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| Existential Case Conceptualization |

**Date:**       **Clinician:**       **Client/Case #:**      

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| **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:       Occupation:       Additional identifiers:

Adult Age: Gender:       Ethnoracial Identity:       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:

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| **Presenting Concerns** |

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

Adult Age:

Adult Age:

Child Age:

Child Age:

Additional:

*Broader System:* *Description of problem from extended family, referring party, school, legal system, etc.:*

Extended Family*:*

Name:

Name:

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| **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.):*

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| Client Strengths and Diversity |

**Client Strengths**

Personal:

Relational/Social:

Spiritual:

**Diversity: Resources and Limitations**

Identify potential resources and limitations available to clients based on their age, gender, sexual orientation, cultural background, socio-economic status, religion, regional community, language, family background, family configuration, abilities, etc.

Unique Resources:

Potential Limitations:

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| Existential Analysis |

*Sources of Life Meaning (as described or demonstrated by client):*

*Meaning Meaningless, and Life Purpose:*

Describe sources of meaning for the client; may involve the following themes:

Personal achievement and work:

Significant other:

Children:

Family of origin:

Social cause/contributing to to others:

Religion/spirituality:

*Satisfaction with and clarity on life direction:*

Clear sense of meaning that creates resilience in difficult times

Current problems require making choices related to life direction

Minimally satisfied with current life direction; wants more from life

Has reflected little on life direction up to this point; living according to life plan defined by someone/something else

Other:

*Freedom and Responsibility:*

Describe to what degree and how client experiences a sense of existential freedom and balances this with demonstration of existential responsibility:

*Capacity for Self-Awareness:*

Describe client’s capacity for deeper awareness and self-reflection:

*Death Anxiety:*

Even if client does not describe a conscious fear of death, describe how life choices and decisions reflects a particular expression of death anxiety (e.g., cautious, rule-following, rule-avoiding, risk-taking, etc.):

*Existential Angst:*

*Even if client does not verbally describe existential angst, describe how client’s behaviors and choices relate to dealing with fundamental isolation, separateness, and meaninglessness:*

*Purpose of Neuroses:*

*How does the client’s presenting problem or symptom serve to buffer the client from existential angst and meaninglessness?*

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| Diversity Considerations |

*Diversity discourses* informing definition of problem:

* *Ethnic, Class and Religious Discourses: How do key cultural discourses inform what is perceived as a problem and the possible solutions?*
* *Gender and Sexuality Discourses: How do the gender/sexual discourses inform what is perceived as a problem and the possible solutions?*
* *Community, School, and Extended Family Discourses: How do other important community discourses inform what is perceived as a problem and the possible solutions?*