the victim of sexual assault at her job and had to appear in court for the incident. Juanita stated that she was “horsing around with a co-worker” when he inappropriately touched her. She reported that she regrets telling her father about the incident because “he made a big deal out of nothing.” Juanita stated that her father insisted she go to counseling and that she only attended one session. She said she did not trust the therapist. Juanita appeared angry and reported that her former therapist wanted her to take medication, which she refused. She denied taking any current medication and any other counseling history.
Goals for Counseling

Juanita reported that she wants to “feel better and be happy again.” Juanita reported that she wants to remain in school and wants to learn the steps she should take to get off of academic probation. Juanita reported that she wants to “know what is wrong” with her so she “can fix the problem.”

Diagnostic Impressions

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<thead>
<tr>
<th>Axis</th>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>Axis I</td>
<td>296.22</td>
<td>Major Depressive Disorder, Single Episode, Moderate</td>
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<tr>
<td></td>
<td>V62.3</td>
<td>Academic Problem</td>
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<td></td>
<td>V 61.20</td>
<td>Parent-Child Relational Problem</td>
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<td>Axis II</td>
<td>799.9</td>
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<td>Axis III</td>
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<td>None reported</td>
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<td>Axis IV</td>
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<td>Primary support group: Poor relationship with father; deceased mother</td>
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<tr>
<td></td>
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<td>Social environment: Transfer student; Poor social connections</td>
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<td></td>
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<td>Educational problems: Academic probation</td>
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<td></td>
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<td>Legal concerns: Previous court trial as victim of sexual assault</td>
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<tr>
<td>Axis V</td>
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<td>GAF = 59 (Current)</td>
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DEVELOPING AN INVERTED PYRAMID FORMULATION

STEP 1. PROBLEM IDENTIFICATION: IDENTIFY AND LIST CLIENT CONCERNS

Fatigue; crying; depressed mood; hypersomnia; weight gain; change in eating pattern; slow movement; lack of motivation; poor academic performance; poor relationship with father; lack of social connections; deceased parent; academic probation; history of sexual assault concern

STEP 2. THEMATIC GROUPINGS: ORGANIZE CONCERNS INTO LOGICAL CONSTELLATIONS

(1) Moderate depression
(2) Academic concerns
(3) Family/friend relationship concerns

STEP 3. THEORETICAL INFERENCES (Reality Therapy)

Lack of responsibility for actions

STEP 4. NARROWED INFERENCES (Reality Therapy)

External locus of control
Step one asked to identify the problem. Juanita reported feeling fatigue, excessive crying, and a general feeling of depressed mood. She reported that she had gained weight and that she was eating significantly more than usual. Juanita also stated that she was a transfer student and felt lost in her classes. In addition, she was on academic probation and currently is facing academic suspension. Juanita recounted that her mother died from a heart malfunction when she was only 6 years old. Juanita stated that she lacked motivation and felt like she was moving in slow motion.

I took all of the concerns from step one and identified them as three major groups in step two. Juanita displayed (1) symptoms of moderate depression and (2) academic concerns. The third group identified was (3) relationship concerns with family and friends. These groupings appeared to encompass the main presenting problems and concerns identified by the client.

Step three involved developing theoretical inferences. I chose reality therapy for my conceptual work with Juanita. Juanita is failing to acknowledge that she has choices in her life. She feels depressed and does not appear to accept any accountability for her actions. Juanita’s main issue to be addressed from this perspective is a lack of responsibility. She cannot move forward in her life until she takes control of it.

Step four identifies more about why Juanita has not taken control of her life. Juanita relies on external loci of control. Juanita is disappointed in her relationship with her father because she depends on him to repair it. She is performing poorly in school because she does not realize that she has the power to change the situation. She feels disconnected from her classmates because she has not chosen to become socially involved. Juanita must first realize that she is in control of her life before she can begin to take responsibility for it.
SOLUTION-FOCUSED TREATMENT PLAN

Behavioral Definition of Problems:

1. **Depression** – depressed affect, diminished interest in activities, hypersomnia, lack of energy, psychomotor agitation, social withdrawal, and feelings of hopelessness.
2. **Academic Problems** – history of difficulties, not involving behavior, in school or other learning situation
3. **Family Conflict** – constant or frequent conflict with parent, long period of poor communication with parent, description of self as “black sheep,” and ongoing conflict with parent

Goals for Change:

1. Juanita will normalize mood and return to previously adequate level of functioning
2. Juanita will decrease the level of present conflicts with father while resolving past conflict with him
3. Juanita will be in compliance with all conditions of academic probation
4. Juanita will increase academic performance in all classes
5. Juanita will develop healthy cognitive patterns and beliefs about self that lead to alleviation of depressed symptoms

Therapeutic Interventions

1. Explore the nature of the family conflict
2. Assist Juanita in identifying own as well as father’s role in the conflict
3. Confront Juanita when she is not taking responsibility for role in conflict
4. Use role-playing to identify positive ways to resolve conflict
5. Coach Juanita to be in compliance with conditions of academic probation
6. Refer Juanita to student success center
7. Encourage Juanita to implement recommendations of student success center
8. Reframe Juanita’s negative self-talk of overlooked academic accomplishments
9. Assist Juanita in identifying realistic academic motivations and strengths
10. Administer BDI
11. Explore the role of unresolved grief issues in current difficulties

Measures of Change

1. Juanita’s self-reported decrease in presenting depression symptoms
2. Overall reduction in adjustment symptoms and increase in function observed by the counselor as reflected in positive change in GAF to at least GAF = 72 (at termination)
3. Improvement in academic performance as evidenced by removal of academic probation status
4. Improvement in experience of parent-child relationship as evidenced by Juanita’s self-report.
THEORETICALLY-DRIVEN TREATMENT PLAN

Explore and learn about Reality Therapy and then attempt to prepare your own treatment plan for Juanita!