Counseling and Psychotherapy Theory

Week 9. Integrating Different Counseling Approaches: Process-Based Intervention Model (PBIM) (by C. Kim)
1. Integrating Different Counseling Approaches
   1. Asking Backwards
   2. Affirming Self
   3. Experiencing Emotions
   4. Improving Patterns
   5. Accepting Existential Propositions
   6. Learning Knowledge and Skills

2. Case Illustration
   1. Case Conceptualization & Counseling Strategies
Psychodynamic Approach

• Affirming self
• Experiencing emotions
• Improving patterns
• Accepting existential propositions
• Learning knowledge/skills

Behavioral Approach

Humanistic Approach

Cognitive Approach
I. Integrating Different Counseling Approaches

1. Asking Backwards
   1. Existing Question
   2. New Question
From where did the client's 'problem' arise?
Characteristics

- Focused on the *cause* or the *development process* of client's problem
- Focused on accurately defining or categorizing the problem
Errors we often make

• Assuming something that cannot be dealt with in the ‘present’ to be the cause
  - What is assumed as an intervention on the past is actually also about the present
  - Limited

• Assuming something other than that of the ‘mind’ to be the cause
  - It’s not about eliminating a material thing (e.g. germs)
  - Intervening in the ‘traces’ left on the mind (or body) / ‘traces’ cannot be wiped away
Errors we often make

- regard a repetition of the same word as the cause
  - ‘He is ~~, because of his introverted personality’

- ‘Problem’ or ‘cause’ must be defined in a solvable way
  - intervening now must be possible
  - intervening in the mind must be possible
  - Is not a repetition of a same word
  - intervening should be as simple as possible
The "Ms. Kang" case

Introduction of the case

- Woman in her mid 40s
- Fourth daughter in a family with 2 boys and three girls
- A community college grad
- Began living with her current husband about 10 years ago
- Married 5 years ago
- Full-time homemaker
- Christian

Ms. Kang
The "Ms. Kang" case

Main complaint

<table>
<thead>
<tr>
<th>Unable to control anger</th>
<th>When her children, especially her eldest daughter, gave her a hard time, she gets furious to the point where she wants to kill her.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>She cannot stop beating her daughter.</td>
</tr>
<tr>
<td>Low self-esteem</td>
<td>Severe self-criticism</td>
</tr>
<tr>
<td></td>
<td>Related to sexual harassment that has been repeated since long ago</td>
</tr>
<tr>
<td>Clingy to men</td>
<td>Is clingy to men (husband these days)</td>
</tr>
<tr>
<td></td>
<td>Her husband says he feels suffocated by her and gets mad, but she cannot control herself.</td>
</tr>
</tbody>
</table>
New Question

Asking backwards

• Through what process does client’s change occur in counseling?
• What are the factors that facilitate change?
Characteristics

- Focused on change more than problem
- Focused on the mechanism of positive change rather than the mechanism of problem development
New Question

Specific question

• “What are the necessary conditions for the client to move from the present condition (A) to a better condition (B)?”
• “Of those conditions, what are the ones that counselors can provide (e.g. powerful social experience)?”
Analysis of the question

“a better state”

“conditions for moving”

“can be provided by a counselor”
Exploring answers for the new question

- Reconstructed existing counseling theories and approaches in terms of what counselors do/provide to facilitate client change
- Extracted concepts related to change facilitating conditions & intervention methods
- Categorization
Principles of answering the new question

- Asking about change facilitating conditions rather than about problem development

  - ‘From where did dysfunctional defense mechanisms begin?’
  - How does pathological personality develop?
  - Why does Internet addiction occur?
Principles of answering the new question

- Review existing counseling theories
- Looked for conditions that counselors can provide
- Scientifically testable in the present or the future

[Ex ] Exclude amulets and superstitions
### Examples

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy</td>
<td><strong>Makes emotions clearer</strong> + provide <strong>acceptance</strong> for those emotions</td>
</tr>
<tr>
<td>Reinforcement</td>
<td><strong>Modify existing habits</strong> <em>(patterns)</em> + enhance <strong>self-esteem</strong></td>
</tr>
<tr>
<td>Interpretation</td>
<td>Tell clients that reactive behavior/relationship style become <strong>patternized</strong></td>
</tr>
<tr>
<td>Transactional Analysis</td>
<td>Tell clients that reactive behavior/relationship style become <strong>patternized</strong></td>
</tr>
<tr>
<td>Validation</td>
<td><strong>Clarifies emotions/needs</strong> + acknowledges that they are acceptable/valid</td>
</tr>
<tr>
<td>I-message</td>
<td>Identify <strong>features of self</strong> + learn <strong>life skills</strong></td>
</tr>
<tr>
<td>Choosing/deciding</td>
<td>Help clients to <strong>choose</strong> and take <strong>responsibility</strong></td>
</tr>
</tbody>
</table>
5 factors that facilitate positive change (Kim, 2009)

Process-Based Intervention Model (PBIM)

- Affirming self
- Learning knowledge & skills
- Experiencing emotions
- Accepting existential propositions
- Improving patterns
1. Integrating Different Counseling Approaches

2. Factor 1: Affirming Self
   1. Meaning
   2. Finding Fragments in Existing Theories
Meaning

- to identify self as the main agent
- and know it and feel it as legitimate and valid.
Identifying the existence (inner features)

- Identifying the inner features of the existence and securing its legitimacy

Self

- Identifying and accepting one's own characteristics/possessions
- Identifying and accepting needs, hopes, values, and wants
Identifying boundaries (external)

- Clearly recognizing the boundaries between self and others

- Recognizing & acknowledging the characteristics of other that are not of one’s own
- Not devaluing others who are different from self
- Not devaluing self who is different from others

※ ‘characteristics’ : needs, hopes, values, wants, qualities, etc.
## Affirming Self

The way self-affirmation is expressed

<table>
<thead>
<tr>
<th>When self-affirmation has been done properly</th>
<th>When self-affirmation has not been done properly</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know <strong>what I like.</strong></td>
<td>I don't know what I like.</td>
</tr>
<tr>
<td>I don’t <strong>always like the things that others like.</strong></td>
<td>I just like the things others like.</td>
</tr>
<tr>
<td>I <strong>generally like myself.</strong></td>
<td>I cannot like myself.</td>
</tr>
<tr>
<td><em>(Whether it is right or wrong), I feel <strong>okay to express my opinion.</strong></em></td>
<td>It's difficult for me to express my thoughts.</td>
</tr>
</tbody>
</table>
The way self-affirmation is expressed

<table>
<thead>
<tr>
<th>When self-affirmation has not been done properly</th>
<th>When self-affirmation has been done properly</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that I will get criticized if I reveal myself.</td>
<td>I think it’s okay for me to reveal myself.</td>
</tr>
<tr>
<td>It's hard to distinguish between other's thoughts/values and my own.</td>
<td>My thoughts/values are different from others.</td>
</tr>
<tr>
<td>When my child is in trouble, I feel like I'm in trouble.</td>
<td>When my child is in trouble, I don't feel good but that doesn’t mean that I’m in trouble.</td>
</tr>
<tr>
<td>When my child (spouse) doesn't understand me, I get angry.</td>
<td>I realize that my child (spouse) does not necessarily have to understand me.</td>
</tr>
</tbody>
</table>
# Finding Fragments in Existing Theories

<table>
<thead>
<tr>
<th>Psychoanalysis</th>
<th>making the unconscious conscious (acceptance of sexual desire or aggressiveness)</th>
</tr>
</thead>
</table>
| Object Relations/Attachment | • validating, encouraging, mirroring, holding, or containing  
• confronting and regulating projection and projective identification |
| Behavioral | • operant: compliments, reinforcement  
• social learning: facilitating self-efficacy |
| Cognitive | • accepting individual’s existence per se / teaching that one’s irrational beliefs are distinct from one’s existential being |
| Humanistic | • accepting, acknowledging, and empathizing (about intentions) |
| Other | • being together, identifying self message, self-focused exploring, and exploring wants |
Discover needs/values/differences from the emotions experienced in the past or in the present.

Identify already known needs/values/differences.

- acceptance/acknowledgement
- self identification
- motivation strengthening
- compliment/reinforcement
I. Integrating Different Counseling Approaches

3. Experiencing Emotions
   1. Meaning
   2. Finding Fragments in Existing Theories
Experiencing Emotions

- **Meaning**
  - experiencing the sensations or emotional responses that occur to oneself as one exists as an organism in this physical and social environment, **just as they are** without denying them.
  - trusting and accepting one’s responses to the environment
Experiencing Emotions

Classification

• become aware of the emotions of an experience which one has been avoiding or ignoring.

[Ex]
- confronting traumatic experience (e.g. violence) and related emotions
- Recognizing and accepting one’s existential limitations
Experiencing Emotions

Classification

• using **emotionally responsible language** rather than factual language.

[Ex]
- ‘I can’t’ ➔ ‘I don’t want to’
- ‘depressed’, ‘anxious’, ‘irritated’ ➔ convert such ambiguous emotion words into clearer emotion words
- Reconstructing vague experiences into metaphors and images
Experiencing Emotions

Classification

• facing images about self and related emotions

[Ex ]
Confronting the image of ‘feeling like a worm’ and stay with the emotional responses one experiences
## Experiencing Emotions

### The way it is expressed

<table>
<thead>
<tr>
<th>When emotions are not properly experienced</th>
<th>When emotions are properly experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only talks about facts without any emotional response</td>
<td>Has natural balance between emotional responses and facts</td>
</tr>
<tr>
<td>Denies emotional responses ‘That shouldn’t feel difficult’</td>
<td>Acknowledge that emotional responses can only be experienced in certain environments</td>
</tr>
<tr>
<td>Not be able to vividly experience what they feel beyond “feeling trapped, depressed, or anxious”</td>
<td>Can vividly talk about emotional responses</td>
</tr>
<tr>
<td>(Unlike reality) says, ‘I’ve resolved everything about traumatic, violence experience’</td>
<td>Resolves traumatic, violence experience through sufficient introspection</td>
</tr>
<tr>
<td>Cannot distinguish between ‘acting out’ and experiencing emotions</td>
<td>Can distinguish between ‘acting out’ and experiencing emotions</td>
</tr>
</tbody>
</table>
# Finding Fragments in Existing Theories

<table>
<thead>
<tr>
<th>Psychoanalysis</th>
<th>Discovering &amp; accepting desires from dreams &amp; free association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object Relations/Attachment</td>
<td>Empathizing, reflecting emotions, validating emotions, holding, containing, mirroring</td>
</tr>
<tr>
<td>Behavioral</td>
<td>Classical: systematic desensitization, exposure (in vivo and imaginal).</td>
</tr>
<tr>
<td>Cognitive</td>
<td>(excluding Ellis) Beck, Young’s responses</td>
</tr>
<tr>
<td>Humanistic</td>
<td>Empathizing, staying, examining, and being together</td>
</tr>
<tr>
<td>Other</td>
<td>Role playing, family sculpting, mindfulness, psychodrama, emotion-focused approach, etc.</td>
</tr>
</tbody>
</table>
Experiencing current experiences and emotions

Experiencing past experiences and emotions

Experiencing emotions at the point of change

• Empathy / reflection
• Staying / Examining
• Exposure / Imagery
• Mindfulness
I. Integrating Different Counseling Approaches

4. Improving Patterns
   1. Meaning
   2. Finding Fragments in Existing Theories
Improving Patterns

Meaning

Becoming aware of the reactive behaviors, thoughts, and relationship patterns (as well as the underlying dynamics) one used to engage outside of one’s consciousness, despite their inefficiency in terms of self-realization (e.g. meeting needs, fulfilling hopes)
### Improving Patterns

#### Inefficiency

- going against one’s desire, hope, or value realization which is one way of affirming self
- inefficient in the current situation
- could have been efficient in a previous situation
Reaction due to information processing outside of the consciousness

- not performed in a state of awareness
- acquired previously
- outside of consciousness; automatic response
Behaviors, thoughts, relationship patterns

- **Meaning**
  - Reactive behaviors, thoughts, and relationship patterns that occur when information related to specific perception has been automatically processed outside of the consciousness.

<table>
<thead>
<tr>
<th>Function</th>
<th>• They were formed as one interacted with one’s environment during early developmental stages, and considered adaptive as they help reduce one’s trial-and-error incidences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dysfunction</td>
<td>• Although it may have been adaptive during the early developmental stages, they may be maladaptive in the new environment once they become rigid.</td>
</tr>
</tbody>
</table>
**Underlying dynamics**

The dynamics between the ‘force that wants modification’ (for self-realization) vs. the ‘force that hinders modification’ (such as familiarity, fear of trying a new behavior) when one tries to modify one’s previous behaviors, thoughts, relationship methods as they are inadequate in the new environment.
Becoming aware

Being in a state where one can process information at the level of consciousness, after having had processed information on internal psychological dynamics via a route outside of one’s consciousness.
### Improving Patterns

#### The way it is expressed

<table>
<thead>
<tr>
<th>When patterns are not properly improved</th>
<th>When patterns are properly improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>• frequently engage in maladaptive behaviors unknowingly</td>
<td>• <strong>Understands</strong> that one’s current behavior, thought, or relationship pattern is <em>inefficient</em> and <strong>regulates</strong></td>
</tr>
<tr>
<td>• keeps on habitually engaging in automatic behaviors/ thoughts/ predictions/relationship methods despite their maladpativeness</td>
<td>• <strong>Stops</strong> the inefficient behaviors/ thoughts/predictions/relationship methods</td>
</tr>
<tr>
<td>• Thinks that being angry or blaming self and others is helpful</td>
<td>• <strong>Understands</strong> that being angry or blaming self and others is not helpful and <strong>tries to stop</strong></td>
</tr>
</tbody>
</table>
## Improving Patterns

### The way it is expressed

<table>
<thead>
<tr>
<th>When patterns are not properly improved</th>
<th>When patterns are properly improved</th>
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<tbody>
<tr>
<td>• hold on to the belief that what one wants must be fulfilled immediately, which creates a feeling of impatience</td>
<td>• Understands that what one wants does not necessarily need to be met immediately or ever</td>
</tr>
<tr>
<td>• habitually engage in rigid thinking or distorted thinking,</td>
<td>• thoughts are flexible: fewer distorted thinking</td>
</tr>
<tr>
<td>• confuse 'different' with 'wrong (abnormal, incorrect)''</td>
<td>• distinguish between 'different' and 'wrong(abnormal, incorrect)'</td>
</tr>
</tbody>
</table>
## Finding Fragments in Existing Theories

<table>
<thead>
<tr>
<th>Psychoanalysis</th>
<th>• becoming aware of defense mechanism, protective mechanisms (Adler)</th>
</tr>
</thead>
</table>
| **Object Relations/Attachment** | • interpreting or explaining object representation, working model, and expectations  
  • confronting various patterns within actual relationships |
| Behavioral | • modifying avoidance habits through exposure, etc.  
  • modifying behaviors through understanding habits, reinforcements, extinction, etc.  
  • modifying behaviors through modeling |
| Cognitive | • recognizing and modifying thought patterns (rigid thinking (Ellis), distorted schema, automatic thinking, inference errors (Beck))  
  • applying various cognitive, behavioral, emotional techniques such as dispute |
### Finding Fragments in Existing Theories

| Humanistic | • recognizing and modifying behavior/thought/relationship patterns that have been used to fulfill conditions of worth (Rogers), avoid existential anxiety (existentialism), and avoid genuine experience (Gestalt) |
| Other      | • analyzing and modifying structures, games, and interactions (transactional analysis) |
Summary

• Interpretation/insight/explanation
• Modification of behavioral habits
• Modification of irrational/distorted beliefs/automatic thoughts
• Modification of relationship methods

Understanding the repetition

Past me Present me

• Thought pattern
• Behavior pattern
• Relationship pattern modification
I. Integrating Different Counseling Approaches

5. Accepting Existential Propositions
   1. Meaning
   2. Finding Fragments in Existing Theories
Accepting Existential Propositions

Meaning

- To be aware of existential conditions as humans and live in an attitude of acceptance
- To be clearly aware of existential conditions when making big and small decisions in life
- To take responsibility for the decisions one makes
Propositions related to existential conditions

- One must die.
- The past has passed.
- In life, choice is essential and involves giving some things up.
- A person hopes for a relationship, but is originally alone.
- There is no (given, or agreed by all) meaning in life.
### Accepting Existential Propositions

#### The way it is expressed

<table>
<thead>
<tr>
<th>When existential propositions are not properly accepted</th>
<th>When existential propositions are properly accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>• has a lot of unnecessary regrets and is not committed to the present.</td>
<td>• has no unnecessary regrets and is committed to the present</td>
</tr>
<tr>
<td>• not able to concentrate on the current solutions because one is too busy criticizing oneself</td>
<td>• tries to find solutions in the present rather than blaming oneself</td>
</tr>
<tr>
<td>• does not know when decisions should be made, or is hesitant to make a choice</td>
<td>• makes decisions and takes responsibility for the decisions made</td>
</tr>
<tr>
<td>• focuses on discovering meaning instead of creating meaning</td>
<td>• live in the direction of creating meaning in life</td>
</tr>
<tr>
<td>• has a hard time accepting that one is originally alone.</td>
<td>• although it is hard to be existentially alone, one is thankful for others</td>
</tr>
</tbody>
</table>
## Finding Fragments in Existing Theories

<table>
<thead>
<tr>
<th>Psychoanalysis</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object Relations/Attachment</td>
<td>• pursue individualization</td>
</tr>
<tr>
<td>Behavioral</td>
<td>?</td>
</tr>
<tr>
<td>Cognitive</td>
<td>• assert that the world does not have to run my way</td>
</tr>
<tr>
<td>Humanistic</td>
<td>• <strong>Teach</strong> existential propositions</td>
</tr>
<tr>
<td></td>
<td>• <strong>Lead</strong> to the point of making existential choices</td>
</tr>
<tr>
<td></td>
<td>• <strong>Empathize</strong> with the difficulty of making existential choices</td>
</tr>
<tr>
<td></td>
<td>• <strong>Wait and help</strong> client to make choices within existential conditions</td>
</tr>
<tr>
<td></td>
<td>• <strong>Wait and help</strong> client to create meaning</td>
</tr>
<tr>
<td>Other</td>
<td>?</td>
</tr>
</tbody>
</table>
Contact existential responsibility/anxiety related to making choices

Pattern that develops as a result of avoiding anxiety/fear

• Teach/explain
• Show the crossroad of choices
• Encourage making choices

Let go of past experiences

Past me

Present me

Summary
I. Integrating Different Counseling Approaches

6 Learning Knowledge/Skills
   1 Meaning
   2 Finding Fragments in Existing Theories
Learning Knowledge/Skills

**Meaning**

- To acquire the necessary knowledge and skills to make life efficient and functional
- Efficiency and functionality
  - contributes to leading a better life than now
  - clients' standards or perspective is primarily important
## Learning Knowledge/Skills

### The way it is expressed

<table>
<thead>
<tr>
<th>When knowledge/skills are not properly learned</th>
<th>When knowledge/skills are properly learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not improve due to lack of knowledge about various life skills</td>
<td>Knows various life skills</td>
</tr>
<tr>
<td>Does not know how to take care of fear or anxiety</td>
<td>Knows how to take care of fear or anxiety and applies them</td>
</tr>
<tr>
<td>Does not know how to cope with barriers in life</td>
<td>Knows how to cope with barriers in life and applies them</td>
</tr>
<tr>
<td>Does not adequately express what one genuinely wants</td>
<td>Adequately expresses what one genuinely wants verbally</td>
</tr>
<tr>
<td>Cannot develop various new habits</td>
<td>Develops various new habits.</td>
</tr>
</tbody>
</table>
# Finding Fragments in Existing Theories

<table>
<thead>
<tr>
<th>Psychoanalysis</th>
<th>Train/practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Object Relations/Attachment</strong></td>
<td></td>
</tr>
<tr>
<td>skills to deal with fear or anxiety</td>
<td>Skills to deal with fear related to rejection and emptiness</td>
</tr>
<tr>
<td><strong>Behavioral</strong></td>
<td></td>
</tr>
<tr>
<td>skills to deal with fear or anxiety</td>
<td>Exposure, relaxation technique, systematic desensitization</td>
</tr>
<tr>
<td>skill to modify habits</td>
<td>Learning knowledge/skills for effective behavioral modification</td>
</tr>
<tr>
<td>skill to modify habits</td>
<td>Learning knowledge/skills for effective modeling</td>
</tr>
<tr>
<td><strong>Cognitive</strong></td>
<td></td>
</tr>
<tr>
<td>skill to modify thinking habits</td>
<td>Knowledge related to rational thinking, modification methods</td>
</tr>
<tr>
<td>skills to express wants</td>
<td>I-message, non-violent communication</td>
</tr>
<tr>
<td>interaction skills</td>
<td>listening, empathizing skills</td>
</tr>
</tbody>
</table>
### Finding Fragments in Existing Theories

<table>
<thead>
<tr>
<th>Humanistic</th>
<th>skills to express wants</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>interaction skills</td>
<td>empathizing skills</td>
</tr>
<tr>
<td>Other</td>
<td>Legal information, good books, career related personality/interest/aptitude, job types, qualifications, prospect, academic strategies, time management knowledge and skills</td>
<td></td>
</tr>
</tbody>
</table>
Summary

- Teach/explain
- Train/practice/learn

Past me

Skills to deal with anxiety/fear responses

Skills to deal with barriers

Skills to express, achieve wants

Present me

Skills to modify behavior/thought/relationship habits
Summary

PBIM: Process-Based Intervention Model

Psychoanalysis  Object relations  Cognitive  Existentialism
Attachment  Behavioral  Person-centered  Gestalt
II. Case Illustration

1. Case Conceptualization & Counseling Strategies

1. Case Introduction

2. Conceptualization & Strategies by Problem Type
Case Introduction

The "Ms. Kang" case

- Woman in her mid 40s
- Fourth daughter in a family with 2 boys and three girls
- A community college grad
- Began living with her current husband about 10 years ago
- Married 5 years ago
- Full-time homemaker
- Christian
### Main complaint

| Unable to control anger | When her children, especially her eldest daughter, gave her a hard time, she gets furious to the point where she wants to kill her.  
| | She cannot stop beating her daughter. |
| Low self-esteem | Severe self-criticism  
| | Related to sexual harassment that has been repeated since long ago |
| Clingy to men | Is clingy to men (husband these days)  
| | Her husband says he feels suffocated by her and gets mad, but she cannot control herself. |
Unable to control anger

Frustration of self-worth experience - anxiety/fear

Past me

Worthless self: 
→ hypersensitivity

Present me

When trying to stop sense of worthlessness/fear

ways to control sense of worthlessness: anger, acting out
Unable to control anger

Frustration of self-worth experience anxiety/fear

When trying to stop sense of worthlessness/fear

Worthless self: hypersensitivity experiencing/affirming self

interpretation/ pattern recognition

ways to control sense of worthlessness: anger, acting out understanding & practicing alternative thinking/behavior
Self-criticism

Worthless self: hypersensitivity

Conceptualization & Strategies by Problem Type

Past me

Present me

When trying to stop sense of worthlessness/fear

ways to control sense of worthlessness: self-criticism (a form of cleansing)

Frustration of self-worth experience anxiety/fear
Conceptualization & Strategies by Problem Type

Self-criticism

Worthless self: hypersensitivity experiencing/affirming self

Past me

Present me

Frustration of self-worth experience anxiety/fear experiencing/affirming self

When trying to stop sense of worthlessness/fear experiencing affirming self pattern recognition existential choice

ways to control sense of worthlessness:
self-criticism (a form of cleansing)
understanding & practicing alternative thinking/behavior

interpretation/pattern recognition
Being clingy

Frustration of relationship experience $\rightarrow$ rejection anxiety/fear

When trying to stop rejection anxiety/fear:

ways to control rejection anxiety/fear: being clingy/texting

Rejection/abandonment: hypersensitivity

Past me $\rightarrow$ Present me
Being clingy

Rejection/abandonment: hypersensitivity
experiencing/affirming self

Past me

Present me

Frustration of relationship experience
→ rejection anxiety/fear
experiencing/affirming self

When trying to stop rejection anxiety/fear
experiencing/affirming self
pattern recognition
existential choice

ways to control rejection anxiety/fear
: being clingy/texting
understanding & practicing
alternative thinking/behavior

interpretation/pattern recognition
THANK YOU