

Caseworker Report: Client B

** Please note that this document has been modified in order to respect client confidentiality

** This document is an example of how to apply Erikson's stages of psychosocial development to practice

Background

The case of Client B was first admitted to the foster care system by referral from the Division of Human Services. Client B was transferred to foster care because her mother was unable to provide adequate care for her. According to a police officer, the mother left Client B and her sister on the step of a lawyer's office in City 1 and did not return for them.

In 2010, Client B met with her mother for the first time in 7 years. According to a care provider, Client B had mixed feelings regarding this encounter. At the meeting, Client B also met her stepfather. The stepfather and the mother expressed their desire to have Client B and her sibling reunite with them in Country 2. Regular contact was made between the mother and her children following this event; however, the transition to Country 2 was not accomplished. As the documents were gathered for the immigration process the mother called less often and eventually lost contact entirely. At this point, it became clear that she was unwilling to take on the responsibility of her children.

In response to Client B's abandonment, she harbours a lot of anger towards her family and persons in authority, particularly women. On multiple occasions Client B was suspended from School for disrespecting her teachers and fellow students. Client B was sent to her school counsellor to address her anger issues, however limited progress was made. Client B refused to open up to the counsellor and continued to offer inappropriate and rude responses to her questions.

Following this intervention, Client B was referred to Parole Services and later to Service Provider 1. Client B benefited from Service Provider 1 for entire year and the results were favourable. After attending Service Provider 1 Client B's behaviour improved. Although she was still defiant she was more respectful towards authority and her attitude towards her academics was better. Her graduation from School was a real accomplishment, as she was at high-risk for explosion.

In terms of sponsorship for Client B, there was one individual, Sponsor 1, who provided financial support for Client B. Sponsor 1 would also take Client B out on the weekends and evenings. Sponsor 1 attempted to build a deeper bond with Client B but similar to others who tried, she was met with resistance. Client B's half-sister was better able to build a connection with Client B. The half-sister visited Client B occasionally and Client B always looked forward to her visits.

Current situation

In May 2015, Ms AB was brought to the Division of Human Services in order to assist with Client B's transition out of the foster care system. Client B was keenly interested in pursuing this transition and although her formal discharge date was in the summer of 2015, Client B was already spending most of her weekends with her half-sister in the spring.

The half-sister is in her mid-twenties and is presently residing with her boyfriend. They have taken on the responsibility of housing Client B. The boyfriend is in his late twenties and works at Workplace 1. His parents assist the couple (with the housing costs, since presently the half-sister is unemployed and is looking for work as a housekeeper. The half-sister is having difficulty finding a job due to the high unemployment rate and her low level of education: she has only a primary level of education.

As a relatively young couple, the half-sister and boyfriend require guidance with regards to how to mentor and discipline Client B. In a follow-up meeting, Ms AB was informed that Client B was not at the residence due to the fact that she was staying at a friend's home. It is unknown how often Client B is at her half-sister's residence or at her friends.

With reference to employment, Client B is presently unemployed. An internship was arranged for Client B; however, Client B chose not to work without pay. Her ability to see the long-range objective, namely the possible full-time employment with the company, was skewed by her impatience to receive some immediate results, namely

money. Fortunately, Client B has shown interest in pursuing a certificate-training course, which will assist her obtaining employment. All fees for this training have been paid and the course starts in the fall.

Assessment

Complex trauma can negatively impact a child's development. For instance, Client B's abandonment by her mother has profoundly affected Client B's ability to form secure attachments with others. As such, Client B is very resistant to help and is slow to trust others. In consequence, it was challenging for Ms AB to build positive rapport with Client B, since both individuals knew that she would be leaving in 3 months. In fact, it was only near the end of Ms AB's placement that she noticed a change in Client B's regard towards her. Client B's attitude changed from indifference to exhibiting some positive regard.

With reference to Client B's developmental stage, she is in what Erikson refers to as the identity v role confusion stage. During this stage the adolescent's main task is to identify the roles and responsibilities associated with adulthood. At this time the young adult will re-examine their identity in an effort to better understand who they are as a person. Erikson states that during this stage, young people will explore both their sexual and occupational roles (McLeod, 2013).

This stage of development is challenging for young adults and is characterized by states of experimentation and rebellion. This is predominantly due to the child's desire for greater independence and their inevitable struggle with what that independence means, namely greater responsibilities. Client B exemplifies this struggle as she seeks out opportunities for personal exploration and enjoyment but shies away from the responsibilities of a job. Hence, it is pertinent that Client B is provided with strong mentorship and guidance through this developmental stage. She needs to assume responsibilities gradually and needs encouragement to attend school, complete her internship (which is a requirement of the certificate program) and to apply for work.

Recommendations

The Division of Human Services recommends:

1. That there is continual follow-up regarding Client B's placement with the half-sister.
2. That the half-sister is provided with strong guidance with regards to her mentorship of Client B.
3. That the caseworker follow-up with School 2 to confirm that Client B is attending the training.
4. That continual effort is made to arrange a job placement for Client B, provided that Client B demonstrates that she is prepared to work.

Respectfully Submitted,

Ms AB

Date

Supervising Caseworker

Date

Reference

McLeod, S. (2013). Erik Erikson. Retrieved July 27, 2015, from <http://www.simplypsychology.org/Erik-Erikson.html>