

# Counseling Psychology

CHARLES J. GELSO  
BRUCE R. FRETZ

WILLIAM  
JAMES  
CENTENNIAL SERIES

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# COUNSELING PSYCHOLOGY

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# Counseling Psychology

WILLIAM  
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To our wives, Jean and Barbara. Although it is conceivable that we could have written this book without the wonderful support and stimulation they have provided over the years and throughout the life of this project, the writing would have been immeasurably harder and our lives a lot less joyful.

# Preface

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Since our graduate school days in the 1960s, we have been troubled by the absence of a beginning textbook in counseling psychology. It appears that every field within psychology has specialized books for students being introduced to the science and practice of that field—except the field that we study, practice, teach, and care most about, counseling psychology. To be sure, there are many books on the activity of counseling, and such books are often used as the texts in beginning courses in counseling psychology. As a result, in fact, not only students but many professionals have mistakenly confused counseling, the activity, with counseling psychology, the profession, (which includes counseling among many other interventions), considering them synonymous.

As the field of counseling psychology expanded in the 1970s and 1980s, the need for a beginning text also grew, but it was not until we personally felt the need for a book that we could begin the arduous task of writing it. Our felt need deepened as we taught introductory courses in counseling psychology at the advanced undergraduate level (Gelso) and the beginning graduate level (Fretz). Improvising with materials from a wide range of sources took us only so far; what we lacked was a beginning text that broadly covered the science and the profession of counseling psychology. By the mid-1980s, we felt moved to action.

This book is about the speciality of counseling psychology—its professional practices and issues, its interventions, its science and research, and its basic concepts. We have sought to furnish a broad overview and at the same time incorporate enough depth to make the



material intellectually stimulating. Although the text should prove useful to experienced counseling psychologists, our basic focus is the student commencing his or her study of counseling psychology, be that student at the beginning graduate or the advanced undergraduate level. For usage at the undergraduate level, the book is suitable for the upperclass student who has already completed a number of psychology courses.

The book is divided into four parts. In Part I, we introduce the reader to counseling psychology per se—discuss its defining features and relationship to other specialties and fields within and outside of psychology; its historical background; the ethical and professional issues faced by the specialty; and its scientific and research bases. In Part II, we focus on individual counseling and psychotherapy. After examining the essential ingredients of counseling (the counselor-client relationship and counseling techniques), we provide overviews of the three primary theoretical perspectives in the field (psychoanalytic, cognitive-behavioral, humanistic). We then examine diagnosis and assessment, with an eye toward how assessment uniquely relates to counseling psychology. Part II concludes with a discussion of what has become a vital area within counseling psychology in recent years: cultural diversity and cross-cultural interventions, which relate to all aspects of the profession.

Part III reviews theory, research, and practice in several key intervention areas: career counseling and psychology; couples and family interventions; therapeutic groupwork; prevention and outreach; and consultation. Part IV includes a single chapter that addresses career issues for the student contemplating a future as a counseling psychologist, for the graduate student already steeped in the field, and for the practicing counseling psychologist negotiating the early part of his or her career.

Despite the book's fundamental purpose as a useful comprehensive text, portions of *Counseling Psychology* are also applicable to other courses in the field. For example, the four introductory chapters composing Part I; Chapter 11, which addresses cultural and cross-cultural questions; and Chapter 18, which discusses graduate school and the early postgraduate years, may be combined into a package suitable for courses on professional issues in counseling psychology. Likewise, outside the field proper, Part II and much of Part III could be incorporated into courses covering topics such as theories of counseling and therapy; techniques of counseling; or, simply, introduction to counseling. Thus the inherent value of the text lies in the range of topics covered, which makes the book a useful source at all levels of study and which, at the same time, can be exploited to suit particular aims and needs.

We have been aided in this endeavor by so many people that we could not come close to naming all of them. To begin with, we are grateful to the people at Holt, Rinehart and Winston for their enthusiasm

for our idea of a counseling psychology text right from the beginning, and for their guidance throughout. Drs. Jean A. Carter and Jeffrey A. Hayes read many of the chapters and offered numerous helpful suggestions. We are indebted to them. We are also very grateful to those who offered helpful comments on individual chapters: Ms. Roberta Diemer, Dr. Ruth Fassinger, Ms. Cara Forrest, Dr. Clara Hill, Ms. Mollie Jaschik, Ms. Mara Latts, Dr. Mary Leonard, Mr. Richard Lightsey, Dr. James Mahalik, Dr. Thomas Magoon, Mr. Paul McCusker, Dr. Naomi Meara, and Ms. Anne Regan. We are also very appreciative of the large number of graduate and undergraduate students who read chapters as part of their course work and offered valuable comments. Finally, we would like to acknowledge the assistance of the following fellow academics who reviewed our work for Holt, Rinehart and Winston: Dr. Terence Tracey of the University of Illinois; Dr. Roger Myers of Columbia University; Dr. Elizabeth Altmaier of the University of Iowa; Dr. Samuel Osipow of Ohio State University; Dr. Lawrence Schneider of the University of North Texas; Dr. Linda Brooks of the University of North Carolina; Dr. C. Edward Watkins, Jr., of the University of North Texas; Dr. Kathleen Davis of the University of Tennessee; Dr. James Lichtenberg of the University of Kansas; Dr. Mark Hector of the University of Tennessee; and Dr. Thomas Dowd of Kent State University.

We have tried to offer an overview of counseling psychology that is even-handed, accurate, and "objective." Because of our personal interest in the field, however, the reader does not get a completely unbiased perspective; but we think our biases appear controlled and up-front. You, the reader, will of course be the ultimate judge of that.

C. J. G.

B. R. F.



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