

BENCHMARK CASE CONCEPTUALIZATION & SCHOOL COUNSELING SERVICES PLAN ASSIGNMENT INSTRUCTIONS

OVERVIEW

Individual counseling is a direct service which is delivered to students by school counselors in the schools. School Counselors have unique considerations in relation to their scope of practice when counseling students in the school. These considerations must align with the American School Counselor Association's Ethical Standards, state guidelines, and district policies.

INSTRUCTIONS

Complete the **Benchmark Case Conceptualization & School Counseling Services Plan Assignment** for one client/student you are counseling at your internship site.

Please note: The K-12 student's actual name will not be used in this assignment for confidentiality purposes. A pseudonym only is to be used to protect the identity of the K-12 student.

Interns will type directly into the **Benchmark Case Conceptualization & School Counseling Services Plan Template**. Be sure to address each of the following five (5) components of the plan:

Component #1: Case Conceptualization and Appraisal (10 points)

- Explain procedures for addressing confidentiality and the limits to confidentiality.

-Confidentiality is the process of maintaining what is shared or expressed by the student to the counselor in private. The only exceptions for when confidentiality must be breeched, and other resources need to be informed of the information shared is when there is a risk of danger or harm. This risk can come from either a student expressing wanting to hurt themselves or others, or if the student discloses any sort of abuse happening to them by someone else. These exceptions are necessary to protect student's rights to safety and must be followed at all times, as a mandatory reporter I am legally obligated to follow these rules.

- Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not?

Yes, the parent was contacted to obtain permission for school counseling services so that this student could participate in a small group intervention.

- Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor?

The observable concerns for this student are both attendance and achievement related. Due to her lack of attending school, her achievement has been directly impacted.

- Please indicate the stakeholders you consulted with regarding this student/client.

The stakeholders that were consulted with regarding this student were her teachers, her parents, and I also was given advice on this student from my site supervisor.

- After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns?

Additional information needed after consultation will include collaboration with her primary care physician.

- What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices?

The counseling services provided will include academic, career, and social-emotional practices. This student will need help with her social-emotional well-being to improve upon her coping skills with her anxiety. This directly impacts her academic achievement so addressing this issue first is necessary. She will have access to academic supports such as tutoring help and additional time before and after school to complete assignments. The student will also have access to career success opportunities, such as forecasting for high school classes, touring her high school, and attending presentations about the high school experience.

- Are there additional counseling services/community resources you might consider outside the scope of school counseling (referral) that you believe would be beneficial to the student/client?

This student has a clinician that is helping with her access to anxiety medication. She may benefit from an outside counselor.

- What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s).

A SMART goal for her attendance would be for her to attend each small group intervention session, continue with her weekly check ins, and begin to work away at her missing assignments and improve her grades. This goal is smart because it addressing two goal areas at once. This goal is measurable because we will be able to see the direct impact attending these things has on her academic success. This goal is achievable because she needs skill building to help with her school avoidance, but she is capable of attending. This goal is realistic because it allows her the time and resources she needs to complete the goal. And it is timebound because the small groups only run for a certain amount of weeks.

- How will you involve the student/client in establishing SMART goals?

This student will be consulted with during one of her weekly check ins to discuss this plan and gain any insight or personal input from her to ensure she feels prepared and successful.

Component #2: Developmental, Ethical, and Multicultural Considerations (10 points)

- Identify the student/client's culture/ethnicity.

She is Hispanic and white.

- Identify multi-social/cultural considerations in this case. Support your response with a *peer-reviewed journal*.

Multi-social/cultural considerations in this case include her parents apprehension to put her on medication for anxiety. In a study done on Hispanic individuals, data shows that this rapidly growing minority group is experiencing higher levels of anxiety over the last decade and that they have a more restricted access to mental health care than other minorities (Bucay-Harari, et al 2020).

- Identify family, school, community, and/or other institutional/environmental barriers that may be interfering with the academic, career, and/or social/emotional development of this student/client.

This student's family dynamic may be interfering with her academic, career, and social/emotional development. The student has shared her duties within her family such as taking care of her younger siblings, helping out around the house often (frequent cooking and cleaning), as well as her responsibilities on their land. She has shared that they own a farm and sometimes she has to stay home from school to help her father with the work.

- Identify and discuss at least one piece of research from a *peer-reviewed journal* to support the barriers you identified with regard to impacting the student/client's (academic, career, social, emotional) development.

Research shows that within the Hispanic culture, emphasis on family ties is above all else. The expectation is that if your family needs something, all other expectations/responsibilities have to fall to waste side because family needs come first even before education. This is a key cultural value within the Hispanic culture and that this plays a role in her academic success (Ortiz, 2017).

- Specifically indicate 2022 ASCA ethical standards that apply in this case. Include, but do not limit yourself to scope of practice, referral, and supervision.

The ASCA ethical standards that apply in this case include A.1.a, A.1.c, A.1.e, A.1.h, and A.1.k. Other standards that apply include but are not limited to; A.2.b, A.3.a, A.4.d, A.5.b, A.6.a, A.7.b, A.8.c, A.9.a, A.10.a, A.14.a, B.1.a, B.2.b, C.a, E.a, and F.b. (ASCA, 2022).

Component #3: *Counseling Theory & Techniques.* (15 points)

- What theoretical orientation(s)/technique(s) will you use to counsel this student? Support your choice regarding culture, developmental age/level, and presenting issues with a *peer-reviewed journal*.

To counsel this student the theoretical technique that will be utilized is the cognitive behavioral approach to address her anxiety symptoms first. The solution-focused approach will be employed after her anxiety has been addressed, to best work towards solving her academic and career needs for future success. Studies show that CBT is effective in addressing anxiety disorders in children and adolescents and has proven to lessen the experienced adverse symptoms of anxiety disorders in these individuals (Sigurvinsdóttir, et al 2019). Studies show that solution-focused brief therapy counseling techniques work effectively to address academic goals and concerns (Karababa, 2023).

- What academic and career techniques would you consider counseling this student? Support your choice regarding culture, developmental age/level, and presenting issues with a *peer-reviewed journal*.

Some academic and career techniques that I would consider with this student would include forecasting for future classes in high school, preparation for more rigorous academic courses, habit building for studying and balancing of coursework, time-management skills, as well as academic planning based upon career inventory interest results. This student will have multiple opportunities for career exploration and planning. This student will have the opportunity to forecast for her freshman year courses, tour her future high school, attend seminars to answer specific questions, and I will be introducing the student to the O*NET Interest Profiler. This systems evaluates the students strengths, interests, and values that they desire from a future academic path and then works to address achieving the results.

- What specific positive interventions will you use to assist this student in mediating issues, building resilience, identifying strengths, and developing a plan for wellness? Support your choice with a *peer-reviewed journal*.

Specific positive interventions that I will use to assist this student in mediating issues, building resilience, identifying strengths, and developing a plan for wellness include but are not limited to weekly check ins, small group work, individualized goals with specialized incentives, skill building, and possible referrals to outside agencies for additional support.

- Would group sessions also be appropriate for this student/client? Why or why not? Yes. This student will be apart of group sessions to understand how group dynamics work and to see from other's experiences how they are achieving their goals both long-term and short-term. This will be an opportunity for her to feel empowered and supported.

- Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s).

Some possible family/home/community/ and school supports that would be useful to this student to succeed in her SMART goal would be her access to outside mental health services. Ensuring that she can see a therapist regarding her anxiety would be helpful. Another outside support would be her family and community supporting her in making her academic success a priority. And lastly, a school support would be for her to find a group within the school that she feels pushes her towards her goals and uplifts and encourages her in her future decisions.

Component #4: *Individual Appraisal and Outcomes Assessment (10 points)*

- How will you assess student/client's progress in using their strengths to build resilience? Identify how your approach is culturally sensitive and takes into account background, ability, and language.

I will assess this student's progress in using her strengths to build resilience just by simply tracking her attendance and her grades. These numbers are a direct result of the benefits she is receiving and the improvement upon her mental and overall well-being when it comes to her anxiety, as this is the root cause of her lack of attendance and therefore low academic success. If she is utilizing her skill building strengths to build her resilience, her grades will improve as a direct result of this.

- How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)?

I will measure her progress towards meeting her counseling SMART goal by the same methods. All of these issues tie together and are a domino effect of one another. Without her addressed anxiety needs, her attendance will continue to fall and therefore her academic success will continue to plummet. Measuring the progress of this SMART goal will be obvious and straightforward because it is a direct result of all of these interventions.

- What outcome data will you use to measure achievement, attendance, or discipline? The outcome data that I will use to measure achievement and attendance data will be pulled from her attendance to school, weekly check ins, small group time, and tutoring sessions.

References

- Bucay-Harari, L., Page, K. R., Krawczyk, N., Robles, Y. P., & Castillo-Salgado, C. (2020). Mental health needs of an emerging Latino community. *The Journal of Behavioral Health Services & Research*, 47(3), 388–398. <https://doi.org/10.1007/s11414-020-09688-3>
- Ortiz, F. A. (2017). Self-actualization in the Latino/hispanic culture. *Journal of Humanistic Psychology*, 60(3), 418–435. <https://doi.org/10.1177/0022167817741785>
- Sigurvinsdóttir, A. L., Jensínudóttir, K. B., Baldvinsdóttir, K. D., Smáráson, O., & Skarphedinsson, G. (2019). Effectiveness of cognitive behavioral therapy (CBT) for child and adolescent anxiety disorders across different CBT modalities and comparisons: A systematic review and meta-analysis. *Nordic Journal of Psychiatry*, 74(3), 168–180. <https://doi.org/10.1080/08039488.2019.1686653>
- Karababa, A. (2023). A meta-analysis of solution-focused brief therapy for school-related problems in adolescents. *Research on Social Work Practice*, 34(2), 169–181. <https://doi.org/10.1177/10497315231170865>