

Case Presentation Form

Social Worker: Dani Howell Date: 2/16/2025 Agency: First Year Experience

Client Data:

Client TG Age: 18 Gender: F Race: Hispanic Referral Professor Date of 2/11/20
Initials: Source: intake: 25

Referral Reason: The client was referred due to failing an exam despite extensive study efforts. She has attempted multiple strategies, including rereading notes, taking detailed notes, and attending tutoring, but continues to struggle with exam performance.

Presenting Problem Indicators: 1. Difficulty retaining and recalling information during exams. 2. Feelings of frustration and discouragement despite high effort. 3. Possible test anxiety or ineffective study habits.

Background information: The client reports studying for long hours, rereading material multiple times, and attempting tutoring, but has not seen improvements in exam performance. She expresses that she feels she understands the content but struggles when taking tests.

Client Strengths / Protective Factors: 1. Highly motivated and dedicated to academic success.
2. Willing to seek help and try different study methods.
3. Open to feedback and new strategies.
4. Strong perseverance despite academic challenges.

ACE Score/ Trauma information: No known trauma reported at this time. Further assessment may be needed if anxiety symptoms persist.

Risk Factors: 1. Test anxiety impacting academic performance.
2. Potential self-esteem issues related to academic struggles.
3. Risk of burnout due to ineffective study methods.

Treatment Goals:

1. Improve retention and recall of information using active learning strategies.
2. Reduce test anxiety through mindfulness and relaxation techniques.
3. Develop more effective study habits tailored to learning style.

Services Offered:

- Individual Counseling Group
 Family Counseling Other Academic Coaching / Study Strategy Guidance

What is the desired outcome from the client, family, & referral source?

1. The student gains confidence in test-taking abilities.
2. Improved exam performance through evidence-based study techniques.
3. Reduction in test anxiety and stress levels.

What interventions have been already attempted? What were the outcomes?

1. Tutoring – Student reported that it was not effective.
2. Note-taking & Rereading – Did not improve retention.
3. Long Study Sessions – Led to frustration and fatigue without improved performance.

Reason for Staffing:

1. To develop a structured plan incorporating effective study strategies.
2. To assess if additional support (counseling for anxiety, academic coaching, or accommodations) is needed.

Staffing Recommendations (Evidenced-based practice suggestions):

Referral to Campus Resources:

- The Dean of Students/VP of Academic Administration can assist by referring the client to mental health services, disability services, and professors for additional academic accommodations.
 - I recommend utilizing external study resources like Quizlet and practice tests to enhance exam skills.
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Test Anxiety Assessment & Interventions:

- Administer a **test anxiety assessment** to determine if anxiety is a significant barrier to performance. Recommended assessments:
 - [Westside Test Anxiety Scale](#)
 - [Additional Test Anxiety Assessment Resource](#)
 - If test anxiety is confirmed, consider **accommodations** such as extended test time or testing in a **separate, distraction-free environment**.
 - Implement **mindfulness interventions** to reduce anxiety before exams.
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Study Environment Adjustments:

- Encourage the client to explore alternative study locations instead of solely studying in her room, as this may improve focus and retention.
 - Reference article: [Why You Should Study Outside of Your Room](#)
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Addressing Financial Stressors (if applicable):

- Explore whether **financial concerns** contribute to academic struggles. Resources discussing the connection between financial wellness and academic success:
 - [Financial Concerns Impact on Academics](#)
 - [Financial Wellness & Student Success](#)
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Improving Communication & Study Strategy Development:

- Assist the client in **drafting and sending emails to professors** to discuss academic challenges and possible accommodations.
 - Recommend taking a **learning style assessment** to tailor study strategies to her learning preferences:
 - [VARK Learning Styles Questionnaire](#)
 - Reference article for managing **test anxiety**:
 - [Test Anxiety: Can It Be Treated?](#)
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Social Worker Signature / Credentials – Approved by Renita Moore BSW