

# DEVELOPING YOUR THEORETICAL ORIENTATION IN COUNSELING AND PSYCHOTHERAPY

*Fourth Edition*

**DUANE A. HALBUR**

*Walden University*

**KIMBERLY VESS HALBUR**

*Medical College of Georgia–Augusta University*



330 Hudson Street, NY, NY 10013

**Director and Publisher:** Kevin M. Davis  
**Portfolio Manager:** Rebecca Fox-Gieg  
**Content Producer:** Pamela D. Bennett  
**Portfolio Management Assistant:** Casey Coriell  
**Executive Field Marketing Manager:** Krista Clark  
**Executive Product Marketing Manager:** Christopher Barry  
**Procurement Specialist:** Deidra Smith

**Cover Designer:** Melissa Welch, Studio Montage  
**Cover Cover Photo:** Brian Harrison/ EyeEm/Getty Images  
**Full-Service Project Management:** Sudip Sinha, iEnergizer Aptara<sup>®</sup>, Ltd.  
**Composition:** iEnergizer Aptara<sup>®</sup>, Ltd.  
**Printer/Binder:** LSC Crawfordsville STP  
**Cover Printer:** LSC Crawfordsville STP  
**Text Font:** 10 pt Janson Text LT Pro

**Copyright © 2019, 2015, 2011 by Pearson Education, Inc.** or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. To obtain permission(s) to use material from this work, please visit <http://www.pearsoned.com/permissions>.

Acknowledgments of third-party content appear on the page within the text, which constitute an extension of this copyright page.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc. or its affiliates, authors, licensees, or distributors.

#### Library of Congress Cataloging-in-Publication Data

Names: Halbur, Duane, author. | Halbur, Kimberly Vess, author.  
 Title: Developing your theoretical orientation for counseling and psychotherapy / Duane A. Halbur, Walden University, Kimberly Vess Halbur, Medical College of Georgia–Augusta University.  
 Description: Fourth edition. | Boston: Pearson [2019] | Includes bibliographical references and index.  
 Identifiers: LCCN 2017042457 | ISBN 9780134805726 | ISBN 0134805720  
 Subjects: LCSH: Psychology—Philosophy. | Counseling. | Psychotherapy.  
 Classification: LCC BF38.H33 2019 | DDC 158.3—dc23 LC record available at <https://lccn.loc.gov/2017042457>.

*In memory of  
Edna May Thompson  
and  
Carol Lynn Halbur,  
who gave us much love and many of our theories about life  
and helped us to pass them along to our children,  
Dominic Anthony Halbur  
and  
Carolyn Maye Halbur*

# Preface

We first wrote *Developing Your Theoretical Orientation in Counseling and Psychotherapy* with the objective of assisting other helping professionals in finding their theoretical orientation more easily than we did. We realize that the term *helping professionals* may seem generic, but we use it in an effort to include helpers who work with diverse populations in a wide array of fields. Specifically, we are speaking to mental health counselors, psychologists, social workers, school counselors, substance abuse counselors, psychotherapists, and peer helpers. This fourth edition attempts to assist clinicians further in finding their theoretical orientation in a diverse society while enjoying the process of self-exploration. The theories are presented in a way that allows the reader to identify quickly the philosophical and cultural foundations of the theories while accessing the goals and techniques of the theories. New to this edition is the presentation of several pertinent techniques that are currently impacting the field of counseling that, however, do not stand alone as comprehensive theories.

Because the work of helping professionals needs to be grounded in theory, this text features an innovative model for selecting a theoretical orientation, as well as hands-on activities to assist readers in their quest for a theoretical approach to helping. Learning activities, reflection questions, and case studies are included throughout the text, with several featured prominently in Chapter 5. These activities have been updated to demonstrate traditional and contemporary theories as well as multicultural perspectives so important to the helping fields.

The Intentional Theory Selection (ITS) model is a contemporary model for selecting a theoretical orientation. This model can assist helpers in finding a theory that is congruent with their personal values. We also acknowledge that the selection of a theoretical orientation may be quite cyclical. Just as in life, change in theoretical orientation is constant and inevitable. Thus, a professional helper may revisit the model many times throughout his or her career.

This text may also serve as a reminder or overview of the foremost helping theories and their respective schools of thought. We provide readers with a reminder of the basic philosophies, goals, and techniques of the major theories of counseling. We hope this text offers just enough information to remind professional helpers of what they already know while enticing them to seek out and learn more about a presented theory.

In addition to a summary of selected counseling theories, students and counselors will be exposed to 10 applied ways, several new to this edition, to aid in the self-discovery process. This self-discovery will begin the readers' processes of intentionally finding a theoretical orientation that is congruent with their own worldview, beliefs, and values. The Selective Theory Sorter-Revised (STS-R) is a survey that was

developed to help students and counselors discover which researched theories they might endorse. This sorter, more important in self-discovery than in assessment, is one of several tools that will be offered to readers while they are in the process of finding their own theoretical orientation.

We hope that readers find the material and the ITS model refreshing and at the same time meaningful. Those in the helping professions know, through research and observation, that theory is important. Many innovators, researchers, and clinicians have dedicated their research and life work to finding techniques and philosophies that can best serve our clientele. We owe so much to these pioneers who have helped us to be effective and ethical in the work we do.

The helping professions are truly important to a developing society. Helping professionals have the opportunity to prevent and remediate when they serve in a field that makes its daily impact by improving the lives of others. As you work on your own professional identity and struggles, remember that this opportunity is both a blessing and a responsibility. In this text, as in many endeavors in your professional life, you will be asked to look inward—as professionals, we ask this of clients; as authors, we ask this of you. Take this opportunity to challenge yourself and grow.

We have presented the ITS model and the STS–R at many professional conferences and have greatly appreciated the feedback and the anticipation for this project to be in print for a fourth time. We continue to receive emails and phone calls from faculty members who have adopted the text and their students who have enjoyed using it. The interest we have received professionally has served as a muse and motivation for us to improve and update it in this fourth edition.

## NEW TO THIS EDITION

The fourth edition of *Developing Your Theoretical Orientation in Counseling and Psychotherapy* offers the following new elements:

- Consideration of the application of technology to the delivery of theoretically based counseling
- A deeper discussion of the implications of empirically validated treatments
- A contemporary review of implications of common-factor approaches to counseling
- An offering of techniques that are important to the field of contemporary counseling, yet not included in the major theories
- An increased presentation of the implications of various theories in a multicultural field
- Updated material that readers will find relevant to Counseling for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards
- Updated websites related to theories and theoretical training to allow readers quick access to more information
- An inclusion of strengths-based and resilience-based practices
- Updated cases to assist readers through the process of choosing their theoretical orientation

**vi** PREFACE

## **ABOUT THE AUTHORS**

Dr. Duane Halbur's research interests include the needs of school counselors, philosophical counseling, and the integration of technology in counseling. Along with teaching and writing, he works as a licensed counselor in a community agency specializing in children and families. Dr. Kimberly Vess Halbur's research includes cultural competencies for the helping professions and medical fields.

## **ACKNOWLEDGMENTS**

We would like to thank the reviewers of our manuscript for their insights and comments: Jennifer L. C. Ishler, Penn State University; Joel H. Muro, NCC-Texas Woman's University; Marjorie C. Shavers, Heidelberg University; and Van Vaughn, Missouri Baptist University.

# Contents

## CHAPTER ONE

### Why Theoretical Orientation Is Important 1

A PERSONAL EXPERIENCE	1
THE BIG PUZZLE	2
WHAT IS THEORETICAL ORIENTATION?	3
THE HELPER'S TOOL BELT	3
WHAT CAN A THEORETICAL ORIENTATION DO FOR ME?	4
HOW HAVE OTHERS PICKED A THEORETICAL ORIENTATION?	5
WHAT IF I'M ECLECTIC?	7
EMPIRICALLY VALIDATED THERAPIES: ARE THEY BETTER?	8
GUIDANCE FROM COMMON FACTORS: DO THEY ALL WORK?	9
ONCE I HAVE IT, HOW CAN I USE IT?	10
HOW ARE THEORETICAL ORIENTATION AND ETHICS RELATED?	11
WHAT TO TAKE HOME	11
REFLECTION QUESTIONS	12

## CHAPTER TWO

### Incorporating Theory into Practice 13

MAKING THEORY USEFUL: A MODEL	13
THEORY DEVELOPMENT	14
IMPORTANCE OF YOUR LIFE PHILOSOPHY	15
LIFE PHILOSOPHY—IT'S PERSONAL	16

SCHOOLS OF THOUGHT	17
THEORIES	18
GOALS AND TECHNIQUES: INTERVENTIONS AT WORK	19
COUNSELORS ARE DIVERSE	20
RESISTANCE TO THEORIES: ECLECTIC, INTEGRATED, OR JUST DON'T KNOW	21
DOES IT REALLY WORK?	23
WHAT TO TAKE HOME	24
REFLECTION QUESTIONS	25

## CHAPTER THREE

### Strategies to Find Your Theoretical Orientation 27

FIND YOURSELF	28
ARTICULATE YOUR VALUES	29
SURVEY YOUR PREFERENCES	31
USE YOUR PERSONALITY	31
Taking the MBTI	38
CAPTURE YOURSELF	38
WRITE YOURSELF AS A CASE STUDY	39
LET OTHERS INSPIRE YOU IN YOUR LEARNING	41
READ ORIGINAL WORKS OR STUDY WITH A MASTER	41
GET REAL	42
BROADEN YOUR EXPERIENCES	43
WHAT TO TAKE HOME	43
REFLECTION QUESTIONS	44
SUGGESTED READINGS AND WEBPAGES	44

## viii CONTENTS

**CHAPTER FOUR****Six Schools of Thought and Need to Know Techniques 49****HISTORICAL PERSPECTIVE 50****CASE STUDY 54****PSYCHODYNAMIC SCHOOL OF THOUGHT 55**

Psychoanalytic Theory 56

Analytical Psychology 60

Individual Psychology 63

**BEHAVIORAL SCHOOL OF THOUGHT 66**

Behavioral Therapy 66

**HUMANISTIC SCHOOL OF THOUGHT 70**

Person-Centered Therapy 70

Existential Therapy 72

Gestalt Therapy 75

**PRAGMATIC SCHOOL OF THOUGHT 78**

Cognitive Behavioral Therapy (CBT) 79

Rational Emotive Behavioral Therapy (REBT) 80

Reality Therapy 82

**CONSTRUCTIVIST SCHOOL OF THOUGHT 85**

Multicultural Counseling and Therapy (MCT) 85

Feminist Therapy 88

Narrative Therapy 91

Solution-Focused Brief Therapy (SFBT) 93

**FAMILY APPROACHES SCHOOL OF THOUGHT 95**

Bowen Family Systems Therapy 96

Strategic Family Therapy 97

Structural Family Therapy 98

**NEED TO KNOW TECHNIQUES 101**

Mindfulness 101

Dialectical Behavioral Therapy (DBT) 102

Resilience 104

Strength-Based Approaches 106

Distance Counseling 108

**WHAT TO TAKE HOME 110****REFLECTION QUESTIONS 111****CHAPTER FIVE****Case Examples for Integrating Theory into Practice 113****CLINICIAN CASE STUDIES 113**

Case One: Evan 114

Case Two: Jill 115

Case Three: Anaya 117

Comment on Clinician Cases 119

**CLIENT CASE STUDIES 119**

Case One: Tony 120

Case Two: Hanae 120

Case Three: Brenda 121

Comment on Client Cases 121

**SUPERVISION CASE STUDIES 122**

Case One: Grace 122

Case Two: Dominic 123

Comment on Supervision Case Studies 123

**TECHNIQUES CASE STUDIES 124**

Case One: Rosa 124

Case Two: Maggie 125

Comment on Techniques Case Studies 126

**WHAT TO TAKE HOME 126**

Importance Revisited 126

How Theory Is Found 126

Benefit of the ITS Model to the Field 127

**References 129****Index 134**