

HANDBOOK OF PSYCHOLOGICAL CHANGE



PSYCHOTHERAPY PROCESSES & PRACTICES
FOR THE 21ST CENTURY



EDITED BY
C.R. SNYDER
&
RICK E. INGRAM

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PSYCHOLOGICAL
CHANGE

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21st Century

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To the prospect of a 21st century,
where psychotherapy will be available for the many,
rather than just the few . . .

FOREWORD

It remains a reasonably well-accepted contention that it is undesirable for a therapist to be atheoretical when designing, implementing, or evaluating treatment programs. Theory guides intervention: Although it is true that no one theory accounts for or explains all human emotion, thought, and action, theory nevertheless provides proper guidance for clinical endeavors.

Yet the clear majority of psychological treatises have more to do with describing individuals or social systems than with the specific processes of *change*. Not surprisingly, for clinical work, the most direct and useful theories are those that propose to explain the processes of psychological change. For the first time, Snyder and Ingram have collected all-star authors to provide current conclusions and clues to the future on the various topics related to psychological change. Indeed, a welcome feature of almost all of the chapters in Snyder and Ingram's *Handbook of Psychological Change* is the direct attention given to the future. The authors—a group of valued contributors and promising pioneers—not only provide rich descriptions of what is known from various areas of scholarly inquiry but also set their sights on the as-yet unknown. This forward-looking feature is a decided strength that empowers the book to be not only a summary of past travels but also a blueprint for forthcoming journeys.

Reading the handbook is akin to taking a train ride from coast to coast along the central continua of the psychotherapeutic enterprise. One gets to see all of the sights while also getting to stop at all of the key stations along “Psychotherapy Central.” One travels through long-term and short-term therapy, efficacy and effectiveness, prevention and therapy, health care and managed care, practice reform and practice stan-

dards, empirically-supported treatment (EST) and manual-based intervention, methodological issues and practice concerns, psychological and physical health, drugs and diagnostics, hope and perceived control, society and political matters, and therapist training and therapy evaluation. One also gets to look at the various participants in change (e.g., the client, the therapist) and their features (e.g., race, gender) and to visit the dominant theoretical orientations (e.g., behavioral, cognitive, cognitive-behavioral, interpersonal, psychodynamic) as practiced with individual adults, children, and the aged, and with marital couples and groups.

Although the authors represent a collection of scholars with firm roots in clinical science, the work is quite broadly conceived, and includes a wide range of topics that touch upon psychological change. Even within chapters there is evidence of breadth—citations to the influential and informative randomized clinical trials evaluating approaches to therapy are juxtaposed with occasional references to Bob Dylan, religious thinkers, or Chinese philosophy. Not unlike the recent but more circumscribed centennial celebration of clinical psychology (Routh & DeRubeis, 1998), the present handbook applauds our accomplishments and offers future directions. *Bon voyage!*

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Routh, D.K., & DeRubeis, R.J. (Eds.) (1998). *The science of clinical psychology: Accomplishments and future directions*. Washington, DC: American Psychological Association.

PREFACE

This volume truly is an intergenerational effort. The senior editor recruited “his” former graduate student turned colleague as a co-editor. We have worked together on this project in a virtually seamless manner, sharing remarkably similar views about all matters pertaining to the present and future of the psychotherapy field. So too do many of the chapter authors have intergenerational relationships. As editors, we have invited our former and present graduate students to help on various chapters. Likewise, the individual chapter authors have blended their efforts with persons sharing common academic lineages. In this sense, there is a “passing on” of psychotherapy knowledge from one generation to the next in this volume. Although we reflect differing generations of writers, all involved in this project have set their gazes toward that string of tomorrows in the psychotherapy field. Indeed, this volume will be published in the first year of the second millennium, with the authors offering a collective vision about what lies ahead.

The reason for launching this project and our goal for the completed volume are one and the same—we perceived that there was a need for a year 2000 volume in which the authors traced not only how far we have come but provided some visions about what lies ahead for the psychotherapy field. We wanted to give a multifaceted look to the psychotherapy enterprise that could be read and used by seasoned practitioners, academicians, researchers, and students who were first embracing a possible career in the field. Again, therefore, this book is intergenerational because the authors wrote not only for those readers who already have completed their various graduate educations but also for the students who are presently in the throes of their psychotherapy training. We have tried to capture within the covers of this volume chapters that were at once authoritative, thoroughly up-to-date, evocative, and lucidly written. You will find that our scholars often share perspectives, but they also sometimes disagree, quite strongly, about future happenings in the field. Through this diversity of ideas, we want to promote a continued dialogue about the difficult issues that lie ahead for the psychotherapy field.

In this volume, we want to provide readers with in-depth information about the important research, practice, and viability issues that are (and sometimes are not) being faced in the psychotherapy field. As we considered the enormity of the psychotherapy field, it became obvious that we had limited space and would need to apportion sections according to our perceptions of their relative importance. Thus, in comparing the first

section, Part I: Psychotherapeutic Change in Perspective, to the last section, Part VI: Psychotherapy into the 21st Century, you will notice that we have allotted only one chapter to the former and six to the latter. This reflects our view that we should be attending more to where we are going than where we have been. We also had the luxury of allocating only one chapter to history because of our confidence in the particular author's ability to describe it succinctly. Thus, in an approach to viewing our heritage that is unique from other historical coverages, in Chapter 1 *A Changing History of Efforts to Understand and Control Change: The Case of Psychotherapy*, Michael Mahoney traces the progression of our collective psychotherapy history as if it were a person who has come to us for help.

We view the effectiveness of psychotherapy as being important and in Part II we have devoted two chapters to the topic of Effectiveness of Psychotherapeutic Change. To dissect the effectiveness area, two teams of scholars take somewhat different and yet complementary approaches to this important topic. In Chapter 2 *Randomized Clinical Trials in Psychotherapy Research: Methodology, Design, and Evaluation*, David Haaga and William Stiles critique our previous methodologies aimed at exploring the reliability of the change process. Even more important, however, they provide new and workable suggestions for increasing the rigor of how we design, run, and interpret studies aimed at helping people. In Chapter 3 *Empirically Supported Treatments: A Critical Analysis* by Rick Ingram, Adele Hayes, and Walter Scott, we see just how far we have come in helping our clients to improve. Tracing the development of the empirically supported treatments area, Ingram and his colleagues describe the benefits of psychotherapy, along with an important caveat—it is better to make prudent statements about the small but growing list of treatments that do work than it is to take too much pride in the simplistic and oversold maxim that “psychotherapy works.” The authors of the chapters in Part II remind us of the centerpiece role of empirical support in the viability of our various psychotherapy interventions. These authors also share the view that effective psychotherapy starts with a sense of humility for what we know about psychological change as well as a respect for what we do *not* know at this point in time.

As we thought about the next logical partition of the psychotherapy field, we concluded that we needed a sizable section, Part III: *Components of Psychotherapeutic Change*, to cover the heuristic elements found in most all psychotherapies (i.e., those factors believed to

be fundamental to understanding what makes these interventions “work”). Accordingly, there are six chapters in this “How does it work?” Part III. At the beginning of Part III in Chapter 4 *Therapist Variables*, Edward Teyber and Faith McClure give us a glimpse of effective therapists, those who realize that psychotherapy is a relational enterprise, who can place personal views in the background so as to focus on the clients’ worldviews, and who are flexible. Next, Nancy Petry, Howard Tennen, and Glenn Affleck in their Chapter 5 *Stalking the Elusive Client Variable in Psychotherapy Research* undertake a detectivelike search for the effective psychotherapy client variables. We will not expose their conclusions here, but we will comment that, based on the thoroughness of their scholarly search, any such client variable would be found.

“Change at Differing Stages” is the title of Chapter 6, written by James Prochaska. His latest views about the impactful roles of stages help us to understand some of the seemingly inexplicable happenings along the psychotherapy road. In the ensuing Chapter 7 *Hope Theory: Updating a Common Process for Psychological Change* by C. R. Snyder, Stephen Ilardi, Scott Michael, and Jen Cheavens, as well as Chapter 8 *The Long and Short of Psychological Change: Toward a Goal-Centered Understanding of Treatment Durability and Adaptive Success* by Paul Karoly and Cindy Wheeler Anderson, these two sets of authors offer carefully reasoned analyses about goal-guided self-regulation as a positive common factor in various intervention strategies. In Chapter 9 *Enhancing Perceived Control in Psychotherapy*, Suzanne Thompson and Michelle Wiersen provide a compelling case for the underlying power and potential use of perceived control as a common process in guiding psychotherapy.

In Part IV: *Psychotherapeutic Approaches*, we include the latest theory, research, and applications pertaining to the most prominent systems of psychotherapy. We have made Part IV the largest one in the handbook, containing thirteen chapters on different therapeutic approaches. An additional aspect that we have inserted into Part IV is that the chapter authors include case histories to vivify and clarify their particular psychotherapeutic approaches. This latter aspect of the handbook reflects our desire to blend psychotherapy theories and applications in the spirit of their mutual benefit—this theme runs throughout the volume.

To launch Part IV, we open with the first major psychotherapy approach to impact the field and society more generally with its appealing ideas and concepts. We speak, of course, of the psychodynamic approach, which is the centerpiece of Chapter 10 *Psychodynamic Approaches to Psychotherapy: Philosophical and Theoretical Foundations of Effective Practice* by Doug Vakoch and Hans Strupp. Although the authors of this chapter cover the usual psychodynamic concepts, we believe that the reader will be surprised at the proposed new directions within a psychodynamic framework—

this chapter reflects turn-of-the-century thinking, and we do not mean the 20th but rather the 21st century. As a companion to Chapter 10, we next have Drew Westen’s Chapter 11 *Integrative Psychotherapy: Integrating Psychodynamic and Cognitive-Behavioral Theory and Technique*. Westen provides a lens for clearly seeing how the psychodynamic principles lend themselves to more recent cognitive-behavior theories and psychotherapy research. His treatment of the topic is both integrative and extremely creative in blending these two important approaches.

We follow the psychodynamic-related chapters with another approach that has a fairly long history. Specifically, in Chapter 12 *Existential Approaches to Psychotherapy*, Constance Fischer, Brian McElwain, and J. Todd DuBoise show how clients, through existential psychotherapy approaches, can find meaning and solutions to their life problems by means of strong therapeutic relationships. This interpersonal theme is continued in the context of another approach that is based on relationships. More specifically, in Chapter 13 *Interpersonal Psychotherapy*, Ian Gotlib and Pamela Schraedley reveal the potential power of the therapeutic relationship in promoting positive change. Perhaps the very prototype of matters interpersonal is explored next in Chapter 14 *Marital Therapy: Theory, Practice, and Empirical Status* by Donald H. Baucom, Norman Epstein, and Kristina Coop Gordon. We certainly know that there will be many potential clients for this approach given the extremely high divorce rate. The importance of the interpersonal context for psychological change also is the focus of Chapter 15 *Groups as Change Agents* by Donelson Forsyth and John Corazzini. Taken together, the authors of chapters 12, 13, 14, and 15 use differing psychotherapy approaches to show how our human connection can promote positive psychological change.

Next is Chapter 16 *Constructivist and Narrative Psychotherapies*, where Robert Neimeyer and Alan Stewart advance the constructivist view that reality is a perceptual, contextual matter rather than some objective, veridical one. It is this perspective that lends itself beautifully to the various narrative approaches that help people to adjust their guiding, self-theories so as to become happier and more productive in their environmental settings. In the next Chapter 17 *Feminist Therapy*, Laura Brown shows how constructivist perspectives are empowering to people amidst constraining societal conditions; moreover, she speaks to the issue of clients changing those societal forces. By bringing to light the implicit assumptions that we make about the change process as contextualized in our society, Brown is at once revolutionary in thought and practical in linking feminist therapy to other treatments.

The next chapters in this section on psychotherapeutic approaches form a trilogy of sorts. In order, the authors focus initially (Chapter 18) on behavior therapy (which came first temporally), followed immediately by cognitive behavioral treatment approaches (Chapter

19), an evolution of behavior therapies, and then brief therapies (Chapter 20), most of which are cognitive behavioral in content. The advocates of modern behavior therapy, based on its early and classic research on stimulus-response principle, have staked out a well articulated theoretical and practice position. William Follette and Steven Hayes provide a lucid rationale and the related applications in their Chapter 18 Contemporary Behavior Therapy. These proponents of “traditional” behavioral therapy may have advanced it to a point beyond what you may have envisioned. In the next essay, Chapter 19 Cognitive and Cognitive Behavioral Therapies, Keith Dobson, Barbara Backs-Dermott, and David Dozois help the reader to understand why these cognitive-behavioral approaches have gained tremendous popularity among present-day therapists. In describing the present and future evolution of these approaches, the reader can discern how cognitive-behavioral psychotherapy is based on the fertile intellectual soil of cognitive approaches psychology more generally. Bernard Bloom, in his Chapter 20 Planned Short-Term Psychotherapies, thoroughly describes short-term treatments. His case, and it is a forceful one, is that with careful planning, we can quickly and effectively provide sufficient problem-focused help so that a large portion of people attain higher levels of functioning. The advocates of these short-term approaches typically use some variant of cognitive behavioral approaches and, as such, these brief approaches arguably will represent a numerical majority of future psychological interventions.

In Chapter 21, Long-Term Psychotherapy, of Paul Crits-Christoph and Jacques Barber address the issue of effectiveness in elongated treatment protocols, as well as how we may best understand change in this context. In the final Chapter 22 Psychopharmacology in Conjunction with Psychotherapy in Part IV, Michael Thase dissects the change process so as to illustrate when “talking” approaches are equally or perhaps even more effective than pharmaceutical ones. More importantly, he describes those instances when the outcomes achieved by non-pharmaceutical interventions are surpassed with the addition of suitable psychiatric drugs. Furthermore, in some instances, psychiatric medication *per se* may be the most efficacious mode of change. After reading this chapter, you should be more informed about the appropriate use of psychiatric medications.

We strongly believe that diversity issues and special samples are extremely important in psychotherapy at this point in time, and they will become even more crucial in the coming years. As such, in Part V: Psychotherapy with Special Samples, we have six chapters focusing on such issues. As with chapters in Part IV, those in Part V are brought to life by case historylike examples. We begin with children, where Michael C. Roberts, Eric M. Vernberg, and Yo Jackson in their Chapter 23 Psychotherapy with Children and Families provide an overarching framework for understanding the psychological change process in children. In our al-

beit biased view, they have produced the clearest available chapter-length presentation of the many important issues that we must face to provide better psychological care for our children. We thought it would be informative in our handbook to also take an in-depth look at two problems that originate in childhood. Accordingly, Alan J. Litrownik and Idalia Castillo-Cañez in their Chapter 24 Childhood Maltreatment: Treatment of Abuse/Incest Survivors tackle problems—abuse and incest—that reflect a national disgrace regarding parenthood. They review how difficult it can be to unravel these “trails of misery” and, equally important, suggest interventions to stop this tragic intergenerational cycle.

Along with the abuse and incest psychotherapy topic, we see another problem of almost epidemic proportions. We speak of persons who have undergone a traumatic stress of some sort and how to help them in psychotherapy. Addressing this point, Mardi Horowitz details the etiologies and the related effective treatment approaches in his Chapter 25 Brief Cognitive-Dynamic Treatment of Stress Response Syndromes. If you thought that persons with such stress reactions were virtually unreachable via treatment, Horowitz may change your views in this chapter.

In Chapter 26 Health Psychology by Timothy W. Smith, Jill B. Nealy, and Heidi A. Hamann, we are given an overview of perhaps the fastest growing approach to the change process. In this chapter, we see how psychologists can use diverse treatments in an equally diverse number of arenas where patients are treated for physical problems. Through this chapter, we can begin to appreciate how much more we can do in this area in the 21st century. As such, professional health psychologists at the turn of this century may influence how we construe psychological change to the same degree that psychodynamic psychotherapists impacted the field at the turn of the last century.

The United States will be a truly multicultural society as we move deeper into the 21st century. Our psychotherapies that are aimed and tested largely on Caucasian, middle-class people still will work for this group whose relative population percentage is shrinking. But what do we know about psychological treatments for different racial and ethnic groups, the very ones who will increasingly be approaching a majority in subsequent decades? The usual answer to this latter question is “Very little.” But you will find in Chapter 27 Race and Ethnicity in Psychotherapy Research that Bernadette Gray-Little and Danielle Kaplan provide an agenda that may change that answer.

To close Part V, perhaps it is fitting to address what we can do to deliver more effective and more widespread psychotherapy services. One need only look at the enormous cohort of baby boomers who with the march of time soon will make the numbers of seniors swell to unheard heights. At the risk of stating the obvious, unlike other “minority” groups, the elderly is one that, in time, most of us will join. Dolores Gallagher-Thompson, Christine McKibbin, Darrelle Koonce-

Volwiler, Ana Menendez, Douglas Stewart, and Larry W. Thompson in their Chapter 28 Psychotherapy with Older Adults make cogent suggestions about how we can vastly improve our psychotherapy efforts with the elderly.

This brings us to the final six chapters in Part VI: Psychotherapy into the 21st Century. C. R. Snyder, Diane McDermott, Ruth Leibowitz, and Jen Cheavens lead off with their Chapter 29 The Roles of Female Clinical Psychologists in Changing the Field of Psychotherapy. Based on the enormous numbers of female as compared to male graduate students who are obtaining their doctorates in clinical psychology, they speculate about a 21st century psychotherapy field in which females will play the leadership roles—some predictions are positive, some more negative, and all may prove provocative.

Next is Chapter 30 Future Directions for Prevention Science: From Research to Adoption by Kenneth Heller, Mary Wyman, and Sean M. Allen. Their compelling case is that those of us in the psychotherapy field could greatly help people if we engaged in more preventative activities rather than the psychotherapy applied after problems have formed.

In the next pair of chapters, based on current trends in the psychotherapy field, two renowned psychologists each foresee serious problems. For example, in Charles Kiesler's Chapter 31 National Mental Health Issues, he presents a sobering view that we had best change our mental health care policies to provide better and more widespread care to our population. Without such changes, he suggests that psychotherapists will not be reimbursed by insurers, thereby necessitating a massive downsizing in the educational psychotherapist training structure in the 21st century. Taking a somewhat different, albeit still critical, tact in Chapter 32 Critique of Psychotherapy in American Society, George Albee argues that we already have the psychological knowledge to affect positive changes in the lives of people, but we have done a poor job of making such help available to a wide range of people of differing ages, socioeconomic backgrounds, and race. He also decries the drift that he observes in the psychotherapy field toward an ever more biological and medication-oriented bias.

In Chapter 33 Psychotherapy: Questions for an Evolving Field, we, the editors, pose many thorny questions and provide our best answers to each. We will present a sample of roughly a fourth of our questions so that you get a sense of the psychotherapy landscape that we cover. Do we know the characteristics of good psychotherapists, and can we educate students so as to facilitate these characteristics? Do we really have a solid understanding of the interplay of people's needs for stability and their needs for change? Should our psychotherapy theories be aimed at just "troubled people" or be based on principles that are applicable to all people? Will biological or environmental change factors predominate in the 21st century? What role will com-

puters play in psychotherapy? How can those in the science and practitioner camps begin to think and behave in "us" terms? How will psychotherapy be viewed in the 21st century? Can we really do a better job of getting psychotherapy to more people?

Michael Mahoney provides an inspiring end to our handbook in his Chapter 34 Training Future Psychotherapists. To frame his thoughts, Mahoney uses seven themes that characterize a good psychotherapist: self-knowledge, human relatedness, compassion, philosophy, survival and coping skills, values, and lifespan development. Mahoney, in his succinct and powerful style, concludes that we would be wise to place the respect for the lifelong learning process and the human context at the top of our agendas for 21st century psychotherapists.

Having given you a tour of the handbook, we pose a final question: What benefits can be derived from reading this volume? These may vary depending upon the reader. For the student, we believe that the chapter authors not only provide outstanding essays on the basic topics in the psychotherapy field, but, more generally, they invite the reader to learn more about their particular topics. For the academician, the chapter authors of this book deliver the most current, comprehensive exploration of the field that is available; moreover, scholars can use it both as a reference and as a catalyst for their convergent and divergent thoughts about psychotherapy. For the researcher, there are theoretical, design, and methodological suggestions for the field in general and particular psychotherapeutic approaches. Likewise, psychotherapy researchers are aided by clear understandings of what actually transpires in the applications of treatments. We also firmly believe that advances in psychotherapy research rest upon a growing cohort of experimenters who are informed of general and specific change processes. Finally, for practitioners, the chapter authors supply informative syntheses of what has happened as well as what may happen in the future of our field. Likewise, in about half of the chapters, the authors have included one or more case studies that help to illustrate their approaches.

In the pages that follow, we believe that these forward-looking scholars embark on a trilogy aimed at informing, reassuring, and stimulating you the reader. They have delivered handsomely, we believe, in weaving a collective tale of where we will be going in the psychotherapy field as the 21st century unfolds. Perhaps our belief that our volume has "a little something" for everyone will not be completely fulfilled, but we wanted to aim high. On this count, you will be the final judge.

And now, for some specific praise. Our handbook did not become a reality until we had recruited the leaders in their respective areas. We thought long and hard about our "dream team" of authors, and what role they would play in this volume. Fortunately, as journal editors and by the mere virtue of having been around

for many years, we knew most of the people whom we wanted for this new psychotherapy handbook. In recruiting the authors for this handbook, we typically were able to get commitments from the very people—a mixture of seasoned authors and outstanding young scholars—whom we wanted for particular chapters. These are busy people with more offers to write book chapters than they probably ever needed or wanted; as such, we are extremely thankful to them for sharing their visions about our field. Additionally, the chapter authors deserve kudos for delivering their chapters in a timely manner. May all editors have similar positive experiences with their authors.

Beyond the authors, we also would like to turn a dual spotlight of gratitude and praise upon our superb editors at Wiley—first Chris Rogers and then Ellen Schatz—who offered support at every stage of this project. To Chris, who somehow knew enough to

keep asking (for several years) the senior editor about doing this book, and to Ellen, who gave us trust and the freedom that goes with it, we could not ask for better editorial support. Sarah Wiley and Eman Hudson also offered cheerful, prompt, and understanding help in the production stage of this large project. We also must thank two “carriers of information” without which we would have been woefully unable to communicate—the express mail companies and e-mail. Lastly, to our families, who have understood that love is the ultimate form of help, we lack sufficient words to convey our profound appreciation. We are humbled by their giving.

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PART

I

PSYCHOTHERAPEUTIC
CHANGE
IN
PERSPECTIVE



A CHANGING HISTORY OF EFFORTS TO UNDERSTAND AND CONTROL CHANGE: THE CASE OF PSYCHOTHERAPY¹

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THE IMPORTANCE OF CHANGE

We humans have been obsessed with change, as well as with its regularities or “laws.” As Boorstin (1983) and others have noted, the earliest records of human communication have converged on issues of change and exchange (from cycles and seasons to markets and reasons). We are inherently historical and yet fundamentally future-oriented beings. We want to understand the past in part so that we can understand and perhaps change the future.

Documentations of change are readily accessible. One need only look at political, economic, and geophysical realms. The planet is changing. And if change in general is not strikingly obvious, one has only to go home. Families, relationships, and our senses of ourselves are in transition. Like it or not, we are changing. We now live in the most rapidly changing era of human history (Anderson, 1997; Braudel, 1979; Gergen, 1991; Tarnas, 1991).

Current estimates suggest that the average citizen of the 19th century was born, lived a life of 50–60 years, and died—all within a radius of less than 8 miles (a leisurely jog for many moderns). Poignantly, it has been predicted that the average citizen of the 21st century will interact (directly or indirectly) with more people in one day than

average citizens of the 19th century ever met in their entire lifetimes. These figures remind us that not only are we participant-observers in a rapidly changing world but also the present rate of change is so dizzyingly exponential that we have no reasonable hope of knowing our proximal and distal futures.

How are we changing? And what does such change mean? Do we have a voice—a warranted sense of agency—in the process? Questions like these have shaped major developments in philosophy for millennia. The *I Ching* is China's central book of wisdom, and it opens with the assertion, “If we know the laws of change, we can precalculate in regard to them, and freedom of action thereupon becomes possible.” Life should be so simple: to know the laws of change, to translate those laws into concrete predictions, and then to act consciously in ways that make such knowledge serve our needs.

Many of us do seem to live as if life were that simple—or that it could be. Many of us believe, for example, in the *myth of arrival*. This is the myth that someday, after hard work and survived crises, life will be what we always wanted. We will have our “self” and our “life” together, living in the relationship for which we have longed, in the house of our dreams, in the job (and at the salary) we have wanted, and so on. The big life crises will be behind us, and from that point on it will be smooth sailing. Arrival is what our childhood stories promised with their theme of “living happily ever after.” But, as

¹This chapter is based on material in M. J. Mahoney, *Constructive Psychotherapy: Exploring Principles and Practices* (New York: Guilford, in press).