

Case Study of Robert Sarver

Abstract

Today, I will introduce the mind and personality of Mr Robert Sarver, a retired Detective of the Melbourne Police Department and current teacher at West Shore Junior/Senior High School. Mr. Sarver attended the school that was Central Junior High, which is now the home of the West Shore Wildcats, and has lived in the Melbourne area all of his life. In his class, Mr. Sarver is usually reserved to himself, and doesn't show much emotion other than when someone really gets on his nerves, or says something really funny. Mr. Sarver consistently says he "doesn't care" about his students truly studying or reading the book for his AP Government and AP Economics classes, as he believes that he will be fired or retired before long. He really only has one true friend at the school, that being Mr. Pustay the AP Psychology and AP United States History teacher.

Background - Robert Sarver

Mr. Sarver, as stated before, has lived in Melbourne, Florida for all of his life, working for the Melbourne Police Department and Brevard County Sheriff's Office for 25 years, and now works as a teacher in AP Government and AP Macro/Micro-Economics at West Shore Junior/Senior High School (Sarver, R., 2018). He is currently in his 60s, and is known to be one of the most reserved and stone faced teacher at West Shore, laughing only when a student says something absolutely stupid. For his middle and high school education himself, Mr. Sarver attended the former Central Junior High at the same location as West Shore, and then went to Eau Gallie High

School for his secondary education, which he claims to be the longest attending student at Eau Gallie (no real confirmation to that).

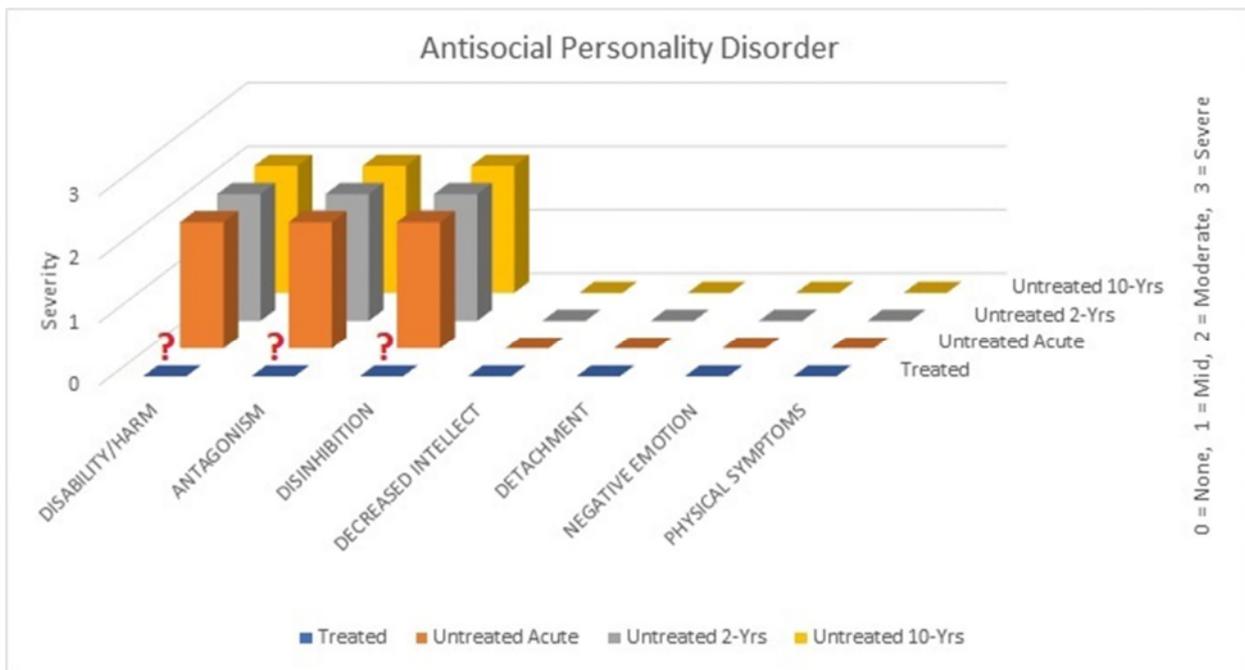
Presented Problem

Sarver came into my office just last week and said that he felt as if all the people around him consistently seemed avoiding of him. He tells me that at every department meeting, the only person that willingly talks to him is his one true friend at West Shore, Mr. Pustay. I ask him about what he did to deserve this attitude from his coworkers, but he tells me that he is usually reserved and quiet, as he doesn't really like to or want to talk with the other teachers. Since that didn't really get deep enough into why, I asked him about his current relationship status and he told me that he had been through 2 marriages, and wasn't currently seeing anyone. I felt as if Sarver wasn't really telling me how he felt when people didn't talk to him, and I made the assumption that he was upset and hurt by this reality. So, I made it my mission to help Sarver get over his antisociality, and to help him have more than just Mr. Pustay as his friend that he talks to frequently.

DSM 5 - Antisocial Personality Disorder (ASPD)

Antisocial Personality Disorder may be habitual criminals, or engage in behavior which would be grounds for criminal arrest and prosecution, or they may engage in behaviors which skirt the edges of the law, or manipulate and hurt others in non-criminal ways which are widely regarded as unethical, immoral, irresponsible, or in violation of social norms and expectations (The APA, 2012). From what Sarver told me briefly about his past, specifically the part where he is the longest attending student at Eau Gallie High School, I took that to mean he got in trouble

consistently. Then, his description of his present life seems to indicate that he only really talks to Mr. Pustay on a daily basis at West Shore, only talking to other teachers if absolutely necessary, or if approached by those teachers or administrators. Overall, I believe that Sarver is suffering from a almost self-induced antisocial personality, as his communication with others on a willing basis is really limited to Pustay. However, I would like to mention that my diagnosis is not based upon some of the more aggressive and extreme personality types of ASPD, as Sarver was a cop and doesn't display many aggressive behaviors in his daily life.



The graph here represents the symptoms shown with certain time periods of treatment, and how those time periods of treatment affect the display of those behaviors. I don't believe that Sarver will need this much time, as he isn't displaying any of the major problem symptoms such as harm towards others and decreased intellect. (Long, P., 2018)

Psychoanalytic Perspective

The best psychoanalytic approach would be the dynamic version, as it allows the patient to have a personalized treatment. In studies done on other personality disorders, the psychoanalytic approach had a 1.5 year return time for continued therapy even after the personality disorder was for the most part taken care of. In the case of Mr. Sarver, the psychoanalytic approach would be used to create a plan for Sarver himself, and it would be different from another one of my patient's treatment. It would involve looking at the deep down causes of Sarver's disorder, looking at past experiences and even his dreams, much like what Sigmund Freud did. For Sarver this may bring up events from his past as a member of the Brevard County Police Department, or the events from his youth. A good part to the dynamic version of the psychoanalytic perspective is that it can be done in groups, so that people have a group that supports them in opening up. Sarver would most likely not go with the group therapy option, as he doesn't seem to really connect with people often, other than of course Mr. Pustay. I asked him about his relationship with Mr. Jim Pustay, and he said that he just gets along with Mr. Pustay. I think it may be that Mr. Pustay also understands, as I do, how Sarver has an antisocial personality, and moves to try and help Sarver in opening up, but in a very passive way. From my past experience with other clients who have an antisocial personality, I do believe that Mr. Sarver would react well to the specialized treatment of the dynamic psychoanalytic treatment, as he is very different from anyone else, as everyone is. In my many meetings with Sarver during his time as one of my clients, he seemed to open up when given some "sweet tea", which was a part of his specialized treatment plan. Having the specialized plan really helped when having Sarver open up, as he felt comfortable when opening up, which I believe wouldn't have been the case if we hadn't

developed a specialized plan to approach prior to beginning the sessions. During the sessions, I learned about Bob's childhood in Melbourne, from his attendance at Central Junior High School and Eau Gallie High School (where he mentioned that he was the longest attending student ever), to his movement to become a teacher. We discussed his time serving as an officer in the Brevard County Police Department, but he became a bit more reserved about those years of his life, and I didn't feel a need to press into that, as I didn't feel that would yield any responses that would help me in helping Sarver to overcome his antisocial personality. When I asked some questions about his learning after junior high school and high school, he was willing to open up about the Bachelor's Degree and Master's Degree in Public Administration that he attained at the University of Central Florida. I think that the best part to all of it was his willingness to open up, which was aided without a doubt by the specialized plan to help him with finding out the causes of his antisocial personality disorder. Overall, I think that the dynamic psychoanalytic approach was very effective in helping Robert Sarver overcome his Antisocial Personality, and in my opinion make him a more enjoyable person to those who don't really know him personally. The change was achieved by a detailed look into Sarver's life, both the adolescent portion and the later adult portion, focusing on the junior high and high school years, and then looking at the more recent years, such as after getting his teaching job. At the end of his 6 month period of meetings with myself, I could really see a massive difference in Sarver's personality, as he had opened up to a degree he was comfortable with, and even told me he was able to make some more friends other than just Mr. Pustay.

Cognitive Behavioral Perspective

The cognitive behavioral approach allows for the psychologist to look at the maladaptive behaviors of the patient, as well as the environmental factors surrounding the patient's certain disorder. For Mr. Sarver, the best way to approach this would be to try and identify those factors around him that are causing his disorder, such as the people or the actual non-organic objects around him. Then, it would move to addressing the behavior of Sarver in his daily life, as to identify any and all negative behaviors that Sarver is participating in, and trying to stop or lessen the occurrence of those behaviors. Those environmental factors would be his home and how he has it set up, with pictures or layout of the rooms. This look could also span to his classroom, seeing what pictures he has and who those pictures are of. The next step I took would be to look at Sarver's normal behaviors and how he reacts to others in his daily life, and analyzing how he reacts, trying to find a way to stop the bad reactions or transform them into positive ones. These reactions could be anything from how he responds to a question from a student to his body language when asked a question or given a request by an administrator at the school. For these sessions, Mr. Sarver is very reserved and doesn't talk much, and it doesn't do much in the way of helping him to find the environmental factors and behaviors that are causing him to be antisocial. When asked by myself if he could explain or show pictures of his home, Mr. Sarver is very reserved and non-responsive, not saying much and when pressured, just saying no. After about 2 months of hitting a brick wall in the form of Robert Sarver, the I had decided that the cognitive behavioral approach isn't the correct approach to solving Sarver's antisocial personality. I feel like the biggest difficulty in working with Mr. Sarver is that he never really opened up to my questions about his personal life and his past, in order for me to understand what about that may have influenced his current emotions and actions. Another problem with the approach I took in trying to help Mr. Sarver is that I didn't try to ask him about his emotions and personal thoughts

on antisociality, in order to try and understand why he was so reserved in not wanting help in solving his social disorder. However, I do feel that the largest success was learning just how reserved Mr. Sarver really is, and that made me realize just how tough it would be to help Sarver in solving his antisocial personality disorder. I learned that I need to be more precise and in depth with my questions, not so much as being untruthful with my true intentions of my questions, but trying to gain an answer that isn't so much what I specifically asked for. I wouldn't personally classify it as lying to my client, but it may seem a bit unethical to others, which is the reason I didn't use that type of questioning during these two months. Overall, I believe that the cognitive behavioral approach was not the best approach, but as people say, "hindsight is 20/20." If I was able to go back and tell myself one thing, it would be to use a more direct form of questions and trying harder to get Sarver to open up about himself, rather than allow him to continually deflect the questions I posed towards him. These more direct questions would be things like "What, in your opinion, Bob, are a few things that make your classroom seem like a place to reserve yourself, such as pictures or little knick-knacks?" Again, these would be aimed at trying to glean some more specific information from Sarver, and trying to make more sense of his personal life. Overall, as I said before, the cognitive behavioral approach was the wrong initial approach, and that is the one thing that I would change if I had another chance to try and help Mr. Robert Sarver.

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Honesty Statement:

This assignment (Case Study of Robert Sarver) represents my own work. I have not incorporated into this assignment (Case Study of Robert Sarver) any unacknowledged material from the work of another person, including papers, words, ideas, information, data, evidence-organizing

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