Narrative Therapy 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 <u>Age</u>: Gender: _____ Ethnoracial Identity: _____ Select Status Occupation: _____ Additional Identifiers: _____

Adult <u>Age</u>: Gender _____ Ethnoracial Identity: _____ Select Status Occupation: _____ Additional Identifiers: _____

Child(ren)

Child <u>Age</u>: Gender: _____ Ethnoracial Identity: _____ School/Grade: _____ Additional identifiers: _____
Child <u>Age</u>: Gender: _____ Ethnoracial Identity: _____ School/Grade: _____ Additional identifiers: _____
Child <u>Age</u>: Gender: _____ Ethnoracial Identity: _____ School/Grade: _____ Additional identifiers: _____

Others in Household/Family/Significant Persons: _____

Meeting Persons Apart from the Problem

Describe who the person/people are apart from the problem: hobbies, interests, career, etc.:

Adult <u>Age</u>: _____
Adult <u>Age</u>: _____
Child <u>Age</u>: _____
Child <u>Age</u>: _____
Child <u>Age</u>: _____

Preferred Narratives: Hopes and Aspirations for Self and Other

Describe the preferred narrative, hopes for therapy, and/or aspirations for self, others, and relationships:

Adult <u>Age</u>: Aspirations for Self: _____
    Aspirations for Others/Relationship: _____

Adult <u>Age</u>: Aspirations for Self: _____
    Aspirations for Others/Relationship: _____

Child <u>Age</u>: Aspirations for Self: _____
    Aspirations for Others/Relationship: _____

Child <u>Age</u>: Aspirations for Self: _____
    Aspirations for Others/Relationship: _____
Additional: _____

Problem-Saturated Narrative

Describe each significant person's description of the problem:

Adult <u>Age</u>: _____

Adult <u>Age</u>: _____

Child <u>Age</u>: _____

Child <u>Age</u>: _____

Additional: _____

Broader System: Description of problem from extended family, referring party, teachers, 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.): _____

Social Location and Dominant Discourses

Dominant Discourses informing definition of problem:

What are the sociocultural factors that inform (a) the problem interaction pattern and (b) individual/family identity (narrative/collaborative/socioculturally attuned therapy)?

- ***Ethnic, Race, Class, Immigration Status, and Religious Discourses:*** *How do key cultural discourses inform client identities, what is perceived as the problem, and possible solutions (be as specific as possible e.g., Italian American rather than White)?* _____

- ***Gender and Sexuality Discourses****: How do gender and sexuality discourses inform identities, what is perceived as a problem, and the possible solutions? How do these intersect with ethnicity, religion, or other identities?* _____

- ***Community, School, Work and/or Societal Discourses****: How do other important community discourses (e.g., physical/mental ability to interact with others, professional norms, school culture, societal trends, systemic racism, current events) inform client identities, what is perceived as a problem, and possible solutions?* _____

- ***Problem-Related Identity Narratives****: How has the problem shaped the client's identities?* _____

Unique Outcomes and Influence of Persons

Describe times, contexts, relationships, etc., when the problem is less of a problem or not a problem as well as the effect of persons on the problem: what things do people do that make the problem less of a problem?

1. When is problem less of problem? _____
2. When was the problem expected but did not occur? _____
3. In what relationships or contexts is the problem less of a problem or not a problem? _____
4. What are people currently doing that keep the problem from being worse than it is or affecting more areas of life than it already does? _____

Based on the above, how are people most effectively influencing the problem?
1. _____
2. _____
3. _____