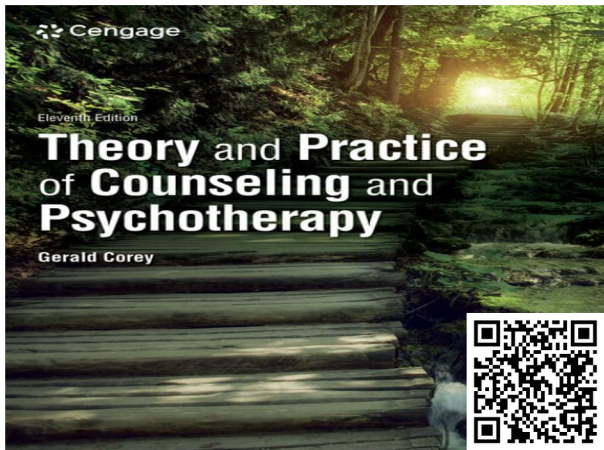


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Eleventh Edition

Theory and Practice of Counseling and Psychotherapy

Gerald Corey

Theories at-a-Glance

The tables in this book compare theories over a range of topics, thereby providing you with the ability to easily compare, contrast, and grasp the practical aspects of each theory. These tables also serve as invaluable resources that can be used to review the key concepts, philosophies, limitations, contributions to multicultural counseling, applications, techniques, and goals of all theories in this text.

The following chart provides a convenient guide to the tables in this text.

Pages

6–7	Table 1.1	Overview of Contemporary Counseling Models
71–72	Table 4.1	Ego-Defense Mechanisms
74–75	Table 4.2	Comparison of Freud’s Psychosexual Stages and Erikson’s Psychosocial Stages
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546–547	Table 15.4	The Therapeutic Relationship
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549–550	Table 15.6	Applications of the Approaches
551	Table 15.7	Contributions to Multicultural Counseling
552	Table 15.8	Limitations in Multicultural Counseling
553–554	Table 15.9	Contributions of the Approaches
554–555	Table 15.10	Limitations of the Approaches

Overview of Focus Questions for the Theories

For the chapters dealing with the different theories, you will have a basic understanding of this book if you can answer the following questions as they apply to each of the eleven theories:

Who are the key figures (founder or founders) associated with the approach?

What are some of the basic assumptions underlying this approach?

What are a few of the key concepts that are essential to this theory?

What do you consider to be the most important goals of this therapy?

What is the role the therapeutic relationship plays in terms of therapy outcomes?

What are a few of the techniques from this therapy model that you would want to incorporate into your counseling practice?

What are some of the ways that this theory is applied to client populations, settings, and treatment of problems?

What do you see as the major strength of this theory from a diversity perspective?

What do you see as the major shortcoming of this theory from a diversity perspective?

What do you consider to be the most significant contribution of this approach?

What do you consider to be the most significant limitation of this approach?

Theories at-a-Glance

The tables in this book compare theories over a range of topics, thereby providing you with the ability to easily compare, contrast, and grasp the practical aspects of each theory. These tables also serve as invaluable resources that can be used to review the key concepts, philosophies, limitations, contributions to multicultural counseling, applications, techniques, and goals of all theories in this text.

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Theory and Practice of Counseling and Psychotherapy

Eleventh Edition



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Dedication

To the future generation of counselors:

Pursue your dreams.

You are here to change the world for the better.

About the Author



Gerald “Jerry” Corey, EdD, ABPP, is professor emeritus of human services and counseling at California State University at Fullerton and is distinguished visiting professor of counseling at the University of Holy Cross in New Orleans, where each semester he teaches intensive courses in counseling theories, group counseling, and ethics. He received his doctorate in counseling from the University of Southern California in 1967. He was awarded an honorary doctorate in Humane Letters in 1992 from National Louis University. He is a Diplomate in Counseling Psychology, American Board of Professional Psychology; a licensed psychologist; and a National Certified Counselor. He is a Fellow of the American Psychological Association (Division 17, Counseling Psychology; and Division 49, Group Psychotherapy); a Fellow of the American Counseling Association; and a Fellow of the Association for Specialists in Group Work. Both Jerry and his wife, Marianne Corey, received the Lifetime Achievement Award from the American Mental Health Counselors Association in 2011, and both of them received the Eminent Career Award from ASGW in 2001. Jerry was the recipient of the Outstanding Professor of the Year Award from California State University at Fullerton in 1991. He received the Thomas Hohenshil National Publications Award, which was presented at the American Counseling Association’s Virtual Conference in 2021. He is the author or coauthor of 16 textbooks in counseling currently in print, along with more than 70 journal articles and book chapters. Several of his books have been translated into other languages. *Theory and Practice of Counseling and Psychotherapy* has been translated into Arabic, Indonesian, Portuguese, Turkish, Korean, and Chinese. *Theory and Practice of Group Counseling* has been translated into Korean, Chinese, Spanish, and Russian. *Issues and Ethics in the Helping Professions* has been translated into Korean, Japanese, and Chinese.

With his colleagues, Jerry has conducted workshops in the United States, Germany, Ireland, Belgium, Scotland, Mexico, Canada, China, and Korea with a special focus on training in group counseling. In his leisure time, Jerry likes to hike and bicycle in the mountains and the desert and drive his 1931 Model A Ford with his grandchildren. Jerry and Marianne have been married since 1964. They have two adult daughters (Heidi and Cindy), two granddaughters, and one grandson.

In addition to *Theory and Practice of Counseling and Psychotherapy*, Eleventh Edition (and *Student Manual*) (2024), other publications by Gerald Corey, all with Cengage Learning, include:

- ◆ *Issues and Ethics in the Helping Professions*, Eleventh Edition (2024, with Marianne Schneider Corey and Cindy Corey)
- ◆ *Theory and Practice of Group Counseling*, Tenth Edition (and *Student Manual*) (2023)
- ◆ *Becoming a Helper*, Eighth Edition (2021, with Marianne Schneider Corey)
- ◆ *Groups: Process and Practice*, Tenth Edition (2018, with Marianne Schneider Corey and Cindy Corey)
- ◆ *I Never Knew I Had a Choice*, Eleventh Edition (2018, with Marianne Schneider Corey and Michelle Muratori)

- ◆ *Group Techniques*, Fourth Edition (2015, with Marianne Schneider Corey, Patrick Callanan, and J. Michael Russell)
- ◆ *Case Approach to Counseling and Psychotherapy*, Eighth Edition (2013)

The following seven books are published by the American Counseling Association:

- ◆ *Clinical Supervision in the Helping Professions: A Practical Guide*, Third Edition (2021, with Robert Haynes, Patrice Moulton, and Michelle Muratori)
- ◆ *Personal Reflections on Counseling* (2020)
- ◆ *The Art of Integrative Counseling*, Fourth Edition (2019)
- ◆ *Counselor Self-Care* (2018, with Michelle Muratori, Jude T. Austin, and Julius A. Austin II)
- ◆ *ACA Ethical Standards Casebook*, Seventh Edition (2015, with Barbara Herlihy)
- ◆ *Boundary Issues in Counseling: Multiple Roles and Relationships*, Third Edition (2015, with Barbara Herlihy)
- ◆ *Creating Your Professional Path: Lessons From My Journey* (2010)

Jerry has also made several educational video programs on various aspects of counseling practice: (1) *Counseling with the Case of Gwen* (2019); (2) *Group Theories in Action* (2019); (3) *Ethics in Action* (2015, with Marianne Schneider Corey and Robert Haynes); (4) *Groups in Action: Evolution and Challenges* (2014, with Marianne Schneider Corey and Robert Haynes); (5) *Counseling with the Case of Stan and Lecturettes* (2013); (6) *Integrative Counseling: The Case of Ruth and Lecturettes* (2013, with Robert Haynes); and (7) *Lecturettes for Theory and Practice of Group Counseling* (2012). All of these programs are available through Cengage Learning, and most of them are part of the MindTap programs.



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Preface to Eleventh Edition

This book is intended for counseling courses for undergraduate and graduate students in psychology, counselor education, human services, and the mental health professions. It surveys the major concepts and practices of the contemporary therapeutic systems and addresses some ethical and professional issues in counseling practice. The book aims to teach students to select wisely from various theories and techniques and to begin to develop a personal style of counseling.

I have found that students appreciate an overview of the divergent contemporary approaches to counseling and psychotherapy. They also consistently say that the first course in counseling means more to them when it deals with them personally. Therefore, I stress the practical applications of the material and encourage personal reflection. Using this book can be both a personal and an academic learning experience.

In this updated eleventh edition, every effort has been made to retain the major qualities that students and professors have found useful in previous editions: the succinct overview of the key concepts of each theory and their implications for practice, the straightforward and personal style, and the book's comprehensive scope. Care has been taken to present the theories in an accurate and fair way. I have attempted to be simple, clear, and concise. Because many students want suggestions for further readings, I have included both recommended supplementary readings and a reference list at the end of each chapter.

Overview of the Book and What's New in the Eleventh Edition

This edition includes updated material and refines selected existing discussions. Part 1 deals with issues that are basic to the practice of counseling and psychotherapy. Chapter 1 puts the book into perspective and introduces readers to the cases of Stan and Gwen. An overview of the videos illustrating counseling sessions with Gwen conducted by nine different therapists is incorporated in this chapter. In Chapter 2, students are introduced to the counselor—as a person and a professional. There is an updated and expanded discussion of becoming an effective multicultural counselor. There is some new material on wellness, counselor self-care, and therapeutic lifestyle changes. Chapter 3 introduces students to a range of key ethical issues in counseling practice.

Part 2 is devoted to a consideration of 11 theories of counseling. All of the theories have been revised and expanded to reflect recent trends and developments in the practice of that theoretical approach, and references have been updated for each theory chapter. In addition, Adlerian therapy, traditional behavior therapy, third-wave behavioral approaches, cognitive behavior therapy, feminist therapy, and the postmodern approaches (solution-focused brief therapy, motivational interviewing,

and narrative therapy) all have undergone major revisions, which highlight significant developments of these theories. As has been true of earlier editions, each of the theory chapters follows a common organizational pattern, and students can easily compare and contrast the various models. This pattern includes core topics such as key concepts, the therapeutic process, therapeutic techniques and procedures, multicultural perspectives, and the theory applied to the case of Stan and the case of Gwen.

Students will have a basic understanding of the 11 theories if they can answer the following questions about each theory introduced in Part 2:

- ◆ Who are the key figures or founders associated with each theory?
- ◆ What are some of the basic assumptions underlying each theory?
- ◆ What are a few key concepts of each theory?
- ◆ What are the primary goals of each theory?
- ◆ What role does the therapeutic relationship play in each theory?
- ◆ What techniques from each theory could be incorporated in an integrated perspective?
- ◆ What are some of the major strengths of the theory from a diversity perspective?
- ◆ What are some of the major shortcomings of the theory from a diversity perspective?
- ◆ What are some of the key contributions of the theory?
- ◆ What are some of the key limitations of the theory?

The summary and evaluation at the end of each chapter describes the contributions, strengths, limitations, and applications of the theory. Special attention is given to the strengths and shortcomings of the theory in working with diverse client populations. Students are given recommendations regarding where to look for further training in the “*Where To Go From Here*” sections at the end of each chapter.

A new feature in the theory chapters of Part 2 is a section on how each theory can be applied to school counseling. The application of the various theories to counseling in school settings is a perspective that was requested by students and faculty. These sections were contributed by individuals who have expertise both in the theory being discussed and in school counseling.

Another new feature of Part 2 is a section in which an expert in each theory addresses six specific questions about the theory. The expert perspectives are provided by diverse contributors who are steeped in the theory, which enables students to see similarities and differences among the theories.

Part 3 presents an integrative perspective. I believe that an integrative approach to counseling practice is the best way to meet the needs of diverse client populations in many different settings. Numerous tables and other material help students compare and contrast the 11 theoretical orientations and illustrates ways these approaches might be integrated. Important discussions explain the psychotherapy integration movement, how to integrate religion/spirituality in counseling, research demonstrating the central role of the therapeutic

alliance, and some conclusions from the research literature on the effectiveness of psychotherapy. I also encourage students to develop a framework that leads to their own synthesis.

Supplemental Resources

Student and Instructor Resources

In this eleventh edition, I have made every effort to incorporate those aspects that have worked best in the courses on counseling theory and practice that I teach. To help readers apply theory to practice, a *Student Manual* is available on the Companion Website. The *Student Manual for Theory and Practice of Counseling and Psychotherapy* is designed for experiential work and contains open-ended questions, cases for exploration and discussion, structured exercises, self-inventories, and a variety of activities that can be done both in class and out of class. The *Student Manual* has a glossary for each of the theories, activities and exercises, case examples, and chapter quizzes for assessing the level of mastery of basic concepts of each theory.

Also available online is a revised and updated *Instructor's Resource Manual*, which includes suggestions for teaching the course, class activities to stimulate interest. This instructor's manual is now geared for the following learning package: *Theory and Practice of Counseling and Psychotherapy*; *Student Manual for Theory and Practice of Counseling and Psychotherapy*; and *Case Approach to Counseling and Psychotherapy*.

Additional instructor assets include an Educator's Guide, PowerPoint® slides, and a test bank powered by Cengage®. Sign up or sign in at www.cengage.com to search for and access this product and its online resources.

MindTap for Theory and Practice of Counseling and Psychotherapy

Today's leading online learning platform, MindTap for *Theory and Practice of Counseling and Psychotherapy*, 11th edition, gives you complete control of your course to craft a personalized, engaging learning experience that challenges students, builds confidence, and elevates performance.

MindTap introduces students to core concepts from the beginning of your course using a simplified learning path that progresses from understanding to application and delivers access to eTextbooks, study tools, interactive media, auto-graded assessments, and performance analytics.

Use MindTap for *Theory and Practice of Counseling and Psychotherapy*, 11th edition, as-is, or personalize it to meet your specific course needs. You can also easily integrate MindTap into your Learning Management System (LMS).

The MindTap for *Theory and Practice of Counseling and Psychotherapy*, 11th edition, contains Video Quizzes related to the Case of Stan and the Case of Gwen. There are also two online-only chapters: Chapter 16, "Case Illustration: An Integrative Approach in Working With Stan," and Chapter 17, "Transactional Analysis".

Alignment With CACREP Standards*

CACREP Core Curriculum Standards for various areas of counseling are reflected throughout this eleventh edition of *Theory and Practice of Counseling and Psychotherapy*. Chapter numbers relevant to the CACREP standards appear in parentheses following the standards listed here.

Professional Counseling Orientation and Ethical Practice

1. The role and process of the professional counselor advocating on behalf of the profession (Chapter 3)
2. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (Chapter 3)
3. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (Chapter 3)
4. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (Chapter 3)
5. Self-care strategies appropriate to the counselor role (Chapter 2)

Social and Cultural Diversity

1. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (Chapters 2–14)
2. Multicultural counseling competencies (Chapters 2–3)
3. Help-seeking behaviors of diverse clients (Chapters 2–14)
4. The impact of spiritual beliefs on clients' and counselors' worldviews (Chapter 2)
5. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (Chapter 3)

Counseling and Helping Relationships

1. Theories and models of counseling (Chapters 2–15)
2. A systems approach to conceptualizing clients (Chapter 14)
3. The impact of technology on the counseling process (Chapter 3)
4. Counselor characteristics and behaviors that influence the counseling process (Chapter 2)
5. Essential interviewing, counseling, and case conceptualization skills (Chapter 1)
6. Developmentally relevant counseling treatment or intervention plans (Chapter 4)
7. Development of measurable outcomes for clients (Chapter 15)
8. Evidence-based counseling strategies and techniques for prevention and intervention (Chapter 3)

*Council for Accreditation of Counseling Related Educational Programs. (2016). *CACREP Standards*.

9. Processes for aiding students in developing a personal model of counseling (Chapter 15)

Group Counseling and Group Work

1. Theoretical foundations of group counseling and group work (Chapters 4–13)
2. Therapeutic factors and how they contribute to group effectiveness (Chapters 4–13)
3. Characteristics and functions of effective group leaders (Chapter 2)
4. Ethical and culturally relevant strategies for designing and facilitating groups (Chapters 4–13)

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- ◆ **Sherry Cormier**, PhD, Chapter 9, Behavior Therapy
- ◆ **Debbie Joffe Ellis**, MDAM, Chapter 10, Cognitive Behavior Therapy (REBT)
- ◆ **Christine Padesky**, PhD, Chapter 10, Cognitive Behavior Therapy
- ◆ **Robert Wubbolding**, EdD, Chapter 11, Choice Theory/Reality Therapy
- ◆ **Carolyn Zerbe Enns**, PhD, Chapter 12, Feminist Therapy
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Many of the ideas in this eleventh edition are the result of my interaction and discussions with graduate students, teaching assistants, and guest presenters beginning in 2020 in my Counseling Theories classes at the University of Holy Cross in New Orleans. These Counseling Theories courses were weekend intensives presented via Zoom. The questions and comments from students in these classes were helpful to me in rethinking many of the concepts and techniques for the various theory chapters.

Marianne Schneider Corey (life partner of almost 60 years) has been greatly instrumental in the development of my integrative approach to counseling. Since the first edition of this book in 1977, Marianne and I have been involved in teaching and presenting workshops. We have had frequent conversations about the contributions of the diverse theoretical perspectives. Her influence is largely responsible for significant shifts in my thinking regarding the practical applications of the counseling theories in this textbook.

Special recognition goes to Kay Mikel, the manuscript editor of this edition, whose exceptional editorial talents continue to keep this book reader friendly.

Gerald Corey

Introduction and Overview

1

Learning Objectives

1. Explain the author's philosophical stance.
2. Identify suggested ways to use this book.
3. Differentiate between each contemporary counseling model discussed in this book.
4. Identify key issues presented in the case of Stan.
5. Identify key issues presented in the case of Gwen.
6. Describe the key themes of the video counseling sessions with Gwen.

Introduction

Counseling students can begin to acquire a counseling style tailored to their own personality by familiarizing themselves with the major approaches to therapeutic practice. This book surveys 11 approaches to counseling and psychotherapy, presenting the key concepts of each approach and discussing features such as the therapeutic process (including goals), the client–therapist relationship, and specific procedures used in the practice of counseling. This information will help you develop a balanced view of the major ideas of each of the theories and acquaint you with the practical techniques commonly employed by counselors who adhere to each approach. I encourage you to keep an open mind and to seriously consider both the unique contributions and the particular limitations of each therapeutic system presented in Part 2.

You cannot gain the knowledge and experience you need to synthesize various approaches by merely completing an introductory course in counseling theory. This process will take many years of study, training, and practical counseling experience. Nevertheless, I recommend a personal integration as a framework for the professional education of counselors. When students are presented with a single theory and are expected to subscribe to it alone, their effectiveness will be limited when working with a diverse range of clients in the future.

An undisciplined mixture of approaches, however, can be an excuse for failing to develop a sound rationale for systematically adhering to certain concepts and to the techniques that are extensions of them. It is easy to pick and choose fragments from the various therapies because they support our biases and preconceptions. By studying the theories presented in this book, you will have a better sense of how to integrate concepts and techniques from different approaches when defining your own personal synthesis and framework for counseling.

Each therapeutic approach has useful dimensions for understanding human behavior. No theory is either “right” or “wrong”; each theory offers a unique contribution to understanding human behavior and has implications for counseling practice. Accepting the validity of one theory does not necessarily imply rejecting other approaches. There is a clear place for theoretical pluralism, especially in a society that is becoming increasingly diverse.

Although I suggest that you remain open to incorporating diverse approaches into your own personal synthesis—or integrative approach to counseling—you can quickly become overwhelmed and confused if you attempt to learn everything at once, especially if this is your introductory course in counseling theories. A case can be made for initially getting an overview of the major theoretical orientations, and then learning a particular approach by becoming steeped in that approach for some time rather than superficially grasping many theoretical approaches. An integrative perspective is not developed in a random fashion; it is an ongoing process that is well thought out. Successfully integrating concepts and techniques from diverse approaches requires years of reflective practice, gaining practical experience in counseling, and a great deal of reading about the various theories. In Chapter 15, I discuss in more depth some ways to begin designing your integrative approach to counseling practice.



Refer to the MindTap for this book to interact with video quizzes and various video programs to expand your knowledge on topics relevant to Chapter 1.

LO1 Where I Stand

My philosophical orientation is strongly influenced by the existential approach. Because this approach does not prescribe a set of techniques and procedures, I draw techniques from various therapy approaches presented in this book. I particularly like to use role-playing techniques. When people reenact scenes from their lives, they tend to become more psychologically engaged than when they merely report anecdotes about themselves. I also incorporate many techniques derived from cognitive behavior therapy.

The psychoanalytic emphasis on early psychosexual and psychosocial development is useful. Our past plays a crucial role in shaping our current personality and behavior. I challenge the deterministic notion that humans are the product of their early conditioning and, thus, are victims of their past. But I believe that an exploration of the past is often useful, particularly to the degree that the past continues to influence present-day emotional or behavioral difficulties.

I value the cognitive behavioral focus on how our thinking affects the way we feel and behave. These therapies also emphasize current behavior. Thinking and feeling are important dimensions, but it can be a mistake to overemphasize them and not explore how clients are behaving. What people are doing often provides a good clue to what they really want. I also like the emphasis on specific goals and on encouraging clients to formulate concrete aims for their own therapy sessions and in life.

More approaches have been developing methods that involve collaboration between therapist and client, making the therapeutic venture a shared responsibility. This collaborative relationship, coupled with teaching clients ways to use what they learn in therapy in their everyday lives, empowers clients to take an active stance in their world. It is imperative that clients be active, not only in their counseling sessions but in daily life as well. Homework, collaboratively designed by clients and therapists, can be a vehicle for assisting clients in putting into action what they are learning in therapy.

A related assumption of mine is that we can exercise increasing freedom to create our own future. Accepting personal responsibility does not imply that we can be anything we want to be. Social, environmental, cultural, and biological realities oftentimes limit our freedom of choice. Being able to choose must be considered in the sociopolitical contexts that exert pressure or create constraints; oppression is a reality that can restrict our ability to choose our future. We are also influenced by our social environment, and much of our behavior is a product of learning and conditioning. That being said, I believe an increased awareness of these contextual forces enables us to address these realities. It is crucial to learn how to cope with the external and internal forces that influence our decisions and behavior.

Feminist therapy has contributed an awareness of how environmental and social conditions contribute to the problems of women and men and how gender-role

socialization leads to a lack of gender equality. Family therapy teaches us that it is not possible to understand the individual apart from the context of the family system. Both family therapy and feminist therapy are based on the premise that to understand the individual it is essential to take into consideration the interpersonal dimensions and the sociocultural context rather than focusing primarily on the intrapsychic domain. This comprehensive approach to counseling goes beyond understanding our internal dynamics and addresses the environmental and systemic realities that surround us.

My philosophy of counseling challenges the assumption that therapy is exclusively aimed at “curing” psychological “ailments.” Such a focus on the medical model restricts therapeutic practice because it stresses deficits rather than strengths. Instead, I agree with the postmodern approaches (see Chapter 13), which are grounded on the assumption that people have both internal and external resources to draw upon when constructing solutions to their problems. Therapists will view these individuals quite differently if they acknowledge that their clients possess competencies rather than pathologies. I view each individual as having resources and competencies that can be discovered and built upon in therapy.

Psychotherapy is a process of engagement between two people, both of whom are bound to change through the therapeutic venture. At its best, this is a collaborative process that involves both the therapist and the client in co-constructing solutions regarding life’s tasks. Most of the theories described in this book emphasize the collaborative nature of the practice of psychotherapy.

Therapists are not in business to change clients, to give them quick advice, or to solve their problems for them. Instead, counselors facilitate healing through a process of genuine dialogue with their clients. The kind of person a therapist is remains the most critical factor affecting the client and promoting change. If practitioners possess wide knowledge, both theoretical and practical, yet lack human qualities of compassion, caring, good faith, honesty, presence, realness, and sensitivity, they are more like technicians. I believe that those who function exclusively as technicians do not make a significant difference in the lives of their clients. It is essential that counselors explore their own values, attitudes, and beliefs in depth and work to increase their own awareness. Throughout the book I encourage you to find ways to apply what you are reading to your personal life. Doing so will take you beyond a mere academic understanding of these theories.

With respect to mastering the techniques of counseling and applying them appropriately and effectively, it is my belief that you are your own best technique. Your engagement with clients is useful in moving the therapeutic process along. It is impossible to separate the techniques you use from your personality and the relationship you have with your clients.

Administering techniques to clients without regard for the relationship variables is ineffective. Techniques cannot substitute for the hard work it takes to develop a constructive client-therapist relationship. Although you can learn attitudes and skills and acquire certain knowledge about personality dynamics and the therapeutic process, much of effective therapy is the product of artistry. Counseling entails far more than becoming a skilled technician. It implies that you are able to establish and maintain a good working relationship with your clients, that you can draw on your own experiences and reactions, and that you can identify techniques suited to the needs of your clients.

As a counselor, you need to remain open to your own personal development and to address any significant personal problems. The most powerful ways for you to teach your clients is by the behavior you model and by the ways you connect with them. I suggest that you experience a wide variety of techniques yourself *as a client*. Reading about a technique in a book is one thing; actually experiencing it from the vantage point of a client is quite another. If you have practiced mindfulness exercises, for example, you will have a much better foundation for guiding clients in the practice of becoming increasingly mindful in daily life. If you have carried out real-life homework assignments as part of your own self-change program, you will have increased empathy for clients and their potential problems. Your own anxiety over self-disclosing and addressing personal concerns can be a most useful anchoring point as you work with the anxieties of your clients. The courage you display in your personal therapy will help you appreciate how essential courage is for your clients.

Your personal characteristics are of primary importance in becoming a counselor, but it is not sufficient to be merely a good person with good intentions. To be effective, you also must have supervised experiences in counseling and sound knowledge of counseling theory and techniques. Furthermore, it is essential to be well grounded in the various *theories of personality* and to learn how they are related to *theories of counseling*. Your conception of the person and the individual characteristics of your client affect the interventions you will make. Differences between you and your client may require modification of certain aspects of the theories. Some practitioners make the mistake of relying on one type of intervention (supportive, confrontational, information giving) for most clients with whom they work. In reality, different clients may respond better to one type of intervention than to another. Even during the course of an individual's therapy, different interventions may be needed at various times. Practitioners should acquire a broad base of counseling techniques that are suitable for individual clients rather than forcing clients to fit into a single approach to counseling.

LO2 Suggestions for Using the Book

Here are some specific recommendations on how to get the fullest value from this book. The personal tone of the book invites you to relate what you are reading to your own experiences. As you read Chapter 2, "The Counselor: Person and Professional," begin the process of reflecting on your needs, motivations, values, and life experiences. Consider how you are likely to bring the person you are becoming into your professional work. You will assimilate much more knowledge about the various therapies if you make a conscious attempt to apply the key concepts and techniques of these theories to your own life. Chapter 2 helps you think about how to use yourself as your single most important therapeutic instrument, and it addresses a number of significant ethical issues in counseling practice.

Before you study each of the theory chapters, I suggest that you at least briefly read Chapter 15, which provides a comprehensive review of the key concepts from all 11 theories presented in this textbook. I try to show how an integration of these perspectives can form the basis for creating your own personal synthesis for counseling. In developing an integrative perspective, it is essential to think holistically. To understand human functioning, it is imperative to account for the physical,

emotional, mental, social, cultural, political, and spiritual dimensions. If any one of these facets of human experience is neglected, a theory is limited in explaining how we think, feel, and act.

To provide you with a consistent framework for comparing and contrasting the various therapies, the 11 theory chapters share a common format. This format includes a few notes on the personal history of the founder or another key figure; a brief historical sketch showing how and why each theory developed at the time it did; a discussion of the approach's key concepts; an overview of the therapeutic process, including the therapist's role and the client's work; therapeutic techniques and procedures; applications of the theory from a multicultural perspective; application of the theory to the cases of Stan and Gwen; a summary and evaluation that focuses on the contributions and limitations of the theory; self-reflection and discussion questions; suggestions of how to continue your learning about each approach; and recommendations for further reading.

The Preface includes a complete description of other resources that fit as a package and complement this textbook. In the MindTap Video Quizzes related to *The Case of Stan*, I demonstrate my way of counseling Stan from the various theoretical approaches in 13 sessions and present my perspective on the key concepts of each theory in a brief lecture, with emphasis on the practical application of the theory. A more recent video, *The Case of Gwen*, shows nine therapists working with Gwen using their own approaches.

LO3 Overview of the Theory Chapters

I have selected 11 therapeutic approaches for this book. Table 1.1 presents an overview of these approaches, which are explored in depth in Chapters 4 through 14. I have grouped these approaches into four general categories.

Table 1.1 Overview of Contemporary Counseling Models

Psychodynamic Approaches	
Psychoanalytic therapy	Founder: Sigmund Freud. A theory of personality development, a philosophy of human nature, and a method of psychotherapy that focuses on unconscious factors that motivate behavior. Attention is given to the events of the first six years of life as determinants of the later development of personality.
Adlerian therapy	Founder: Alfred Adler. Key Figure: Rudolf Dreikurs. Following Adler, Dreikurs is credited with popularizing this approach in the United States. This is a growth model that stresses assuming responsibility, creating one's own destiny, and finding meaning and goals to create a purposeful life. Key concepts are used in most other current therapies.
Experiential and Relationship-Oriented Therapies	
Existential therapy	Key Figures: Viktor Frankl, Rollo May, and Irvin Yalom. Reacting against the tendency to view therapy as a system of well-defined techniques, this model stresses building therapy on the basic conditions of human existence, such as choice, the freedom and responsibility to shape one's life, and self-determination. It focuses on the quality of the person-to-person therapeutic relationship.

Person-centered therapy	Founder: Carl Rogers. Key Figure: Natalie Rogers. This approach was developed during the 1940s as a nondirective reaction against psychoanalysis. Based on a subjective view of human experiencing, it places faith in and gives responsibility to the client in dealing with problems and concerns.
Gestalt therapy	Founders: Fritz and Laura Perls. Key Figures: Miriam and Erving Polster. An experiential therapy stressing awareness and integration; it grew as a reaction against analytic therapy. It integrates the functioning of body and mind and places emphasis on the therapeutic relationship.
Cognitive Behavioral Approaches	
Behavior therapy	Key figures: B. F. Skinner, Albert Bandura, and Marsha Linehan. This approach applies the principles of learning to the resolution of specific behavioral problems. Results are subject to continual experimentation. The methods of this approach are always in the process of refinement. The mindfulness and acceptance-based approaches are rapidly gaining popularity.
Cognitive behavior therapy	Founders: Albert Ellis and A. T. Beck. Ellis founded rational emotive behavior therapy, a highly didactic, cognitive, action-oriented model of therapy. Beck founded cognitive therapy, which gives a primary role to thinking as it influences behavior. Judith Beck continues to develop cognitive behavior therapy (CBT); Christine Padesky has developed strengths-based CBT. Donald Meichenbaum, who helped develop cognitive behavior therapy, has made significant contributions to resilience as a factor in coping with trauma.
Choice theory/Reality therapy	Founder: William Glasser. Key Figure: Robert Wubbolding. This short-term approach is based on choice theory and focuses on the client assuming responsibility in the present. Through the therapeutic process, clients are able to learn more effective ways of meeting their needs.
Systems and Postmodern Approaches	
Feminist therapy	This approach grew out of the efforts of many women, a few of whom are Jean Baker Miller, Carolyn Zerbe Enns, Lillian Comas-Diaz, Thelma Bryant-Davis, and Laura Brown. A central concept is the concern for the psychological oppression of women. Focusing on the constraints imposed by the sociopolitical status to which women have been relegated, this approach explores women's identity development, self-concept, goals and aspirations, and emotional well-being.
Postmodern approaches	A number of key figures are associated with the development of these various approaches to therapy. Steve de Shazer and Insoo Kim Berg are the cofounders of solution-focused brief therapy. Michael White and David Epston are the major figures associated with narrative therapy. Social constructionism, solution-focused brief therapy, narrative therapy, and motivational interviewing all assume that there is no single truth; rather, it is believed that reality is socially constructed through human interaction. These approaches maintain that clients are the experts in their own life.
Family systems therapy	A number of significant figures have been pioneers of the family systems approach, two of whom are Murray Bowen and Virginia Satir. This systemic approach is based on the assumption that the key to changing the individual is understanding and working with the family.

First are the psychodynamic approaches. *Psychoanalytic therapy* is based largely on insight, unconscious motivation, and reconstruction of the personality. The psychoanalytic model appears first because it has had a major influence on all of the formal systems of psychotherapy. Some of the therapeutic models are extensions of psychoanalysis, others are modifications of analytic concepts and procedures, and still others emerged as a reaction against psychoanalysis. Many theories of psychotherapy have borrowed and integrated principles and techniques from psychoanalytic approaches.

Adlerian therapy differs from psychoanalytic theory in many respects, but it can broadly be considered an analytic perspective. Adlerians focus on meaning, goals, purposeful behavior, conscious action, belonging, and social interest. Although Adlerian theory accounts for present behavior by studying childhood experiences, it does not focus on unconscious dynamics.

The second category comprises the *experiential and relationship-oriented therapies*: the existential approach, the person-centered approach, and Gestalt therapy. The *existential approach* stresses a concern for what it means to be fully human. It suggests certain themes that are part of the human condition, such as freedom and responsibility, anxiety, guilt, awareness of being finite, creating meaning in the world, and shaping one's future by making active choices. This approach is not a unified school of therapy with a clear theory and a systematic set of techniques. Rather, it is a philosophy of counseling that stresses the divergent methods of understanding the subjective world of the person. The *person-centered approach*, which is rooted in a humanistic philosophy, places emphasis on the basic attitudes of the therapist. It maintains that the quality of the client-therapist relationship is the prime determinant of the outcomes of the therapeutic process. Philosophically, this approach assumes that clients have the capacity for self-direction without active intervention and direction on the therapist's part. Another experiential approach is *Gestalt therapy*, which offers a range of experiments to help clients gain awareness of what they are experiencing in the here and now—that is, the present. In contrast to person-centered therapists, Gestalt therapists tend to take an active role as they follow the leads provided by their clients. These approaches tend to emphasize emotion as a route to bringing about change, and in a sense, they can be considered emotion-focused therapies.

Third are the *cognitive behavioral approaches*, sometimes known as the action-oriented therapies because they all emphasize translating insights into behavioral action. These approaches include choice theory/reality therapy, behavior therapy, rational emotive behavior therapy, and cognitive therapy. *Reality therapy* focuses on clients' current behavior and stresses developing clear plans for new behaviors. Like reality therapy, *behavior therapy* puts a premium on doing and on taking steps to make concrete changes. A current trend in behavior therapy is toward paying increased attention to cognitive factors as an important determinant of behavior. *Rational emotive behavior therapy* and *cognitive therapy* highlight the necessity of learning how to challenge inaccurate beliefs and automatic thoughts that lead to behavioral problems. These cognitive behavioral approaches are used to help people modify their inaccurate and self-defeating assumptions and to develop new patterns of acting.

The fourth general approach encompasses the *systems* and *postmodern perspectives*. Feminist therapy and family therapy are systems approaches, but they also share postmodern notions. The systems orientation stresses the importance of understanding individuals in the context of the surroundings that influence their

Many other symbols are used in a genogram, including a double square or a double circle to indicate the index person, or person on whom the genogram is focused. An upside-down triangle in a square or circle is used to indicate a gay man or a lesbian woman. We shade the bottom half of a square or circle to indicate substance abuse. We use double parallel lines to indicate a strong relationship between two people and three parallel lines to indicate a fused or enmeshed relationship. A dotted line indicates a distant relationship, and conflict is indicated with lines that look like this: $\wedge\wedge\wedge\wedge\wedge\wedge$. Later in the chapter, we use a genogram in our work with Stan. You now have enough information to construct your own genogram, and we highly recommend that you get a large piece of paper and get started. It works best if two people interview each other so that you are both drawing the genogram and telling each other the story of your family.

As the therapist listens to family members describe the story of their family, it may be difficult to know where to start with a family. Family members are often the best people to choose a focus. Family practitioners may use circular or relational questioning to get at the systemic issues presented in the family story that will provide meaning for the therapist and the family. For example, suppose Tammy is upsetting the family system by ignoring the curfew her parents have set for her. The therapist might ask: “What will happen if Tammy stays out past curfew and is picked up by the police? Who will be most upset by this?” Here is Tammy’s father’s reply:

I will probably be the most upset on the outside. I tend to go off before I think, and then I regret it later. On the other hand, her mother may not show it immediately, but her hurt will stay with her longer, and then she will get mad at me for “letting Tammy off the hook.” She will say that Tammy is manipulating me, but I just don’t see why we should keep fighting about things. It doesn’t do any good. We fight, and Tammy disappears. She wants to run with the big kids, some of whom are in college, over 18, and have no curfew.

From this father’s response, the therapist can choose from a number of points of entry into the life of this family. The counselor might choose to work with the anger or guilt expressed by the members and present in their interactions. Sequential patterns were clearly articulated by the father when the family members are trying to resolve conflict and handle problems. His description also includes implied positions on the roles of men, women, and female children in families—as well as developmental issues related to Tammy wanting to be older than she is.

In the assessment process, it is helpful to inquire about family perspectives on issues inherent in each of these layers. In addition to the points of entry we have noted, here are some other questions that might be included in a more detailed assessment.

- ◆ What does each family member bring to the session?
- ◆ How do family members describe themselves?
- ◆ What are the goals of each family member? What goals does each family member have for the other people in the family?
- ◆ What routines support the daily living of each member of the family?
- ◆ Who makes decisions? How are conflicts resolved or problems handled?
- ◆ What parts are involved in the most common sequences in the family?
- ◆ What is a typical day like?

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