**CP FORM 1**

**CLIENT INITIAL ASSESSMENT FORM**

**Case Number…** 18 **Date of intake…** 12/3/2024

**Client Code…** A18 **Practicum Site…MTRH**

**Client’s demographic information (gender, age, number of siblings, marital status etc. Allow the client to share what s/he is comfortable with).  
Gender:**  Female  **Age:** 16 **Marital status:** Single **Relevant history concerning previous counselling treatment( if any)**No previous counselling experience. **The current situation (allow the client to share whatever has brought him/her for therapy).**The client, a Form 3 student, sought therapy following a suicide attempt by ingesting poison. Her poor academic performance and fear of her father's reaction were identified as primary factors contributing to her distress and suicidal behaviour.

**What is your initial assessment of the client; cognitively, emotionally, socially and physically in relation to his/her concerns?**The client displays good insight and judgment regarding their situation. Their mood and affect appear euthymic, reflecting a balanced emotional state. Social behaviour is appropriate. However, their appearance, while neat and well-kempt, shows signs of fatigue and exhaustion, indicating possible stress or exhaustion.

**CP FORM 2**

**INDIVIDUAL TREATMENT PLAN FORM**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Client code** | **Date of Session** | **Time of session** | **Session number** | **Duration of session** | **Practicum site** |
| A18 | 12/3/2024 | 12.00 | 1 | 1 hour | MTRH |

**Client’s Concerns (Issue bringing him/her for therapy)**The client, a Form 3 student, sought therapy following a suicide attempt by ingesting poison. Her poor academic performance and fear of her father's reaction were identified as primary factors contributing to her distress and suicidal behaviour.

**Goal(s) for therapy**The main goal of therapy was to address the client's emotional distress related to academic performance and her fear of her father's reaction. Additionally, therapy aimed to develop coping strategies to manage stress and improve self-esteem and resilience.

**Interventions (state theories used)**The therapy interventions primarily drew from Cognitive-Behavioral Therapy (CBT) to help the client challenge negative thought patterns related to academic performance and fear of parental disapproval. Additionally, Solution-Focused Brief Therapy (SFBT) techniques were utilized to explore the client's strengths and resources and identify small achievable goals to improve academic performance and reduce distress.  
Psychoeducation: I provided the client with information about suicide risk factors, warning signs, and healthy coping strategies to manage academic stress and parental expectations.

**Plans for next session**In the next session, we plan to continue exploring the client's academic challenges and family dynamics, identify additional stressors contributing to her distress, and further develop coping strategies to enhance her resilience and emotional well-being. Additionally, we aimed to involve the client's family members in therapy to address any underlying issues within the family system and provide additional support to the client.

**Student Counsellor’s signature… Date…** 12/3/2024