COUNSELLING THEORIES

OBJECTIVE:
UNDERSTAND CONSTRUCT OF THEORIES AND ITS APPLICATION ON PRACTISE
WHAT IS A THEORY

- Patterson (1986): Theory is a (a) set of stated assumption regarding a certain field, (b) set of definitions of the ideas and concepts in the theory © concepts that bear certain relationship to one another, and (d) hypothesis constructed from these assumptions, definitions and relationships
Continuum of theories

- Frank Parsons
- 1909-1940s: developing better means of assessing people aptitudes and interest
- Directive counselling – heavily on advising and also known as trait-factor
- 1942 - Carl Rogers: Non-directive as helper is not adviser
- Directive vs non-directive?
Key points in different theories

- Nature of human being
- Basic assumptions
- Goals
- Key concept/construct
- Personality development
- Adaptive/maladaptive behavior
- Learning process/change
- Techniques
The Five Schools of Thought

Psychodynamic

- Human beings are basically determined by psychic energy and by early experiences.
- Unconscious motives and conflicts are central in present behavior. Irrational forces are strong and the individual is driven by impulses.
- These impulses as solely sexual and aggressive.
- Early development is of critical importance as later personality problems are rooted in repressed childhood conflicts.
Behavioral

- Humans are shaped and determined by socio-cultural conditioning.
- The view is basically one that is determinist as all behaviors are a product of learning through conditioning and reinforcement.
- What was learnt can be unlearnt.
Humanistic

- Humans are viewed positively as we have a basic inclination to become fully functioning.
- The context of counselling is often focused on the affective world of the client, moving towards self-actualization, gaining trust, spontaneity and focusing on the human condition.
- Humanistic approaches take a phenomenological, here-and-now approach.
- The relationship is thought to be fundamental to successful therapy.
Cognitive-Behavioral

- What we think is the root of our emotional and behavioral life.
- Consequently a change in cognition will inevitably cause a change in our behaviors and emotions.
- Dysfunction and maladjustment are problems of faulty or irrational thoughts.
Emerging Approaches

- As information on counseling is collected new theories emerge.
- Emerging approaches often include aspects of previously founded theories.
- Contemporary emerging approaches tend to focus heavily on phenomenology, human uniqueness, multicultural concerns and client empowerment.
Psychodynamic

**Psychoanalysis**

*Philosophy:* Humans are sexually and aggressively driven. Childhood conflicts emerge as personality problems when defense mechanisms fail.

*Theorist:* Sigmund Freud

*Goals:* Insight, personality restructuring, making the unconscious conscious, strengthen ego

*Techniques:* Transference analysis, dream analysis, catharsis, interpretation, free association
Psychoanalysis – cont’d

- Humans are amoral, selfish and irrational
- Adult’s behavior is determined by the crucial first five years
- Sexual impulses are key determinants of behavior – to gratify all bodily parts
- Our behavior is controlled by unconscious determinants
Three levels of awareness

- **CONSCIOUS** – equates with awareness
- **PRECONSCIOUS** – can be brought to the conscious state (recollections)
- **UNCONSCIOUS** – we are unaware of the mental activity, cannot bring into consciousness
Sub-system of personality

- **ID** – the instinct, including sex, aggression, instant gratification, the pleasure principles (primary process thinking — our most primitive need gratification type thoughts)

- **EGO** – develop because of the need of the person to deal with the realities of the world. EGO mediate between the pleasure principles and the outer world (to balance our primitive needs and our moral/ethical beliefs) - policemen

- **SUPREGO** – internally control the ID which is unaccepted. SUPEREGO is unconscious – represents what is ideal and strives for perfection (our conscience and counteracted the Id with moral and ethical thoughts)
Freud came to see personality as having three aspects, which work together to produce all of our complex behaviours: the **Id**, the **Ego** and the **Superego**. All 3 components need to be well-balanced in order to have good amount of psychological energy available and to have reasonable mental health.

**THE ID**: functions in the *irrational* and *emotional* part of the mind. At birth a baby’s mind is all Id - **want want want**. The Id is the primitive mind. It contains all the basic needs and feelings. It is the source for libido (psychic energy). And it has only one rule --> the “pleasure principle”: “I want it and I want it all now”. In transactional analysis, Id equates to "Child".

**THE EGO**: functions with the *rational* part of the mind. The Ego develops out of growing awareness that you can’t always get what you want. The Ego relates to the real world and operates via the “reality principle”. The Ego realizes the need for compromise and negotiates between the Id and the Superego. The Ego's job is to get the Id's pleasures but to be reasonable and bear the long-term consequences in mind.
THE SUPEREGO ("Over-I"): The Superego is the last part of the mind to develop. It might be called the moral part of the mind. The Superego becomes an embodiment of parental and societal values. It stores and enforces rules. It constantly strives for perfection, even though this perfection ideal may be quite far from reality or possibility. Its power to enforce rules comes from its ability to create anxiety.

The Superego has two subsystems: Ego Ideal and Conscience. The Ego Ideal provides rules for good behaviour, and standards of excellence towards which the Ego must strive. The Ego ideal is basically what the child’s parents approve of or value. The Conscience is the rules about what constitutes bad behaviour.

However, the Ego has a difficult time dealing with the competing demands of the Superego and the Id. According to the psychoanalytic view, this psychological conflict is an intrinsic and pervasive part of human experience. The conflict between the Id and Superego, negotiated by the Ego, is one of the fundamental psychological battles all people face. The way in which a person characteristically resolves the instant gratification vs. longer-term reward dilemma in many ways comes to reflect on their "character".
Freud's model of personality structure

Conscious: Contact with outside world

Preconscious: Material just beneath the surface of awareness

Unconscious: Difficult to retrieve material; well below the surface of awareness

All psychic energy originates in the unconscious.

Conscience and the Ego-Ideal

Pleasure principle: Primary process thinking (wish fulfillment)

Biological component: The instincts Eros & Thanatos are associated with the unconscious mind and the Id

Social component: Moral imperatives

Psychological component: Reality principle, secondary process thinking (reality testing)
Strength and weaknesses

- The most comprehensive and detailed theory
- Need a lengthy process of training
- In clinical setting not in school
- Outdated view of female sexuality
- Deterministic and pessimistic view of human kind
- Success defined in term of client’s degree of acceptance of the helper’s view of life
More reading


- http://www.kheper.net/topics/psychology/Freud.html
Analytic Therapy

- **Philosophy**: Humans strive for individuation. Humans are dynamic and spiritual
- **Theorist**: Carl Jung
- **Goals**: Integration of conscious and unconscious systems. Self-knowledge, personality restructuring
- **Techniques**: Personality assessment, art therapy, dream work, archetype analysis, card sort
**Carl Gustav Jung.** His approach to human psychology emphasized understanding the *psyche* through exploring the world of dreams, art, *mythology*, world religion and philosophy. He was a strong believer in the importance of integration of opposites (e.g. masculine and feminine, thinking and feeling, science and spirituality). Though not the first to analyze dreams, his contributions to *dream analysis* were influential and extensive.

The terms *extrovert* and *introvert* derive from this work. The extrovert orientation finds meaning outside the self, in the surrounding world, whereas the introvert is introspective and finds it within.
There are four psychological functions in Jung’s model: two rational functions (thinking and feeling), and two perceptive functions (sensation and intuition).
Carl Jung (1875-1961)

Jung asserted that individuals are born knowing certain things. For example, people are born afraid of the dark and fire. This has been passed down from our ancestors. For Jung these archetypes form the basis of personality, accounting for why people are not merely driven by their past experiences but also strive to grow and become something better. In essence, Jung saw the self as striving for wholeness.
Adlerian Theory

- Alfred Adler (1819-1937)
- Freud's emphasis on biological urges (psychosexual) as determinants of behaviour was disputed by Alder. According to Alder the self enables us to fulfill our lifestyle, to become more than our genes have endowed on us. Alder foreshadowed the modern emphasis on self or human potential.
- Stressed the impact of social relationships on psychological development as opposed to that of psychosexual as theorised by Freud.
Individual Psychology

**Philosophy:** People are motivated by social interest. All behavior is goal directed as we strive to move from a position of felt minus to felt plus. There are five life tasks: 1) work, 2) love, 3) friendship, 4) spirituality, and 5) self-understanding.

- **Theorist:** Alfred Adler
- **Goals:** Identifying and exploring mistaken goals.
- **Techniques:** Life style assessment, parent education, marriage and family therapy, play therapy, dream work, interpretation, paradoxical intention.
Adler

- We feel inferior and strive for inferiority
- We need to master the environment or mastering others
- People are not powerless of external forces
- Psychological growth – moving from self centered attitude to mastery of the environment
- Developing life tasks
A major determinant of life style is the family environment in which the child grows.

The earliest experiences are significant because everything is so new and unexpected.

Adler gave special weight to the position of the child in relation to siblings (birth order).

1st born child is given much attention which is withdrawn with the birth of 2nd child.
The firstborn child is likely to have intensified feelings of power and superiority, high anxiety, and overprotective tendencies.

If the child is three or older when the second child is born, the child will already have developed a cooperating style.

If the firstborn is less than three, hostility and resentment will be largely unconscious, which makes them more resistant to change in later life.

2nd child likely to be ambitious but better adjusted.

The youngest child is spoiled and more likely to become a problem child and a neurotic maladjusted adult.
Individual Psychology

- Adler: a single "drive" or motivating force lies behind all our behavior and experience.
- Adler: called that motivating force the striving for perfection.
- Striving for perfection: the desire we all have to fulfill our potentials, to come closer and closer to our ideal.
- Striving for perfection: similar to the more popular idea of self-actualization.
Humanistic

- Existential Counselling
- Gestalt Counselling
- Client-centered Counselling
Humanistic counsellors are particularly concerned with how their clients experience fulfilment, creativity and choice as well as with their emotional problems. The client in humanistic counselling is likely to feel that the counsellor is more of an equal partner in the relationship than an expert who knows what is best for the client.
Humanistic

**Gestalt**

- **Worldview**: People are whole not part, seeking to find completeness
- **Philosophy**: People organize the world by their own subjective reality. We are holistic and strive for homeostasis.
- **Goals**: Integration of our own experiences and components. Develop appropriate boundaries. Complete unfinished business. Insight.
- **Techniques**: Enactment – completing unfinished business, directed behavior, fantasy, "empty chair, dream work, homework, "what’s your ____ telling you?“. Emphasize personal responsibilities
Humanistic

Gestalt

- **Worldview**: People are whole not part, seeking to find completeness
- **Philosophy**: People organize the world by their own subjective reality. We are holistic (recognising that everything is relevant and that each individual is unique) and strive for homeostasis.
- **Goals**: Integration of our own experiences and components. Develop appropriate boundaries. Complete unfinished business. Insight. Increase awareness. * Improve client’s personal experiences and therefore creating a better quality of life.
Gestalt counselling provides the opportunity to:-

- increase awareness by focusing on present experience through exploring feelings, senses and thoughts.

- talk through distressing, confusing and unsatisfying situations. This can allow the space to express feelings, thoughts and beliefs that consider unacceptable, are out of awareness or difficult to express.

- increase body awareness as client are invited to tune into and translate his or her body’s language.

- understand more about how the client relate. The sessions explore the contact between client and the counsellor.
Summary of Gestalt Counselling

- Aim is to help facilitate the changes that client may wish to make, not to provide advice, or instructions.

- A major strength of Gestalt counseling and psychotherapy is that the Gestaltist's role is to facilitate the client's "response-ability" to solve his or her own problems.
Client-Centered

- **Worldview**: People have own potential, worth and dignity

- **Philosophy**: People are basically good and strive to actualize. The affective world of others is very important. Relationships bring change. People are unique and the subjective world of others is of the most importance.

- **Theorist**: Carl Rogers


- **Techniques**: Develop a positive relationship. Empathy, genuineness and positive regard
- It is a non-directive approach.
- "Directive" means any counselor behavior that deliberately steers the client in some way.
- Directive behaviors include, asking primarily closed ended questions (require yes or no answers), offering treatments, and making interpretations and diagnoses.
- A non-directive approach is very appealing to many clients, because they get to keep control over the content and pace of the counseling. It is intended to serve them. The counselor isn't evaluating them in any way or trying to "figure them out".
Person-Centred Counselling

- Taking the view that every individual has the internal resources they need for growth.

- Client-centered counseling aims to provide three “core conditions” (unconditional positive regard, empathy and congruence) which help that growth to occur.)
Client centered – con’d

- Incongruity issues – resolution of real self versus ideal self incongruence. Exploring in-depth of mixed and ambivalent emotions

- Issues: To release human potential to find it’s own natural directions and to resolve real self/ideal self.
"the desire to become more and more what one is, to become everything that one is capable of becoming"
Client centered

3 core conditions necessary and sufficient

1. Genuineness
   Transparent
   Congruent

2. Unconditional Positive Regard - A real caring and respect for the other person, knowing the person has the capacity for self-direction

3. Empathy - understanding
Therapeutic Approach of Client-Centred Counseling

3 core conditions,

1. **Unconditional positive regard**
   ~A real caring and respect for the other person, knowing the person has the capacity for self-direction.

2. **Empathic understanding**
   ~the counselor accurately understands the client's thoughts, feelings, and meanings from the client's own perspective.

3. **Congruence**
   ~the counselor is authentic and genuine. The counselor does not present an aloof professional facade, but is present and transparent to the client.
A CC counselor

- Listens and tries to understand how things are from the client's point of view.
- Checks that understanding with the client if unsure. Paraphrasing may be used.
- Treats the client with the utmost respect and regard.
- There is also a mandate for the educator to be "congruent" or "transparent" - which means being self-aware, self-accepting, and having no mask between oneself and the client. The educator/counselor knows him/herself and is willing to be known.
• Allows the client to guide themselves through the episode rather than being led by the professional.
• Sessions should not be directive and the counselor should be a source of understanding and encouragement rather than the problem solver.
• The Client-Centered approach allows clients to move at their own pace and to direct their own development.

• An individual's self-concept is an important issue. Exp: if someone has been brought up around negative experiences or interactions, it is likely that the client's self-concept will be damaged.

** So, counselor role is to listen, understand and accept in a non-judgmental manner, thus allowing the clients to help themselves.
Existential Counseling

Existential counseling and psychotherapy focus on *exploring the challenges and paradoxes of human existence.*

- the existential approach characterizes human beings as creatures of continual change and transformation, living essentially finite lives in a context of personal strengths and weaknesses as well as opportunities and limitations created by their environment.

- Psychology health is characterized by an ability to navigate the complexities of one's own life, the world, and one's relationships with the world.
Existential

- **Philosophy:** Dealing with questions and conditions of existence is necessary. Meaning must be created. The immediate moment is of most importance.

- **Theorists:** Victor Frankl, Irvin Yalom, Rollo May


- **Techniques:** Develop a positive relationship. Work in the here-and-now. Understand the client’s phenomenological world.
Existential Counseling

- the existential approach is all about exploring meaning and value and learning to live authentically -- that is, in accordance with one's own ideals, priorities and values.

- Existential counselling maintains that disturbance is an inevitable experience for virtually everyone, it conduct us how to face it with openness and a willingness to engage with life.
The goals of existential therapy are:

- To enable people to become more truthful with themselves
- To widen their perspective on themselves and the world around them
- To find clarity on how to proceed in the future while taking lessons from the past and creating something valuable to live for in the present"
Seeking clarity and meaning in all these four dimension of life
Therapeutic Approach of Existential Counselling

1. Physical dimension—the natural world, the body, health and illness
2. Social dimension—public relationship
3. Spiritual dimension—ideals, philosophy and ultimate meaning.
4. Psychological dimension or personal dimension—experience our relationship with ourselves as well as intimacy with others
Behaviorism

- **Worldview:** Environment shaped us and we have little choice.

- **Philosophy:** All behavior results from learning. Only that which is measurable is relevant. If you "get rid of the symptom, you get rid of the problem."

- **Theorist:** B.F. Skinner

- **Goals:** Change the environment to change behavior. Problem alleviation.

- **Techniques:** Diagnosis, testing, implosive therapy, aversion therapy, conditioning, education, skills training, charting, reinforcement schedules, behavioral modification
Skinner's Concepts

Psychologist B. F. Skinner three possible consequences of any behavior: **reinforcements** which are consequences which increase the likelihood of behavior (such as praise or food), **punishments** which tend to decrease behavior (such as a traffic ticket), and the **lack of reinforcement or punishment** which also tends to decrease behavior.

Skinner assumes that all human behavior is ultimately due to the above influences. Learning in the above ways is called **"conditioning"** and his entire system is often referred to as **"behaviorism."**
Aversive Therapy

- Aversive therapy aims to rid the client of the undesirable behaviour by pairing the behaviour with aversive consequences. e.g. If alcohol is paired with a nausea-inducing drug, or a sexually deviant impulse is paired with electric shock, the expected results is that the client will avoid the undesired behaviour. Merely thinking about alcohol makes the person feel nauseated.

Systematic Desensitisation

- Systematic desensitisation introduced mainly to treat phobias and specific anxieties. The client is gradually exposed to the feared object or situation. Over time the panic induced by the feared object will disappear.
Flooding treats anxiety in quite the opposite manner. The phobic patient is immersed in the phobic situation and are encouraged to experience the full force of the anxiety storm. For example, someone who is agoraphobic and afraid to leave home would be encouraged to spend an hour in the park and thus be flooded with anxiety. Gradually the anxiety would disappear.
Cognitive psychology is the school of psychology that examines internal mental processes such as problem solving, memory, and language.

Any therapy that is based on the belief that our thoughts are directly connected to how we feel.

It focuses on the mental processes involved in knowing: how we direct our attention, perceive, remember, think and solve problems (John W. Santrock 2005).
Cognitive

Philosophy: A change in thinking creates a change in behavior or emotions. People tend to develop faulty thinking.

- **Theorists**: Beck, Burns, Meichenbaum
- **Goals**: Develop more effective cognitions
- **Techniques**: Education, cognitive-restructuring, behavioral modification
Ellis’ approach involved demonstrated to the client that strong negative feelings such as anger, depression, anxiety, or guilt are not remedied by extensive explorations into the past.

They are generated situation by situation via the individual’s irrational attitudes or beliefs about the situation.
Cognitive philosophy – a commonsensical approach i.e. what people think and say about themselves – their attitudes, ideas and ideals is relevant and important.

Reject – unconscious (psychoanalytic), overt behavior (behaviorism) and neuropsychiatry (physiological disorder) as cause of emotional disturbances.
cognitive

- Problematic emotion and behavior are influenced by belief, attitudes and perception – cognition
- Faulty thinking
- Perception not events create one’s mood – fortune telling, ‘should’, mindreading, overgeneralized, labeling.
- Importance of internal dialogue
An early version of the information-processing approach (Michael W. Eysenck 2001)
Rational Emotive Behavioral Therapy

- **Philosophy**: Human nature has inherent tendencies toward growth and rationality as well as toward dysfunction and irrationality. There is often tension between these. Beliefs are more important than objective reality.

- **Theorist**: Albert Ellis

- **Goals**: Assess irrational beliefs and change these to be more rational.

- **Techniques**: Many
Rational and Irrational Thinking

- tendency to be irrational or illogical that is the root cause of most human unhappiness and suffering

- aim of REBT is to help the client identify the ways in which his irrational thinking causes his unhappiness, and to further encourage him to establish and maintain more rational and therefore functional ways of thinking
The ABC Model

- According to the model, it is not what happens at point A which causes an individual to experience disturbance or discomfort; on the contrary, it is the individual's own self-talk or 'catastrophising' which inflicts the damage and this takes place at point B.

- Then at point C, the individual experiences the emotional disturbance or reaction which follows directly from his own negative self-talk.
Figure 1:  

**ACTIVATING EVENT**

A. Paul, 18, fails his driving test.

**BELIEF AND INference**

B. Paul believes:

- It's awful that I failed the test and I'm useless for having failed.

**EMOTIONAL AND BEHAVIOURAL CONSEQUENCES**

C. Paul becomes unhappy and depressed.

Decides he will not try the test again.
Figure 2:

ACTIVATING EVENT

Paul, 18, fails his driving test

BELIEF AND INFERENCE

Paul thinks: 'Too bad I failed the test. It's disappointing. I'll have to take more lessons.'

EMOTIONAL AND BEHAVIOURAL CONSEQUENCES

Paul feels regret, disappointment and some irritation. Decides to take more lessons and to do the test again as soon as possible.
Four typical ways of thinking

1. **Awfulising**: using words like 'awful', 'terrible', 'horrible', 'catastrophic' to describe something – Example: 'It would be terrible if …', 'It’s the worst thing that could happen', 'That would be the end of the world'.

2. **Cant-stand-it**: viewing an event or experience as unbearable – Example: 'I can’t stand it', 'It’s absolutely unbearable', 'I’ll die if I get rejected'.

3. **Demanding**: using 'shoulds' (moralising) or 'musts' (musturbating) - Example: 'I should not have done that, 'I must not fail', 'I need to be loved', 'I have to have a drink'.

4. **People-rating**: labelling or rating your total self (or someone else’s) – Example: 'I’m stupid /hopeless /useless /worthless.'
assumptions

- People seek pleasure and avoid pain – Freud, Gestalt
- Early family and cultural influences are significant – Adler
- We are prone to suggestion
- Habit and cognitive conditioning make it difficult for people to think or act differently
- We refuse to acknowledge mistakes and use defenses
- Active teaching is more effective than passive learning (Piaget)
- People have the capacity to grow and become less disturbed (Maslow, Rogers)
Widespread Irrational Beliefs

1. An adult human must be loved or approved by almost everyone.
2. In order to feel worthwhile, a person must be competent in all possible respects.
3. Some people are bad or wicked and therefore should be blamed and punished.
4. When things are not the way you want them to be, it is a catastrophe.
5. People have little or no control over the external causes of the bad things that happen to them.
6. The best way to handle a dangerous or fear-producing event is to worry about it and dwell on it.
7. It is easier to avoid certain life difficulties and responsibilities than it is to face them.
8. One needs to depend on others and to rely on someone stronger than oneself.
9. One's present behavior is determined primarily by one's past history.
10. One should be upset by the problems of others.
11. There is always a perfect solution to a human problem, and it is essential to find it.

Ellis (1967) introduced 11 irrational belief
Man is disturbed not by things, but by the views which he takes of them – Epictetus, Roman Philosopher

There is nothing either good or bad, but thinking make it so – Hamlet (Shakespeare)
The REBT Model

- promote client self-awareness, and to help them achieve intellectual as well as emotional insight.

- Action is required as well, and this is stressed through a programme of behavioural and emotive techniques designed to facilitate more rational and scientific ways of thinking.

- more concerned with clients' present problems
Model ABCDE

- A – activating experiences
- B – beliefs about the experiences. What did you tell yourself? Should, must, ought
- C – consequences of your belief
- D – disputing irrational belief. Where is the evidence
- E – effect of disputing irrational belief. Bring about new effect or philosophy
Example of E

- Yes, I failed, and that’s not good, but ……
- I failed, but I refused to feel bad, awful or worthless (appropriate feeling)
- I learnt and will use my experience to do it better the next time (desired behavioural effect)
Helping Clients to Change

- help them change their faulty cognitions, including expectations, beliefs and fantasies. In order to accomplish this, Beck enlists the client's participation as a colleague and equal. Together, therapist and client actively explore the client's cognitions, both during and in between counselling sessions. Clients are given homework to complete between sessions. This usually takes the form of a log or journal in which feelings (and factors which alter them) are recorded. During therapy, these recordings are discussed further, in an effort to establish exactly how they affect the client's cognitions.
Reality Theory / Choice Therapy

- **Philosophy:** All of our behaviors are an attempt to control perceptions. We have basic human needs for survival, **belonging, power, fun, freedom**.

- How we attempt to meet this needs, and how successful we are, determines our identity. We have the ability to make new choices.
Reality as control theory

Total behaviour as;
1. Active behaviour
2. Thinking
3. Feeling
4. Physiology
Theorist: William Glasser

Goals: Gain better control of our perceptions. Help the client be more responsible. Help the client find socially appropriate ways to meet needs.

Techniques: Contracting, pinning down, education, confrontation, positiveness, resolving conflicts
- **Personality** – people are ultimately self determining
- **Internal and external psychosocial pressures** hinders emotional functioning
- **Identity** – most important growth. Acceptance of others
- **Important of love and worth**
- **Failure identity** – lonely, self critical and irrational. Rigid and ineffective behaviour
- **Maladjustment** – not fulfilling love and self worth
RT

- Focuses on present behavior not past history
- Cr as teacher and model
- Cl need for a sense of identity
- RT involve helping Cl make a plan to improve his/her behaviour
Multicultural

- **Philosophy**: All learning is culturally defined. Cultural identity and development are a key component of who each person is. Norms differ greatly across cultures.

- **Goals**: Change oppressive situations, understand cultural identity

- **Techniques**: Vary by culture, gain awareness of client’s worldview
Integrative

- **Philosophy**: No one theory is comprehensive enough for all clients and problems.

- **Goals**: Assess what the client needs and offer this approach or appropriate techniques

- **Techniques**: Varied
Convergence of theories

Almost all theories attempt to combat demoralization – emotional charged, confiding relationship, healing setting, help client make sense of experience, and attempt to restore health.

All involve therapeutic process – consciousness raising, emotional catharsis or corrective emotional exp, explore choices and responsibilities, alter responses to stimuli, reinforcement and contingency plan

A developmental cognitive model – reality is relative, individually constructed. All theories are based on an attempt to solve a common problems
Application?

- YOU decide client’s role in the world? YOUR views of their nature
- CLIENT’S personality development? The importance of first 5 years
- CLIENT’S maladaptive behavior? Why maladjustment?
- YOUR goal of helping for the CLIENT
- YOUR relationship with the CLIENT
- YOUR roles