PSY 636 Counseling Theories
Summer Graduate 2024 (SSM24)
Class Time: Wednesday 5:30 – 9:30 pm
Location: Henry Hall 203

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Office Hours: MW 11:30 am - 12:30 pm and by appointment (Zoom link https://chaminade.zoom.us/j/96611840543) To schedule an appointment, please call (808-739-4604) or email me (diwamoto@chaminade.edu) to set up a time when we can meet.

Texts:	1. *Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018) Counseling and Psychotherapy7 Theories in Context and Practice: Skills, Strategies, and Techniques 3rd Edition New Jersey: Wiley ISBN: 978-1119473312*

Catalog Course Description

PSY 636 COUNSELING THEORIES (3) An overview of the theoretical background and practical application of selected contemporary approaches to counseling, with an emphasis on demonstration and participation. Prerequisite: PSY 521, 524, 601.

MSCP Program Learning Outcomes (PLO)

Upon completion of the M.S. in Counseling Psychology, students will be able to:

1. **Identify core counseling theories, principles, concepts, techniques and facts.**
2. **Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas)**
3. **Facilitate the counseling process with clients.**
4. **Identify the relationship between adaptation and change and the counseling process.**

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core student learning outcomes of 1) Students will identify core counseling, theories, principles, concepts, techniques, and facts, and 2) Students will demonstrate the ability to facilitate the counseling process with clients, and 3) Students will identify the relationship between adaptation and change and the counseling process.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school applications, etc.

Course Description

This course will provide you with an overview of theories used in counseling and psychotherapy. You will explore how such theories inform your own emerging counseling practice. Ethical and professional issues will also be reviewed.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Articulation of Characteristics and Values

PSY 636 Counseling Theories is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, "new times call for new methods." This could not be truer for the field of Psychology, in particular, the application of Counseling Theories. Counseling Theories seeks to identify and understand how to effectively support diverse individuals. This value guides this course through its focus on the additional development of:
1. Flexible thinking;
2. Being respectful of differences;

3. Critical thinking; and
4. Open-mindedness.

This will be found in our weekly discussions and in the final paper.

Class structure

Your learning will be facilitated through lectures, videos, discussions and activities through an asynchronous and optional synchronous learning environment.

This course requires that you engage with different theories of counseling by attempting new techniques. You are encouraged to reflect of your own reactions and appreciation of theory.

Course Learning Outcomes (CLO)

By the end of this course, students will be able to:

1. Develop an understanding of the theories, models, and approaches to counseling. This will be assessed by a multiple choice exam. (PLO 1).
2. Examine ethical and culturally relevant counseling strategies for establishing and maintaining in-person and technology-assisted clinical relationships. This will be assessed by a paper. (PLO 3)
3. Examine developmentally relevant evidence-based counseling strategies and techniques for prevention and intervention. This will be assessed by class engagement and participation in role play exercises. (PLO 3).
4. Discuss processes in the development of a personal model of counseling. This will be assessed by a paper. (PLO 3)

Assessments/Assignments

Final Examination (Assessment for CLO 1) (50 multiple-choice questions worth 4 points each = 200 points)

The final examination will focus on chapters 1 through 14 in Counseling and Psychotherapy Theories text by Sommers-Flanagan. Please note that Canvas will shut down the Final Exam at 11:59 pm on the last day of the class, as specified in Canvas, regardless of how far you are into the exam. Subsequently, please plan ahead and give yourself ample time so this does not become an issue for you.

Attendance (9 weeks * 10 points = 90 total points)

Attendance for this course is graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. In order for an absence to be excused, the reason must be medical or a family emergency/commitment. All other reasons will not be considered excused and the respective points for the day will not be earned.

Counseling Techniques Case Studies (Assessment for CLO 3) **(8 * 10 points each = 80 points total)**

The primary objective of this assignment is to develop your ability to apply counseling theories and techniques to real-world scenarios. You will be analyzing the same case but from different theoretical perspectives based on the chapters covered in each respective week.

Instructions:
1. Review the case study.
2. Choose an appropriate counseling theory to apply to the case (e.g., Cognitive Behavioral Therapy, Person-Centered Therapy, etc.). Your choices will be limited to what is being covered during that respective week.
3. Develop an action plan that outlines what theoretical approach you'll be using, what techniques you'll be using from that theoretical approach, and what do you predict the treatment outcome will be (how will the client progress?).
4. Write a report summarizing your findings, your chosen counseling theory, what technique(s) you used, and your action plan.

Capstone Analysis Paper (Assessment for CLO 2, 4) (50 points – paper = 50 points)

For the Capstone Analysis Paper you'll need to watch this video in its entirety:
Alice Rubienstien Counseling Session (Links to an external site.)

After watching the video respond to the following questions (your paper can be organized by each question):

1. What counseling approach did Dr. Rubienstien use during her counseling session? What evidence (e.g., techniques used) do you have to support your claim?
2. What are Dr. Rubienstien's strengths as a counselor? Why do you think that? (Note: You must have at least 5 strengths with rationale to receive full credit)
3. What are areas in Dr. Rubienstien's approach that could be improved? Why do you think that? (Note: You must have at least 5 strengths with rationale to receive full credit)
4. Do you feel Dr. Rubienstien is an effective counselor? If you were seeking a counselor, would you go to her? Why?
5. What is counseling? What skills and competencies do you need to be an effective counselor?
6. How does the dynamic of counseling change when it is done through telehealth? What are the pros and cons of telehealth? Please elaborate with breadth and depth in your response (*external sources are required to respond to this*).

There is no minimum word count for this assignment. It is expected that you will respond to each question with enough breadth and depth to provide justification for your thoughts, feelings, and claims.

Assignment Characteristics for the Capstone Analysis Paper:

Pedagogical Method - Experiential learning: Students will determine the efficacy of a counseling approach based on what was learned in this class.

X Factor Element – Finding Happiness: Students will develop a deeper understanding of and the applicability of counseling. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to what makes counseling effective).

Student Ideas – Long-Term Project: This assignment is introduced early in the semester and the concepts and themes learned throughout this course will be implemented in the delivery of this paper.

Grading

Total possible points = 510 points

A = 510 - 459
B = 458 - 408
C = 407 - This is considered a non-passing grade

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

All assignments will be due in Canvas by 11:59 pm on the due date as specified in this syllabus.

*No late will work will be accepted unless a special arrangement has been made with the course instructor **PRIOR** to the due date of the assignment. No exceptions will be made regardless of reason once the due date and time has passed.*

Attendance

Attendance for this course is mandatory and graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. In order for an absence to be excused, the reason must be medical or a family emergency/commitment. All other reasons will not be considered excused and the respective points for the day will not be earned.

Any student who stops attending the course or accumulates more than 1 unexcused absence will receive a failing grade due to the accelerated nature of this course.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one

credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend on average of 13.5 hours per week engaged in this course. This includes approximately 40 hours in class, 16 hours in online engagement (case study analysis), 9 hours studying and taking the final exam, 4 hours to complete the final exam, 8 hours to complete your capstone analysis paper, and approximately 58+ hours of additional class engagement (e.g., assigned readings and videos). A disaggregated breakdown of class engagement can be found in your Canvas classroom under Modules.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Chaminade Counseling Center:

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: https://chaminade.edu/student-life/counseling-center/counseling-services/
Email: counselingcenter@chaminade.edu
Phone: 808-735-4845.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Kokua Ike: Tutoring & Learning Services

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at https://chaminade.edu/student-success/kokua-ike/
Email: tutoring@chaminade.edu
Phone: 808-739-8305

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct,

physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Course Approach

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas and/or Zoom. Students must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

Course Website Address (Canvas): https://chaminade.instructure.com/

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

ACA Ethical guidelines for Self-Care and Self-Monitoring
Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

ACA 2014 Code of Ethics

Section C Professional Responsibility
Introduction
… counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g. Impairment
Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.
https://www.counseling.org/Resources/aca-code-of-ethics.pdf

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from: <u>Research Design And Counseling</u>
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

The above quotes were taken directly from: <u>Research Method In Social Relations</u>
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

The above quotes were taken directly from: <u>Methods In Behavioral Research</u>
Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quotes were taken directly from: http://allpsych.com/researchmethods/replication.html

Marianist Educational Values
Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. **Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. **Provide an Excellent Education**

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing
their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit
Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also
enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace
The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change
In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from **Characteristics of Marianist Universities: A Resource Paper***, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton*

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018) Counseling and Psychotherapy7 Theories in Context and Practice: Skills, Strategies, and Techniques 3rd Edition New Jersey: Wiley ISBN: 978-1119473312

Day	Topic	Readings & Assignments Due
Week 1	Introductions Review Course Syllabus Chapter 1 Psychotherapy and Counseling Essentials Chapter 13 Developing Your Multicultural Orientation and Skills	Chapter 1, 13 In-Class Discussion 1
Week 2	Chapter 2 Psychoanalytic Approaches Chapter 3 Individual Psychology and Adlerian Therapy	Chapter 2, 3 In-Class Discussion 2 Counseling Techniques Case Study 1
Week 3	Chapter 4 Existential Theory and Therapy Chapter 5 Person-Centered Theory and Therapy	Chapter 4, 5, 6

| | | Counseling Techniques Case Study 2

In-Class Discussion 3 |
|---|---|---|
| Week 4 | Chapter 7 Behavioral Theory and Therapy | Chapter 7

Counseling Techniques Case Study 3

In-Class Discussion 4 |
| Week 5 | Chapter 8 Cognitive Behavioral Theory and Therapy | Chapter 8

Counseling Techniques Case Study 4

In-Class Discussion 5 |
| Week 6 | Chapter 9 Choice Theory and Reality Therapy | Chapter 9

Counseling Techniques Case Study 5

In-Class Discussion 6 |
| Week 7 | Chapter 10 Feminist Theory and Therapy | Chapter 10

Counseling Techniques Case Study 6

In-Class Discussion 7 |
| Week 8 | Chapter 11 Constructive Theory and Therapy | Chapter 11

Counseling Techniques Case Study 7

In-Class Discussion 8 |
| Week 9 | Chapter 12 Family Systems Theory and Therapy

Chapter 14 Psychotherapy and Counseling Integration | Chapter 12, 14

Counseling Techniques Case Study 8

In-Class Discussion 9 |
| Week 10 | Final Examination | **Capstone Analysis Paper**

Final Examination |

Case Study: Jane Doe

Identifying Information
- **Name:** Jane Doe
- **Age:** 30
- **Ethnicity:** Part-Hawaiian, Chinese, Portuguese
- **Marital Status:** Single
- **Occupation:** Unemployed (Formerly a Marketing Coordinator)

Background and Intake Information
Jane Doe, a 30-year-old woman residing in Honolulu, Hawaii, has recently sought counseling. She is of part-Hawaiian, Chinese, and Portuguese descent and has lived in Honolulu her entire life. As the eldest of three siblings, Jane experienced her parents' divorce when she was 9 years old, an event that had a significant impact on her early life. Presently, she is single and has been unemployed since being laid off from her five-year tenure as a marketing coordinator at a local firm.

Family Background
Jane is the eldest of three siblings, which has often placed her in a role of responsibility within her family. The divorce of her biological parents when she was 9 years old was a challenging period for her, shaping much of her early experiences and possibly influencing her current coping mechanisms.

Presenting Problem
Jane reports experiencing persistent worry and anxiety that has been unmanageable over the past year. She describes feeling restless, having difficulty concentrating, and often feeling on edge. These symptoms seem to have escalated following her job loss, a period she describes as "the beginning of everything falling apart."

In addition to her anxiety, Jane has shown symptoms indicative of major depressive disorder. She mentions a loss of interest in activities she once enjoyed, such as surfing and socializing with friends. Jane also reports significant changes in her sleep patterns, with frequent insomnia, and a decrease in appetite leading to weight loss. She expresses feelings of hopelessness and low self-worth, often blaming herself for her job loss and current unemployment.

Jane has no prior history of mental health treatment and has not been formally diagnosed with any mental health condition. There is no significant history of mental health issues in her family. Her decision to seek counseling was encouraged by a close friend who noticed her ongoing struggles.

Initial Interview
During the initial interview, Jane appeared well-groomed but seemed noticeably fatigued. Her speech was coherent but often trailed off when discussing her emotions and recent experiences. Jane made infrequent eye contact and was visibly tense throughout the session.

When asked about her daily routine, Jane mentioned she spends most of her time at home, often in bed, with little contact with the outside world. She admitted to feeling "paralyzed" by her anxiety, which has hindered her ability to search for new employment. Jane expressed guilt for being a "burden" to her family and friends and worries excessively about her future.

Jane's mood during the interview was predominantly sad, and she often appeared tearful when discussing her current situation. She denied any suicidal ideation but expressed a pervasive sense of hopelessness about her future. Jane acknowledged that her coping mechanisms, such as isolating herself and neglecting self-care, have been ineffective and that she feels "stuck" in her current state.

You are not required to use the following information. This is being provided to assist you when analyzing this case study.

Here are some potential treatment goals:

1. **Reducing Symptoms of Anxiety:**
   - Help Jane develop strategies to manage and reduce her feelings of excessive worry and restlessness.
   - Teach relaxation techniques, such as deep breathing, progressive muscle relaxation, or mindfulness meditation, to help her cope with anxiety symptoms.
2. **Alleviating Depressive Symptoms:**
   - Work on increasing Jane's engagement in activities that she previously enjoyed or exploring new interests to enhance her mood.
   - Address sleep disturbances through good sleep hygiene practices and possibly explore cognitive-behavioral therapy for insomnia (CBT-I) if necessary.
3. **Improving Self-Esteem and Coping Skills:**
   - Help Jane challenge and reframe negative thoughts about herself, particularly those related to her self-worth and her job loss.
   - Encourage the development of a more positive and compassionate self-narrative.
4. **Enhancing Social Support and Relationships:**
   - Assist Jane in identifying and strengthening her support network, including family, friends, and potential support groups.
   - Encourage her to communicate her feelings and needs to her support system, promoting healthier relationships.
5. **Addressing Unemployment-Related Stress:**
   - Work with Jane to develop practical strategies for job searching, including setting achievable goals, resume building, and interview preparation.
   - Explore coping mechanisms to manage the stress and anxiety related to unemployment and job searching.
6. **Exploring Family Dynamics:**
   - Discuss the impact of her parents' divorce and her role as the eldest sibling on her current mental state.
   - If appropriate, consider family therapy to address unresolved issues and improve family relationships.
7. **Cultural Considerations:**
   - Acknowledge and incorporate Jane's cultural background (Hawaiian, Chinese, Portuguese) in treatment, understanding how her cultural identity influences her perspective and experiences.
8. **Long-Term Emotional Regulation and Resilience Building:**
   - Equip Jane with long-term strategies for emotional regulation.
   - Focus on building resilience to better cope with future life stressors and challenges.

Note: Treatment goals should be tailored to Jane's specific needs and adjusted as counseling progresses. Collaboration between the counselor (you) and Jane is crucial in setting and achieving goals, ensuring they are realistic and in alignment with her personal values and changing circumstances.