**CP FORM 1**

**CLIENT INITIAL ASSESSMENT FORM**

**Case Number…** 19 **Date of intake…** 12/03/2024

**Client Code…** A19  **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:** 17 **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).**Client is a form 4 student in a boarding school. She recently got involved with a group of girls who had been engaging in lesbianism. She got acquainted with the girls from another school at a inter-school co-curricular activities. The group introduced her to the act of lesbianism when they happened to share a dormitory. The girl feels she is slowly getting addicted to that life and would like to turn back and restore her normal sexual orientation before it’s too late.

**What is your initial assessment of the client; cognitively, emotionally, socially and physically in relation to his/her concerns?**The client demonstrates good insight and maintains rational judgment throughout the session. However, their mood and affect appear anxious, suggesting underlying distress or tension. Social behaviour remains appropriate, and the client presents a neat and well-kempt appearance. It's worth noting that the client displays signs of restlessness throughout the session, indicating potential inner turmoil or discomfort.

**CP FORM 2**

**INDIVIDUAL TREATMENT PLAN FORM**

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| **Client code** | **Date of Session** | **Time of session** | **Session number** | **Duration of session** | **Practicum site** |
| A19 | 12/03/2024 | 4.00 pm | 1 | 1 ½ hours | MTRH |

**Client’s Concerns (Issue bringing him/her for therapy)**The client, a form 4 student attending a boarding school, expressed distress over her recent involvement in a group engaged in lesbianism. This association was initiated during inter-school co-curricular activities when she befriended girls from another school who introduced her to this behaviour while sharing a dormitory. She now perceives herself as gradually becoming addicted to this lifestyle and wishes to revert to her previous sexual orientation to prevent further entrenchment.

**Goal(s) for therapy**1. Explore the underlying factors contributing to the client's engagement in lesbianism, including peer influence, personal beliefs, and emotional needs.  
2. Develop coping strategies tailored to resist peer pressure and maintain her desired sexual orientation while fostering self-acceptance and identity exploration.  
3. Enhance the client's self-esteem and assertiveness skills to navigate social interactions confidently and assert her boundaries effectively.

**Interventions (state theories used)**1. Cognitive-Behavioural Therapy (CBT): Employed to identify and challenge distorted thoughts and beliefs related to sexual orientation, self-image, and peer influence. Techniques such as cognitive restructuring and behavioural experiments are utilized to promote healthier thinking patterns and adaptive behaviours.  
2. Motivational Interviewing (MI): Utilized to explore the client's ambivalence towards changing her behaviour and enhance intrinsic motivation for positive change. MI techniques, including reflective listening and exploring discrepancies, are employed to support the client in resolving her concerns and committing to therapeutic goals.  
3.Psychoeducation: Offered detailed insights into gender identity. The aim was to validate the client's desire to align with her affirmed gender identity and to foster understanding and acceptance within herself and her social environment. Additionally, assertiveness training was integrated to empower the client with effective communication skills and boundary-setting techniques to assert her gender identity in social contexts and navigate potential challenges with confidence.

**Plans for next session**Further explore the client's social environment, including peer dynamics and family relationships, to identify additional factors influencing her behaviour. Continue to assess the client's progress in implementing coping strategies and addressing underlying issues contributing to her concerns. Additionally, review and reinforce the client's understanding of sexual orientation and affirm her agency in defining her identity.

**Student Counsellor’s signature… Date…** 12/03/2024

**SESSION 2 CP FORM 2**

**INDIVIDUAL TREATMENT PLAN FORM**

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| --- | --- | --- | --- | --- | --- |
| **Client code** | **Date of Session** | **Time of session** | **Session number** | **Duration of session** | **Practicum site** |
| A19 | 15/03/2024 | 9.00 am | 2 | 1 ½ hours | MTRH |

**Client’s Concerns (Issue bringing him/her for therapy)**The client's primary concern revolves around navigating her gender identity as a girl and establishing her identity within her social environment, particularly among peers and family members. She seeks support in understanding and accepting her affirmed gender identity while addressing any challenges arising from external influences.

**Goal(s) for therapy**1. Validate and affirm the client's gender identity.  
2. Explore and address factors influencing the client's behaviour within her social environment.  
3. Review coping strategies and reinforce progress made in addressing underlying issues.

**Interventions (state theories used)**1. Psychoanalysis: utilized psychoanalysis to uncover the client's childhood experiences, delving into her early memories, attachment patterns, and significant relationships. Through this process, I aimed to unearth any unconscious conflicts, traumas, or developmental experiences that may have contributed to her struggles with sexual orientation and sense of self. By bringing these unconscious elements to conscious awareness, I facilitated insight, resolution of internal conflicts, and emotional healing for the client, ultimately supporting her in achieving a more authentic and fulfilling sense of identity.  
2. Cognitive-Behavioural Theory (CBT): The assessment and evaluation of coping strategies align with CBT principles, which focus on identifying and modifying maladaptive thought patterns and behaviours to promote psychological well-being.  
3. Affirmative Therapy: Reinforcing the client's understanding of sexual orientation and affirming her agency in defining her identity reflects the principles of affirmative therapy, which emphasize validation, acceptance, and empowerment for individuals exploring their sexual orientation or gender identity.

**Plans for next session**In the upcoming session, we will continue to explore the client's social environment, focusing on peer dynamics and family relationships to gain further insight into her experiences. We will assess the effectiveness of coping strategies implemented thus far and address any emerging concerns or challenges. Additionally, we will review and reinforce the client's understanding of sexual orientation, ensuring she feels empowered and supported in defining her identity.

**Student Counsellor’s signature… Date…** 15/03/2024

**SESSION 3 CP FORM 2**

**INDIVIDUAL TREATMENT PLAN FORM**

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| **Client code** | **Date of Session** | **Time of session** | **Session number** | **Duration of session** | **Practicum site** |
| A19 | 18/03/2024 | 9. 20 am | 3 | 1 hour | MTRH |

**Client’s Concerns (Issue bringing him/her for therapy)**The client's primary concern revolves around navigating her gender identity as a girl and establishing her identity within her social environment, particularly among peers and family members. She seeks support in understanding and accepting her affirmed gender identity while addressing any challenges arising from external influences.

**Goal(s) for therapy**1. Enhance Coping Strategies: Further develop and reinforce the client's coping skills to effectively manage stressors and challenges related to her social environment and identity exploration.  
2. Strengthen Social Support: Explore opportunities to strengthen the client's social support network, including fostering positive relationships with peers and family members who provide acceptance, understanding, and validation.  
3. Promote Emotional Well-Being: Support the client in cultivating emotional well-being by facilitating continued self-reflection, emotional expression, and adaptive coping mechanisms to maintain psychological resilience.  
4. Empower Decision-Making: Empower the client to make informed decisions about her identity, relationships, and future goals by providing psychoeducation, guidance, and support in navigating life transitions and challenges.  
5. Facilitate Termination: Prepare the client for therapy termination by discussing the progress made, reviewing coping strategies and resources, and addressing any remaining concerns or goals for the future beyond therapy.

**Interventions (state theories used)**Psychoanalysis: Utilized to explore the client's childhood experiences and unconscious processes, uncovering underlying factors contributing to her current challenges and identity exploration.  
Social Learning Theory: Applied to understand how the client's interactions with peers and family members influence her behaviour and self-perception, identifying patterns of reinforcement and modelling that impact her sense of identity and coping strategies.  
Reality Therapy: Implemented to facilitate the client's exploration of her present circumstances, including social dynamics and decision-making processes, encouraging personal responsibility and empowerment in defining her identity and shaping her future goals.  
These interventions draw from psychoanalytic principles to uncover unconscious influences, social learning theory to understand environmental factors, and reality therapy to promote self-awareness and agency in the client's identity exploration and decision-making processes.

**Plans for next session**Review progress made.

**Student Counsellor’s signature… Date…** 18/03/2024