Treatment Plan Completion

Donald R. Owens

Grand Canyon University PCN-610

2/11/2020

**Treatment theory**

A close examination of the condition of Eliza suggests that she is living with anxiety, self-esteem, and stress. These mental conditions have made her think and act erratically, thereby affecting the quality of her life. The element of low-esteem is evident in the life of Eliza since she tends to bend to the pressure presented to her by the environment in which she lives. Eliza is not capable of saying no to practices being done by her peers. For instance, she resorts to drinking because some of her peers are also drinking. Eliza admits that her drinking habits have been occasioned by the pressure from her friend. Thus, had it not been for her friend’s drinking habits, she would not be drinking. On the other side, Eliza's anxiety is majorly caused by the demands of her studies. Naturally, many learners face anxieties that are primarily caused by the need to do well in class. Most importantly, anxiety arises arise during periods of examinations. Another source of anxiety for Eliza is her friendships. She has had friendship struggles, and these have had adverse effects on her. The net effect of these challenges is that Eliza doubts her worth and abilities. She does not want to explore new things and see if she can realize success.

*The applicable treatment theory*

 After analyzing the problem and challenges facing Eliza, the most suitable theory that may be used to address her condition is the behaviorism theory. According to the behaviorism theory, most behaviors and actions are largely determined by life experiences (Bryant et al., 2013). Thus, this theory focuses on learning processes as ways of changing behaviors. One of the key tenets of behaviorism is conditioning. This refers to a form of learning that involves reward and stimuli. One of the impacts of conditioning is that it is capable of helping an individual to change from abnormal to normal behavior. For example, in operant conditioning, the behavior of an individual may be changed by the promise of a reward. For example, an individual may be told that a change of behavior in a certain direction may attract certain rewards. However, in classical conditioning, learning occurs when there is a temporal association. For example, when events occur close to each other in so many instances that it appears like a pattern, an individual will learn to create an association between the two events. The mind of an individual will always be conditioned to create an association between the two. For example, when a bell usually rings before dinner, and the trend continues for long, an individual’s mind will always be conditioned to create a connection between the two events. This form of learning may be used to help Eliza to develop beneficial behavior patterns. Finally, in modeling, individuals may change their behavior when they see how other people behave.

The primary reason for the selection of this theory is that the erratic behavior of Eliza was learned from other people and in the same way, it may be necessary to make sure that strategies are adopted to help Eliza to unlearn some of the behaviors that she adopted from other people. For instance, Eliza drinks, not because she is a drunkard, but because she has learned it from her peers. Besides, concerning anxiety, this theory may be used to help Eliza to recognize the onset of anxiety and, in response, develop the most suitable strategies to cope with bouts of anxiety in the event it arises. The application of behavioral theory in the case of Eliza will be essential in making Eliza develop the most suitable mechanisms to deal with her stress and anxiety.

**Handing the mental health challenges facing Eliza**

 Eliza’s mental health challenges include stress and anxiety. It is possible to use behavioral theory to address the challenges. In this regard, behavior therapy may be used to address mental health challenges. One of the purposes of behavior therapy is to help individuals to change and drop some of the behaviors that the individuals may go through in their lives. Some of the behaviors may be self-destructive, thereby causing an unhappy and troubled life. Essentially, the purpose of behavioral therapy is to help individuals to overcome their present challenges and adopt new approaches to life, going into the future (Craske, 2014). Eliza’s anxiety may be addressed by taking her through behavior therapy. The intention would not be to stop anxiety but to help Eliza to deal with her condition. Besides, the therapy would help Eliza to recognize the sources of stress and anxiety and deal with them effectively.

One of the advantages of cognitive-behavioral therapy is that it involves training the patient to take charge of their health (Arch et al., 2012). When patients are personally in charge of their recovery processes, they are likely to experience a quick recovery. Thus, this approach will be beneficial to Eliza because it will enable her to monitor and assess her recovery process continually and take appropriate measures to adjust accordingly.

**Addressing substance abuse**

 Eliza is involved in substance abuse, especially alcohol consumption. Eliza's alcohol consumption is a behavioral problem that she as leaned from her friends. She has resorted to drinking alcohol, not because she wants but because she is following the footsteps of her friends. One of the problems with substance abuse is that some abusers do not recognize that they are siding down a very dangerous path. By applying behavioral therapy in substance abuse, Eliza will start appreciating some of the dangers and adverse effects that the consumption of alcohol will have on her. Besides, the therapy will allow Eliza to make independent decisions without relying on her friends. She is currently abusing alcohol because of the influence of her friend, and this is a trend she can change.

References

Arch, J. J., Eifert, G. H., Davies, C., Vilardaga, J. C. P., Rose, R. D., & Craske, M. G. (2012). A randomized clinical trial of cognitive-behavioral therapy (CBT) versus acceptance and commitment therapy (ACT) for mixed anxiety disorders. *Journal of consulting and clinical psychology*, *80*(5), 750.

Bryant, L. C., Vincent, R., Shaqlaih, A., & Moss, G. (2013). Behaviorism and behavioral learning theory.

Craske, M. G. (2014). *Cognitive-behavioral therapy*. American Psychological Association.