Counselling Case Study

[Name of Student]

[Name of Institution]

[Course]

Introduction

In the course of this discussion, the case study of a 47 years old woman, Caroline, has been discussed and analysed who is going for psychological counselling because she is experiencing depression which is bad for her physical condition as she is also the patient of Fibromyalgia due to which she has left her job and promising career.

Although Caroline was not very much convinced to go for psychological counselling but she was so disturbed by her physical condition that she agreed to take the therapy because, according to her GP, her mental condition (depressive episodes) is not good for her physical health.

Analysis of the Case Study

The main focus of this case study is the relationship between the therapist Dan and his client Caroline. For a healthy relationship between the therapist and his client, the client (Caroline) must perceive the therapist (Dan) as consistent. But this can simply not express any feeling at any given moment;the response to Caroline experience must be relevant to the immediate concern of Dan (Corey, 2015). The Counsellor (Dan) has to convey consistency clearly manifested in the ability of immediacy, which means being alert to all communications (between him and Caroline), whether direct or indirect, concerning the relationship between them and discuss what happens in between them, refer to what is experienced at the time. When Caroline is irritated, angry, she is closed by the channel of empathy and open to congruence,

therefore, if necessary, she should be invited to express negative feelings she may be feeling for Dan (Rogers, 2013).

A person simultaneously communicates through words, gestures, facial expression, posture and body movements, tone of voice and even how is dressed, this communication is verbal and nonverbal. Communication is incongruous when there are discrepancies between the verbal and non-verbal communication. Caroline confronted with these discrepancies and then Dan responds empathically to express the client (Horvath&Symonds, 2005).

The second condition is the unconditional positive acceptance that experiment toward an individual, i.e. a warm respect for him as a distinct and valuableperson, regardless of their status, behaviour or feelings. Acceptance and respect for all their attitudes regardless of the positive or negative nature of these. This acceptance provides warmth and security in the relationship, this is fundamental, since security please the other and be valued as a person appears to be an important element in a helping relationship (Lambert& Barley, 2001).

The attitude of acceptance is not just a feeling sense within the therapist, but must be communicated to the client as genuine and spontaneous(Corey, 20165). The degree of acceptance between therapist and client is transmitted through verbal and non-verbal language. The therapist assesses the ways in which the client sends the message, observe the nonverbal language, quite apart from their own judgments and their own perception(Horvath&Symonds, 2005). The therapist tries to give the same value that what the customer says, not so much what he does or says to the therapist, but how he does and says, that voice, power, gestures, movements etc.(Rogers, 2013).

What happens in the climate of freedom and understanding that creates the therapeutic relationship, it is that the person gradually and painfully explores what is hidden behind the masks that presents to the world. Experiment with depth and often vividly the various aspects of himself that had been hidden inside. The client seems to try to discover something more like himself and begins to leave the roles that life has faced so far. Thus he becomes himself, not a conformist false facade with others, but a living process that breathes, feels and fluctuates, in short, comes to be a person, different and unique(Rogers, 2012).

The therapist through the skill of warmth shown to the client care through phrases, tone of voice, gestures, nonverbal behaviors such as holding his hand, touch his shoulder, give a smile or a glance (Bachelor, 2013). The environment where the relationship also influences develops, there must be warmth in the recorder, waiting room, interruptions, secretary, objects that are between client and therapist, position of furniture, seats and other(Corey, 20165).

The third condition is the empathic understanding of client's feelings and expressions as appear to him at that time. Only when the therapist understands client's feelings and thoughts, then he reaches them as he sees them and accepts them. The client must also be free of any moral or diagnostic evaluation since they are always threatening(Lambert& Barley, 2001).

The Therapist

If therapy is excellent, intensive and totalizing, it would mean that the therapist has been able to start a subjective and intensely personal relationship with his client and has been linked with him as a person with another person. If the therapist considers the client as someone static, already diagnosed and classified as shaped by his or her past, it helps to confirm this limited

hypothesis. If instead, client is accepted as a transformation process helps to confirm and realize their potential (Bond, 2015).

Among the facilitators qualities, for Dan to be an effective therapist, are primarily empathy, unconditional positive regard and congruence among other skills which include:

- Help to get into sensitive areas already deeply surrender to the nature of feelings, which evokes strong catharsis and leads to profound revelations;

- Challenging clients, such as Caroline, with their differences (verbal / non-verbal, distortions, avoidance behaviors), making it frankly but with warmth, to facilitate self-analysis;

- The force to be present, the vibration emanating from a committed therapist, self-confident, self-insured. Clients feel secure in their presence and allowed to express painful emotions;

- Communication between therapist and client, specifically referring to aspects of their interactions and relationships;

- At crucial moments, Dan should share something of himself for the benefit of his clients, communicating indirectly both have experiences, thoughts and similar feelings, and therefore can be real and open with each other, which facilitates self-examination;

- Unconditional positive Acceptance + immediacy in which client account transmit through verbal and nonverbal language (Kahn, 2007)

In this case study, Dan focused on Caroline, not considered expert and will do everything he can to avoid falling into that mistake, because otherwise would be to deny an assumption of this approach, that is, he can be confident that Caroline will know to find her own way if Dan has

the right partner who makes her feel safe and accepted. For Dan, as counsellor, it is important to seek to share power, this has to do with all aspects of the relationship and the environment where it takes place. If Dan shows professional or personal facade and discourages Caroline to see it higher, she is more likely to find her own resources in herself and not grab expectations that Dan will provide the answers for her (Corey, 20165). However, in this case, Dan does not show such professional or personal façade.

Therapy Process

In this case, Dan encourages the free expression of feelings by Caroline that accompany the problem (catharsis)- not hinder the manifestations of negative feelings, which are expressed freely if Dan is able to make Caroline detains, that when therapy is truly his. One of the most important goals of any experience of psychotherapy is to bring to light those thoughts and attitudes, feelings and impulses emotionally charged, that are related to the problems and conflicts of the individual. This goal is complicated by the fact that the surface attitudes and that are readily expressed, are not always the most significant. Therefore, Dan is prepared to help Caroline to adequately express the deepest feelings that affect her.

Dan accepts, recognizes and clarifies these negative feelings- should try through what Caroline says and what she does. He creates an atmosphere in which Caroline is able to recognize that she has negative feelings and openly accept them as part of herself instead of projecting or hide others. Clarifying these feelings without interpreting their cause or analyse(Bond, 2015).

When negative feelings have been expressed in full arise, Caroline admits her negative feelings as they are, then, not have to keep proving that it is useless and abnormal, one can

analyse herself more easily and discover her positive qualities. Dan accepts and recognizes the positive feelings expressed in the same way that he accepted and acknowledged the negative feelings. The moralizing interventions do not fit into this type of therapy. Feelings are welcomed as members of personality, which gives the individual the opportunity, for the first time in his life, to understand how.

Essentially Caroline seems to say that this is what I am given, and I see it much more clearly, but how I can regroup from another way? The role of Dan is here to help and clarify the different choices that can be made, and recognizes the feeling of fear and lack of courage to carry out what the individual experiences. Once the intuitive grasp is achieved, the measures taken generally tend to be well suited to the new understanding. The intuitive grasp involves the choice of goals that provide immediate and temporary satisfaction and that offer long-term but are more durable (Kahn, 2007).

There is a diminishing possibility of assistance and customer recognition that the relationship should end up. Dan helps Caroline to clarify this feeling, accepting and acknowledging the fact that it is he who now takes care of her own situation with greater confidence, and that no longer sees the need to extend longer visits.

Boundaries and Ethics

Psychology as other professions framed within social and humanistic sciences, is to spotlight the human being, so all their work must be based on deep and solid ethical foundation. The therapist from any areas of action, penetrating as any other professional in the privacy of individuals, knowledge of their personalities, conflicts, feelings and dissatisfactions with its consequent influence on others. In this sense therapist has a code of special ethics of the

profession, to be governed so far by the principles and rules governing the conduct of health professionals in general, such as the International Code of Medical Ethics (Gabbard, 2016). Within vocational training curricular neither it is taught ethics as a discipline, but with their own performance in practice they are internalized modes of behavior required avoiding committing errors in the care of people seeking psychological care.

The requirements of the clinical and psychological care have made it necessary that the therapist incorporates universal ethical principles in his action, in his personal life and the development of psychology itself makes intervene in solving ethical dilemmas in other related sciences, which forces delve into the specifics of this type of psychological intervention (Radden, 2013).

In this particular case, Dan, the therapist, has crossed some boundaries as he has overwhelmed by the intelligent and towering personality of Caroline and it is considered a situation of crossing the boundary where the "therapist" is related to the patient differently which has to do with treatment. Since Dan has inside information about Caroline's life, thus, establishing any relationship with her during or after treatment is banned in the code ethics of mental health professionals.

Helpful Impact of Reflective Practice

In the psychological therapy dissemination and methodological experimentation of reflective practice is a globally growing phenomenon whose dynamism recalls the image of concentric circles that produces a small stone thrown into water. The image of concentric circles, despite its limitations, is good for psychological patients to express the idea to be treated in these

lines in relation to the dissemination of reflective practice in the international context of professionalization(Mann& Walsh, 2013).

The systematic and methodological Reflective practice is something quite distinct from natural and spontaneous reflexive exercise carried out by the professional. Not the same thinking to learn from the methodological reflective practice, the first thing is something innate in humans, the latter is an intentional process, orchestrated, systematic and structured part of professional practice to return to it with increased professional knowledge and after a made experiential and reflective learning (Mann& Walsh, 2013). Reflective practice strictly does not mean reflection, neither vagary, even inquiry. Nor can it be confused with a professional insight and even less with a risky psychological self-exploration. It can only be called reflexive process of systematic reflection individually and / or shared practice reaching improvement practice. Obviously reflection is improving professional practice necessarily improve the plays.

In line with these considerations emerge some of the elements which reflective practice: if the reflection optimizes professional practice which is properly understood as professional action and actor together in the unitary reality of the person(Rogers, 2012). Another of the elements which methodological reflective practice is that the direction that takes the reflection that rests on a concrete and real action or situation that occurred in the professional stage. Reflective practice is far from a diffuse reflection because it focuses on something concrete. It generally reflect away and much of systematic reflective practice because practice is always one, not generalist concrete reality. Part of the effectiveness of reflective practice is instrumented hit the object of reflection. Precisely the selection of action on which wishes to reflect is the first of the five phases of R Method 5 , a methodology of reflective practice that has shown its effectiveness in contexts other than teacher training (Mann& Walsh, 2013).

Reflective Practice opens the door for a new landscape in the process of development. and makes suggestively enter into a circle of thoughts and actions on professional work. These positive attitudes and reflective practice provisions generate some innovative changes where the transformation is needed. The theories underlying reflective practice are those who regard the person as a reflective and critical intellectual and conceive practice as a professional and social practice contextualized(Rogers, 2012). Some factors are contributing to reflective practice arises as a growing emerging response and spread among education professionals.

1. The limitations of the process-product research: The process-product research, based on the fundamentals of technical rationality has failed in finding and generating a substantial and significant content because the fragmentation of knowledge into small elements is a very sensitive approach to explain the real world;

2. The progress of cognitive and communicative psychology: The strong advance of this science is one of the factors that justify the interest in the processes of generation of knowledge through reflection, against behavioural psychology in which technical rationality is based. Cognitive psychology is more interested and focused research on the thought that in studies on observable behavior it seeks to know, describe and explain mental processes and interactions that support the complex activities pedagogic practice. The basics of cognitive psychology have provided a fruitful to explore the thought of teaching base, problem solving, reflexivity and management complexity. Communicative psychology provides information for the analysis of personal relationships as well as the effects of mutual interactions and perceptions of learning.

3. Recognition of ethnographic research: The legitimacy of ethnographic research has also contributed to the development of reflective practice since the beginning of this research

methodology emphasize and scientifically assess two important aspects in research: dependence on the context and the perception that people involved in the same granted to the events under investigation, from their perspective(Mann& Walsh, 2013)

Dan and Caroline, at the beginning of the interview produce a deep sense of being understood, in a way never before experienced. The role of Dan is to return to Caroline her true reflection as in a mirror and make her able, aided by this new perception, remade. Personal reflection on all this does not exceed the limits of the interiority, the reflection to come from someone else but give only the data that we ourselves have expressed objective image and enables a more realistic understanding of ourselves and our behavior (Orlinsky, 2015).

It is very important to become reflective consciousness of the other, helping to turn on himself to reach the innermost feelings, clarify and resolve them. The reflection placed on the person's responsibility to take their world of values, based on their own experience (Rogers, 2012). The reflection is the most appropriate mechanism to establish the relationship because it avoids the invidious field and is located in the type of comprehensive answers calls.

Reflections have the sense to cognitively clarify and summarize what has been said. Give light, clarify what Caroline does not see but has expressed. Dan follows what happens to Caroline, it differs from the interpretation that is a deduction that is based on knowledge that Caroline gives to Dan and not based on knowledge possessed by Dan as therapist. Reflection Clarification can be distinguished into the following types:

- Ambivalent, when the client has two found emotional situations;
- Immediate contingent expressed by the client;
- Summary, small summary of what was said by the client;

- Bifurcation shows the client two possibilities, two paths;

- Gait, clarify something implicit and go a little beyond what the client has said;

- Gestalt, raise the opposite of the expression of the client;

- Terminal, at the end of the session return everything said by the client in summary

Reflections of feeling, point to summarize the uptake by the therapist emotions implicit in the exchange given in consultation with the aim of promoting an awareness of the emotional stakes. Iconic Reflections, allow the symbolization of an experience difficult to verbalize, through icons such as metaphors, images, objects present.

Why Caroline is seeking help is changed in a positive direction by participating in a therapeutic relationship with Dan. By learning to listen, she also begins to be accepted. Expressing her aspects, previously hidden, discovers that Dan expresses a positive and unconditional respect for her. Slowly she begins to take the same attitude toward Dan accepting as it is and thus begins the process of becoming.

When the therapist is able to adopt these attitudes and when the client can experience them to some extent invariably arise constructive personal development(Lambert& Barley, 2001). A full operation means that people realize their feelings, have the ability to live in the present time. Develop a greater understanding of themselves, more self - confidence to make decisions (concerning internal)(Lambert& Barley, 2001). Most original and expressive they will become; they may accept others better, face the problems of life more easily and appropriately.

At the beginning of therapy, Caroline come up with several problems; in the course of the therapeutic relationship, she get to herself destroying all frozen. Intuitive Collection involves the sudden understanding of a situation, but in an intuitive manner, i.e., without having to follow the

steps of a process of reasoning, which is not achieved until you have achieved recognition and acceptance of all. Therefore, it is a series of learning, such as getting a new understanding of the meaning with behavioural symptoms and understand the most common behavior patterns themselves. The experience of catharsis during the therapeutic process can lead to the intuitive grasp, once feelings are accepted, client is able to describe the experiences that caused (all frozen). And there is no need to deny those feelings that are not socially acceptable or are not in conformity with the ideal self. Therefore, the client is prepared to integrate their accumulated experiences, becomes a less divided person, with a more consistent behavior, in which every action has a feeling and unity with others(Lambert& Barley, 2001).

Conclusion

During the therapeutic relationship, Caroline gets to experience that is understood and accepted as it is in the different aspects of their experience, thus a progressive change occurs during the sessions of therapy. Problems and feelings are recognized as themselves, increasingly accepted. It increases the acceptance of responsibility in the problems faced and raises concerns about the extent to which it has contributed to them. Caroline discovers some personal constructs, clearly recognizes and begins to question its validity.

However, after completing six session, Dan actually feels that the therapy sessions are not helping Caroline anymore and the limit of six sessions has already passed but he did not have any idea how to conclude these useless therapeutic sessions because he was completely intimidated by Caroline's personality.

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