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| **Narrative Therapy Case Conceptualization 4.0** |

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

**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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| **Meeting Persons Apart from the Problem** |

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

Adult Age:

Adult Age:

Child Age:

Child Age:

Child Age:

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| **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 Age: Aspirations for Self:

 Aspirations for Others/Relationship:

Adult Age: Aspirations for Self:

 Aspirations for Others/Relationship:

Child Age: Aspirations for Self:

 Aspirations for Others/Relationship:

Child Age: Aspirations for Self:

 Aspirations for Others/Relationship:

Additional:

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| **Problem-Saturated Narrative** |

*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, teachers, 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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| **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?*

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| **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.