

## SECTION A

### Client

**Age:** 27

**Sex:** Female

**Gender:** Female

**Sexuality:** Heterosexual

**Ethnicity:** East African Black

**Relationship Status:** Single

**Counseling Setting:** Community Health Agency

**Type of Counseling:** Individual

**Presenting Problem:** Anxiety and Panic

**Diagnosis:** Post-Traumatic Stress Disorder (F43.10)



## SECTION B

### Presenting Problem:

You work at a community mental health agency that frequently sees clients from immigrant populations. A refugee from East Africa presents for problems related to feelings of fear and anxiety. The client reports having “panic attacks” since she arrived in the United States 10 years ago. She fled the family home with her sister and grandmother to a refugee camp prior to coming to the United States. She has difficulty remembering specific details. She vividly recalls the torture and death of her parents. Over the last six months, she has been having nightmares and flashbacks about childhood and is not sleeping well. Her grades are slipping because of her inability to concentrate and not getting enough rest. She has withdrawn from her friendships and describes herself as depressed and anxious. She requests help with her concentration and ability to sleep so that she can complete her degree and go on to graduate school in finance.

### Mental Status Exam:

Client is well dressed. She is fluent in English. Client makes minimal eye contact and at times appears to have a fixed gaze. She speaks in a very soft voice and takes a long time to respond. Client presents with a blunted affect with occasional outbursts of agitation when asked for additional information. She exhibits little to no emotion when discussing her childhood trauma. She seems detached from the experiences.

### Current Living Situation:

The client was granted an immigration waiver as a victim of violence but is not officially a U.S. citizen. She is currently a senior in college at a local university and lives in an apartment with three other roommates. Jokingly, the client says that her roommates describe her as moody. She works part-time at a local retail store. Client has a strained relationship with her grandmother, who is highly critical of her. Her younger sister, who is 19 years old, lives with their grandmother. She does not have any other family members.

**Domain:** Professional Practice and Ethics

**Cognitive Level:** Comprehension

1. You have never worked with a person with the client's ethnic background before. How would you best determine if you are able to work with the client?
  - a. Determine if the client values your credentials.
  - b. Speak with your supervisor about referring the case.
  - c. Assess your ability to establish a working alliance. \*\*
  - d. Determine whether you and the client share similar values.

**Domain:** Intake, Assessment, and Diagnosis

**Cognitive Level:** Comprehension

2. You note the large number of issues presented by the client. How would you prioritize the order of her treatment?
  - a. Assess her current mental status. \*\*
  - b. Gather a detailed trauma history.
  - c. Evaluate her relationship with her family.
  - d. Assess her motivation for completing treatment.

**Domain:** Counseling Skills and Interventions

**Cognitive Level:** Application

3. What information provided by the client is most indicative of the diagnosis of post-traumatic stress disorder (PTSD)?
  - a. her long-standing conflictual relationship with grandmother
  - b. her experience of living in a refugee camp in a conflict zone for two years
  - c. her request for help with concentration
  - d. her disclosure of nightmares and flashbacks \*\*

**Domain:** Counseling Skills and Interventions

**Cognitive Level:** Comprehension

4. What initial counseling approach will work best in engaging this client?
  - a. problem-oriented approach
  - b. client-centered approach \*\*
  - c. rational-emotive approach
  - d. solution-oriented approach

## SECTION C

### **First session, three weeks after the intake session**

Originally the client was a "no show." You called the client and rescheduled for this session. Client arrives on time and is dressed appropriately. She seems hesitant to select a seat and chooses one that faces the door. The client appears very agitated and her speech is rapid. She describes seeing someone who reminded her of the man who tortured her parents. During the session, you and the client explore current circumstances, including her recall of facts and emotions. Client understands the individual she saw was not the torturer from Africa, but she was unable to calm herself. The client's breathing is shallow and rapid during session. Eventually, you are able to calm the client by using "here-and-now" techniques. The client indicates that she wants to share much more. The client schedules an appointment for next week.

**Domain:** Counseling Skills and Interventions

**Cognitive Level:** Application

5. Given the client's level of agitation, how would you proceed?
  - a. Challenge her irrational beliefs.
  - b. Help her organize overwhelming emotions.
  - c. Validate her reaction and engage in breathing exercises. \*\*
  - d. Facilitate an appointment with a psychiatrist.

**Domain:** Counseling Skills and Interventions

**Cognitive Level:** Application

6. Noticing the client's increasingly rapid speech and breathing, how would you refocus her attention?
- Listen attentively without interruption.
  - Move closer with kind demeanor.
  - Comment on her escalation of emotion. \*\*
  - Suggest that her fears may be unwarranted.

**Domain:** Treatment Planning

**Cognitive Level:** Application

7. Toward the end of the session, the client states: "There's so much more we have not discussed!" What assessment tool would you consider in the development of the treatment plan?
- aptitude and interest inventory
  - multi-factor personality test
  - personal history questionnaire \*\*
  - the Adjective Checklist (ACL)

**Second session, 12 weeks after the intake session**

During the previous session, client made progress on emotional regulation and grounding. She identifies a list of triggering events and methods to self-soothe. Client reports improvement in her sleeping and eating and her ability to concentrate. Client continues to struggle financially. She is optimistic about being accepted into graduate school. She reports regular interaction with friends. However, her relationship with her grandmother continues to be tense. The client reports she has made good progress but is afraid of how she will cope without counseling. You remind the client of the action plan and support group attendance. The client gives you a decorative, handmade clay pot as a gift of appreciation.

**Domain:** Core Counseling Attributes

**Cognitive Level:** Knowledge

8. How do you manage the client offering you a gift?
- Explain the ethical code and decline the gift.
  - Accept the gift and give her a gift in return.
  - Accept the gift and thank her for it. \*\*
  - Decline the gift without explanation.

**Domain:** Professional Practice and Ethics

**Cognitive Level:** Comprehension

9. You have sympathy for your client's financial situation, and you have a close relative who is looking for part-time childcare help that would fit into your client's schedule. What ethical issue would most influence whether you make this referral?
- developmental and cultural sensitivity
  - managing and maintaining professional boundaries \*\*
  - respect for privacy
  - explanation of limitations

**Domain:** Counseling Skills and Interventions

**Cognitive Level:** Application

10. You know your client has unresolved concerns. In anticipation of termination, what should you offer?
- Refer her to a local trauma support group. \*\*
  - See her privately at a reduced fee she can afford.
  - Provide a summary of treatment gains and her strengths.
  - Friend her on Facebook or other social media