fifth edition

Counseling and Psychotherapy
Theories and Interventions

edited by
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Counseling and Psychotherapy: Theories and Intervention, Fifth Edition, presents a variety of theories and conceptual frameworks for understanding the parameters of the helping relationship. These parameters can include models for viewing personality development; explaining past behavior; predicting future behavior; understanding the current behavior of the client; diagnosing and treatment planning; assessing client motivations, needs, and unresolved issues; and identifying strategies and interventions for use during the counseling and psychotherapy process.

Theories help organize data and provide guidelines for the prevention and intervention efforts of counselors and therapists. They direct a professional helper’s attention and observations and offer constructs, terminology, and viewpoints that can be understood by colleagues and used during supervision and consultation sessions. Theory directly influences the interventions used by counselors and therapists to promote a client’s new insight, new behavior, and new approaches to relationships and problem solving. The greater a counselor’s or therapist’s awareness of the strengths and possibilities inherent in numerous theoretical frames of reference, the greater the potential for understanding the uniqueness of a particular client and for developing the most effective treatment plan.

This book is unique in both format and content. All of the contributing authors are experts who provide state-of-the-art information about theories of counseling and psychotherapy (see the “Meet the Contributors” section for their backgrounds). In addition, each chapter discusses applications of the theory as it relates to one particular case study: a hypothetical client named Maria, whom we introduce on pages 55–58. This book also includes information that is sometimes not addressed in other counseling and psychotherapy textbooks, such as a chapter that focuses on the core dimensions and brief approaches to the helping relationship, a chapter that emphasizes both diversity and social justice issues in counseling, a chapter on feminist theory, a chapter on dialectical behavior theory, and a chapter on transpersonal theory. The book’s unique approach enhances its readability and should increase reader interest in the material.

FEATURES OF THE TEXT

This book is designed for students who are beginning their study of individual counseling and psychotherapy. It presents a comprehensive overview of each of the following...
PREFACE

Theories: psychoanalytic, Jungian, Adlerian, existential, person-centered, Gestalt, cognitive–behavioral, dialectical behavior, rational emotive behavior, reality therapy/choice, family, feminist, transpersonal, and integrative. Each theory is addressed from the perspective of background, human nature, major constructs, applications (which includes a discussion of the goals of counseling and psychotherapy, the process of change, traditional intervention strategies, brief intervention strategies, clients with serious mental health issues, and cross-cultural considerations), evaluation (which evaluates both the supporting research and the limitations of the theory), a summary chart, and a case study consistent with the theoretical model under discussion.

We know that one text cannot adequately address all the factors connected with a given theory; entire texts have been written discussing each of the theories in this book. We have, however, attempted to provide readers with a consistent approach to analyzing and studying each theory and have included examples of how to apply the theory to a case study.

The format for this text is based on the contributions of the coeditors, who conceptualized the content and wrote the first chapter, as well as the contributions of 18 authors selected for their expertise in various theories. Each chapter contains theoretical and applied content. The book is divided into three parts.

Part 1, Foundations for Individual Counseling and Psychotherapy (Chapters 1 and 2), begins by offering general information about the helping relationship and individual counseling as well as information on brief approaches to counseling and psychotherapy. This introductory information is followed by a chapter titled “Diversity and Social Justice Issues in Counseling and Psychotherapy,” which sets the stage for developing awareness of the limitations of traditional Western theories and subsequent cross-cultural discussions in each of the theory chapters.

Part 2, Theories of Counseling and Psychotherapy (Chapters 3 through 15), presents information on the 13 theories selected for inclusion in this portion of the text: psychoanalytic theory, Jungian analytical theory, Adlerian theory, existential theory, person-centered theory, Gestalt theory, cognitive–behavioral theories, dialectical behavior theory, rational emotive behavior theory, reality therapy/choice theory, family theory, feminist theory, and transpersonal theory. Each of these chapters presents the theory and then applies the theory to the case study of Maria.

Part 3, Integrative Approaches (Chapter 16), is focused on the use of expressive arts, narrative approaches, and symbolism within the context of any given theory if the counselor or therapist so chooses.

NEW TO THIS EDITION

This new edition includes some additional features that we think will be of high interest to readers. Although all the chapters have been revised and updated, several chapters may be of particular interest. An updated chapter on diversity and social justice issues in counseling and psychotherapy presents state-of-the-art information and perspectives to counselors who will be practicing with increasingly diverse client populations. The updated chapter on feminist theory presents an excellent overview of the evolution of feminist theory as well as addressing human nature, major constructs, applications, clients with serious mental health issues, cross-cultural considerations, evaluation, and the case of Maria.

The updated chapter on family theory is included to sensitize readers to the fact that counselors and therapists engaging clients in individual work must keep in mind the systemic variables influencing clients and the fact that some clients may need family counseling and psychotherapy as part of a comprehensive treatment plan.

Completely new to this fifth edition is a chapter on dialectical behavior theory. Few counseling textbooks of this nature address this conceptual framework. We think readers will be stimulated by these features. This edition concludes with an updated chapter on
integrative approaches to counseling and psychotherapy. The possibility of using expressive arts, narrative, or symbolic modalities within the context of a given theoretical framework is also an aspect of the text that we think readers will appreciate. Finally, professors adopting this text can request the PowerPoints that have been developed for use with this text from ACA.

We, the coeditors, and the 18 other contributors have made every effort to give the reader current information and content focused on both theory and application. It is our hope that the fifth edition of *Counseling and Psychotherapy: Theories and Interventions* will provide the foundation that students need to make decisions about follow-up study of specific theories as well as the development of their own personal theory of counseling and psychotherapy.
We would like to thank the 18 authors who contributed their time and expertise to the development of this textbook for professionals interested in individual counseling and psychotherapy. We also thank our families, who supported and encouraged our writing and editing efforts. Thanks go out to Carolyn Baker and the other staff members in the Publications Department of the American Counseling Association for their collaborative and thorough approach to the editing and production of this textbook. Without the dedicated efforts of this group of colleagues, we know this book could not have been published.
David Capuzzi, PhD, NCC, LPC, is a professor emeritus at Portland State University, senior faculty associate in the Department of Counseling and Human Services at Johns Hopkins University, and a member of the core faculty in counselor education and supervision in the School of Counseling and Social Service at Walden University. Previously, he served as an affiliate professor in the Department of Counselor Education, Counseling Psychology and Rehabilitation Services at Pennsylvania State University. He is past president of the American Counseling Association (ACA), formerly the American Association for Counseling and Development.


A frequent speaker and keynoter at professional conferences and institutes, Dr. Capuzzi has also consulted with a variety of school districts and community agencies interested in initiating prevention and intervention strategies for adolescents at risk for suicide. He has facilitated the development of suicide prevention, crisis management, and postvention programs in communities throughout the United States; provides training on the topics of youth at risk and grief and loss; and serves as an invited adjunct faculty member at other universities as time permits. An ACA fellow, he is the first recipient of ACA’s Kitty Cole Human Rights Award and also a recipient of the Leona Tyler Award in Oregon. In 2010, he received ACA’s Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person.
Douglas R. Gross, PhD, NCC, is a professor emeritus at Arizona State University, Tempe, where he served as a faculty member in counselor education for 29 years. His professional work history includes public school teaching, counseling, and administration. He is currently retired and living in Michigan. He has been president of the Arizona Counselors Association, president of the Western Association for Counselor Education and Supervision, chair of the Western Regional Branch Assembly of the ACA, president of the Association for Humanistic Education and Development and treasurer and parliamentarian of the ACA.

Walter Breaux III, PhD, LMFT, LPC, NCC, is an associate professor of counseling at Columbus State University. He is an award-winning and acclaimed corporate trainer and mental health consultant specializing in conflict transformation and the sociopolitical development of cultural systems. Dr. Breaux completed his PhD in counselor education at the University of New Orleans. He received a master’s in mental health counseling and a bachelor of science in psychology from Xavier University of Louisiana. Dr. Breaux is a licensed professional counselor and marriage and family therapist currently practicing in Columbus, Georgia.

Jonathan W. Carrier, MS, is a doctoral candidate in counseling psychology at the University of Louisville. His published work has covered numerous topics within counseling and psychology, including behavioral interventions, group counseling, suicide assessment, and adolescent employment. In addition to his scholarly writing, he regularly presents research at regional and national conferences. His current research focuses on the relationship of adolescent employment to peer drug use, family functioning, and psychological well-being. He hopes to obtain a professorship in counselor education or counseling psychology upon the completion of his doctorate.

Roxane L. Dufrene, PhD, is an associate professor and coordinator of the counseling education program in the Department of Educational Leadership, Counseling, and Foundations at the University of New Orleans. She holds a doctorate in counselor education, with a minor in research from Mississippi State University and a master’s in counseling psychology from Nicholls State University. Dr. Dufrene is a licensed professional counselor, a licensed marriage and family therapist, and a national certified counselor. She serves on the Louisiana Licensed Professional Counselor Board of Examiners and the editorial boards of the Journal of College Counseling and the Louisiana Counseling Association Journal. Dr. Dufrene is also certified in critical incident stress management, is an approved supervisor, has Louisiana appraisal privilege, and is an American Red Cross
MENTAL HEALTH COUNSELOR. She has served as a counselor after 9/11 in addition to many other crisis intervention assignments including after Hurricanes Katrina and Rita. She has clinical experience in outpatient and inpatient state mental health treatment, college counseling, counseling training clinics, and hospice. Her research interests include crisis intervention, psychometrics, supervision, technology, and ethics.

Cass Dykeman, PhD, is cochair ad interim and associate professor of counseling at Oregon State University. He is a national certified counselor, master additions counselor, and national certified school counselor. Dr. Dykeman received a master’s in counseling from the University of Washington and a doctorate in counselor education from the University of Virginia. He served as principal investigator for two federal grants in the area of counseling. In addition, he is the author of numerous books, book chapters, and scholarly journal articles. Dr. Dykeman is past president of both the Washington State Association for Counselor Education and Supervision and the Western Association for Counselor Education and Supervision. He is also past chair of the School Counseling Interest Network of the Association for Counselor Education and Supervision. His current research interests include addiction counseling and psychopharmacology.

Abbé Finn, PhD, is a licensed professional counselor, an associate professor in the counseling program, and the associate dean for graduate programs at Florida Gulf Coast University. She earned a BA and an MEd from Tulane University, an MS from Loyola University in New Orleans, and a PhD from the University of New Orleans. Dr. Finn has a variety of clinical experiences in crisis management and the prediction of violence. She was an employee assistance professional with the U.S. Postal Service workers for 6 years; many of her clients there had substance abuse problems. While working with postal employees, she was a team leader on the National Crisis Response Team. Dr. Finn spent a week in New York City counseling survivors following the destruction of the World Trade Center and 2 weeks with the Red Cross as a counselor working with survivors of Hurricane Katrina. While working for the U.S. Postal Service in New Orleans, she initiated the management training in violence prevention. She has also worked with the New Orleans Fire Department training captains and district chiefs in the prevention of workplace violence. Dr. Finn has written and lectured on numerous occasions regarding the importance of school crisis response plans and the identification of students most at risk for harming others, as well as identification and management of employees at risk for harming others.

Mary Lou Bryant Frank, PhD, received her training as a family therapist and a counseling psychologist at Colorado State University. At Arizona State University, Tempe, she coordinated the eating disorders program, co-coordinated the master’s and doctoral practicum training program, and concurrently taught in the counseling department. She established and taught in the master’s program in community counseling at North Georgia College and State University. She contributed a chapter to Capuzzi and Gross’s *Introduction to Group Counseling* (1st and 2nd eds.) and has published in the Journal of Counseling & Development. She has most recently published in the American Council of Academic Dean’s Handbook. Dr. Frank received a number of awards, including the Distinguished Service Provider Award in Counseling for 1989–1990 and an award named in her honor for leadership in health and education. She has been a consultant and speaker nationally and internationally at conferences, hospitals, and universities. She has served as assistant academic dean and associate professor of psychology at Cinch Valley College of the University of Virginia. She was a professor and head of the Department of Psychology, Sociology, Philosophy and Community Counseling at North Georgia College and State University. She has served as dean of undergraduate studies and general education at Kennesaw State University. Currently, she serves as associate vice president for academic affairs and professor of psychology at Gainesville State College.
Melinda Haley, PhD, received her doctorate in counseling psychology from New Mexico State University in Las Cruces, and is currently an assistant professor at the University of Texas, El Paso. Dr. Haley has written numerous book chapters and multimedia presentations on diverse topics related to counseling and psychology. She has extensive applied experience working with adults, adolescents, children, inmates, domestic violence offenders, and culturally diverse populations in the areas of assessment, diagnosis, treatment planning, crisis management, and intervention. Her research interests include multicultural issues in counseling, personality development over the life span, personality disorders, the psychology of criminal and serial offenders, trauma and post-traumatic stress disorder, bias and racism, and social justice issues.

Richard J. Hazler, PhD, is a professor of counselor education at Penn State University. He earned his PhD at the University of Idaho. Previous professional work included positions as an elementary school teacher and counselor in schools, prisons, and military and private practice. Dr. Hazler is on the editorial board of the *Journal of Counseling & Development* and is widely published on a variety of counseling and human development issues, but he may be most widely known for his continuing work on school violence and bullying. His books include *Helping in the Hallways: Expanding Your Influence Potential* (2nd ed., 2008), *The Emerging Professional Counselor: Student Dreams to Professional Realities* (2nd ed., 2003), *The Therapeutic Environment: Core Conditions for Facilitating Therapy* (2001) with Nick Barwick, and *Breaking the Cycle of Violence: Interventions for Bullying and Victimization* (1996).

Barbara Herlihy, PhD, NCC, LPC, is university research professor and professor of counselor education at the University of New Orleans. Dr. Herlihy has worked as a professional counselor in schools, community agencies, and private practice. Her scholarly work has focused primarily on ethics in counseling and reflects her additional interests in counseling theory, feminist therapy, multicultural counseling, and clinical supervision. She has published numerous articles and book chapters on these topics. She is the coauthor of five books, most recently *Ethical, Legal, and Professional Issues in Counseling* (3rd ed., 2009; with Ted Remley) and the *ACA Ethical Standards Casebook* (6th ed., 2006, with Gerald Corey). Her work as a teacher, scholar, and counselor is grounded in feminist philosophy and practices.

Adrienne L. Johnson, PhD, is an associate professor in mental health counseling at State University of New York–Oswego. She earned her doctorate in counselor education from the University of Arkansas in 2007. Her experience includes crisis counseling, adult outpatient counseling, and college counseling. She has presented internationally on a broad range of counseling topics and has produced several scholarly publications primarily related to diversity and disability issues in counseling and higher education. Dr. Johnson is a member of several professional organizations related to counseling, higher education, and disability advocacy and serves as a submission reviewer for various organizational conventions and publications. Her current research focuses on bias and attitudes, disability advocacy, counselor trainee competence, and diversity issues in counselor education.

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Deborah J. Rubel, PhD, is an assistant professor of counselor education in the College of Education at Oregon State University. She received her master’s in mental health counseling and doctorate in counselor education from Idaho State University. Her areas of specialization are group work, multicultural/social justice counseling, and qualitative research methodology. She has recently published several qualitative studies on expertise in group leadership and group work supervision, as well as a model of group work supervision. Her current passion is exploring how professional counselors and group workers can be situated in nonoppressive ways in relation to peer counseling groups for people recovering from severe, chronic mental illness.

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Ann Vernon, PhD, was a professor and coordinator of the school and mental health counseling programs at the University of Northern Iowa for 23 years and also had a private practice where she specialized in counseling children and adolescents. Currently, Dr. Vernon is a visiting professor at the University of Oradea in Romania, where she teaches school counseling courses, and also teaches in Singapore for the University of Buffalo. She regularly conducts rational emotive behavior therapy training workshops in the Netherlands, Mexico, Australia, and Colombia. Dr. Vernon has written numerous books, chapters, and articles primarily related to counseling children and adolescents. She has published emotional education curriculums (Thinking, Feeling, Behaving and The Passport Program) and three books on individual counseling interventions (What Works When With Children and Adolescents, More What Works When, and Assessment and Intervention With Children and Adolescents, 2nd ed., coauthored with Roberto Clemente). Recently she published (with Terry Kottman) Counseling Theories: Practical Applications With Children and Adolescents in Settings and the fourth edition of Counseling Children and Adolescents. Dr. Vernon is vice president of the Albert Ellis Board of Trustees, the founder of the Association of Counselor Education and Supervision Women’s Retreats, and the recipient of numerous awards for service to the counseling profession.

Robert E. Wubbolding, EdD, clinical counselor and psychologist, is the director of the Center for Reality Therapy in Cincinnati, the director of training for the William Glasser Institute in Chatsworth, California, and professor emeritus of counseling at Xavier University. Author of 10 books on reality therapy, including Reality Therapy for the 21st Century, Counselling With Reality Therapy, and A Set of Directions for Putting and Keeping Yourself Together, Dr. Wubbolding has taught reality therapy in North America, Asia, Europe, Australia, and the Middle East. His work has focused on making reality therapy a cross-cultural approach with other applications to management, addictions, and corrections. He has extended the central procedure of self-evaluation to include 22 applications based on choice theory. His current interest is to review research studies validating the use of reality therapy, thereby rendering reality therapy respected as a freestanding and validated system of counseling. In the past, he has been an elementary and high school counselor, a high school teacher, private practitioner, an administrator of adult basic education, and a correctional counselor.