

Case Vignette for School Counseling Applicants

Instructions: Counselor Education and Supervision Ph.D. students must have excellent academic and scholarly writing skills. In a 3–5-page essay (pagination does not include the title page, abstract, and references), that is written in accurate APA format (latest version; professional paper format), with up-to-date references to the conceptual and empirical literature, answer the questions that follow the case vignette. Note: this should be an essay, not a list of answers. Admission essays may be run through the university plagiarism and AI software. Please write your own, original essay.

Case Vignette

Larissa is a 12-year-old who was born in Mexico but has lived legally in the United States for the last 5 years. Larissa is finishing up her 6th grade year in middle school. Her grades have been A/B honor roll until the past six weeks, when there was a sudden drop to failing grades. Her teacher, Mrs. Jones, refers her to you (the school counselor) as she is concerned about recent changes in Larissa's behavior and grades. Mrs. Jones also requests that you tell her what you find out in your counseling session with Larissa.

You know Larissa to be popular in school, seems to have many friends, and sings in the school choir. At this point you have been seeing her in individual counseling for three weeks. Larissa reports that she is worrying a lot and is feeling sad. She tells you that she and her parents have been experiencing a lot of conflict lately. Larissa reports this is very upsetting to her, causing her anxiety both at school and at home. She wants to do more with her friends, especially on weekends but her parents want her to attend family functions with them. They say she can have her friends come to their house, but she cannot go to their homes or out in the community with them. Larissa is reluctant to invite them over because her parents speak Spanish; she tells you she is embarrassed by that. Larissa has also told you how much she wants to be like her friends and be able to hang out with them and do the things they do. She tells you how much she worries about what they think of her, and she reports they have just recently quit asking her to do things with them...they have even quit talking to her at school as much. Larissa says she wants to be respectful of her parents, but she is now arguing with them a lot, claiming they do not know what it is like for her. As you meet with her in this third session, you notice how disheveled and unkempt she looks. She barely makes eye contact and cries for much of your twenty-minute session with her. She ends the session with a statement about running away from home and staying at one of her friend's houses for a while.

Themes Your Essay Must Address:

1. While you cannot diagnose, how would you conceptualize what is going on with this student? How would you formulate counseling goals? What might a treatment plan look like for Larissa in the context of school counseling (include a treatment plan in the Appendix fitting for the school setting)? Would you involve Larissa's family in your work with her? If so, how? Include *developmental* AND cultural factors that are relevant to

counseling this student. Cite the conceptual and empirical literature to support your answers.

2. Indicate your theoretical orientation and techniques you might use from your counseling orientation in counseling Larissa. Cite the conceptual and empirical literature to support your answers.
3. What are some ethical and legal factors to consider in your work with Larissa? Cite the American School Counselor Association (ASCA) Ethical Standards for School Counselors (ASCA, 2022) in your response.

Submit your vignette response to: Office of Graduate Online Admissions 1971 University
Boulevard Lynchburg, VA 24515