



PSYCHOLOGICAL COUNSELING TO THE MOTHER WHO IS AFRAID OF LOSING HER CHILD: A CASE REPORT

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Abstract

Fear is defined as a natural response to a perceived or real threat (Gullone, 2000). Individuals who experience fear might exhibit affective, behavioral, and cognitive reactions. By minimizing these reactions, it is critical for the client to have normal feelings and thoughts. In this case, the goal is to alleviate the client's concern that her husband may take her child after he is released from prison. The goal of this study is to minimize the client's anxiety about losing her child by utilizing a cognitive behavioral approach, an individual-centered approach, a gestalt approach, and psychological counseling strategies. In addition to the cognitive and individual-centered approaches, a holistic approach was used in the sessions, which included Worden's (2001) and Mallinson's (2001) models. As a result, an eclectic method was utilized to create a case formulation. Furthermore, the study was conducted in a qualitative manner. After the counseling sessions, it was seen that the client's fear level has decreased significantly. The client's concern was lessened even more a few days before the last session, since her spouse did not exhibit any unpleasant behavior after his release from prison.

Keywords: Anxiety, fear, separation anxiety.

INTRODUCTION

Fear is a natural reaction that a person has in order to survive when confronted with a real or imagined threat (Gullone, 2000). Fear is a state of anxiety caused by a real dangerous thought in the individual (Segal, 1999). Fear, according to Furedi (2017) (as referenced in Şenol & Gülver, 2020), is a mechanism that allows people to focus cognitively on an unknown and unexpected situation. The fear that an individual would be physically destroyed and hurt by another person (Schultz, 1991; as stated in Çoker, 2014) is the source of the fear.

Since the concept of fear cannot be precisely defined, it is clear that it is an intangible and immensely complicated emotion. It is, however, only linked to other activities, movements, and ideas. Many studies have combined the ideas of fear and anxiety, and it has been claimed that they produce misunderstandings because they are used interchangeably (Gullone, King, & Ollendick, 2000). In his book *The Concept of Anxiety*, Kierkegaard (1844) addressed the concepts of fear and anxiety in many ways. To begin with, anxiety is characterized by uncertainty, whereas fear is focused on an external object. Secondly, anxiety is best described as a feeling without an object, rather than as an emotion. Finally, anxiety has no object and generates more discomfort than fear (as cited in Çoker, 2014). While fear is presented as a reaction to threats that must be avoided, anxiety is described as a generic and implicit reaction to the same dangers (Hackney & Cormier, 2008).

Despite the fact that most neurobiological approaches to distinguishing fear and anxiety use similar criteria in general, they have also found that there are no significant differences between them

(Perusini & Fanselow, 2015). It can be demonstrated in this study that the mother's fear symptoms about losing her child are linked to the anxiety disorder criteria in the DSM-5 diagnostic criteria. According to the DSM-IV criteria, the first one is extreme worry while leaving or anticipating separation from home or profoundly loved people. Secondly, he is constantly worried that he will lose the people he cares about or that something horrible will happen to them. Lastly, he is constantly and excessively concerned that a traumatic incident may cause him to be separated from the person to whom he is emotionally attached. Anxiety, according to these definitions, is a sensation of unease and tension caused by the fear of unknown or unpleasant circumstances (Türkbay, 1999).

Anxiety is one of the first emotions humankind has experienced, and it's assumed that this anxiety is mostly separation anxiety (Ruppert, 2011; quoted in Çetin, 2017). Children with separation anxiety suffer unreasonable and excessive worry when they are away from an attachment figure (Schneider et al., 2010; as cited in Çetin & Avcı, 2022). According to Bowlby (2014), one of the earliest emotions triggered by the threat of breaking the relationship and separation from the mother is fear. Anxiety is one of the fears that children experience as they grow. Separation anxiety, social anxiety, and school-related anxiety are all common forms of anxiety seen in the development of children. It is a pre-school circumstance in which the child is separated from his or her mother and sent to an unknown location. This scenario, according to Akman (1994; cited in Çetin, 2017), prohibits the child from adapting to his surroundings. In fact, it's possible that the core of the child's worry is the parents' nervousness about being separated from their children. For example, if a mother says to her child words like "I can't live without you for a minute," "I'm grateful that you exist," and "I'm always thinking of you," make it possible that the child's anxiety might indeed increase.

When the literature is examined, it becomes clear that fear and anxiety are frequently mistaken due to similar symptoms. We experience the feeling of fear when we are frightened, besides our facial shape and behaviors express fear, heartbeat and breathing also change because the adrenaline in the blood increases (Cüceloğlu, 2012). The primary difference between anxiety and fear is that anxiety is a conscious condition, but fear is not (Dağ, 1999; cited in Nazlıoğlu, 2019). Some psychologists say there are three different situations between anxiety and fear, according to some psychologists. One of them is that the source of fear is known, while the source of anxiety is not. Second, fear is more severe than anxiety. Thirdly, fear takes less time than anxiety (Cüceloğlu, 2012). Sylvers, Lilienfeld, and La Prairie (2011) determined the differences in trait anxiety and trait fear features and grouped them into six separate dimensions in their study.

Table 1. Characteristics of trait fear and anxiety

Dimensions	Anxiety	Fear
Emotional Valence	Negative	Negative
Time of Focus	Focus on the Future	Focus on the Present
Arousal Time	Continuous	Sudden and Short
Type of Defense Mechanism	Approach	Avoidance
Threat Specificity	Irregular	Specific
Perception of Pain	Advanced	Atrophied

Source: Sylvers, Lilienfeld, LaPrairie, 2011; quoted by Nazlıoğlu, 2019

The table above illustrates the distinctions between anxiety and fear. Fear, on the other hand, is quick and short-term, and it is believed to be directed towards the present in specific ways, whereas worry is always and irregularly seen as future-oriented.

When examining at studies on fear, it is clear that it is linked to a range of circumstances. Both fathers and mothers of children with a high fear of abandonment and being alone have significant separation anxiety and low marital satisfaction, according to a study conducted by Çetin and Avcı (2022). Mothers of children with a high fear of abandonment were found to have low interest in and attitudes



toward parenting. However, the mothers of children with low and high fear of being alone were shown to have similar parenting, parenting interests, and self-efficacy. Separation anxiety in adults is similar to separation anxiety in children toward their parents, according to studies conducted by Manicavasagar, Silove, and Curtis (1997). According to another study, 83% of moms of children with separation anxiety disorder or whose mothers had an extreme anxiety condition had anxiety in their lives. It was discovered that 57 percent of these mothers were diagnosed with their children (Last, 1987; cited in Türkbay, 1999). Fear has a function, according to a study conducted by Çoker (2014), in that it ensures the continuity of static forms in macro and micro areas, preventing fear from deviating from a predefined realistic frame. Separation anxiety disorder causes deterioration in functionality in social and academic life, as well as interpersonal connections, according to Kaya (2021), and treatment of this disorder is vital in terms of creating stronger relationships later in life and development.

The client's problems were studied in this study, including her concern that her husband, who was sent to jail, would take the child away after his release, her lack of self-confidence, her difficulty to verbalizing her feelings, and her helplessness. It is intended to analyze the effectiveness of the psychological counseling process employing cognitive behavioral approach, individual-centered approach, gestalt approach, and psychological counseling techniques in order to eliminate these negative consequences. Based on these circumstances, 8 sessions of psychological counseling were conducted using cognitive behavioral, individual-centered, gestalt, and psychological counseling techniques in order to raise awareness of the client's problems and produce solutions, reduce her fear, improve her self-confidence skills, and allow her to express her feelings and thoughts freely. When looking through the literature, there isn't a single case report study that uses an eclectic approach to help the mother who is fearful of losing her child. In this context, it is expected that this study, which takes an eclectic approach, will benefit professionals who work in the fields of guidance and psychological counseling.

METHOD

Research Model

This qualitative research, which is a case report, was carried out. Cases take many shapes in our lives, including events, perceptions, experiences, conceptions, situations, and orientations. As a result, we can come across these scenarios in a variety of ways in our daily lives (Yıldırım and Şimşek, 2021). From an educational or scientific standpoint, a case report must present a detailed description of a client's concerns. This study is a case report that examines the effectiveness of psychological counseling techniques such as the individual-centered approach, cognitive behavioral approach, gestalt approach, and psychological counseling techniques in reducing the negative effects of the client's fear of losing their child, helplessness, inability to express their feelings and thoughts, and lack of self-confidence.

The Definition of the Case

A. K., the client, is a 28-year-old woman who is a high school graduate and works for the government. A.K. is the youngest of four siblings and family members. Her mother and father divorced when she was young, and she and her four siblings were placed in a child welfare facility when she was six years old, owing to their terrible financial situation. She claimed that she was deprived of her parents' love as a result of being separated from them during the process, that she struggled to express her thoughts and feelings, that she lacked confidence, that she had to take care of her siblings, and that she tried not to make her siblings feel the negativity, despite they had many difficulties. As a result, she indicated that the client's separation from her family when she was a youngster was a painful experience for her, and she saw the events negatively, resulting in a negative impact on her personality. She also indicated that she did not meet with her father as a child owing to her parents' divorce, that she did not have much in common with her father after that, and that she began seeing him again once she got married. Later, she reported that her father had developed lung cancer a few



years after remarrying in another province, and that she contacted him when he was in the hospital, and he invited her to come and visit him. She also revealed that she accepted her father's offer and traveled to see him, and that her father died at the time, which had a bad impact on her. The client and husband married in 2009, and after six years of marriage, her husband was sentenced to seven years in jail for using a forbidden substance in 2015. Client A.K. was enraged with her husband since she was living alone with her child as a result of her husband's incarceration, and her child was deprived of his father's love and attention, and these sentiments of anger were expressed during the counseling session. In discussions, she has consistently claimed that her son does not deserve such punishment. Fear that her spouse would attack her after he is freed from prison, or that he may seek parental rights for her child, inability to make a decision, and distraction are among the client's cognitive reactions. Hatred, anger, fear, and helplessness are examples of emotional reactions; crying and expressing introverted attitudes are examples of behavioral reactions. Furthermore, it is claimed that the client's incapacity to express herself and her thoughts, low self-esteem, low psychological resilience, persistent unpleasant emotions, and unfavorable attitudes toward others all contribute to the client's anxiety and anger.

Data Collection Tools

The counseling evaluation form, emotion diagram, rating scale, and interview form were used to evaluate the data in this study.

Counseling Evaluation Form

There are questions that vocally evaluate the researcher's psychological counseling process. During the counseling process, questions were asked about what the client had accomplished in solving her problems, the positive and negative aspects of the counseling process, the level of goal achievement, the appropriateness of the techniques and strategies, the client's role, and the types of problems that were being addressed. This form was also used to assess the client's progress after the 8th session.

Interview

While the interview technique is widely utilized in qualitative research, it is also a data-gathering strategy utilized while conducting a detailed study to uncover social reality. The gathering of data face-to-face during interviews is used in this technique to increase the depth of the research (Yüksel, 2020). A verbal communication procedure involving at least two people is defined as an interview. Similarly, an interview is defined as the gathering of information from relevant individuals in order to answer the study questions (Büyüköztürk et al., 2016). It has been observed that it is utilized in associated with a wide variety of approaches, including interviews, observations, and questionnaires. In this study, interviews were used together with different methods.

Process

In this study, it was aimed to reduce the client's fear that her spouse, who entered the prison, could take the child after his release, by using cognitive behavioral approach, individual-centered approach, gestalt approach and psychological counseling techniques. Between October 22, 2021, and January 07, 2022, this research was conducted using an eclectic strategy as part of the supervision training for a university's guidance and psychological counseling doctoral program. The client gave written informed consent for this study to be utilized for scientific publication and under supervision. Client interviews took place once a week in an office setting, in 8 sessions of 50 minutes each. The sessions are described in detail below.

First Three Sessions

This part of the research covers the first 3 sessions in which good relations with the supporter and the client are established. The first session is the individual recognition session. The second session is the problem recognition session. The third session is the session in which the purpose and sub-objectives are determined.

1. Session. The client signed the voluntary consent form in this session. Following the introduction, extensive information on the procedure was provided, as well as structuring. In order for the client to



feel at ease, a close relationship setting was built. Following the client's admission that she has had numerous problems from childhood to the present, her family situation from childhood to the present was examined. Client A.K. reported that she was taken from her family when she was six years old and placed in a child welfare institution, where she had difficulties there. She later stated that her spouse was sentenced to prison as a result of his use of a prohibited substance, that she had numerous problems at that time, and that she had broken up with him as a result of these issues. Because she stated that she's still a mother and that she had many problems when she was a child and that she did not want to put her child through the same difficulties. She also stated that she has been experiencing recent worries and that she is not in good mental health. When she was asked what her expectations from the counseling process are, she said that she wanted to find solutions to her problems and peace of mind.

2. Session. By making a summary of the first session, the client stated that she did not experience anything negative since the previous session to this session, and that she took care of her son. She said that her parents divorced when she was a kid, that she never saw her father, that her father had no feelings of fatherhood for her, and that when he died of an illness, it had little impact on her and her siblings, and that the mourning phase was brief. Later, the client claimed that she does not want to go through the difficulties she went through as a child. Her husband was sentenced to prison six years after their marriage, and she was afraid that he might harm her and take her child away once he is released. As a result, when asking the client open-ended questions to identify the problem, the focus was on determining whether the problem situation was produced by undesirable emotional reasons, behavioral situations, or cognitive misinterpretations. In general, it was decided that this was the root of the problem.

3. Session. First and foremost, what had occurred between the prior and current sessions was discussed. She described how she spends time with her son and expressed concern for his future. Thereupon, a homework assignment was given to learn what the goal of her son is, where he wants to see himself in the future. She was asked to take notes and talk here. The "homework technique," a cognitive behavioral technique, was applied in this case. Later, she stated that she is enraged with her husband's family, that her husband was sentenced to prison, that she was called by her father right before he died, despite the fact that she had not seen him since she was a child, that the processes she had gone through had a negative impact on her, that she has fears, feels helpless, lacks self-confidence, that her emotions fluctuate, and that she has difficulty expressing herself. These issues were explored, and goals were established. "If you had to offer a score in the range of 1-10 for your current condition, how much would you give?" the client was asked. She indicated she would give 1 or 2 points. The third session is very important in terms of determining the objectives. "Reducing the client's anxiety that her spouse may wish to take her child after he is released from prison and may request custody of her child" was the study's principal goal. "To reduce the fear of believing that her spouse will harm her," "to reduce negative emotions by working to increase self-confidence," "to produce alternative solutions against the state of helplessness," and "to reduce the effect of the trauma she was exposed to as a child," are some of the sub-objectives of the study.

Intervention Phase

This part of the consultant consists of 5 sessions. In general, cognitive behavioral approach, individual-centered approach, gestalt approach and psychological counseling techniques were used. Furthermore, it has been said that the client's psychological resilience is low as a result of her exposure to several traumatic incidents during childhood.

The client's problems were schematized with fishbones within the scope of the case formulation, and the solutions to the problems were conceptualized using the fishbone technique during the counselor's intervention phase.

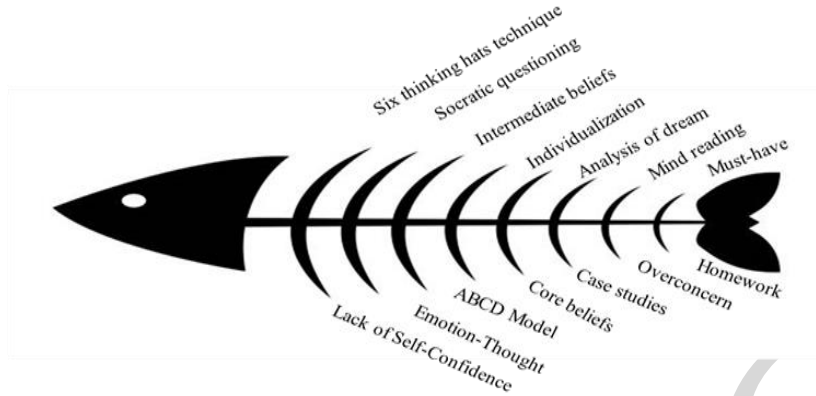


Figure 1. Problems and solutions of client a with the fishbone model.

4. Session. It was decided to make a recap of the previous session. In the previous session, the client was given homework to convey her son to complete about his future goals. It was the center of attention. The client said that she has similar thoughts to her son on a regular basis. For example, she indicated that she wants her child to be a doctor, and when asked, he likewise stated that he wants to be a doctor. Later, the client reported that her father had lung cancer and lived in another city. She also said that she was with him when he died. She expressed her distress and indicated that this event had been traumatic for her. "If my father were present when I needed him, he would object to my marriage and investigate the person I intend to marry, and I would strongly believe that I should not marry this person." On the other hand, one of the cognitive behavioral thinking mistakes, "must-have," is applied here. When a person's actions fall short of particular expectations, the "must-have"s that arise in the individual lead to feelings of shame and guilt (Burns, 2020). "Mind reading," one of the cognitive behavioral thinking errors, comes to the fore in this interview after she stated that her aunt does not think highly of her, that she wants to cease contact with her, and that she has beliefs that her aunt favors her other cousins over herself. The client said that after her husband was sentenced to prison, her husband's parents did not call her, did not financially support her, did not look after their grandchild, and her rage grew to hatred since they did not fulfill their responsibilities. She added that her son shares her viewpoint. When the counselor presented a question, "If you had a magic wand in your hand, what would you change?", "I would want to transform my life. To put it another way, I would not want to go through such a traumatic experience. I'd like my husband to stand by my side by keeping him away from his friends who have a negative influence on him." she replied. She was given homework that required her to write down and explain the events and situations that created the emotions (rage, anger, regret, and joy) that affected her the most until the next interview. The "homework strategy," which is a cognitive behavioral technique, was used in this case. Homework isn't only an extracurricular activity; it's also an important aspect of the cognitive behavioral approach (Beck, 2021). An activity was carried out to comprehend the client's emotional problems and the separation of feelings and thoughts by offering a list of feelings and inventory of feelings. In this activity, the client was shown two photographs and asked to choose from a list of emotions which the feelings in the pictures represented. The client stated that she had general negative feelings. "If you were to describe your emotional condition in your daily life, how would you express it?" was the following task, according to this inventory. The client claimed that there was 20% "hatred" and 80% "anger" in the graph when asked "what rate you would give if you were to represent the rate of these feelings on the graph?" An individual approach has been illustrated here. The individual-centered approach created by Rogers for the client's emotional difficulties is well-known to be beneficial.

Following that, the gestalt technique established by Binswanger, Boss, Frankl, and May was used as an effective strategy. (Hacney & Cormier, 2008).

5. Session. When the counselor asked the client, "What are the events in your life that have had the most detrimental impact on you?" she stated that she had divorced from her husband and that her grandfather had died. "Fear that her husband will soon be freed from prison and may harm her," "fear that her husband may file a custody case for her child," and "fear that her spouse may set a negative example for her child" are among the other concerns. This speaks to the fundamental conviction in "helplessness." The client feels terrified as a result of this predicament. Alternative intermediate beliefs such as "the client can settle in a new city," "she can report the problem to the police," "she can talk to her lawyer," and "the client can ask for support from her own family" have been established in the event of such a situation. The client's fear was observed to reduce in this manner. Ellis et al. (1997). The basic purpose of cognitive behavioral therapy is to demonstrate erroneous ideas that produce negative emotional effects in people (Corey, 2008). Focusing techniques (Hacney & Cormier, 2008) were also employed to communicate current feelings and thoughts during this session. She added that her resentment over the terrible situation she had with her aunt, which she had previously discussed, had not subsided, and that her aunt refused to comprehend her. The six-hat thinking technique, which is utilized in teaching techniques, was applied to enable the client to describe her feelings and thoughts in many ways about the events that she had just encountered and that had the most impact on her. She was requested to place each hat on her head and convey her feelings and thoughts according to their colors in this technique. The goal was to raise consciousness by recognizing the distinction between her sensations and thoughts. Although cognitive behavioral therapy employs a variety of cognitive, emotional, and behavioral approaches to assist clients in reducing their irrational thoughts, the dialogue process is critical in both daily life and counseling (Corey, 2008). Despite the fact that the client's typical personality is quiet, introverted, and insecure, she stated, "I am a positive person who keeps up with the people around me, and I am amusing." As a result, one of the psychological counseling approaches used was confrontation. The client stated that her education life was left unfinished, and that she always had a desire to study at university. The gestalt method is used in this case. People may keep feelings like resentment, wrath, anxiety, grief, and guilt hidden, according to Corey (2008).

6. Session. First and primarily, what transpired from the previous session to this session, as well as the assigned assignments, were covered. She explained that she had a busy week, that her grandmother had contracted CIV-19, and that her son was ill. She said that her son's condition was caused by her leaving the window open while he was asleep at night, and that she blamed herself and was unhappy with herself. The "personalization" error, which is one of the thinking errors, was present. Examples of emotions were read to the client in order for her to learn to interpret and express emotions, and she was asked to figure out which feeling each one expressed. Then she was asked what emotions she was experiencing at the time. Gestalt therapy emphasizes the importance of being present in the moment. It's critical to recognize and appreciate the significance of the moment you're in (Corey, 2008). Furthermore, the client could not see or had trouble expressing positive emotions in past sessions, and had previously revealed negative emotions. However, as she indicated before, in this session, it was attempted to present other viewpoints by using the cognitive-behavioral approach's "restructuring technique" by discussing in depth the cognitive distortions of negative ideas and how to change negative thoughts into positive ones. This event was considered to be a positive development for the client, and that the counselor's use of motivation-enhancing words to encourage her would increase her self-confidence abilities. In addition, after she stated that she spends a lot of time with her son, that her son has some negative behaviors because he is in the early stages of adolescence, and that this change makes her tired, a brief overview of adolescence was given, and it was discussed that this process should be managed well. Following that, it was discussed what can be done to ensure that the mother has time for herself, despite the fact that the importance of each kid to the mother is well understood. The client reported near the end of the session that she had a dream and that the experience



had an effect on her that lasted a few days. Dreams are significant in psychoanalytic therapy because they bring the subconscious to the surface of consciousness and provide insight into some areas of unresolved difficulties (Corey, 2008). One of the cognitive behavioral approaches utilized here was "socratic questioning." In other terms, the Socratic technique is defined as having an individual taught or learned something new through the use of questions targeted to the individual (Çapar, 2018). It was designed to investigate the client's emotional reactions and behaviors toward "automatic thoughts," a cognitive behavioral approach, by asking questions like "what could have caused you to have this dream?" "Who was in the dream?" and "what was the impact of the dream that affected you so much?"

7. Session. It was centered on what had occurred between the prior session and this session; she stated that she had not had a particularly busy week and that she was caring for her son. The client reported that her son sobbed whenever the subject of his father was brought up, therefore he avoided discussing his father and cautioned the person who brought it up whenever the subject was brought up around him. A couple more examples were given to allow the client to convey her feelings and to double-check prior studies. In the example, it was mentioned that the client has a good attitude toward emotions and that she now expresses her emotions more freely as a result of her increased emotional awareness. As a result, we can observe that our emotional sub-goal was accomplished. Returning to the topic of dreams, the client mentioned that she had not experienced many dreams previously, but this one had a profound impact on her and she could not forget it even after ten days. "She escaped by grabbing her son's hand in a remote spot," the client said in her dream. She did, however, say that she didn't recall anything from the dream in the previous session. Individual-centered therapy questions concentrating on feelings rather than thoughts were asked throughout this interview, such as "When was the last time you experienced this feeling?" and "What does it mean to you to be with your son in your dream?" Following that, the client said that her son is more important to her than everything else in her life. She claimed that she is terrified that after her husband is released from prison, he will petition for custody of her son and take him away, and that this is the source of all her difficulties. She also added that as the date for her husband's release from prison approached, her worry grew. The "ABCD model" of Ellis, which is a cognitive behavioral model for diminishing the client's fear, was used to provide many alternative solutions. Cognitive elements are seen to be essential in emotional and behavioral issues, life experiences, and environmental situations connected with them in cognitive behavioral therapy (Çapar, 2018).

8. Session. This is the final session, and first and foremost, what transpired from the previous to this session was discussed. Termination is a success indicator defined by Quintana (1993) as a lost experience, a mixture of unhappiness and the past, success and pride, and a temporary growing experience (Cormier, 2008). This session included a general assessment. The client stated in this termination session that she has had many problems since childhood, and that while she feels helpless, she can find alternative solutions to the events by developing alternative thoughts, that she has emotional ups and downs, and that she is confident in herself because she sees the events in a positive way. She indicated that she now has positive ideas about the happenings and is able to express herself freely, and that her anxieties that her husband would take her kid from her after he was released from prison had diminished. In addition, during previous sessions, the client claimed that her spouse would be released from prison soon, but that she did not know the precise date. When she arrived for the last session, she mentioned that her husband had been released from prison, but that he had not done anything to endanger her until now, but that she was concerned. She stated that she had not met him since his release from prison and that she would make every effort to avoid meeting him in the future. She claimed that she has the self-assurance and capacity to take the appropriate precautions, as established in earlier meetings, if her spouse acts against her and her child. Finally, it was determined whether positive outcomes were gained from the strategies applied to the content of the psychological counseling process from the beginning of the sessions, whether the goals were met or not, and what situations were missing. As a result, the process was completed.



FINDINGS

After the therapy session, the client was asked to rate the effectiveness of the counseling by answering the questions on the interview assessment form orally. What the client gained for solving problems, whether she gained a new perspective during the counseling process, whether she began to understand herself, where the client wants to see herself as a result of the consultation, whether she achieved the common goals with the consultant, what kind of variables were beneficial for the client, and on which problems the client's evaluations regarding the need to focus on consultation were taken into consideration.

According to the client's self-evaluation, the consequences of the traumas she has been subjected to since childhood have decreased, and her psychological resilience in dealing with negative situations has increased. She stated that her negative attitude toward the situations she encounters has changed, and she can now look at them in a more positive light. She was angry because she couldn't express her feelings and thoughts before, but now, thanks to the counselor's influence, she can express her feelings and thoughts to the other person more easily, and the rate of her positive emotions has increased. The client claimed that she used to feel helpless in situations she couldn't solve, such as her ex-husband threatening to take her child away, but that now she has other options and feels stronger. She even stated that she would make a future appointment for her son to undergo psychological help. Her ex-husband's release from prison occurred during the client's final sessions, and she claimed that her worry of her ex-husband harming her diminished, and the fact that he did not exhibit harmful attitudes and behaviors made her feel more at ease. She stated that she benefited greatly from psychological treatment and that she is now much more relieved and that it is beneficial to her. Although she indicated she would give her a score of 2 out of 10 for her psychological state at the start of the counseling process, she now says she can offer 9 or 10 points. Despite having been through a lot in her life, she claims that her capacity to fight has increased. She noted that numerous approaches are utilized in the psychological therapy process, and that she has significantly profited from them and formed alternate viewpoints as a result of them. She showed her happiness by stating that she was grateful since she was able to discuss her difficulties during the psychological therapy procedure and find solutions to them.

According to the findings of this study's qualitative evaluations, the client's 8-session counseling process was effective, she was able to express herself, and she contributed to the development of coping skills for her problems.

DISCUSSION, CONCLUSION, and SUGGESTIONS

For the client's problems, such as intense fear of losing her child, belief that her partner could harm herself and her child, low self-confidence skills, and difficulties in expressing her feelings, cognitive behavioral approach, individual-centered approach, gestalt approach, psychological counseling techniques, and emotional intervention techniques were used in this study. Emotional intervention strategies were used in eight sessions. Before beginning psychological counseling, the client was informed of the procedure and the appropriate arrangements were made. It has been put to the test on a qualitative level by examining the client's thoughts on the strategies and procedures used in the counseling process. In the following stages, it was seen that the client generally opened up in the counseling process, but that she showed some resistance on some problems. Examine customers' reluctance and resistance, and assist them understand that they are not evil or strange (Egan, 2011). The consultation process was not disrupted or delayed in any way. Cognitive behavioral approaches like mind reading, must-have, personalization, Socratic questioning, the ABCD model, and identifying negative ideas, feelings, and actions and replacing them with positive ones were employed during the counseling process. Emotion-focused studies from the individual-centered method, Bono's 6 thinking hats technique, the gestalt approach, and psychological therapy techniques were also utilized. Following these investigations, it was discovered that the client's dread of being separated from her child had diminished.

When looking at the research, it is clear that there are a variety of techniques to lowering fear and anxiety in adults. Cognitive behavioral therapies, on the other hand, have been employed more frequently. The use of cognitive behavioral therapy, individual-centered therapy, gestalt therapy, and psychological counseling procedures in this study demonstrated an eclectic approach. Ellis's cognitive behavioral approach, which he established in 1998, is employed in anxiety, fear, personality disorders, psychotic disorders, child raising, and social skills training (Corey, 2008). Separation anxiety was treated with cognitive treatment and family therapy in Kaya's study (2021). According to the qualitative findings of the research, it has been revealed that the psychological counseling process, the approach methods adopted and the intervention are effective. These treatments have been found to have a good impact on the improvement of the disorder in interpersonal relationships, academics, and social life of the mother who fears losing her child. According to the findings of the Karlıdağ, Ünal, Avcı, and Sipahi (2002) study on familial separation anxiety disorder, there is a close association between attachment and psychopathology. Separation anxiety in children and separation anxiety in parents were investigated in a study conducted by Çetin (2017), and it was discovered that the parents of children with a high fear of abandonment and being alone also had high levels of anxiety as a result of the research. Furthermore, moms of children who have a low fear of being alone were found to have more positive parenting views than mothers of children who had a high fear of being alone.

Alternative intermediate beliefs have been constructed in response to the client's fearful intermediate and core beliefs in this case study. Cognitive behavioral therapy, gestalt therapy, individual-centered therapy, and psychological counseling strategies have all been shown to help clients overcome their fears. Furthermore, the qualitative data revealed that technical and applied interventions in the psychological counseling process were helpful, and that as a result of the applications, the client's fear of losing the child, in which she could express her feelings and thoughts, diminished. This research is regarded to be effective in helping women who are terrified about losing their child. Making case reports on issues like depression, grief, trauma, anxiety, aggression, love and marriage problems is regarded to be good for individuals who work in the field of counseling, psychological counseling, and psychology, in addition to what is discussed here.

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