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**Redecision therapy case study:
Case presentation & counseling issues**

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Abstract:

Huda is a 34-year old Malay Singaporean divorcee who has been married for 6 years with two children. During her first counselling session, she displayed two presenting problems. She showed signs of burnout from her busy and stressful life and dissatisfaction. In addition to her personal life at home, she was feeling guilty of not able to protect her children from her strict mother who is the main care giver while she is at work. She began to struggle with the fact that she felt that she is not able to raise her children in a more nurturing environment as she is very protective towards her children well-being, in terms of meeting their psychological needs when it comes to unnecessary verbal lashing. She felt more upset when her family members and siblings would often her for not being aggressive enough to discipline her children. Huda shared that when she was young; she was often labeled as rebellious child. Her mother was highly critical of her and would hit her if her academic performances were not as good as her other siblings. As a young child, she grew up believing that she could never do things right and she is weak.

Key Words:

Transactional Analysis, Burnout

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INTRODUCTION

Transactional Analysis (TA) is used to improve clinical and educational supervision. Managing inappropriate behavior can be also analyzed by TA. Breaking free from frustrating encounters and moving towards the relationship with trainee can be done by that analysis. The parent's function of high school boy students study of Fathipouri et al. (2010) showed that the weak relationships of an adult can be improved by effective TA method through social adjustment. (Zadeh ET AL., 2013) Emotional breakdown of students, personality states, self-esteem and clinical symptoms of people with emotional breakdown, marital satisfaction, methods of coping with stress, preventing the increase of conflict and violence etc. are kinds of subjects studied with TA. Increasing marital forbearance and decreasing conflicts can raise the tolerance level, reducing marital burnout. (Sakaki & Hassan, 2017)

Busy and stressful work life can cause burnout, affecting both physical and psychological exhaustion and negatively affects emotions of people. Failure, worn, energy and power loss with headache, nausea, and emotional exhaustion are other indicators of burnout. anger explosion, depression, confusion, indecisions, constant worry, permanent hopelessness, low motivation, low achievement, high occupational risk, breakage studies perseverance are other indicators of evaluating burnout. It is found that married people and widows have higher burnout syndrome. Being unfair at promotions and delegations, work related problems, age and depersonalization (negativism/cynicism) have high impact on "Cannot take it anymore" psychological state from study of Aslan & Bektaş (2016) Emotional intelligence involving the ability to monitor one's own and other's feelings and emotions is the ability to identify, understand, and manage the situation while controlling herself/himself in order to find the correct way. Understanding emotions is an important step to decrease the stress and burnout. (Whitley-Hunter, 2014) Interest, enjoyment, satisfaction are parts of intrinsic motivation perceived to be highly dominant and tangible or verbal rewards are parameters of extrinsic motivation. It is found that intrinsic factors highly motivates while extrinsic factors also motivate but less than intrinsic factors. (Çınar, Bektaş & Aslan, I., 2011) To decrease the burnout, intrinsic motivation can be improved more besides extrinsic motivation.

Case Formulation: *Structural and Functional Analysis*

The structural analysis of Huda's ego-states suggests that she may have child contamination. Even as an adult, Huda's belief that she was useless and was reinforced her when she was divorced and could not be there for her children when they received negative remarks and lashings from her family members as some disciplinary acts even if it was deemed unnecessary to her. When she speaks up for her children, she was accused of being weak and not able to discipline her children. Hence, they rebel. However, Huda chose to disagree as she believed her were just seeking her attention and they are intelligent, kind and well mannered. She chose to avoid further conflicts and tensions and remained quiet but become angry at herself. Furthermore, the functional analysis of Huda's ego-states implies that her child-ego state was taking on the role of a Compliant Child (CC). As a child, Huda would remain quiet for fear of being embarrassed in public. As an adult, she tends to comply to meet her mother's needs and seek consent, just to avoid any form of displeasure at her family end. Likewise, her parent-ego states

occurred to be taking on the role of a Critical Parent (CP), as she is highly critical of herself. She believes that she is useless and weak. Huda's ego-gram is outlined in Appendix B.

Life Position Analysis: Huda is operating from and "I'm not OK, you're OK" life position. She often blamed herself for not able to speak up for her children when her children are being reprimanded in the wrong manner ("I'm not OK"). Moreover, she readily accepts criticism from her family surroundings as truths ("You're OK").

Script Analysis: Huda had been acquiring the following drivers from her mother when she was a child; (i) Try hard and (ii) Be perfect. Her mother also gave her the following injunctions: (i) Don't be engaged in your own life (Whatever the client does means wrong), (ii) Don't be important, (iii) Don't be you. Regardless what Huda did or did not do, she would often be criticized by her mother. This led to the "try hard", "please others" and "be perfect" drivers. Likewise, Huda's mother would put her down and reprimanded her when things go wrong and never praise her as much as compared to the rest of her high achieving siblings. She lacks positive strokes during her childhood as her mother was less intimate towards her. Her mother would kiss and hug her brother whom will be well praised. Hence, Huda acquired her injunctions of "don't be important", "don't be you" and "don't be engaged in your own life". Huda's script matrix is illustrated in Annex A.

Racket System Analysis: Huda's script beliefs predominantly include the following: (i) "I'm weak"; and "I am a bad mother"; and "I can't do anything right". As a reflection of her script beliefs. Huda exhibits rackety behaviors in situations when she had to express her views and opinions when confronted with disagreement when raising and disciplining her children from her immediate family members. She found herself having to raise her voice each she needs to put across her opinions and afterward, withdraw when faced with opposition from her immediate family members. She feels guilty as she felt she should not speak of her unhappiness and must be strong. Huda's repressed feelings are fear, hurt, anger and longing for affection and respect. Huda' racket system analysis is outlined in Annex B.

Game Analysis: Huda has the tendency to play games where she begins as rescuer, moved on to persecutor and succumb to be a victim role. An example when her children gets reprimanded by her family members for misbehaving and she will stand in and take children away ("Rescuer"). Nonetheless when she is at home and her children are constantly fighting with each other, she would raise her voice and shouted ("Persecutor"). When her children are upset with her, she would withdraw and feel guilty ("Victim").

Stroke Analysis: Huda has been receiving both conditional and unconditional negative strokes from her family. When she was young, her mother would call her "slow and useless" and always compare her with other people. Moreover, Huda was incapable of giving herself positive strokes to herself. Instead she has been giving herself both conditional and unconditional negative strokes by when she believed that she has herself

to blame whenever bad things happen to her and her children. Often, she discounts herself throughout her journey as a single parent.

REDECISION THERAPY

Contract Setting: An outcome-focused, hard contract, was made with Huda whereby in the contact stated that her goal was to increase her self-esteem. She was asked to clarify further and what would be the several indicators that she is aware her self-esteem has increased; (i) she was able to express her views to her family member without fearing of being judged; and (ii) she would no longer feel guilty for leaving her children and not being there for them while she is at work.

Impasse Clarification: As highlighted in the diagram below, Huda had a second -degree impasse. She acquired the injunctions of “don’t be you”, “don’t be engaged in your own life”, and “don’t be important” by her mother when she was a child and these were stored in her P1. Her A1 made an early decision that she was unimportant, worthless and should not exits. Nonetheless Huda came to seek therapy to help her increase in self-esteem. She strongly feels that she is worthy to be heard and respected. The determination to go against the injunctions comes from Huda’s C1. Huda remained stuck in an impasse as her C1 is heavily countered by the early decision she had made for herself by her A1 and the immutable reminders of the injunctions by her P1.

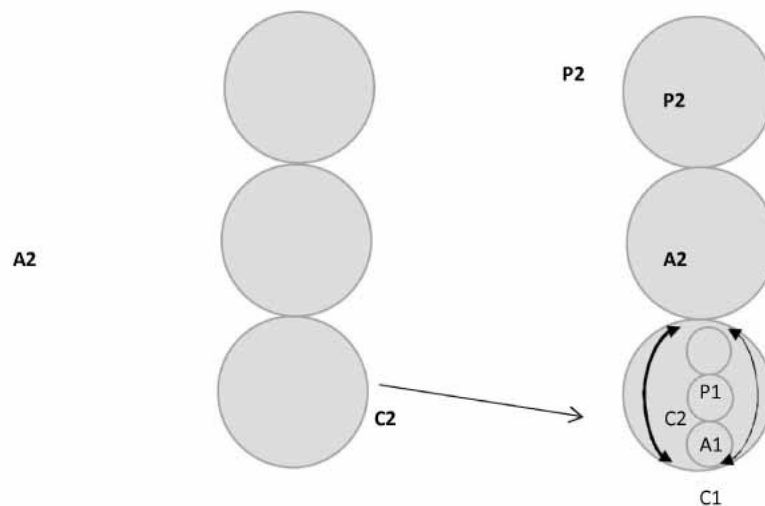


Figure 1: Huda's injunctions

Injunctions:

Don't be you

Don't be important

Don't be engaged in your own life
"Don't be you"

"Don't be important"

"Don't be engaged in your own life"

A1's early decision: "I am worthless, unimportant and should not exist"

C1: "I have self-worth and worthy of people's respect"

"I want to be important"

"I want to be heard"

"I want to exist"

Redecision Work: During the start of the rededecision work, Huda was invited to identify a recent situation when she had experienced her rackets feelings and behavior of guilt and self-blame. She presented a recent incident when her son was revising his schoolwork with his grandmother and Huda had just returned from work. She noticed that her son was becoming teary and more silent whereas his grandmother was already beginning to lose her patience and started to raise her voice at her son. Huda stepped in and asked her mother to stop and allow her to take over. However, this upsets her mother more and she began to blame Huda for not being firm and pampers him a lot. Using the 'two-chair' technique, Huda was invited to express her thoughts and feelings to her mother in that situation.

Huda was then asked to take the seat of her mother to reflect what she thought about what she had articulated. The 'dialogue' continued between Huda and her mother and was second-degree impasse was observed during the process. On one hand, Huda thought that she was doing the right thing by asking her mom to stop so she can take over where she left teaching. Yet when asked to express her thoughts and feelings to her mother, she struggle to articulate. Her C1 desires of wanting to be important and respected appeared to be dominated by the injunctions stored in her P1.

It was then brought to Huda's awareness that she was stuck in this impasse and was obvious to her that there is a need to move forward from this situation. A heightener was used to facilitate this, by asking her to reflect on the consequences if she were to remain in her current script decision to be unimportant and non-existent. Upon deeper reflection, Huda appeared frustrated with her script decision and suggested that she wanted to move forward. Eventually, Huda was invited to convey her sentiments to her mother once again. She was able to speak up for herself and shared her perspective more confidently. Huda was committed and made a rededecision to stand up for her to be important and respected in her family. Huda's following sessions, she undergone similar

processes where she relived situations in the past using the 'two-chair' technique. The goal is to continue the process so that she would move from CC to RC and eventually to FC, and make a redecision in her FC ego-state.

Script Cure: The objective of the redecision work was to allow Huda re-write her life script where she could view herself as someone that is worthy to exist, confident and important. Eventually through this re-writing of Huda's life script, the goal was to move from an "I'm not OK, you're OK" life position to an "I'm OK, you're OK life position.

Outcomes of Redecision Work: Eventually several positive outcomes can be recognized from this redecision work such as Huda is more confident when speaking to her family members. Although she may still get offended about her family criticisms toward her parenting style, she no longer contemplates in self-blame. This is a sign that is indicating that she is slowly able to abandon her rackets feelings of guilt and experience her repressed feelings of hurt.

Evaluation of Interventions Using Redecision Therapy: Redecision therapy has allowed Huda to discover and attain higher self-awareness through the application of the Transactional Analysis (TA) framework. It was critical to aid Huda to break free from her game -playing tendencies and pay attention to her repressed emotions. Likewise, the introduction of the "two-chair" had empowered Huda to articulate her unexpressed feelings. This "re-living" of past situations has allowed the client to be more self – empowered and useful for her positive responses in similar situations that might occur in the future. Client will learn to substitute self-affirmation for self-criticism.

CONCLUSION

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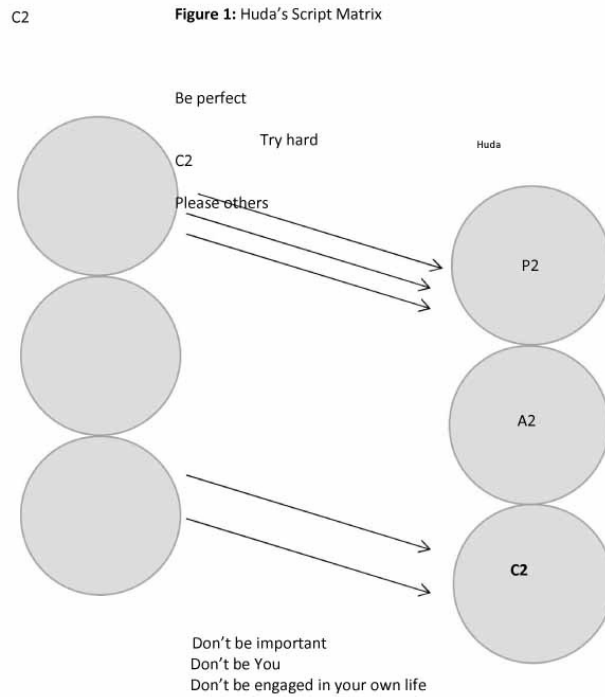
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Appendix A :



Appendix B

Table 1: Huda’s Racket System Analysis

Appendix C

Table 2: Transcript of Redecision Work

Huda	I don’t understand why my children and I are always blamed for doing wrong things at home. Why are we always the convenient target for them? I am exhausted and I feel it’s already affecting me a lot especially at work.
Therapist	Are you able to recall a recent incident when you felt this way and imagine yourself in that particular scene now. Describe to me what is happening, using the present tense.
Huda	I came home from work and my kids were planning to play with the new toys we recently brought together. My daughter decided not to share and play with her brother. Hence, I had to raise my voice at the kids not to fight and my mother blamed me for spoiling the kids and not able to raise them with discipline. To make it worst when the kids were forced to keep the toys away and my daughter was screaming on top of her lungs when my mother snatched the toys from her.
Therapist	What are your thoughts and feelings?
Huda	I felt angry at myself as I allow my children to be mistreated and instead of me having a good time with them, my mother’s impatience make me feel guilty that I cannot speak up for the children.
Therapist	If we could go back in time to your childhood days...do you recall a situation when you felt the same way?
Huda	Yes. I recalled my mother hitting me when I didn’t get good grades that is enough for her. I feel useless and told myself I am not good enough as her daughter. I feel guilty for letting her down with my results though I passed them all.
Therapist	Is alright for you to stay in this scene that you just shared with me?
Huda	Yes
Therapist	I like you to be back in that situation and imagine your mother sitting in this empty chair opposite you. Can you tell her how you feel?
Huda	I’m sorry. I let you down again. I don’t mean to make you upset (to the empty chair). I did my best.
Therapist	Now could you sit in this empty chair and imagine that you are your mother. What would she say in response to you?
Huda	I don’t understand why you are not as smart as your siblings. You are a slow learner and you are weak. Don’t try to talk back to me.

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Therapist	Now come back to your chair. Can you tell your mother how you feel about what she said?
Huda	I am hurt. I am doing my best to be a good daughter. (Anna starts to break down and reaches for the tissue box.)
Therapist	Is there anything else you would like to say to your mother?
Huda	It is unfair that I am always being compared to the rest of my elder siblings. I will always be the one to be blamed and ordered around. How can you not recognize my efforts and appreciate me?
Therapist	Can you tell your mother, I am a good daughter and I am concerned that you don't appreciate me. When I speak up, it doesn't mean I am rebellious towards you Mother."
Huda	(Silence)
Therapist	Huda, you need to look her in the eyes and say it loud.
Huda	(Huda continues to sob and do not reply)
Therapist	Huda, you said you are a good daughter and deserved to be appreciated. You are hurt by her words. Yet you are not able to look her in the eye and tell her how you feel? You seem to be stuck and you need to get out of this situation. Tell me how long do you want to remain apologetic of your current situation now that this woman is also putting your children in the same spot like you were before? How long can you put up with all this? Think of what your children are capable of.
Huda	I will lose everything and go crazy. I can get cancer at the rate I am going.
Therapist	Do you want to get unstuck and get out of this?
Huda	Yes
Therapist	Then Huda, you need to tell your mother
Huda	I am a good daughter and will make a good mother. There is nothing wrong with me and my children. They are good children. I love them and accept their uniqueness. You don't need to make sound like a bad parent like you. I am sick of hearing that you don't have faith and cannot appreciate your child as she is. I choose not to believe in you anymore. Because I can love and accept unconditionally.
Therapist	Well done indeed, Huda