

Chapter 1

THE USE OF DYNAMIC ORIENTED BRIEF- EMERGENCY PSYCHOTHERAPY IN TRAUMATIC PROBLEMS OF ADOLESCENTS: CASE REPORT

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INTRODUCTION

Adolescence is a period in which childhood traumas may occur, all the while, the important duties of the developmental period are fulfilled simultaneously. Individuals are usually caught off guard by adolescence; although, it is an expected and natural process just like every other developmental period. Disappointment and frustration in adolescence are major components of trauma (Parman, 2010). Natural disasters, such as earthquakes, floods, and avalanches, may bring about traumatic problems in people's lives; however, in other circumstances, people themselves, either directly or indirectly, experience traumatic problems in the forms of traffic accidents, immigration, physical-emotional-sexual violence and abuse, war, and terror. The re-adaptation processes back to the daily life after a man-made trauma is much more difficult when compared to the traumas experienced following a natural disaster. Traumatic events reverse the usual behavior system that gives people a sense of control, bonding, and meaning (Herman, 2007). Among traumatic problems in adolescence are natural disasters (Tanhan and Kardaş, 2014; Yöndem and Eren, 2008), death (Ayaz, İmren and Ayaz, 2012; Bonanno and Kaltman, 2001), divorce (Arifoğlu, Richard and Öz, 2010; Amato; 1994), crime and legal issues (Adams and Berzonsky, 2003; Gullotta and Adams, 2005), substance abuse (Derinöz and Belen, 2008; Ögel and Yücel, 2005), suicides (Evans, Hawton and Rodham, 2004; Siyez, 2003), and sexual-physical-emotional abuse (Kaya and Çeçen-Eroğul, 2013; Taner and Gökler, 2004). Recent studies (Akdoğan, 2012; Kaya, 2015) clearly demonstrate

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that one of the most important problems during adolescence is the divorce of the parents.

Divorce is considered a stressful process for children as it requires them to re-adapt to the changes that occur in the home, school, family and friends' environment (Özgül, 2001). The literature reveals that studies on children and adolescents of divorced parents generally focus on being sound (Amato and Keith, 1991; Mechanic and Hansel, 1989), compliance problems (Arifoğlu, Richard, Razi and Öz, 2010), and psychological symptoms (Fiyakalı, 2008; Güler, 2013). After their parents' divorce, the already vulnerable adolescents become more prone to psychosocial problems including failure at school, abandonment anxiety, low self-esteem, feeling worthless, blaming parents, and have pessimistic perspectives of the future (Erdim and Ergün, 2016).

The divorce rates in Turkey are increasing with every passing year (Turkish Statistical Institute, 2015). Some divorced parents prefer to seek psychological help from experts like psychologists and psychological counselors; while many others try to hide what they are going through (Akdoğan, 2012). Sevim (2008) emphasizes that adolescents of divorced parents go through a number of stages, for example, denial, anger towards the person/situation causing the divorce, efforts to keep the parents together, depression, and acceptance. Although the literature in Turkey includes studies on psycho-education aimed at children and adolescents of divorced parents (Dursun, 2015; Nkyi, 2015), there is not a single study featuring psychological consultation sessions carried out with the adolescents of divorced parents. It is critical to provide adolescents with much needed support during this stormy and stressful period in order to promote the formation of a healthy personality. In his study on developmental and traumatic problems of adolescents, Kaya (2015) highlights that parents' divorce poses a traumatic problem for the adolescents.

Traumatic crises may lead to serious functional destruction unless the necessary measures are taken in time (Emery, 1982; Sayıl, 1992). Thus, discerning the problems of adolescents and taking precautions in secondary education institutions, where adolescents spend the majority of their time, are crucial. Within this scope, psychological counseling and guidance, together with its protective-preventive-rehabilitative-constructive functions, portrays a significant role.

Adolescence is a developmental period, in which adolescents can naturally and easily express their problems and expectations, given an appropriate therapeutic

setting is established, where a safe, individual bonding with the counselor is achieved. The psychological counseling of adolescents in high school is considered more effective than with the pre-school and elementary level students, as adolescents have a higher expectation to express themselves and to be heard by others due to the nature of their cognitive, social, and sexual development. The literature explores studies on the effectiveness of psychoeducational programs and group counseling that are effective in solving the problems of high school students (Meydan, 2013; Sargin and Çetinkaya, 2010; Yıkılmaz and Hamamcı, 2011). Experts who provide psychological counseling for adolescents are expected to solve the developmental and traumatic problems (Kaya, 2015). Psychological counseling is accepted as a susceptible occupation with great expectations (Voltan-Acar et.al., 1996). People in need of help apply to psychological counseling and may expect their problems to be solved immediately.

Today, there are more than 400 defined psychological counseling theories and the common purpose of all of them is to help an individual in need, otherwise referred to as the client (Ergüner-Tekinalp and Işık Terzi, 2013; Sharf, 2014). The interest in short term psychological counseling emerged from socio-economic problems, the requirement to serve more people, the limitations of up-to-date quantitative assessments (Ardalı and Erten, 1999; Levenson, 2011; Rogers, 1994), and the need to provide WW2 veterans and patients with psychological help that can be supported by insurance (Bellak, 1983), and has continued up until today. With the public health movement in the 1960s, the interest in the crises-driven counseling increased and in the short term, dynamic psychological counseling methods were encouraged (Levenson, 2011). The most recent application, amongst all the dynamic approaches, is the Brief Intensive and Emergency Psychotherapy (B.E.P.) developed by Leopold Bellak following WW2 in order to meet the heavy demand with limited resources. It is a psychoanalytic-oriented, dynamic and intensive psychological counseling approach that benefits from object relations theory, learning theories, and general systems theory and it consists of five to six sessions (Bellak, 1992). B.E.P. was and has been used successfully in clinics and mental health centers for acute affective problems such as mourning, depression, anxiety disorders, trauma, and function loss (Bellak, 1981).

Getting a divorce is a process that often incurs psychological, social, and legal outcomes. If a marriage ends in divorce, the priority of the parties involved should be in the best interest of the children (Altunbulak, 2011). After a divorce, the

parental control and support for the adolescent is decreased, the adolescent starts to live apart from one parent, yet still witnesses the ongoing conflicts between the parents, has fewer economic opportunities, and has to readapt to a new school, new friends and a new social environment (Amato, 2000). Additionally, adolescents, who spend most of their time at school, may experience problems such as a decrease in academic achievement, conflict with friends, anger management issues, and have to cope with all of them at school. This study can be a beacon for the experts who work with adolescents as it depicts how they manage their problems when a therapeutic setting is provided. Furthermore, this study is expected to contribute to the literature since it lacks case analyses.

The purpose of this study is to prove the effectiveness of B.E.P. procedures in solving the traumatic problems of a high school student and describe the steps of psychological counseling process using Case Work. More specifically, the research seeks to answer the below question:

How does the dynamic oriented, short-brief-emergency psychological counseling (B.E.P.) procedure work with a high school student of divorced parents?

METHOD

Research Design

The methodological approach carried out in this study is Case Work. This method is used to examine the client more in-depth, to portray individual differences and to analyze the process of personality formation. It requires the clients to record their behaviors of past and present, which may have continued for years. The data obtained from the case is descriptive. Thus, the findings should be conveyed by the researcher through their impressions given by the clients (what they do and what it may mean) rather than statistical analyses. Researchers interpret data using easily understandable figures in quantitative assessments (Burger, 2006). All personal information of the client in the research was altered and the client's name was coded as 'Elif.'

The Client

Elif is a 16-year old who studies in the 10th grade (equal weight field) in an Anatolian High School. She is the eldest sibling of three; she has two younger brothers. Throughout the week, she stays in the school's dormitory and on the weekends, travels to the suburbs where she lives with her mother and brothers.

She has spent the majority of her life in the suburban area where her mother lives. She was advised to seek psychological counseling sessions by both the school's assistant principal and the psychological counselor due to her pessimistic mood and the disarray in her friendships that emerged following her parents' divorce. She was given the Symptom Check List (SCL-90-R), Hacettepe Personality Inventory and Beier Sentence Completion Test (Form B); the results indicated that she was apt for B.E.P. and the procedure was initiated.

The client is an adolescent with ambivalence emotions, depression, and frustration. She is both fragile and resentful in her relationships, exhibits obsessive thoughts and behaviors, and is in a constant state of anxiety and fear that she might be hurt by others. In addition to displaying high levels of emotional instability, neurotic tendencies and psychotic symptoms, she demonstrates self-destructive behaviors, a sense of being stuck in the past and double emotions especially towards her father. The results of the pre and post-tests and the follow-up tests are presented in the Findings section.

The Method of Psychological Counseling

Developed by Leopold Bellak, this dynamic oriented, short-brief-emergency psychological counseling technique is rooted in psychoanalysis and combines ego psychology, object relations theory, general systems theory and learning theories. It has been successfully used in treating mourning, depression, anxiety disorders and trauma (Bellak, 1992; Doğan, 2015). The process is systematic, dynamic and holistic. It presumes that the entire regulative structure of the client can be altered in 6 sessions. During the psychological counseling, a dynamic formulation is provided after a careful psychological investigation of the individual and family history of the client. The symptoms of the client are examined and linked to roots of the early period in life, defense mechanisms, learnings, object relations formation, and ego development. The psychological counselor tries to understand the situations entangled by past effects and the formation of present problems, and gets the client to understand them as well. Throughout the sessions, the dynamic formulation is deduced and the "in-depth work" phase is initiated, especially for the client to learn and internalize. In the last session, the counselor and the client together evaluate the entire psychological counseling process and discuss any differences that the client has noticed in his/her own emotional state. A follow-up session is held one month after the last session (Bellak, 1992; Doğan, 2015).

Assessment Tools

The Symptom Checklist (SCL-90-R)

The questionnaire consists of 90 items and is scored on a five-point Likert scale between 0 (none) and 4 (extreme). The scores of each dimension are means of the scores of all items of the dimension. It consists of nine primary symptom dimensions; somatization, obsessive-compulsive, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism. The individual's state for each dimension is identified by the average rating given to the symptoms of a subscale. The total score from all the dimensions is divided by nine, and a "general symptom average" is obtained. Scores from 0.00 to 1.50 are accepted as "normal" when interpreting the scores. Scores between 1.51 and 2.50 are considered as "high"; 2.50 and 4.00 as "pathologic" (Deragotis, 1977).

Beier Sentence Completion Test (Form B)

It is a semi-structured projective test used to identify the general attitudes, tendencies and motivations of individuals. It is 67 half sentences and are completed by respondents aged 16 years old and over (Beier, 1961).

Hacettepe Personality Inventory (HPI)

It was developed to assess the "individual" and "social" adaptation of the respondents. The HPI consists of eight subscales; four for "individual adaptation" and four for "social adaptation." There are 20 items in each subscale. Eight items are specifically designed to ensure validity of the scale. The inventory includes 168 "yes" or "no" questions; thus the data can be interpreted directly. High scores are an indicator of adaptation; whereas, low scores represent maladaptation. Seventy-five percent is a sign of the individual's adaptation and the remaining twenty-five percent shows maladaptation (Özgüven, 1992).

Methodology

Data collection was initiated after the Inonu University Scientific Research and Ethics Committee decision. The client, who was the most compatible with this research, and her family were verbally informed about the study and consent was obtained in written form. The client was given SCL-90-R, HPI, and Beier Sentence Completion Test one week before the sessions started. After the completion of the anamnesis interview, which took two sessions, the process

of dynamic oriented, brief-intensive-emergency psychological counseling was initiated. The process included 60-minute sessions held in the counseling and guidance service in a secondary school. The counseling and guidance service had the appropriate atmosphere to provide beverages with large and sunlit rooms. The client, was again, given the SCL-90-R, HPI, and Beier Sentence Completion Test in the last session. In the follow-up session, held after one and a half month, the client was given the same tests one more time. Each session was videotaped and transcribed by the researcher. The researcher received feedback before the sessions were conducted.

FINDINGS

The researcher transcribed Elif's short-brief-emergency psychological counseling sessions. The total word count of the transcription was 34,652 and the total duration of the interviews was 7 hours 8 minutes 14 seconds.

Quantitative Findings

The figure below compares the results of SCL-90-R, HPI and Beier Sentence Completion Test given to Elif as pre, post and follow-up tests.

Figure 1 clearly shows that Elif's hostility and depression symptoms were pathological (2,51-4,00), anxiety, paranoid ideation, interpersonal sensitivity, obsession, somatization, psychoticism, and additional scale symptoms were high (1,51-2,50), and phobic anxiety score was normal (0,01-1,50) before the brief-intensive-emergency psychological counseling sessions started. A decrease in all the symptoms after the session is quite significant. Moreover, the follow-up test results indicate that her hostility, anxiety, and additional scale scores were back to the pre-test level, but all the other symptoms fell inside the normal range.

Figure 2 shows that Elif's pretest results for HPI reveal that emotional stability, neurotic tendencies, and psychotic symptoms in the individual adaptation subscale were in the 25th percentile as well as her anti-social tendencies in the social adaptation subscale. When the post and follow-up test results are compared, we can see that all the other subscale scores have reached to the 75th percentile although social norms score reverted. It is evident that her individual and social adaptation has increased.

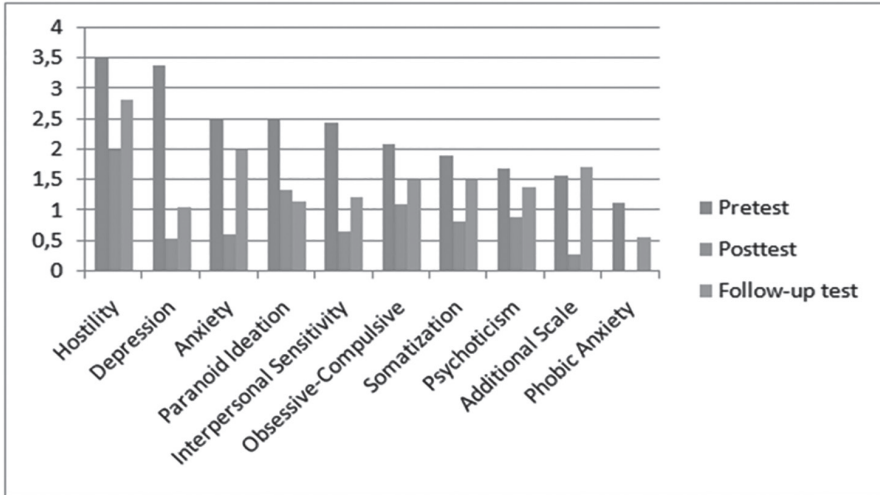


Figure 1. Elif's pre, post and follow-up test results for SCL-90-R

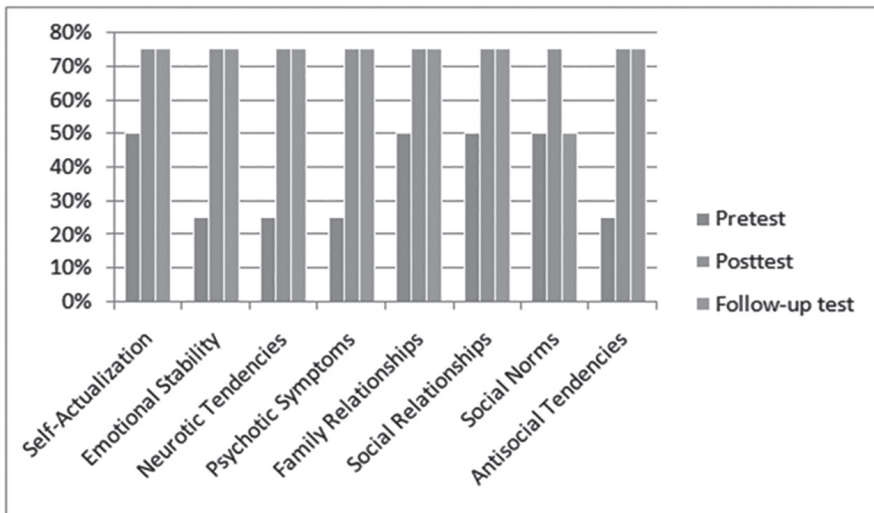


Figure 2. Elif's pre, post and follow-up test results for HPI

Figure 2: Elif's Pretest Results For HPI

Table 1 shows the positive, negative and neutral statements given by Elif in the Beier Sentence Completion Test. Pretest results indicates 14 positive, 42 negative, and 11 neutral statements. Post-test results document 36 positive, 16 negative, and 15 neutral statements. Additionally, when follow-up test results are

compared to the pretest results, the number of positive and neutral statements increased and the number of negative statements decreased. An examination of the client's statements demonstrates that she used more and more concrete expressions throughout the tests.

Table 1. Elif's pre, post and follow-up test results for Beier Sentence Completion Test

Dimensions	Pretest			Posttest			Follow-up Interview		
	+	-	0	+	-	0	+	-	0
Attitudes towards Past	2	3	-	3	2	-	2	1	2
Attitudes towards Future	2	3	-	5	-	-	4	-	1
Sense of Self	1	5	-	5	-	1	4	-	2
Attitudes towards Mother	1	3	1	4	1	-	3	-	2
Attitudes towards Father	-	4	1	-	4	1	-	5	-
Domestic and Family Relationships	2	1	2	5	-	-	3	1	1
Attitudes towards Friends	-	2	3	2	-	3	2	1	2
Attitudes towards Authority	2	2	1	2	1	2	1	1	3
Fears and Anxieties	-	5	-	2	3	-	1	3	1
Sense of Guilt	-	4	1	-	2	3	-	2	3
Attitudes towards School and Work	4	1	-	4	-	1	3	-	2
Relations with Opposite Sex	-	4	1	1	1	3	2	-	3
General Attitudes	-	5	1	3	2	1	1	1	4
TOTAL	14	42	11	36	16	15	26	15	26

Below are some of the sample statements from the pre, post and follow-up tests:

“There are *a lot of people* that I hate.” (Beier pretest statement, general attitudes)

“I still have *some things that I hate*.” (Beier posttest statement, general attitudes)

“The only thing I hate is *self-indulgence of people*.” (Beier follow-up test statement, general attitudes)

“Does my father *not commit any good deeds?*” (Beier pretest statement, attitudes towards father)

“My father *is not a good person at all*.” (Beier posttest statement, attitudes towards father)

“My father *has never said that he loves me*.” (Beier follow-up test statement, attitudes towards father)

“I *am nothing* to others.” (Beier pretest statement, sense of self)

“I *am a strong person* to others.” (Beier posttest statement, sense of self)

“I *am positive* to others.” (Beier follow-up test statement, sense of self)

Qualitative Findings

Anamnesis Session

The anamnesis session with Elif was carried out in two parts. Short-brief-emergency psychological counseling requires asking the client nearly 100 questions about *introductory information, complaints, self-representation, pre and postnatal, elementary school, sexual history, desires and habits, emotional and physical health, distinct memories, and family members*. Based on the client's answers, a formulation and a therapeutic working harmony were established. During the interview, the client's timid and wary style of speaking and the constant tapping of her feet uneasily stood out. Below is an excerpt from the anamnesis interview.

Psychological Counselor: *Can you tell me about your problems?*

Elif: *I have family issues. Parental issues. They got a divorce due to irreconcilable differences. They divorced this summer. My father stays in Mor and we live in here with my mother. They used to have fights... A lot... My father inflicted violence on my mother in the past, he was convicted for that. He was also in debt. That's why my mother wanted a divorce. They got a divorce.*

Psychological Counselor: *When did these irreconcilable differences start and when did you start feeling this overwhelmed about it?*

Elif: *When I was 10. They have had lots of fights since I was 10. Then they separated for a while. But my mother had to make peace because of us, kids. For*

the past five years, they have continually fought, but have stayed together for us. But after a while, something had to give and my mother had had enough. The situation was very bad for her because of my father.

Psychological Counselor: *How has it hindered you so far?*

Elif: It negatively affected my self-confidence, which I had almost none. I was pessimistic all the time; it affected my psychology a lot. My psychological state changed so much that I never felt good about myself. I couldn't focus on anything; I was constantly thinking about other things. I couldn't concentrate in the lessons. Also in the dormitory... I always thought about irrelevant things. I would sometimes fight with my friends, and then think about it. I sometimes thought about my family, about what has happened and would get all wrapped up about it. For example, when I was in the 8th grade, my father beat my mother very badly. I tried to interfere. I was in the thick of it. I have two younger brothers. They also wanted to interfere. My father beat my mother a lot. She was hospitalized and now she is dealing with a slipped disk. All of this was going on while I was preparing for the test of Transition from Primary to Secondary Education then. All these affected me very badly.

The process was structured after the anamnesis questions; the client was informed about what to expect in the remaining sessions.

Psychological Counselor: *Well, I am done asking questions. I told you I was going to ask many questions today and I have. You answered them all sincerely. You opened up here; you are very brave. I will ask fewer questions in the next sessions. We started a journey together; you may get exhausted in this journey, but I will be there to support you. And when you are ready, you will continue this journey on your own. Until then, there will be times when you may have more problems, and feel unwell. In these times, keep in mind that negative feelings are also included in our process and you need to go through them here. Write in the journal I will give you after our sessions. Please write down everything, from the moments you feel peaceful to the worrying times, whenever you feel ready to write.*

Elif wrote in her journal: "Today was very different for me. I was so excited and happy. This will be the most unforgettable moment of my life. Being the chosen one feels so good. I felt special. Weird and good. Not everyone can receive help from a Professional, and I will try to make the most of it. I feel like I have undertaken a great responsibility. I am worried. What if I fail? What if it turns out badly? But I don't have anything to worry about. I have more to gain!" (From Elif's journal – Anamnesis Session)

Second Session

The purpose of offering reflective summaries between sessions is to link them together, as well as having the client gain awareness using several manipulation techniques. During this session, the anamnesis process was summarized and the client was reminded that the psychological counseling session would be processed differently than the anamnesis process. To emphasize the roles of the counselor and the client, the “blind man and the train” metaphor, which Leopold Bellak used, was employed (Bellak, 1992; Doğan, 2015, p. 103-105). Later on, during the session, the verbalization of the client’s complaint was supported using basic psychological counseling skills. The counselor made behavioral objectives clear and summarized the day at the end of the session. Elif stated she had nothing to add to the summary and chose “being less worried and more self-confident, being more visible as a youngster than a mere mediator between her parents, seeking healthier ways to make friends” as the goals she wanted to achieve. The counselor observed that the client got used to the process a bit more in this session and had no troubles opening up. They also talked about their therapeutic harmony and worked on the silence faced in the sessions by remembering “the blind man and the train” metaphor.

Psychological Counselor: *How do you feel about having shared some details from your own life?*

Elif: *It feels a bit strange because I had never talked about them before. I had never shared this many details. It feels weird that I had told you all about it.*

Psychological Counselor: *Weird?*

Elif: *Weird... Well... You know it is a bit different. You now know things that my family doesn't. I tell you about things that I can't even prove to myself. This makes me feel both excited and strange.*

Psychological Counselor: *I feel like you expect me to ask you questions.*

Elif: *Yes, because I can't find anything to talk about. What do you want me to tell you?*

Psychological Counselor: *It's completely up to you. I am blind. (The counselor smiles).*

Third Session

This session is called “the in-depth study” in the process of short-brief-emergency psychological counseling and its purpose is to use the findings about

the formulation and conceptualization completed in the first two sessions to raise the client's insight. In this in-depth phase of the study, the client is provided with a psychotechnics' briefing assuming that the underlying reason behind the client's issues of friendship, sense of self and family is the developmental features of adolescence. At the conclusion of the briefing, Elif was asked to assess the process in general and share the parts that affected her the most.

Psychological Counselor: *Well, I think we have talked all about adolescence. Do you have anything to add or ask?*

Elif: *Actually, everything I have gone through so far was due to adolescence. I thought it was only me, but now I see, everyone goes through it. I don't know... All the inconstancy, the feeling that everyone is watching me or the fits. The desire to hurt oneself... The other people also have them. I now see it and it will help me shape my life because it deeply affected me. I now feel the desire to become an adult.*

Psychological Counselor: *You have realized that you are not alone.*

Elif: *Yes, I am not alone. I mean, I realized that I am not alone and a lonely life is not worth living. That's what I think... The presentation affected me a lot.*

Psychological Counselor: *Well, what part of the presentation affected you the most?*

Elif: *I saw myself there. It was all about me. I can say that I have gone through everything that an adolescent can possibly go through. Boys, for example, they both repulse and attract me. I am always afraid of being excluded and I feel like everyone is watching me. I am unhappy all the time, bored all the time. These all reflect me somehow.*

Fourth Session

The differences in the in-depth study phase were highlighted here. The counselor and client worked on abandonment anxiety towards the end of the process and the awareness statements necessary for the change. Detailed summaries of all the sessions were reviewed. The social distance decreased in this session and the counselor and the client became equals. The message that the psychological counseling was completed successfully was conveyed to the client.

"I honestly think that I was more mature in today's session. I was bogged down in the previous sessions and I didn't know how they would go. Now, I am better and believe that I can achieve things. I spoke with self-confidence today.

I can't believe how I have come so far in such a limited time. But I know that Counsellor was always there for me. I am sad that our sessions end next week, but I will be dependent on her and can't solve my own problems unless they end. The Counsellor needs to go. I know this and I am ready. I need to continue my life somehow and I have already started it" (From the client's journal, fourth session).

Fifth Session

The client evaluated the entire process in this last session. The client's mother and the psychological counselor at her school were also present in the session and gave feedback about her progress. When working with the client alone, she emphasized her positive change since she started the psychological counseling process. The process ended with positive emotions.

Psychological Counselor: *How did it feel to be present here and listen to what was said about you?*

Elif: *It felt great, I felt great. I was very curious about my mother's thought about me. She didn't talk to me that much, but all the things she shared here today made me really proud about myself.*

Psychological Counselor: *You were proud, how nice! You were talking about how you started to apply what you had learnt here in your Daily life. Today we realized that the change was visible by others.*

The researcher in her journal wrote about Elif:

"Elif overcame the abandonment anxiety. She said that it felt good to hear others talk positively about the ways in which she has changed. Before she left, she mentioned her happiness and eagerness about me using the content of our sessions together. She said she could make others believe that they can change this way. I was both surprised and happy to hear it. She really believed in what we did, in her own change. Her strength to give others hope about positive change is very valuable to me. Elif, you are great." (From the counselor's journal, fifth session)

Sixth Session

The quality of the outcomes was evaluated in this follow-up session. Short-brief-emergency psychological counseling process was completed with positive emotions after having laid emphasis on the client's positive change just like in

the previous session. The positive change was also significant in the journals of the client and her mother. Below are some samples from their journal:

“My daughter has gained a sense of self-confidence. She now understands that her mother or teacher can’t always be there to help solve her problems. She now knows that she has to manage them. She feels stronger.” (From the mother’s journal)

“I spoke to my daughter on the phone today and I almost didn’t recognize her. It felt like she grew up suddenly and became a responsible adult. She actually talks to me now. She is stronger, shares her problems and is willing to solve them. I believe in her.” (From the mother’s journal)

“She is more enduring compared to her old self. She also has problems now, but she pulls herself together faster. She gets up and continues fighting.” (From the mother’s journal)

“I don’t know where to start, but here I go. I know I haven’t written for a while. It doesn’t mean that I was unhappy or felt like I had to write! I just wanted to pass some time. I wanted to see how things would go after the process. I lived through a lot meanwhile. I think I am deciding to be happy or unhappy. I don’t think I am as pessimistic as before; actually I am way better now. I can’t explain exactly how I feel. Let me put it this way: ‘There was a broken glass on the floor. I picked up the bigger pieces, but the smaller pieces are still there. I step on them sometimes, but they don’t hurt as much as the big pieces do.’ That’s exactly how I feel.” (From the client’s journal)

DISCUSSION

Here, the dynamic oriented, short-brief-emergency psychological counseling sessions that were conducted in six sessions with Elif, are presented. The fact that she had the insight to use her own sources during the sessions made the process smoother. The anamnesis interview with Elif was completed in two sessions, as the necessary information to build a formulation cannot be conveyed in only one session. With the help of the anamnesis sessions, the counselor observed that the underlying reason why Elif perceived her parents’ divorce as a problem was the fact that she was going through adolescence. She also observed unrealistic idealizations in Elif’s sense of self and friendships. Elif, who initially applied to receive psychological support due to traumatic problems, was also experiencing developmental crises. Thus, the counselor prepared an informatory presentation

about adolescence and shared it with Elif in the in-depth study phase. The presentation covered the physical, emotional, cognitive, social-developmental aspects of adolescence. A psychotechnics' briefing about character formation and the possible anxiety sources in adolescence was also provided. In the session where Elif was asked, "*What affected you the most during our sessions?*" she replied, "*The presentation about adolescence. It totally was about me.*"

In the first session, Elif described her problem with these words: "*My problem is my family. They got a divorce and it ruined my self-confidence. I can't focus on anything else. I have no one to turn to, I am alone, I was excluded by my friends, I am unhappy all the time. I am so angry with my father. I only live to not sadden my mother more.*" The father is not there for Elif in her initial memories and she has conflicting feelings for him. Although she wants her father to be there for the family, the decision to get a divorce had a negative influence on her affection. She stressed that she usually felt very angry and put it into words with "*I felt so much angry.*" In his study carried out with adolescence of divorced and not divorced parents, Fiyakalı (2008) states that adolescents of divorced parents constantly have higher levels of anger. Elif identifies her father as the emotionally unavailable and distant parent by exemplifying his negative behavior. Thus, she feels more attached to her mother and relatives on her mother's side. Additionally, she developed a fear of abandonment by her uncle and aunt and stated it "*I fear to be left by them as well.*" Türkarıslan (2007), who examined the shared reactions of children following a divorce, emphasizes the emotions, such as anger and fear, and underscores the fact that these children become afraid of being abandoned. Elif started to display behavior to meet her mother's expectations after she became her "confidant" following the divorce. Throughout the sessions, Elif realized her conflicting emotions for her father and reflected on it "*I both love and hate my father. I remember the past when we'd talk and get upset. It is a good thing that we live apart.*" After having identified with being more "mature" following the in-depth study phase, Elif started to restructure her mental bridges. She realized that her problems were not only about her parents' divorce, but related to where she placed herself between her mother and father. She said in one of the sessions, "*The divorce is not my problem; it's my parents' problem. I am always in the middle, though.*" She talked about the awareness she gained in the follow-up session, "*Now I see myself outside of the mess between my parents. When I handled this problem, all the others followed easily and rapidly. The divorce happened at a time when I was feeling vulnerable*

due to adolescence. The stress and dilemma that came with the divorce combined with the issues of adolescence and became a big deal. After the presentation about adolescence, I started to question myself and now I am not the girl I used to be.” She improved her own insight by gravitating towards her own sources and building a bridge between her past and present. She was subconsciously afraid of being abandoned; however, she was able to deal with this situation, which also damaged many of her friendships, *“It’s not my family, my friends, or anyone else... I will decide what I am capable of; I now have the self-confidence and other people notice this, too. I know that I can live alone now.”*

The clients cannot be considered as fully independent from their families or the society they live in. Bellak (1992) stresses the importance of collecting information about the client’s family relations after the anamnesis session. Elif’s parents’ divorce means the familial system she had gotten used to was falling apart. Creating balance for the new system took both time and its toll on Elif as she struggled to find her new position within this system. The ambivalence she felt towards her father can be explained by her taking up sides with her mother. Özağı (2007) explains that “losing” a parent naturally causes anxiety for the children and makes them get way more attached to and dependent on the parent who stays at home with them. Elif might have interpreted the ruin of a spouse subsystem as the ruin of a parental subsystem. Empathizing with her mother, she became her mother’s confidant in time and assumed the role of a bridge between her parents. B.E.P. sessions supported her individual subsystem. The individual and the family interact with each other. Elif’s individual subsystem got stronger and thus led to a change in the family system. She began to talk more about her own expectations and desires. However, this made her mother worried, *“She is not the girl she used to be. I don’t understand what is happening to my daughter.”* Elif took a firm stand and this made her mother develop some skills to cope with the new spouse subsystem. In her feedback, she said, *“Elif understood that the divorce is our problem, not hers. She tells us that we are the ones who are going to solve it.”*

B.E.P. underscores the re-integrative aspect of ego and aims to empower defense mechanisms (Bellak, 1992; Yıldırım, 2006). Elif’s history shows that she successfully managed to answer several questions about the prenatal period and early stages of life, which many people cannot. However, we can say that she did not have a healthy attachment to her mother by sharing “everything” with her. She may suffer from Electra complex, an adolescence who doesn’t

have any positive memories with her father. It is highly possible that she had ambivalent feelings towards her father since she both wanted to win him back and didn't want to betray her mother. She was able to separate herself from her mother after she re-examined her relationship with her mother and their intertwined boundaries during the B.E.P. sessions. Although this separation upset the mother, Elif took a huge step to become an individual herself. *"I don't tell her everything now; I have my own secrets. I decide on our boundaries."* She developed abandonment anxiety as a result of an unhealthy attachment and not having good memories with her father; however, we can say that her ego gained its re-integrative power back after her remark, *"I now know that I can live alone."*

RESULTS AND SUGGESTIONS

When the results of the pre-test and post-tests were compared, the findings reveal the client's psychological symptoms had decreased; whereas, the social and personal adaptation values had increased. It clearly supports that B.E.P. was effective and consistent in resolving the client's problems who had applied for psychological counseling after her parents' divorce. Elif focused on the dynamic reasons of her problems with the help of the B.E.P. sessions and readapted to her current situation by increasing her insight and connecting the unconscious mind to the consciousness. Through B.E.P. sessions, she realized her past learning experiences and actualized new ones. She also became more open to having new experiences. She started to concentrate on the relationship with her mother. The re-integrative function of her ego increased, and the abandonment anxiety levels decreased. After the sessions were completed, she was observed to have a more powerful individual subsystem and to redraw the boundaries within her family. She began to take responsibility for her own actions using her own resources.

The issues that adolescents have during this developmental period can become severe problems to manage in time. They can even turn into problems that threaten their integrity. Even though B.E.P. focuses on the symptoms that the clients bring into session rather than the clients themselves, it may not work the same way for everyone (Bellak, 1992; Doğan, 2015). The number of sessions may vary when applied at schools. B.E.P. is an alternative to other short-term approaches and the counselors can work on the issue by focusing on the dynamic reasons and deciding the most effective intervention for clients. B.E.P. is effective in a short time as it evaluates the problems of the adolescents grounded in the dynamic reasons and uses a dynamic formulation. Thus, it can

diminish the negative effects on the adolescents' character and by strengthening the ego, lead the adolescents to restructure themselves as a whole, rather than a mere behavioral change.

The Case Work Method is used in this study to examine an adolescent who had traumatic problems due to her parents' divorce. Counselors can employ the principles presented in this study while working with adolescents of divorced parents. The B.E.P. sessions can be performed with adolescents having different traumatic problems. Researchers can carry out experimental studies to investigate the effectiveness and sustainability of the B.E.P. sessions. This study was carried out with one high school student who had traumatic problems. Researchers can do similar studies with high school students who have developmental problems.

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