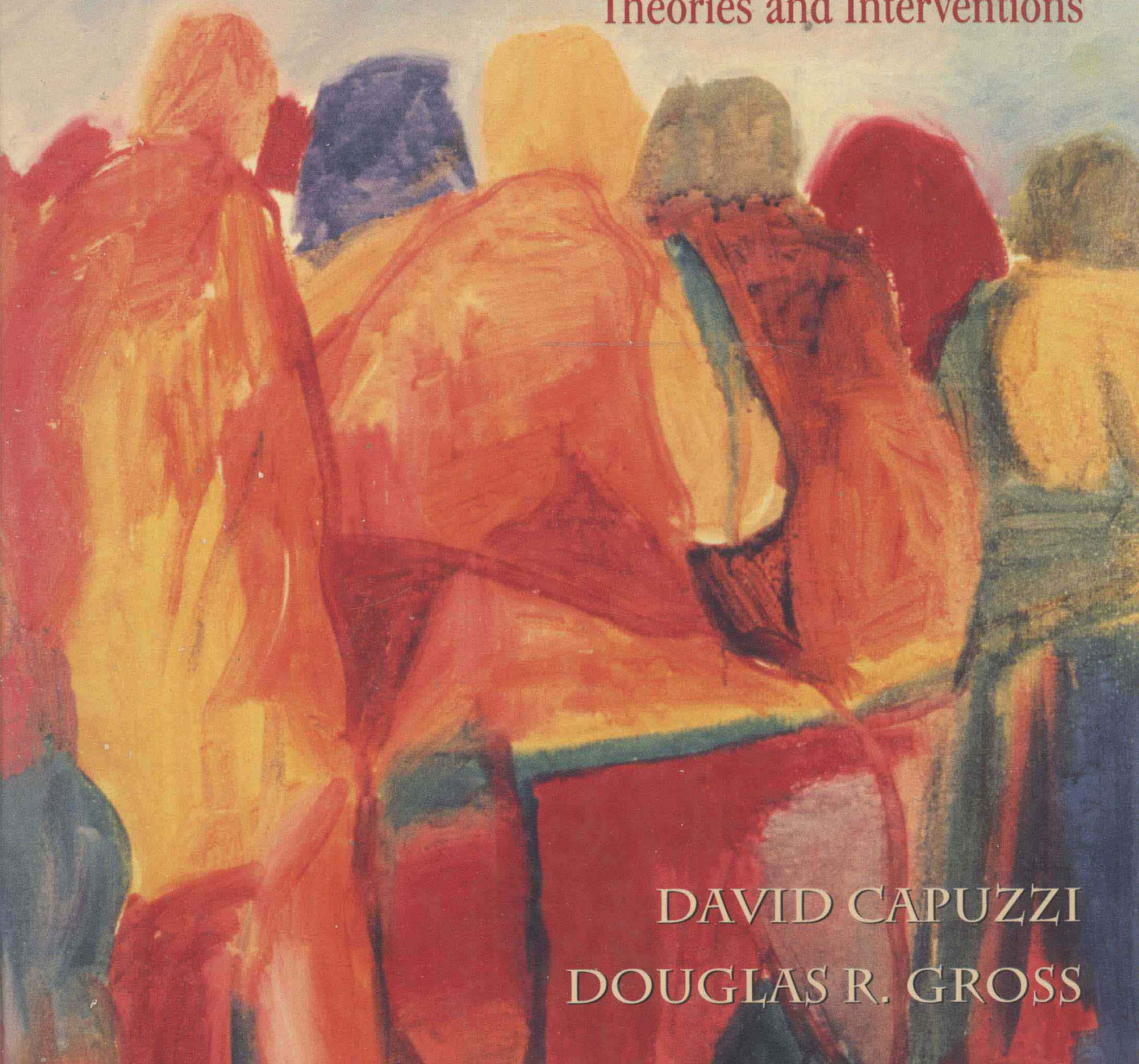


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Edition

COUNSELING & PSYCHOTHERAPY

Theories and Interventions



DAVID CAPUZZI
DOUGLAS R. GROSS

SECOND EDITION

Counseling and Psychotherapy

Theories and Interventions



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Meet the Authors

Meet the Editors

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From 1980 to 1984, Dr. Capuzzi was editor of *The School Counselor*. He has authored a number of textbook chapters and monographs on the topic of preventing adolescent suicide and is coeditor and author, with Dr. Larry Golden, of *Helping Families Help Children: Family Interventions With School-Related Problems* (1986) and *Preventing Adolescent Suicide* (1988). In 1989 and 1996 he coauthored and edited *Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents*; in 1991 and 1997, *Introduction to the Counseling Profession*; and in 1992 and 1998, *Introduction to Group Counseling* with Douglas R. Gross. He has authored or coauthored articles in a number of ACA and related journals.

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 counseling 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 topic of “youth at risk;” and serves as an invited adjunct faculty member at other universities as time permits. He is the first recipient of ACA’s Kitty Cole Human Rights Award.

Douglas R. Gross, Ph.D., N.C.C., C.P.C., is professor emeritus of Arizona State University in Tempe, where he was a faculty member in the counseling program for 29 years. His professional work history includes public school teaching, counseling, and administration. He has been president of the Arizona Counselors Association, president of the Western Association for Counselor Education and Supervision, chairperson of the Western Regional Branch Assembly of the American Counseling Association (formerly the American Association for Counseling and Development), president of the Association for Humanistic Education and Development, and treasurer and parliamentarian of ACA.

In addition to his work on this textbook, Dr. Gross has contributed chapters to nine other texts: two editions of *Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents* (1989 and 1996); two editions of *Introduction to the Counseling Profession* (1991 and 1997); two editions of *Introduction to Group Counseling* (1992 and 1998); *Foundations of Mental Health Counseling* (1986); *Counseling: Theory, Process, and Practice* (1977); and *The Counselor’s Handbook* (1974). His research has appeared in *The Jour-*

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Meet the Contributors

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is important for some clients, but that it is only the “tip of the onion.” Alternative forms of therapy may be necessary to help each individual pull back the “onion skin layers” to reach her or his potential as a human being, only one of the many life-forms on planet earth.

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Preface

Counseling and Psychotherapy: Theories and Interventions provides a collection of 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 unsolved issues; and identifying strategies and interventions of assistance to the client. 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's life space.

This book is unique in both format and content. All the contributing authors are experts who provide state-of-the-art information about theories of counseling and psychotherapy (see the "Meet the Authors" section for their backgrounds). In addition, each chapter discusses applications of a theory as it relates to one particular case study: a hypothetical client named Maria, whom we are introduced to on page 68. The book also includes information that is sometimes not addressed in other counseling and psychotherapy textbooks, such as a chapter that focuses on the importance of achieving a personal and professional identity before beginning work with clients, a chapter on feminist theory, and a chapter on Eastern approaches to counseling and psychotherapy. 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 theories: psychoanalytic, Jungian, Adlerian, existential, person-centered, feminist, Gestalt, cognitive-behavioral, reality, family, brief, and Eastern. 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, and in-

tervention strategies), 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 each theory and have included examples of how to apply a theory in a case study.

The format for this text is based on the contributions of the coeditors, who conceptualized the content and wrote the first three chapters, as well as the contributions of 22 authors selected for their expertise in various theories. Each chapter contains theoretical and applied content. The text is divided into the following three parts: “Foundations for Individual Counseling and Psychotherapy,” “Theories of Counseling and Psychotherapy,” and “Integrative Theoretical Applications.”

Part I, “Foundations for Individual Counseling and Psychotherapy” (Chapters 1 through 3), begins by offering general information about the helping relationship and individual counseling. That foundation is followed by chapters titled “Achieving a Personal and Professional Identity” and “Ethical and Legal Issues in Counseling and Psychotherapy.”

Part II, “Theories of Counseling and Psychotherapy” (Chapters 4 through 12), presents information on the nine theories selected for inclusion in this portion of the text. Each of these chapters—“Psychoanalytic Theory,” “Jungian Analytical Theory,” “Adlerian Theory,” “Existential Theory,” “Person-Centered Theory,” “Feminist Theory,” “Gestalt Theory,” “Cognitive-Behavioral Theories,” and “Reality Therapy Theory”—presents a theory and then applies the theory to the case study of Maria.

Part III, “Integrative Theoretical Applications” (Chapters 13 through 18), involves a discussion of theoretical approaches that are integrative in nature and draw upon many of the previously discussed theoretical systems (“Family Theory,” “Brief Theories,” “Counseling and Psychotherapy With Children,” and “Counseling and Psychotherapy: An Integrative Perspective”), theoretical approaches that stem from Eastern philosophy (“Eastern Theories”), and multicultural concepts and issues that have application across all theoretical systems (“Counseling and Psychotherapy: Multicultural Considerations”).

New to This Edition

This edition of our text includes some additional topics that we think will be of high interest to the readership. A chapter on feminist theory presents an excellent overview of the evolution of feminist theory and its relationship to psychoanalysis, object relations, Jungian, cognitive-behavioral, and family systems perspectives, as well as addressing human nature, major constructs, applications, evaluation, and the case of Maria. The chapter on family theory is new to this edition and is included to sensitize the reader 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. The chapter on brief theories is included because of the influence of managed care on the provision of

mental health services in almost all settings. This chapter also provides information on systematic treatment selection because of its relationship to brief approaches.

In response to the increasing interest in alternative approaches to counseling and psychotherapy, this edition includes a chapter on Eastern theories and is focused on Morita therapy. Few textbooks of this nature address conceptual frameworks that are nontraditional or external to the “mainstream” models usually adopted by practitioners and academicians in Western cultures. Finally, since most of the theories in use today were not originally developed with minors as clients as the primary focus, we have added a chapter on counseling and psychotherapy with children.

Readers of the second edition will find the *Instructor-Student Handbook to Accompany Counseling and Psychotherapy* helpful in the process of mastering the content of the text. This handbook is designed to assist the reader in a variety of ways. For each chapter the following information is provided: a chapter pre-inventory, a chapter outline, a chapter overview, lists of key terms and key people, suggested classroom exercises designed to enhance instruction as well as to provide experiential components to the learning experience, individual exercises that can be completed between class sessions, questions for study and discussion, suggested readings, a chapter post-inventory, an answer key for the pre- and post-inventories, and, in some instances, a subsection containing supplementary materials. It is possible that professors adopting this text may tie some of the course assignments and requirements to the contents of this handbook.

We, the coeditors, and the 22 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 second 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 development of their own personal theory of counseling and psychotherapy.

Acknowledgments

We would like to thank the other 22 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, as well as the counselor education faculties at Portland State University and Arizona State University. Thanks go out to our editors and the other staff members at Prentice Hall for their collaborative and thorough approach to the editing and production of this textbook. We would like to give special recognition to Diane Unck, graduate assistant and student in the rehabilitation counseling specialization of the counselor education program at Portland State University, for her assistance in meeting publication deadlines. Without the dedicated efforts of this group of colleagues, we know this book could not have been published.

We are also grateful to the reviewers of this manuscript for their comments and suggestions: Margery A. Neely, Kansas State University; Beverly B. Palmer, California State University at Dominguez Hills, and Toni R. Tollerud, Northern Illinois University. We also

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David Capuzzi
Douglas R. Gross



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