In the course of the session, both the genogram and lifeline assessments were administered.

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| **Themes** | **Sub-Themes** |
| **Vocational Personality** |  |
| **Perceived Self-Efficacy** |  |
| **Resilience** | Early childhood adversity  Courage and perseverance  Personal agency |
| **Traditional Values** | Family dynamics  Cultural context  Responsibility |
| **Life Themes** | Past memories  Present experiences  Future aspirations |
| **Relocation And Instability** |  |

1. ***Genogram***

The genogram illustrates the specific individuals who hold significance to Hope, shedding light on their interpersonal connections and relationships with both Hope and each other. Commencing with the exploration of the genogram, it became apparent that this session triggered strong emotions within Hope. He opened up about his family background, acknowledging that his parents were customarily married. Nevertheless, he displayed hesitation when it came to incorporating individuals from his father's side of the family. Of note is that he was given freedom to include and exclude the people who he was comfortable with. His reluctance stemmed from a deep-seated irritation and anger, as he felt that these family members had little involvement in his life.

Hope's reluctance to include his father's side of the family in the genogram was rooted in a troubling history. He shared his experience of feeling deceived by these relatives, describing a scenario where, during his father's lifetime, they portrayed themselves as caring and loving. During that time, he mentioned that he enjoyed spending some quality time with them. However, their behaviour took a distressing turn after his father's passing, as they mistreated him. Hope anticipated that his uncles would step into the role of father figures in his life, as they had explicitly promised to do so during his father's funeral.

Following his father’s passing, Hope shared a narrative recounting a period when his mother was employed as a domestic worker in a distant city. During this time, he resided in one of his uncle's households. Within that familial environment, he described feeling as though he was not treated as a child but rather had been assigned the responsibility of tending to the livestock, including the care of cows, despite his young age. In rural traditional settings, it is customary for boys to assume the role of livestock caretakers. Hope went on to explain that he believed his uncle took advantage of his situation, given that he did not have any male children of his own; all of his children were girls.

Furthermore, Hope disclosed that his mother is shouldering a considerable burden, stemming from both the deceased and living relatives on his father's side. He revealed that these relatives have fathered numerous children with different women but never entered into formal marriages with any of them. As a consequence, it is his mother who has assumed the responsibility of caring for all these children. Hope pointed out that his mother's resources are rather limited, as she is employed as a domestic worker. The situation is further compounded by the fact that she has to financially support and provide for these children who are connected to the extended family. This places a significant strain on her, and it highlights the challenges she faces in ensuring the well-being of all these individuals, adding a layer of complexity to her own life.

He expressed some degree of desire to get married in the future but remained uncertain. When it came to the prospect of having children, Hope was also unsure about his potential as a parent. He elaborated on his reservations, mentioning that nowadays he perceives having children, whether planned or unplanned, as a huge responsibility. He worried about the possibility of his own early demise and the consequences it might have for his offspring, considering, "What if you bring a child into the world and then pass away prematurely? Who will take care of that child?"

***B. Lifeline***

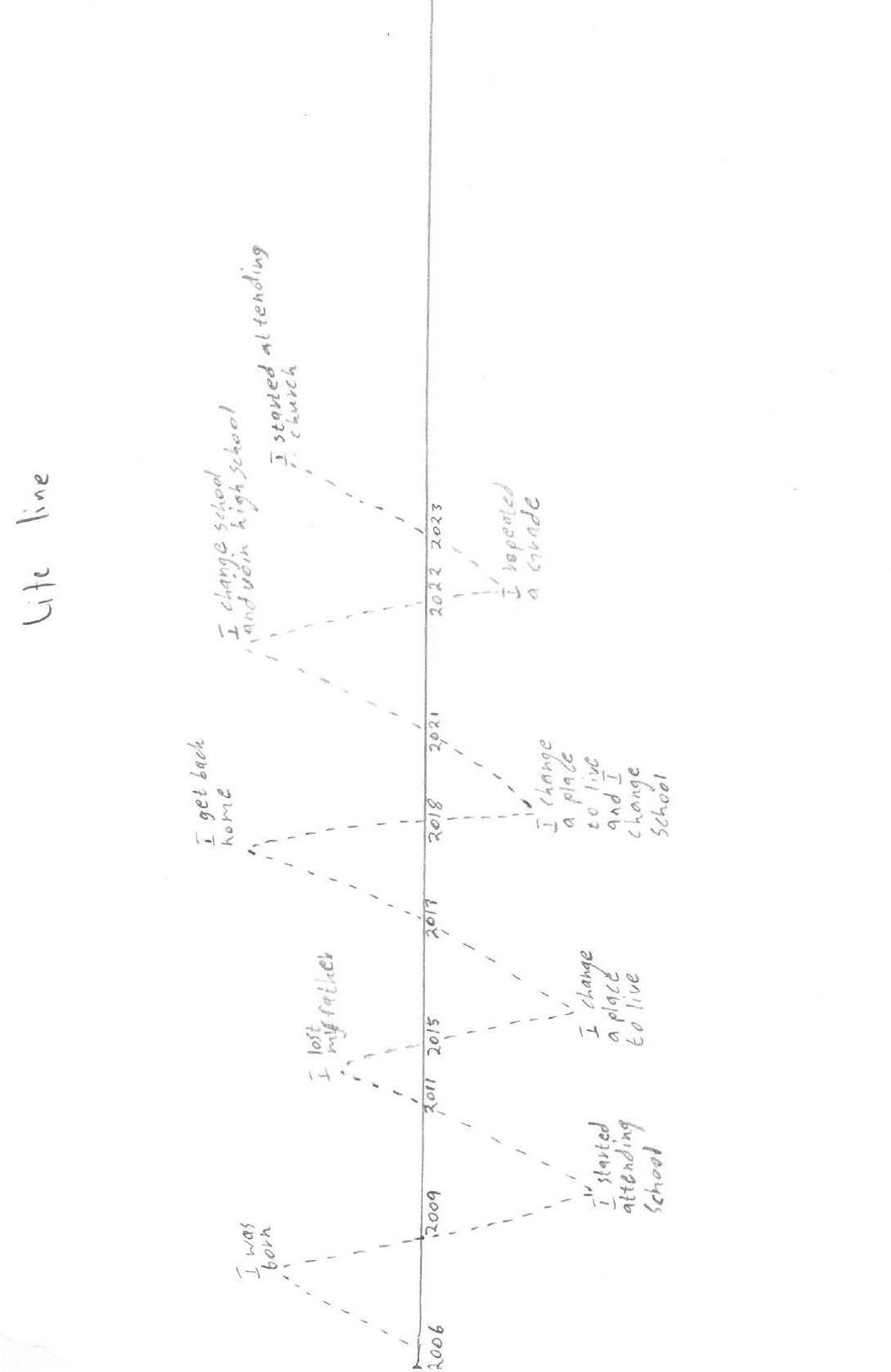
First, Hope began attending preschool at the age of 3, a relatively early start to his education. Unfortunately, his life took a saddening turn when he lost his father at the tender age of 5, a significant event that undoubtedly had a profound impact on his early years, as his mother had to go look for a job and he had to go and live in his uncle’s house.

Further examination of his timeline reveals a pattern of frequent relocations, indicating a degree of instability in his living arrangements. Notably, he made a transition to a new school when he entered Grade 10, and he encountered academic challenges as he repeated Grade 10 on two occasions. During the second session, Hope clarified that these repetitions were not due to academic struggles but rather stemmed from his diminished commitment to school. He revealed his strong interest in pursuing a career as a pastor, which led to his increased involvement in church activities. However, this devotion to his faith occasionally caused him to miss school days.

These revelations offer valuable insights into Hope's life journey, confirming the existence of themes such as early educational experiences, family loss, mobility, and a strong spiritual interest.

Hope's over-commitment at church and aspirations of becoming a pastor were an act of fulfilling his parents' desire. He indicated in part one of the CIP that his parents advised him to become a pastor.

Lifeline



Genogram

