

# Structural Case Conceptualization 4.0

*For use with individual, couple, or family clients*

Date: \_\_\_\_\_ Clinician: \_\_\_\_\_ Client/Case #: \_\_\_\_\_

## Introduction to Client & Significant Others

*List all significant others who will be included in the case conceptualization.*

*Additional identifiers may include: religion, language, sexuality, immigration status, economic status, neurodiversity, chronic health conditions, client's position/role within their system(s), significant hobbies/interests or similar information.*

### Adult(s)

Adult Age:

Gender: \_\_\_\_\_ Ethnoracial Identity: \_\_\_\_\_ Select Status Occupation: \_\_\_\_\_ Additional identifiers: \_\_\_\_\_

Adult Age:

Gender: \_\_\_\_\_ Ethnoracial Identity: \_\_\_\_\_ Select Status Occupation: \_\_\_\_\_ Additional identifiers: \_\_\_\_\_

### Child(ren)

Child Age: Gender: \_\_\_\_\_ Ethnoracial Identity: \_\_\_\_\_ School/Grade: \_\_\_\_\_ Additional identifiers: \_\_\_\_\_

Child Age: Gender: \_\_\_\_\_ Ethnoracial Identity: \_\_\_\_\_ School/Grade: \_\_\_\_\_ Additional identifiers: \_\_\_\_\_

Child Age: Gender: \_\_\_\_\_ Ethnoracial Identity: \_\_\_\_\_ School/Grade: \_\_\_\_\_ Additional identifiers: \_\_\_\_\_

Others in Household/Family/Significant Persons: \_\_\_\_\_

## Presenting Concerns

*Describe each significant person's description of the problem:*

Adult Age: \_\_\_\_\_

Adult Age: \_\_\_\_\_

Child Age: \_\_\_\_\_

Child Age: \_\_\_\_\_

Child Age: \_\_\_\_\_

Additional: \_\_\_\_\_

*Broader System Problem Descriptions: From referring party, teachers, relatives, legal system, etc.:*

Extended Family: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

## Background Information

*Trauma/Abuse History (recent and past):* \_\_\_\_\_

*Substance Use/Abuse (current and past; self, family of origin, significant others):* \_\_\_\_\_

*Precipitating Events (recent life changes, first symptoms, stressors, etc.):* \_\_\_\_\_

*Related Historical Background (earlier incidents, family history, related issues, prior treatment, etc.):* \_\_\_\_\_

## 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: \_\_\_\_\_

## Subsystems

*Describe who is in each subsystem and the general dynamics of the subsystem and how the subsystem is related to the presenting problem:*

- Parental, including grandparents, stepparents, parentified children: \_\_\_\_\_
- Couple: Is this system distinct from the parental subsystem? \_\_\_\_\_
- Sibling, including step-siblings: \_\_\_\_\_
- Other: \_\_\_\_\_

## Hierarchy

*Hierarchy between Parents and Children:* ☐ NA

Adult Age: ☐ Effective ☐ Insufficient (permissive) ☐ Excessive (authoritarian) ☐ Inconsistent/Variable

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*Description/Example to illustrate:* \_\_\_\_\_

## Boundaries

*Boundaries with/between:*

Primary Couple	<input type="checkbox"/> Enmeshed	<input type="checkbox"/> Clear	<input type="checkbox"/> Disengaged	<input type="checkbox"/> NA	Describe: _____
Adult <u>Age</u> & Children	<input type="checkbox"/> Enmeshed	<input type="checkbox"/> Clear	<input type="checkbox"/> Disengaged	<input type="checkbox"/> NA	Describe: _____
Adult <u>Age</u> & Children	<input type="checkbox"/> Enmeshed	<input type="checkbox"/> Clear	<input type="checkbox"/> Disengaged	<input type="checkbox"/> NA	Describe: _____
Siblings	<input type="checkbox"/> Enmeshed	<input type="checkbox"/> Clear	<input type="checkbox"/> Disengaged	<input type="checkbox"/> NA	Describe: _____
Extended Family	<input type="checkbox"/> Enmeshed	<input type="checkbox"/> Clear	<input type="checkbox"/> Disengaged	<input type="checkbox"/> NA	Describe: _____
Friends/Peers	<input type="checkbox"/> Enmeshed	<input type="checkbox"/> Clear	<input type="checkbox"/> Disengaged	<input type="checkbox"/> NA	Describe: _____
Broader Community	<input type="checkbox"/> Enmeshed	<input type="checkbox"/> Clear	<input type="checkbox"/> Disengaged	<input type="checkbox"/> NA	Describe: _____

*Describe patterns of managing closeness and distance, especially when conflict arises:* \_\_\_\_\_

## Coalitions

- ☐ Cross-generational coalitions within family: Describe: \_\_\_\_\_
- ☐ Coalitions between adult with his/her family of origin: Describe: \_\_\_\_\_
- ☐ Other coalitions: \_\_\_\_\_

## Complementary Patterns

*Complementary Patterns Between \_\_\_\_\_ and \_\_\_\_\_:*

- ☐ Pursuer/distancer
- ☐ Over/under-functioner

- ☐ Emotional/logical
- ☐ Good/bad parent
- ☐ Other: \_\_\_\_\_

*Example of pattern:* \_\_\_\_\_

### **Role of Symptom in the System**

*Describe relation between the family and symptom:*

- ☐ Family as ineffectual “challenger” of the symptom: \_\_\_\_\_
- ☐ Family as “shaper” of the individual’s symptom: \_\_\_\_\_
- ☐ Family as “beneficiary” of the symptom: \_\_\_\_\_

### **Problematic or Contradictory Family Rules and Myths**

*Describe the family’s rules, myths, values, and/or standards that are related to the presenting problem; these often include unspoken rules about achievement, emotional expression, loyalty, valuing of members, etc:*

\_\_\_\_\_

### **Client/Family Strengths and Social Location**

*Strengths and Resources:*

Personal: \_\_\_\_\_  
Relational/Social: \_\_\_\_\_  
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: \_\_\_\_\_  
Potential Challenges: \_\_\_\_\_