THEORIES OF COUNSELING
AND PSYCHOTHERAPY
SYSTEMS, STRATEGIES, AND SKILLS

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Pearson
This work is dedicated to the world’s helpers and healers: You leave something of yourself in every interaction you have with another person. Never underestimate the power of human connection and the positive impact you can, do, and will have on others. You are important not just to your clients but also to the people around them who benefit from their growth and development—their children, family, partners, friends, and community. One warm connection at a time, you are making the world a better place.

~ Victoria Kress
PREFACE

I want to thank Linda Seligman (deceased) and Lourie Reichenberg for constructing and developing the earlier versions of this text. It was an honor to have the opportunity to be involved in the new edition of this book, and I am grateful to Pearson for this opportunity, and to Linda and Lourie for the work they invested in previous editions of this text.

This text was first published in 2001, and since that time it has been used by tens of thousands of students. Many changes to the text have been made based on developments in the helping professions; feedback and reviews received from students and faculty who have used this text in their courses; and feedback received from practitioners and instructors about what students and new professionals most need to know relative to counseling theories.

The basic structure of the text has been maintained, but extensive changes were made to this version. The BETA (Background, Emotions, Thoughts, and Actions) format used in the previous text was removed to reflect the organic evolution of the theories, and to allow more space to thoroughly address the theories presented. In addition, the discussions of relevant research, documenting the validity of each approach, have been expanded. Updated information is provided on all approaches presented in the text, with considerably expanded information on many (see the “New to This Edition” section later in this Preface). Descriptions of important theories, skill development sections, case studies, and reflect and respond activities (formerly referred to as exercises) were retained.

ORGANIZATION OF THIS TEXT

This text organizes the major theories of counseling and psychotherapy in a unified format. Each chapter that presents a theory follows the same organizational format to facilitate comparison and ease of use, beginning with a brief overview of the approach and a biographical sketch of its developer, and then moving on to the theory’s key concepts, therapeutic process (including therapeutic goals, the therapist’s function and role, and the role of the relationship between the therapist and client), therapeutic techniques and procedures, application and current use, and strengths and limitations. Particular attention is given to the application of each theory to people from diverse backgrounds. Finally, at the end of each chapter, skill development and personal development activities allow students to apply the knowledge they have gained around each theory. These activities are as follows:

- **Skill development section:** This section teaches one or more key skills associated with the treatment system under review.
- **Case illustration with the Diaz family:** Edie, her husband Roberto, and their daughter Ava appear throughout the text to illustrate how treatment approaches can be used and applied.
- **Reflect and Respond:** These activities will help readers develop self-awareness and solidify learning.

Although this text focuses primarily on counseling theories that are designed for use with individuals, an overview of family systems theory is included in Chapter 14. Chapter 15 discusses the nature, strengths, and shortcomings of integrated and eclectic counseling approaches, and provides summary tables and overviews of all the major theories discussed in this text.
NEW TO THIS EDITION

Based on reviewers’ comments and the feedback received from various sources, significant changes have been made to this fifth edition. It was my intent to make the text practical and functional for both students and instructors.

Changes to the Text

- The theories discussed in this text have some foundational common threads, yet they are unique. The BETA model was removed from the text to create more space to engage with the richness and complexity of the theories. As such, the four overview chapters that applied the BETA model were removed.
- Three new chapters were added: Contemporary Cognitive Behavioral Therapies (Chapter 8; e.g., acceptance and commitment therapy, dialectical behavior therapy, schema therapy, and mindfulness-based cognitive therapy), Feminist Therapy (Chapter 12), and Postmodern Therapy (Chapter 13; e.g., solution-focused brief therapy and narrative therapy). The contemporary cognitive behavioral theories have a solid research base which supports their use, and the feminist and post modern therapies play an increasingly important role in our diverse, rapidly evolving society. This edition addresses these theories more explicitly and systematically.
- The individual application activities at the end of each chapter—intended to help students apply aspects of the theories to their own experience—were expanded and additional activities were included. This section was previously referred to as “Exercises” and it is now called “Reflect and Respond.”
- The fifth edition of this text brings a stronger multicultural focus. In each theoretical chapter in the text, a revised multicultural section intended to draw attention to cultural considerations was provided.
- To permit more space in the text to expand on important theoretical concepts, the large- and small-group activities that had been in each chapter were moved to the instructor’s manual. Instructors are encouraged to use these activities in class so that students have an opportunity to apply what they are learning.
- A glossary was added to the text. In the eText version of this book, readers can click on the highlighted terms and be digitally linked the corresponding definition.
- Each chapter has been updated to include an overview of the latest research available on each theory.
- The common factors approach and support for the importance of an effective and sustained therapeutic alliance have been the focus of much newly published research. This information is integrated where relevant (usually in the discussion of the therapeutic alliance) throughout the text. Chapter 1, Foundations of Effective Counseling, includes an extended discussion of this topic, as does the chapter on theoretical integration.
- Changes were also made to the writing style of the text to help improve the flow and readability, and thus enhance the reader experience.
- Additional content was added to all of the chapters, as were updated resources and references.
- This version of the text has MyLab Counseling™.

Also Available with Mylab Counseling

This title is also available with MyLab Counseling, an online homework, tutorial, and assessment program designed to work with the text to engage students and improve results. Within its structured environment, students see key concepts demonstrated through video clips, practice what they learn,
LEARNING OUTCOMES AND STANDARDS MEASURE STUDENT RESULTS  My Lab Counseling organizes all assignments around essential learning outcomes and national standards for counselors.

VIDEO- AND CASE-BASED EXERCISES DEVELOP DECISION-MAKING SKILLS  Video- and Case-based Exercises introduce students to a broader range of clients, and therefore a broader range of presenting problems, than they will encounter in their own pre-professional clinical experiences. Students watch videos of actual client–therapist sessions or high-quality role-play scenarios featuring expert counselors. They are then guided in their analysis of the videos through a series of short-answer questions. These exercises help students develop the techniques and decision-making skills they need to be effective counselors before they are in a critical situation with a real client.

LICENSURE QUIZZES HELP STUDENTS PREPARE FOR CERTIFICATION  Automatically graded, multiplechoice Licensure Quizzes help students prepare for their certification examinations, master foundational course content, and improve their performance in the course.

VIDEO LIBRARY OFFERS A WEALTH OF OBSERVATION OPPORTUNITIES  The Video Library provides more than 400 video clips of actual client–therapist sessions and high-quality role-plays in a database organized by topic and searchable by keyword. The Video Library includes every video clip from the MyLab Counseling courses plus additional videos from Pearson’s extensive library of footage. Instructors can create additional assignments around the videos or use them for inclass activities. Students can expand their observation experiences to include other course areas and increase the amount of time they spend watching expert counselors in action.

EFFECTIVE WAYS TO USE THIS TEXT

This text has been designed for flexibility and ease of use. Although each college and university has its own curriculum and required courses, this text can be adapted to almost any curriculum in counseling, psychology, social work (or any other helping professions) and also can be used for training and staff development. Here are a few suggestions for using the text:

1. Most schools offer a counseling theories course in only one term, and the entire text could be covered in a one-semester course.

2. The text is also ideally suited for use in a two-semester or two-quarter course on theories and techniques of counseling and psychotherapy. The first part of the text could be covered in the first semester, with the remaining sections covered in the second semester to provide students with an in-depth and comprehensive understanding of the counseling theories.

3. The Skill Development sections are designed to accompany the theories taught in that particular chapter. However, these sections can be used independently of the theoretical portions, perhaps taught in a subsequent semester following a course on theories of counseling and psychotherapy or used as part of a practicum or internship to facilitate skill development.

4. Like the Skill Development sections, the Reflect and Respond activities are intended to accompany review of the theory in each chapter. However, they are designed to be used flexibly. These activities offer people the opportunity to work alone and apply their learning to themselves.
The large-group and small-group exercises have been moved to the Instructor’s manual and are appropriate for encouraging classroom discussion. Small-group exercises allow clusters of a few learners to practice and improve their clinical skills with the benefit of peer feedback and support. Faculty members, of course, can choose to use any or all of the activities that accompany each chapter. Ideally, time should be allocated, either during or outside class, for at least some of the activities in each chapter. However, if time is limited, the individual activities enable students to continue their learning and skill development outside class. Although instructors may decide to review students’ journals at the end of a course to determine whether they have completed the individual activities, I encourage them not to grade or evaluate these journals so that students feel free to express themselves, try out new skills, and gain learning and self-awareness. Students should be told at the beginning of the course whether they will be required to share their journals in any way so that they can determine how much they share.

ACKNOWLEDGMENTS

A big thank you goes out to my publishing team at Pearson. Kevin Davis taught me so much over the past 5 years; his wisdom, support, and patience have been priceless, and I will miss working with him as he moves into retirement. Rebecca Fox-Gieg’s never-ending warmth and support provided me with the confidence I needed to get creative in developing this text. Thank you to both Kevin and Rebecca for believing in me! Because of their unconditional support, I have been able to reach my potential as an author.

Sometimes the universe gives you a gift when you most need it. With regard to this text, my gift came in the form of one Christine A. McAllister. It is impossible to communicate in words how grateful I was to have Christy assist me in developing this text. Christy is wise and gifted beyond her years. Her insights and opinions greatly informed the development of this text. She is a wonderful writer and editor. I could not have made my tight deadlines were it not for her support.

Thank you to Linda Seligman and Lourie Reichenberg, who constructed the original version of this text. I dramatically changed the structure and content of the text, but underneath those changes are the words and ideas they constructed. This text would not be what it is were it not for them.

Stephanie Sedall was very helpful in the earlier stages of the text’s development. Her conscientiousness and warm way were much needed at that time.

Matt Paylo, thank you for your assistance in thinking through the restructuring of the text. You were missed more than you could know on this one!

Thank you to Dr. Robert Wubbolding, who graciously took time away from his busy schedule to read and provide very thoughtful feedback on the reality therapy chapter. It was a true honor to have an original theorist share his wisdom, experience, and insights.

I would also like to thank the following people who offered useful suggestions that helped in developing this text: Eric Baltrinic, you are always exceptionally thoughtful, and I appreciate your insights around what constitutes a “good” theories text; Richard Watts, thank you for sharing Adlerian resources; Dana Unger, thanks for taking time to talk with me about what you look for in a theories text; and David Johnson, you are a deep thinker, and I so appreciate your assistance in thinking through the presentation of the forces that have influenced the development or waves of counseling theories.

Thank you, Amy Williams, for reviewing the systems chapter and sharing your thoughts.

Thank you, too, to the Pearson book reviewers: Ellyn Herb, San Jose State University; James Overholser, Case Western Reserve University; Joya A. Crear, George Mason University;
Preface

Dr. Chuck Barké, University of Texas at Tyler; and R. J. Davis, Lamar University, who provided invaluable feedback that served to make this text better.

The editorial staff at SPi Global were amazing during the production stages of this text. Thank you to Janelle Criner, my content producer, and Joanne Boehme my copy editor, for being so thorough.

Last, but not least, writing a book necessarily requires sacrifice not only from the authors but also from the people who surround them. My profound thanks go out to my husband, Rob, and my children, Ava and Isaac, for their patience during this text’s development. Thank you to my Department Chair, Jake Protivnak, for your flexibility and the support you regularly offered.
ABOUT THE AUTHORS

Victoria E. Kress, PhD/LPCC-S (OH), NCC, CCMHC, is a professor, counseling clinic director, and the director of the clinical mental health and addictions counseling programs at Youngstown State University. She previously worked as the director of advocacy for the National Board of Certified Counselors. She has over 25 years of clinical experience working with youth and adults in various settings, which include community mental health centers, hospitals, residential treatment facilities, private practices, and college counseling centers. She has published over 130 refereed articles and book chapters, and she has coauthored 5 books on counseling youth and adults. She was identified as the top producer/publisher in counseling journals between the years 2000 and 2017. She previously served as the associate editor of the Theory and Practice Sections of the *Journal of Mental Health Counseling*, and as an editorial board member for the *Journal of Counseling and Development* and other counseling journals. Dr. Kress has lectured throughout the United States, as well as internationally, on various topics related to counselor practice. Dr. Kress served two terms as a governor-appointed member of the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board, and served as the chair of the Counselor Professional Standards Committee. She also served as the ethics liaison for Ohio’s state regulatory board and presently serves as a consultant/expert witness for counselor ethics cases. She has been the recipient of over 40 professional and community service awards, most of which were for her advocacy, leadership, scholarship, community service, and mentorship initiatives. She has also received awards for her work with people who have intellectual disabilities, for empowering girls in her community, for her sexual assault prevention efforts, and for her child abuse advocacy work. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) honored her with the Martin Ritchie Award for Excellence in Advocacy. She also received the following American Counseling Association (ACA) Awards: the ACA Fellow Award, the Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person, the Distinguished Mentor Award, the Counselor Educator Advocacy Award, and the Government Relations Award. She has been the recipient of the following Association for Counselor Education and Supervision (ACES) Awards: the Counseling Vision and Innovation Award, the Outstanding Mentor Award, the Robert Stripling Award for Excellence in Standards, and the Leadership Award. She has also received a number of Youngstown State University awards (e.g., the Giant Award, Distinguished Scholar, Distinguished Public Servant) as well as various Ohio Counseling Association awards, including the Counselor of the Year Award, the Research and Writing Award, the Legislative Advocacy Award, and the Leadership Award. She is a past president of Chi Sigma Iota International and the Ohio Counseling Association; she is a past ACA region chair; and she is the president of the Association for Humanistic Counseling. She has also worked and volunteered in Malawi, Zambia, Tanzania, and Rwanda, promoting mental health awareness and training, as well as the professionalization of counseling.

Linda Seligman, PhD, received her doctorate in counseling psychology from Columbia University. Her primary research interests included diagnosis and treatment planning as well as counseling people with chronic and life-threatening illnesses. Dr. Seligman was a professor at George Mason University for 25 years. She served as codirector of the doctoral program in education, coordinator of the Counseling Development Program, associate chair of the School of Education, and head of the Community Agency Counseling Program. She was later named professor emerita. Dr. Seligman also
About the Authors

served as associate at Johns Hopkins University and as a faculty member in counseling psychology at Walden University.

During her lifetime, Dr. Seligman authored 15 texts, including Selecting Effective Treatments, Diagnosis and Treatment Planning in Counseling, Developmental Career Counseling and Assessment, and Promoting a Fighting Spirit: Psychotherapy for Cancer Patients, Survivors, and Their Families. She also wrote more than 80 professional articles and text chapters. She lectured throughout the United States, as well as internationally, on diagnosis and treatment planning and was recognized for her expertise on that subject. In 1990, the American Mental Health Counselors Association (AMHCA) designated Dr. Seligman as Researcher of the Year. In 2007, AMHCA honored her with the title of Counselor Educator of the Year.

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