**Case Studies for Supervision Training 1-11-24**

Tanya is a 14 yr old Caucasian teenager who lives with her mother. They seem inseparable. She doesn’t have a close relationship with her father, but she describes “looking up to” her paternal grandparents who live in a different neighborhood.

Tanya was hospitalized three times this past year. Two times were following suicide attempts. During the last psychiatric admission she was assigned a Peer Support who works with her through the CBO where she receives after school support. The last hospitalization for the year was because of complications due to uncontrolled diabetes. During that hospitalization Tanya had an insulin pump implanted and she now has a Health Plan Practice Based Care Manager assigned to her.

As a Community Based Family Therapist you have worked with Tanya and her mom for the past year. Mom also attends Family Support Groups and has a Family Support Worker through Allegheny Family Network. You are feeling pretty hopeless about the progress you’ve made with the family. You have been using a structural family therapy approach and each time Mom and Daughter have shown some ability to change interactions and become less co- dependent, stressors cause them to revert to old behavior patterns. The stressors include everything from Mom’s substance use to the impact of Social Media on Tanya’s body image.

You have avoided bringing this case to supervision because it makes you feel incompetent, in fact at times, you feel like you are sinking with the family and it just seems like you are always putting out fires. At other times you feel angry because it seems like the other therapists don’t get as many difficult cases.

**11:15 Case Study**

Enrico is a 15yr old living in a shelter with his parents, Thomas and Maria Mendosa. The family recently migrated to this country from Honduras, and they are currently living in a shelter awaiting more permanent housing assistance. Enrico has two younger siblings, Maya, 13 and Mateo, 10, who have been assigned service coordinators at the shelter. All of the children attend the local school. They are struggling to pass due to English proficiency. Enrico has been extremely moody and angry and he has been getting into more arguments at home and in school. The most recent argument turned physical and school security had to break up the fight . Enrico was expelled for 10 days following this incident. During his expulsion he continued to be irritable and moody, spending a lot of time hanging on the street and coming back to the shelter beyond his parent’s curfew.

Most recently Enrico has been refusing to go to school. The Principal’s office has been calling daily to state that Enrico isn’t in school, but the Mendosa’s assert that Enrico gets on the bus at 7:10am. The District’s policy is to require an appearance before a magistrate if a student has 12 unexcused absences and Enrico has 11. The family is concerned about this because they don’t have enough money to pay a fine. In addition they are worried about what a legal entanglement even as small as this one could mean for the immigration status.

As the school based therapist, you have been asked to talk with Enrico to find out what the barriers are that cause him to miss school. You have seen him around school and it always looks like he has a chip on his shoulder, as if to say, leave me alone. You talked to the school social worker who described the difficulty connecting and working with families in shelters.

 Prior to seeing Enrico, you ask to see your supervisor. You have never worked with an immigrant family and you feel incompetent. You’re also aware of having mixed feelings about the people crossing the southern border legally or illegally and their impact on our nation.

As the supervisee:

1. What do you need from your supervisor?
2. How can your supervisor help to set you up for success with the family?
3. Do you recognize any opportunities for professional growth?
4. How might peers support you with this client?

As the Supervisor:

1. How might you help the supervisee to conceptualize this case?
2. How do you support the supervisee to feel free to bring any topic or concern about his competency to supervision?