

Counseling Theory & Practice: Theory Summaries

Theory	View of Human Nature	Key Concepts/Causes	What changes can be made?	Interventions
Behavioral Bibliotherapy Cognitive-Behavior	People can learn to recognize triggers.	•	• Goal is to adjust information-processing and initiate positive change • Teaches individuals to use conscious control to recognize and override maladaptive responses	1. Identify ineffectiveness of current attitudes 2. Help student see experience directly 3. Change experiences of client/student Homework, journaling, role-play, shaping (small steps toward goal)
Conjoint Family (Virginia Satir)	People can learn what they don't know & can change	• Self-esteem (irresponsibility & poor communication symptoms of low self-esteem) • Roles in families: placater, blamer, computer, distractor, leveler	• 4 components of family subject to change: members feelings of self-worth, family communication, the system, rules of a family	• Help families operationalize worlds like love and respect, become more aware of expectations for each other • Increase self-esteem in all members • Teach members to understand their encounters w/ each other and learn leveling responses • Encourage members to take responsibility for own actions
Existential/Constructivist	Learning what it means to be human	• Stresses the understanding of persons rather than a system of techniques • Existential paradox: humans are both free & dependant on relationships • We search for meaning	• Self awareness (the more aware we are, the more freedom we experienced) • The more freedom we experience, the more responsible we are for our freedom, existence, actions • Awareness of freedom sometimes creates anxiety	• Goal of therapy is to expand self-awareness and increase choice potentials • Become free & responsible to direction of one's life • Reflection; self-disclosure, roleplaying, confrontation, open questions that address the "why" issues
Gestalt Narrative	Postmodern, reality is what the person determines it to be	• Reality is constructed in the context of interpersonal interactions • Language (verbal & nonverbal) organizes relational events into narratives that hold meaning • The person is not the problem; the problem is the problem	• Client can re-write their personal narrative to be more resilient • If our personal narrative changes, so can our view of our identity • We can change our meaning; make sense of our experiences	• Externalization (The Self-Doubt monster); separate the problem from the person • Finding unique outcomes • Joining through metaphor
Paradoxical Brief	Drive for independence, wants to resist	• Counselor takes advantage of the idea that the client wants to prove the counselor wrong	• Focus is on the problem formation and elimination	• "one-up"/"one-down" • Problems reframed as
Person-Centered (Carl Rogers)	Forward moving, core of positive goodness; realistic;	• Clients know themselves best • Therapy rooted in the client's capacity for awareness & ability to make decisions • Focus on trusting relationship b/t counselor & client	• Client begins counseling in state of incongruence • Client must perceive that there is a problem • Client learns that they hold responsibility in relationship • Client explores wider ranges of their feelings	• Counselor helps client discover their capacity for positive adjustment • Counselor attitudes: Congruence (genuineness), unconditional positive regard, accurate empathic understanding
Play/art Psychoanalytic	Behavior is unconscious	• Id, ego, superego	•	• Analyst is anonymous (not a relationship b/t counselor & client) • Focus on resistance & transference • Free association • Analyst interprets to teach client the meaning of behavior • Condone ("Nobody loves you") • Counselors can influence the client's interpretation of events
Rational-Emotive Behavior (Albert Ellis)	People are irrational; people have choices & control over own ideas, feelings & actions	• Misinterpretation of situation • Person becomes angry, mean • Others react negatively, reinforcing irrational thought • Look for overgeneralizations, distortions, catastrophizing, absolutes, condemning statements	• Can change people's behavior • Can be persuaded to be more rational • We can choose to think differently • Treats the underlying cause (irrational thought), not just the symptoms	•
Reality (William Glasser)/ Choice Theory	Problems are result of inability to meet basic needs	• Lack of success is result of irresponsibility • 5 Basic Needs: Survival, belonging, power, fun, freedom • 3 R's: Reality, responsibility, right & wrong • People deny the reality of the world and try to avoid logical/natural consequences	• Can only control own behavior • Focus on present	• Client needs to face reality & choose responsible behavior 1. What are you doing now? 2. How is it working? 3. What might work better? 4. Develop plan 5. Get commitment
Solution-Focused Brief	No deep, underlying problems; Present/future orientation; people are	• Change is perpetual • Focus on the problematic exceptions • Reality is subjective & socially constructed through conversation	• Focus on small behavior changes • Look for the exceptions to the current problem, and build off of those • Often more productive to increase existing successes, rather than try and eliminate problems.	• Focus on the changeable • Change the pattern • Focus on resources, strengths • "Miracle question" • Scaling question • Do something different/wacky • Reframing, spin the negative
Strategic	rational & capable of solving problems	• Understanding problem is not necessary to resolve it • Focus on the presence, not the absence, of behaviors	• Re-establish parents natural authority over the child	• Directives that change the family interaction pattern • Introduce new behaviors • Focus on presenting problem
Strategic Planning	Students may not know how to plan for long-term	• n/a	• Teach students how to link with resources • Gain life/ coping skills • Focus on solving the presenting problem	• Strategy sampling • Set time frames (be specific) • Use sub-goals if main goal is lg • Make a Plan B 1. Identify hierarchical structure of family 2. Identify behaviors that cause/maintain problem 3. Develop an intervention/directive for how members are to change behaviors 4. Evaluate effectiveness • Joining counselor actively directs, and participates as a family member) • Facilitate rule changes
Structural Family		• Families are governed by rules • Families have subsystems	• Focus on altering the family structure • Shift the family focus from the identified client to the therapist, allowing the identified client to begin the process of rejoining the family as regular family member	

Counseling Theorists Study Guide

Sabine Zange



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