

Principles of Counseling and Psychotherapy

**Learning the Essential Domains and
Nonlinear Thinking of Master Practitioners**

**Gerald J. Mozdierz,
Paul R. Peluso, &
Joseph Lisiecki**

 **Routledge**
Taylor & Francis Group
New York London

Principles of Counseling and Psychotherapy

Learning the Essential Domains and
Nonlinear Thinking of Master Practitioners

Gerald J. Mozdierz,
Paul R. Peluso, &
Joseph Lisiecki

 **Routledge**
Taylor & Francis Group
New York London

Routledge
Taylor & Francis Group
270 Madison Avenue
New York, NY 10016

Routledge
Taylor & Francis Group
2 Park Square
Milton Park, Abingdon
Oxon OX14 4RN

© 2009 by Taylor & Francis Group, LLC
Routledge is an imprint of Taylor & Francis Group, an Informa business

Printed in the United States of America on acid-free paper
10 9 8 7 6 5 4 3 2 1

International Standard Book Number-13: 978-0-415-99752-2 (Softcover) 978-0-415-99751-5 (Hardcover)

Except as permitted under U.S. Copyright Law, no part of this book may be reprinted, reproduced, transmitted, or utilized in any form by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying, microfilming, and recording, or in any information storage or retrieval system, without written permission from the publishers.

Trademark Notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

Visit the Taylor & Francis Web site at
<http://www.taylorandfrancis.com>

and the Routledge Web site at
<http://www.routledge.com>

Foreword

About this book: In 1960, in his preface to his collection of essays on personality titled *Personality and Social Encounter* (Allport, 1960), Gordon W. Allport, one of the wisest men ever to come to grips with the issue of personality, asked, “What is human personality?” He found he could offer no definitive answer. Instead, he gave voice and recognition to the truth that lay in all those positions that honestly sought the answer to that question, even though they provided responses to it that he termed *paradoxical*. He wrote,

Some would say that it [personality] is an ineffable mystery—a shaft of creation, an incarnation. Since no man can transcend his own humanity, he cannot hold the full design of personality under a lens. The radical secret will ever elude us.

Others would say that personality is a product of nature. It is a nervous-mental organization, which changes and grows, while at the same time remaining relatively steadfast and consistent. The task of science is to explain both the stability and the change.

Those who would hold either of those views—or both—are right. ...

Some say that personality is a self-enclosed totality, a solitary system, a span pressed between two oblivions. It is not only separated in space from other living systems, but also marked by internal urges, hopes, fears, and beliefs. Each person has its own pattern, his own unique conflicts, he runs his own course, and dies alone. This point of view is correct.

But others say that personality is social in nature, wide open to the surrounding world. It owes its existence to the love of two mortals for each other and is maintained through love and nurture freely given by others. Personality is affiliative, symbiotic, sociable. Culture cooperates with family in molding its course. ‘No man is an island.’ This view, too, is right. (p. v)

And, of course, Allport recognized that other frames also merited consideration.

Instead of quailing at the metaphysical paradoxes posed by these seemingly veridical yet competing views of what it is to be a person—either by retreating to the ideological security provided by one of the part views of human existence generated by a “great man’s” theory, and in so doing blind himself to that which is also true, or by restricting his descriptions of human nature exclusively to “facts” gleaned by an army of social insects following well-marked, approved trails, and thereby miss the larger picture or leave the field in abject surrender—Allport (1960) chose to bravely soldier on, much, I believe, to his advantage and ours. His approach, he wrote,

is naturalistic, but open-ended. Naturalism, as I see it, is too often a closed system of thought that utters premature and trivial pronouncements on the nature of man. But it can and should be a mode of approach that deliberately leaves unsolved the ultimate metaphysical questions concerning the nature of man, without prejudging the solution. My essays are all psychological and therefore naturalistic, but they have one feature in common—a refusal to place premature limits upon our conception of man and his capacities for growth and development. (Allport, pp. v–vi)

Given that, explicitly or implicitly, therapeutic interventions are based wholly or in part (sometimes one just repeats that which one perceives to have worked, with no other reason for doing so) upon one’s conceptualization of personality, one would expect, if Allport’s analysis of the state of personality theory were correct, that a proliferation of psychotherapies would ensue, a goodly number containing a kernel of actuality in addition to their other constituents. This is indeed the case, I believe.

Today we stand not 10 years past the midpoint of the previous century, but 10 years into a new century. Although I have little doubt that our understanding of the human condition has improved somewhat in these 50 intervening years, I believe it has done so in detail. The larger picture, that divined by Allport, remains basically unchanged. And although there seems to be increased agreement that the efficacy of a subset of the panoply of interventions labeled psychotherapeutic has been reasonably established, and that these work effectively to reduce human misery and some specific miseries more so than others, how and why they do so are still moot in spite of, I believe, sectarian claims to the contrary.

That you are reading this foreword at all, I take as evidence that you, as well as Allport and the authors of this excellent book, have not yielded to the seductive enticements of nihilism, be it represented by a retreat to ideology, “factism,” or “burnout.” What, then, to do? What other course provides a good-faith alternative, one that, again to quote Allport (1960), can “open doors and clear windows so that our chance of glimpsing ultimate philosophical and religious truth may not be blocked?” (p. v). To my mind, the authors of this work, Gerald Mozdzierz, Paul Peluso, and Joseph Lisiecki, provide one. The overarching aim of psychological treatment, as they envision it, is to foster clients’ *disengagement* from preoccupation with symptoms, pathology, dysfunctional frames, and defective action patterns so that engagement with healthier beliefs and behaviors can occur. The tack they employ is to teach how master therapists think across the essential domains of competence that are necessary if a therapist—whether a beginning, advanced, or established therapist—is to be effective with patients. These are (a) connecting with and engaging clients; (b) assessing the clients’ readiness for change and their strengths and goals; (c) building and maintaining a therapeutic alliance; (d) understanding, empathizing into, and working respectfully with the clients’ cognitive schemata; (e) addressing the clients’ emotional states and traits; (f) understanding and working with clients’ ambivalences about change; and (g) using insight-generating nonlinear thinking and interventions to communicate more effectively with clients and to help clients communicate more effectively with themselves. The authors emphasize and demonstrate cogently, clearly, and to good effect that master practitioners do not think exclusively in conventional, linear ways, but at crucial times in the process of intervening in the lives of their clients distinguish themselves by a recourse to nonlinear thinking and communications in the service of engendering positive changes in their clients.

Befitting a text that takes such pains to distinguish degrees of therapeutic sophistication, the authors give considerable attention to the “stages of development” that would-be therapists traverse on their path to mastering the science and art of intervening for the better in the lives of those who come to them for help. The model the authors adopt to schematize that journey is that proffered by Stoltenberg (1997). Using this flexible, three-level, integrated, developmental schematization of counselor development, the authors define and describe the personal preoccupations of therapists at each level that may interfere with their growth as therapists and offer workable suggestions as to how they might get back on track should they be detoured.

Just as I have, I trust that you, regardless of where you place yourself on the ladder of psychotherapist development, will find this book useful and enlightening, for its authors have done an excellent job of summarizing and synthesizing the relevant literature, empirical and theoretical, on how psychotherapy proceeds and works. Their presentation on training and developing psychotherapists is also state of the art. Their prose is lucid, straightforward, and nuanced. Just as I have, you will, I trust, appreciate the breadth and depth of knowledge that they express so clearly. Although that is all well and good and cannot be gainsaid, the exceptional worth of this book inheres in the insights it conveys into how master therapists function with their clients. And, make no mistake about it, the authors! give every indication that they are indeed master therapists. Their clinical illustrations are apt, pithy, and illuminating. They write of their clients with warmth, respect, and empathetic and insightful understanding. Their examples of nonlinear intervention are well-chosen, witty, enlivening, and perspicacious.

To sum up, to my mind, little has changed since Allport (1960) fully 50 years ago concluded that no one veridical, comprehensive view of personality had yet emerged. Instead, he believed that the human sciences created numerous descriptions of human nature and action, many of which represented an aspect of truth, but none the total picture. Although one could hope to build an accurate whole out of analyzing and synthesizing these part pictures, Allport (1960) surmised that it was impossible to harmonize

their fundamentally conflicting elements. His response to this state of affairs was not to leave the field or proceed to study it in “bad faith.” His alternative: to continue on, while refusing to prematurely limit the conception of what it is to be human, and to work toward a valid naturalistic approach to human nature that, as he put it, “must have open doors and clear windows, so that our chances of glimpsing ultimate philosophical and religious truth may not be blocked” (Allport, p. v).

Because our understanding of psychotherapy and counseling is inherently linked to our understanding of human personality, those who wish to rightly alter for the better the state of those who present themselves as clients are faced with the same choice that Allport confronted. The authors of the text before you, Mozdierz, Peluso, and Lisiecki, have provided, I believe, an appropriate response to that challenge. Train oneself and train others in the strategies and thinking that master therapists employ to engage and assist their clients in living better. Mozdierz, Peluso, and Lisiecki’s text is admirably designed to assist in that task. It is up-to-date and factual. Its principles of intervention are applicable to a diverse clientele experiencing diverse difficulties. It enables therapists of differing theoretical orientations to employ the frameworks provided by the theories they adhere to while applying the schemas that master therapists use in treating their clients. And, it teaches them admirably well, for not only are its authors master therapists, but they are also master teachers.

Herbert H. Krauss, Ph.D.

Pace University
September 29, 2008

ENDNOTE

1. In the interest of full disclosure, I ought to indicate that I have had a close professional and personal friendship with the first author, G. J. M., for over 40 years. On my part, it was based on my respect for him as an exceptionally able psychologist and a fine and decent man of unquestionable integrity. I have met J. L. and have had no contact with P. P.

Preface

If I have seen further it is by standing on [the] shoulders of Giants.

Sir Isaac Newton, 1676

As odd as it may seem, this text has a “story” to tell—it contains a narrative of sorts. The theme of the narrative concerns evolution, and as such it represents the growth in our collective understanding of how counseling and therapy work—their effective ingredients and how they work together in a sequence of sorts. As our understanding has evolved, it is clear that there has always been much to be learned from what master practitioners *do* when they interact with their clients, but there is even more to learn from *how they think about things therapeutic*. That revelation is a major part of the backdrop in our narrative.

Following that major understanding about our “narrative,” in each of the four major sections of our text, which obviously succeed one another, we first describe more fundamental and foundational thinking (and therapeutic understandings) that must precede more advanced concerns. It’s just like telling a “story”—here is where our story begins, and as a consequence of that, here is how it evolves in the next section, and so on. The evolution of the thinking that we describe is not absolute—few things seem to be. Rather, it is heuristic, and meant to help counselors and therapists develop *their* thinking to evolve further.

Like all good narratives, we believe that our story has a rather unique, timeless, and sparkling introduction and a somewhat surprising ending. Although we would hope that our story is a “page turner” that will leave the reader breathless, it is after all a textbook that will be inspiring to some and mind-numbing to others.

Like some stories, we also have a “prequel” to tell. We give a hint regarding the nature of our prequel in the quote at the beginning of this preface by Sir Isaac Newton. That is, our narrative has precursors to whatever contributions that we may be making to an understanding of the nature and processes of counseling and psychotherapy. The coming together of this text reflects a combination of several things: a love for the field of counseling and psychotherapy, decades of study, practicing our craft, writing, teaching, and supervising. We collectively share amazement at the potential for healing that counseling and psychotherapy have in settings too numerable to mention. Our text and its prequel also reveal a deep respect and amazement for those master practitioners who seem to practice effectively and effortlessly. Those practitioners’ efforts in concert with the creative, disciplined, and methodical work of countless researchers are the “shoulders” upon which we have stood to make our observations and write our “story.”

Our narrative is an effort to take the seemingly therapeutically mysterious (i.e., the apparent magical results that master practitioners obtain) and demystify it. In doing so and revealing their “secrets” (i.e., *how* they think), we can hopefully put the “magic” we are unveiling to use in training practitioners and benefiting their clients. The historic classical giants of our field deserve recognition in our “prequel” (e.g., Freud, Adler, Jung, Horney, Rogers, and Sullivan). We note sadly that other, more modern masters passed away during the preparation of our manuscript. These include Paul Watzlawick, Insoo Kim Berg, Steve de Shazer, Michael White, Albert Ellis, and Jay Haley, just to name a few. Their passing punctuates the fact that if the best elements of their diverse (yet similar) ways of mastery were not preserved, they would pass into legend and be forgotten. That would be an unnecessary loss to the field and to coming generations of practitioners (as well as their clients). We are grateful for all their precursor contributions. It is our fondest hope that this text continues the evolution in thinking and understanding about psychotherapy and counseling that they nurtured.

There is a somewhat muted but nevertheless ominous reality underlying our narrative as well. It is our fear that the best ideas and methods of teaching are in danger of becoming lost in the training of new

practitioners. This may very well be due to the fact that although demands for more training are being imposed, some aspects of training have become curtailed. To add further intrigue to our "plot," emphasis seems to have moved more toward the technical and mechanical aspects of *what* to say and *how* to say it, pinpoint pigeonhole diagnoses, psychopathology, risk management, and so on, rather than a more acute focus on developing and shaping the critical and reflective thinking that enables a practitioner to *know* how to provide clients what they need. We do not believe that this needs be the case and offer our work as a way of conceptualizing *how to think like a counselor and therapist*.

Gerald J. Mozdierz

Paul R. Peluso

Joe Lisiecki

Acknowledgments

A project like this requires dedication and support in order for it to get through the process to publication. There have been many people who have helped us keep our dedication, and have supported us throughout. One person in particular who was instrumental in making this work was Dana Bliss and everyone from Routledge. We would be remiss if we did not also acknowledge those friends and colleagues who have encouraged us along the way, most especially Jon Carlson, Jim Bitter, Richard Watts, and Bernard Shulman.

We are also indebted to the countless clients and families with whom we have worked who sparked our imaginations, stimulated our thinking, and in the end promoted our development as better clinicians. These nameless individuals were the inspiration for the clinical case examples contained in the book.

Last, and most heartfelt, we could not have devoted the time, energy, and effort that a work such as this requires without the love and support of our families, especially our spouses, Charlene Mozdierz, Jennifer Peluso, and Mary Ann Lisiecki. We also extend a specific loving acknowledgment to our children (Kimberly, Krista, Pamela, and Andrea Mozdierz; Helen and Lucy Peluso; and Ann Marie, Joseph, Teresa, and Paul Lisiecki).

Contents

Foreword, by Herbert H. Krauss

Preface

Acknowledgments

xvii

xxi

xxiii

PART ONE Introduction

1

Introduction to Part 1

3

Learning to *Think* Like a Therapist: The Characteristics of Expert Therapist Thinking, and Why It Is Important to Learn *How* to Think Like a Therapist

4

Linear Versus Nonlinear Thinking

5

Learning How to Think in Nonlinear Ways

7

The Research Literature and Convergence of Understanding: Learning and Understanding the Seven Domains of Competence

8

What Are Domains?

8

What Domains Are Not!

9

Introducing the Seven Domains of Competence

9

A Developmental Model of Therapist Growth: Guiding the Reader Through the Learning Process to Help Speed Understanding of the Seven Domains of Competence and Nonlinear Thinking

11

Stoltenberg's Developmental Model

12

Integrating Stoltenberg's Developmental Model With the Seven Domains

12

1 The Basic Skills of Counseling and Psychotherapy

A New Look

17

The Problem of the Sorcerer's Apprentice

17

The Current State of Psychotherapy

19

Therapy Is Effective in Helping People With Mental Disorders, Adjustment Problems, and Relational Difficulties in Life

19

Therapy Can Be Effective Quickly and Is a Cost-Effective Treatment

19

Despite These Potential Benefits, It Is Still Difficult to Get Treatment for Those Who Need It and Retain Them as Clients so That They Get the Help They Need

20

Finally, as the Above Suggests, the Truth Is That Effective Therapy Is Not Being Provided on a Consistent Basis

20

Proposed Solutions and Their Limitations

20

Suggested Solutions to Improve the Process of Learning How to Become an Effective Therapist: The Movement Toward "Manualization"

21

The Search for an Integrated Approach to Therapy

23

Learning from Experts—Those Who Demonstrate Their Effectiveness

25

Personal Characteristics of "Master Therapists"

26

The Cognitive Domain

26

The Emotional Domain

27

The Relational Domain

28

The Purpose of This Book: Learning to Think Like a Therapist	28
Endnotes	29
PART TWO The Level I Practitioner Profile	31
Introduction to Part 2	33
Self-Versus-Other Focus	34
Anxiety	34
The Quest for Perfection	34
Insecurity	34
Underdeveloped Sense of Clinical Judgment	35
Limited Awareness of Professional Identity	36
Learning to Think Like a Master Practitioner	36
Where to Begin?	37
“In the Beginning ...”: The First Session and Level I Practitioners	37
Endnote	38
2 The Domain of Connecting With and Engaging the Client	
Part 1: Listening	39
Introduction	39
Listening	40
How Do You Listen in a Linear Way?	40
Listening for Content or Information	41
Listening for Feelings	42
How to Listen in a Nonlinear Way	43
Congruence (i.e., Correspondence—or Lack of Correspondence—Between What Is Said and What Is Meant)	45
Listening for “Absence” (i.e., What Is Not Said—by Silence, Avoidance, or Information Overload)	47
Listening for Inference (The Purpose Behind “I Don’t Want ...” Statements)	48
Listening for Presence (Nonverbal Behaviors That Add Meaning)	49
Listening for Resistance: The Desire Not to Change	50
Endnotes	52
3 The Domain of Connecting With and Engaging the Client	
Part 2: Responding	53
Introduction	53
Linear Responding	54
Responding to Content or Information	54
Responding to Feelings	54
Advanced Linear Responding	56
Nonlinear Responding	57
Nonlinear Responding to Incongruence (i.e., “I Hear That There Is More Than One Side to This”)	58
Nonlinear Responding to Absence (i.e., “I See What You Are Not Showing Me”)	59
Nonlinear Responding to Inference (i.e., “I Hear What You Are Not Saying”)	61
Nonlinear Responding to Presence (i.e., “I See What Your Body Is Saying, Even if You Don’t”)	62

Nonlinear Responding to Resistance (i.e., "I Understand That You Might Not Be Ready for This")	62
Conclusion	63
Endnotes	65
4 The Domain of Assessment	
Part 1: Clients' Symptoms, Stages of Change, Needs, Strengths, and Resources	67
Introduction	67
Assessing the Client: Symptoms, Diagnoses, Strengths, and (Untapped) Resources	68
Linear Methods of Assessment: Looking for Symptoms and Diagnoses	69
Linear Methods of Assessment: Looking for Strengths and Resources	74
Nonlinear Methods of Assessing for Strengths and Resources	75
Looking for Unused or Misused Power	75
Connecting With Untapped Social Supports	76
Assessing a Client's Readiness for Change: The Stages of Change Model	79
Precontemplation	80
Contemplation	83
Preparation for Action	84
Action	85
Maintenance	86
Relapse	87
How to Identify a Client's Stage of Change	88
Moving Through the Stages of Change	89
Endnotes	90
5 The Domain of Assessment	
Part 2: The Theme Behind a Client's Narrative, Therapeutic Goals, and Client Input About Goal Achievement	93
Introduction	94
Assessment: The Theme Behind a Client's Narrative	94
Theme of Desperation: "I Have a Problem That I Need to Work On!"	94
Theme of Helplessness: The Symptom Is Out of Control ("I Can't Help Myself")	95
Theme of Hopelessness: "I Have a Chronic Problem"	97
Theme of Defensiveness: "Who or What Is the Problem? ('Cause It's Not Me!)"	98
Theme of Exhaustion: Being Overwhelmed (Physically, Emotionally, and/or Psychologically)	99
Theme of Despair: The Experience of Loss	100
Theme of Fear and Confusion: Double Binds	102
Therapeutic Goals	104
Client Input: An Essential Ingredient to Successful Therapeutic Outcome	106
Treatment Plans	107
What Happens When Goals Don't Align?	108
Summary	109
Endnotes	110
6 The Domain of Establishing and Maintaining the Therapeutic Relationship and the Therapeutic Alliance	
Part 1: Relationship Building	111
Introduction	112
Research Findings: The Therapeutic Relationship and the Therapeutic Alliance	112

Research on the Therapeutic Alliance	113
Factors That Contribute to the Therapeutic Relationship	115
Resonating Together: Nonlinear Methods of Establishing Rapport	116
Building Rapport: Vibrating Together	118
Fostering Rapport and Building the Therapeutic Relationship	119
Empathy	121
Trust, Vulnerability, and Fiduciary Obligations	125
Respect, Caring, Positive Regard, and Liking	126
Optimism and Hope	127
Conclusion	128
Endnotes	128
7 The Domain of Establishing and Maintaining the Therapeutic Relationship and the Therapeutic Alliance	
Part 2: The Therapeutic Alliance	
Introduction	131
The Therapeutic Alliance	132
The Therapeutic Alliance in Action	132
Positive Affective Bond	134
Cognitive Factors	134
Partnership	134
Conscious and Purposeful	135
Maintaining the Therapeutic Alliance	136
Boundary and Role Management I: Boundaries	136
Ethics and Boundaries	137
Boundary and Role Management II: Multiple Roles	138
Flexibility of Boundaries	140
Boundary and Role Management III: Therapist Self-Disclosure	141
Harm From Disclosure	142
Transference	143
Countertransference	144
Ruptures to the Therapeutic Alliance	146
Therapeutic Ruptures and Nonlinear Thinking	146
Identifying Ruptures to the Therapeutic Alliance	147
Repairing Ruptures to the Therapeutic Alliance	147
Summary of Clinical Understanding Regarding the Therapeutic Relationship and Alliance	148
Conclusion	149
Endnotes	149
PART THREE The Level II Practitioner: Supervisory and Developmental Considerations	151
Introduction to Part 3	
Focus of Attention	153
Decreased Level of Anxiety	155
Aspirations of a Level II Practitioner	155
The Development of Understanding and Nonlinear Thinking	156
	157

8 The Domain of Understanding Clients' Cognitive Schemas**Part 1: Foundations**

Introduction	161
What Are Schemas?	162
Schemas Help Guide Our Responses to New Experiences	163
Overview of Clinical Use of Schemas	163
Personality Development and Core Schema Dynamics	165
View of Self	166
View of Self and Optimism	167
View of Self and the Family of Origin	168
View of Others	170
View of Others: Positive or Negative	171
View of Others and the Family of Origin	172
View of the World and View of Life	172
View of Life and the World, and Family of Origin	174
How Schema Dynamics Relate to Psychological Disorders	176
Schema Dynamics and Cognitive Distortions	177
Schema Dynamics and Axis I Disorders	177
How Schema Dynamics Relate to Personality Disorders	179
Conclusion	181
Endnotes	181

9 The Domain of Understanding Clients' Cognitive Schemas**Part 2: Assessment and Clinical Conceptualization**

Narrative Understanding of Client Core Schema: What Makes a Client Tick?	183
Linear Thinking, Listening, and Responding to Core Client Schemas	184
Nonlinear Thinking, Listening, and Responding to Core Client Schemas	186
Linear and Nonlinear Listening for "What If ..."	187
Linear and Nonlinear Listening for "If Such and Such Is the Case, Then ..."	188
Linear and Nonlinear Listening for Absolutes, Dichotomies, Extremes, Polarities, and Exclusionary Thinking	189
Elements of Formal Assessment in Understanding a Client's Schema Dynamics	190
Readiness for Change	190
Client Resources	190
Themes	190
Client Goals	191
Using the Therapeutic Relationship to Better Understand a Client's Schema Dynamics	191
Therapeutic Alliance	191
Therapeutic Ruptures and Client Schemas	192
Using Family-of-Origin Dynamics to Understand Client Schema Dynamics	192
Sibling Position and the Development of Schemas	192
Early Childhood Recollections	195
Putting the Pieces of the Client's Story Together: The "Formulation"	198
Working with a Client's Core Schema	199
Accommodation and Assimilation	199
Linear Methods of Intervening With Client Schema	200
Nonlinear Use of Metaphor	202
Summing the Critical Significance of Understanding Schemas	206
Conclusion	206
Endnotes	209

10 The Domain of Addressing and Managing Clients' Emotional States	
Part 1: Basic Understandings	211
Introduction: <i>Good Will Hunting</i> and Emotions	212
Lingering Misperceptions of Emotions	213
Emotions Are Weak, Feminine, and to Be Feared	213
Emotions Are to Be Avoided, Contained, and Neutralized in Treatment	213
Catharsis of Emotion as Sufficient for Change	214
Understanding and Differentiating: Expressions of Affect, Internal Feelings, Emotional States and Moods, Primary Emotions, Secondary Emotions, and Background Emotions	214
Expressions of Affect	215
Internal Feelings	215
Emotional States	216
Primary Emotions	217
Secondary Emotions	217
Background Emotions, or Mood	219
Emotions, Mood, and Affect	220
The Appraisal Process	221
Primary Appraisals and Assessment of Threats and Benefits	222
Secondary Appraisals and Responses to Threats	222
The Relationship Between Schemas, Appraisal, Emotions, and Behavior	224
Client Emotional Presentations as Expressions of Schema	227
Conclusion	228
Endnotes	229
11 The Domain of Addressing and Managing Clients' Emotional States	
Part 2: Managing Common Negative Emotions in Therapy	231
Introduction to Common Negative Emotions in Therapy and Counseling	232
Fear/Anxiety	232
Sadness/Depression	234
Specific Considerations in Dealing With Clients' Emotions	236
Listening and Responding	236
The Therapeutic Relationship and Emotions	237
The Relationship Between Emotions and Schema Dynamics:	
The Use of Nonlinear Thinking	237
When the System "Goes Down": Being Overwhelmed by the Circumstances and Emotion	238
Therapeutically Working With Emotions: "Coaching" the Therapist's Approach to Working Successfully With Emotions	240
Therapeutically Working With Emotions: Coaching and Level II Clinicians	241
Therapeutically Working With Emotions: Attending	241
Therapeutically Working With Emotions: Recognition and Emotional Differentiation	242
Therapeutically Working With Emotions: Revelation, Reflecting, and Focusing	243
Therapeutically Working With Emotions: Focusing to Foster Recognition and Reflection of Emotions	244
Therapeutically Working With Emotions: Regulation	245
Therapeutically Working With Emotions: Soothing	246
Therapeutically Working With Emotions: Putting It All Together	247
Therapeutically Working With Emotions: "Fighting Fire With Fire"	251
Summary	252

Conclusion	253
Endnotes	255
12 The Domain of Addressing and Resolving Ambivalence	
Part 1: Understanding and Identifying Client Ambivalence	257
Introduction: Odysseus's Dilemma	258
Understanding Clinical Ambivalence	259
Definition	259
Types of Ambivalence	261
Linear and Nonlinear Views of Ambivalence	265
Listening for and Recognizing Ambivalence	266
Expressions of Language	266
Listening for Congruence	266
Listening for Absence	267
Listening for Inference	267
Listening for Presence	268
Listening for Resistance	268
Emotions and Emotional Reactions	268
Stages of Change and Ambivalence	270
Behavioral Manifestations of Ambivalence	270
Flight Into Illness and Flight Into Health	271
Secondary Gain	274
Resistance	275
Reactance	277
Conclusion	278
Endnotes	278
13 The Domain of Addressing and Resolving Ambivalence	
Part 2: Working With and Resolving Client Ambivalence	279
Managing and Resolving Ambivalence: The Practitioner's Role	280
Motivational Interviewing and Working With Ambivalence	280
Use of the Therapeutic Alliance: Keeping a Client Problem Focused in the Face of Ambivalence	283
Use of the Therapeutic Alliance: Keeping Clients Focused on Their Problem in the Face of Ambivalence	284
General Therapist Principles and Qualities for Dealing With Client Ambivalence	284
Professionalism	284
Collaboration	285
Evocation	285
Autonomy	285
Managing Client Ambivalence: Specific Level II Strategies and Interventions	286
Resolving Ambivalence: "Holding a Mirror Up to a Client"	286
Awareness, Ambivalence, and Effective Treatment	289
Pacing, Confronting, and Nonlinear Thinking	290
Rolling With the Resistance	291
Developing Discrepancies	292
Looking for Exceptions to Help Resolve Ambivalence	295
Externalizing the Problem	297
Listening for and Eliciting "Change Talk"	299
Successful Resolution of Ambivalence	302

Conclusion	302
Endnotes	304
PART FOUR The Level III Practitioner Profile	305
Introduction to Part 4	307
General Considerations	307
Critical Thinking and Clinical Judgment	309
Emotional Characteristics	311
Summary	312
14 The Domain of Paradoxical Interventions	
Part 1: Definition and Neutralizers	
Introduction: <i>Patch Adams</i>	314
Definition of Paradox and Paradoxical Interventions	315
Paradox: Counselor's Perspective	315
Paradox: Client's Perspective	316
Fundamental Elements of Paradoxical Interventions	319
The Strategy and Use of Paradoxical Interventions: The "How-To" of Nonlinear Process	319
Reframing	319
Reframing and Looking for Opposites, Positives, and Opportune Moments	319
Reframing and Looking for the Positive in the Negative	320
Nonlinear Listening: Determining What a Client Needs	320
Nonlinear Responding: Advocating (Benignly) for the Status Quo	320
Nonlinear Assessment: Searching for Previous Solutions	323
Maintaining the Therapeutic Alliance: Conveying Paradoxical Interventions	323
Categories of Paradoxical Intervention	326
Neutralizers: The Primary Paradox	326
Assumptions Underlying the Use of Neutralizers	326
How Neutralizers Work	327
Nonlinear Thinking and Neutralizers	329
Neutralizers and Ambivalence	331
The Strategic Use of Neutralizers	331
Neutralizing Power Struggles	331
Dealing With Precontemplators and Mandated Clients	332
Summary	332
Endnotes	332
15 The Domain of Paradoxical Interventions	
Part 2: Tranquilizers	
Definition	335
Nonlinear Listening and Tranquilizers	336
Types of Tranquilizers	336
Permission	337
Postponement	341
Prohibition	344
Persuasion	347
Summary on Tranquilizers	351