**Process Recording: The Case of 21-year-Old Female Presenting with Anxiety**

Angelica Williams

SOCW 6500

April 11, 2021

**Process Recording: The Case of 21-year Old Female Presenting with Anxiety**

**Student Name: Judy Myers**

**Date of Contact:** 03/25/2021

**Session/Contact # and Location:** House of Dawn’s Human Services and Counselling Office

1. **Description of Client(s):** The client is a twenty-one-year-old mother who speaks English fluently. She is a student resident at the House of Dawn. The client currently has a job at a fast-food restaurant as a cashier.
2. **Presenting Problem**: The client presents with stress management and anxiety related to seeking independence and ineffective stress management approaches and efforts.
3. **Purpose of Session (why is the client being seen):** The client is being seen for these anxiety and stress management issues that they are having.
4. **Objectives/Goals of this session**: The session primarily aims to determine the factors that contribute to the woman's feeling of dependency, besides having a source of income. It is also the aim of the professional to create a positive relationship with their client. According to Garthwait (2017), there is a need to create a favorable relationship between the client and the professional to help the client feel free to talk and accord them active listening and providing the required intervention. The session is a chance at a perfect opportunity to get detailed information on the client and the environment she is in that is influencing her anxiety. The session also aims to offer a chance for the client to speak of and find solutions for emotional and mental challenges so an effective intervention can be defined.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3). Verbatim Dialogue/Content** | **4). Assessment of Patient/Client** | **5). Student Impressions/Feelings/Thoughts/Reactions** | **6). Identify Practice Skills/Theory/Conceptual Framework Used and/or thinking about using** | **Supervisor: Comments/Feedback** |
| Hello, my name is Ms. Williams. You’re welcome to speak to me about any problems or concerns you have.  **Client:** Hi my name is Judy, and I am struggling with dealing with stress and I frequently get anxiety. | The client seems shy, guarded, and interested. Based on her tone I know I have to build a relationship with her to get her to trust me with her problems. | I am positive that she feels unsure if she can trust the professional. Based on her file, I find that I can penetrate her guard and bring her to cooperate. | 1. Active listening 2. Offering the client control over the relationship |  |
| **Client:** I appreciate that you are trying to help, but my anxiety is so bad that I am scared to become independent because I think I am going to fail every time. I am trying to achieve so many goals, but I need help. | The client is being to be talkative, and she is being to tell me more about her. | The client was ready to speak on their issues with a professional when they came for this session. | 1. Active listening. 2. Probing |  |
| I understand your concerns; This is our first-time meeting and I would love to help you accomplish your goal. Your file does not tell me much about you. Would you feel free to tell me some things about you?  Client: Like what? | The client is still trying to trust me, but her demeanor is changing, and is showing she is ready to learn interventions steps for stress management and anxiety. | It is possible that this client can be guided to feel free to talk to me by being calm and understanding. | 1. Probing 2. Active Listening 3. Watching body language |  |
| Client: My name is Judy. I am a mother to a three-year-old girl, and I been in the foster care system since I was 13 years old. | The client has opened up about some information. | I can encourage the client to keep speaking if I keep quiet and nod so she can keep talking to let her take charge of the conversation at this point. | 1. Active listening |  |
| Client: I am sorry Ms. Williams I have to go to work. Is it possible that we can continue our session on Monday? I want to meet again with you. | The client is still trusting me and is wanting to schedule another session soon. | I decided to organize another session where there is no time conflict. |  |  |

**Summary Assessment/Analysis of the Session**

**Stage of work with the client**: Engagement. The client has just had an initial interaction with a counselor or professional on the issue they have. Our sessions are still irregular.

**What I learned from the session that improved my understanding of the client**: I learned through this session that the client is very guarded and is interested in seeking help for her issues. She displays characteristics of anxiety about being independent, but it seems that she would speak with someone she trusts or in the presence of someone she trusts.

**Major themes of the session**: The themes include dilemma, individual rights, and the concern of autonomy in medical care. The woman is in a dilemma whether to speak up on her own and seek help now or wait till her stress gets more overwhelmed. As a professional, I am supposed to let the woman decide for her mental health, even when she seems to be making the wrong choice.

**Challenges of the session:** The major challenge was the client's guarded attitude, which makes it difficult to find the issues the woman has initially.

**What was accomplished during the session:** The session accomplished learning some personal relationships with the client and creating an initial relationship with them. These are important in creating a foundation for future sessions, which would help the client feel free as more sessions take place.

**The concepts and theories I applied for the sessions (what worked and what did not):** I used the concepts of resilience, empathy, and active listening as described in the study of social work. Active listening worked to make the client feel in control of the conversation so that they were free to speak when they willed and make requests if she wanted. I applied resilience, and it worked in that I did not retaliate even when the client snapped and stated that she did not have confidence in me to help her solve her problems.

**Explain how your interpretation of what occurred in the dialogue relates to the week’s lesson**: the week's lesson taught on the importance of probing and active listening in counseling. These skills, as taught in this lesson, helped the successful completion of this session.

**Student’s Impression**: The session was tense but very effective in that I felt confident that the woman would speak more openly in subsequent sessions.

**Future Plans**: Subsequent sessions will be planned with the client, which will substantially identify the specific issues that she may have. These sessions aim to help the client feel in control of her life, reduce or mitigate the anxiety she feels, and prevent progression into depression.

**References**

Garthwait, C. L. (2017). The social work practicum: A guide and workbook for students (7th ed.). Upper Saddle River, NJ: Pearson.