

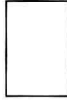
FOURTH
EDITION

Theories and Strategies in
COUNSELING
AND
PSYCHOTHERAPY



BURL E. GILLILAND ■ RICHARD K. JAMES

FOURTH EDITION



THEORIES AND STRATEGIES IN COUNSELING AND PSYCHOTHERAPY

Burl E. Gilliland

The University of Memphis

Richard K. James

The University of Memphis

Allyn and Bacon

Boston • London • Toronto • Sydney • Tokyo • Singapore

Vice President, Education: Nancy Forsyth
Series Editor: Ray Short
Editorial Assistant: Christine Svitila
Marketing Manager: Kris Farnsworth
Sr. Editorial Production Administrator: Susan McIntyre
Editorial Production Service: Ruttle, Shaw & Wetherill, Inc.
Composition Buyer: Linda Cox
Manufacturing Buyer: Megan Cochran
Cover Administrator: Linda Knowles



Copyright © 1998, 1994, 1989, 1984 by Allyn and Bacon
A Viacom Company
160 Gould Street
Needham Heights, MA 02194

Internet: www.abacon.com
America Online: keyword: College Online

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission of the copyright owner.

Library of Congress Cataloging-in-Publication Data

Gilliland, Burl E.

Theories and strategies in counseling and psychotherapy / Burl E.
Gilliland, Richard K. James. — 4th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-205-26832-3

1. Psychotherapy. 2. Counseling. I. James, Richard K.

II. Title.

RC480.G53 1998

616.89'14—dc21

97-20362
CIP

Printed in the United States of America

10 9 8 7 6 5 4

RRD 04 03 02 01 00



PREFACE

Writing a textbook on counseling and psychotherapy as we move to the twenty-first century is a daring venture. This is true for three reasons. First, the number and complexity of theories has grown exponentially in the last three decades. The popularity of traditional therapies such as the psychoanalytic and client-centered approaches has declined while other emergent modalities, such as the cognitive-behavioral approaches, have rapidly increased in popularity. However, for all therapies, the central axiom is *change*. The recent emphasis on accountability, the lack of demonstrated superiority of one approach over another, and the trend toward integration and eclecticism have made it difficult to write a text that clearly distinguishes approaches, yet treats them from a contemporary perspective.

The second reason is that therapy has moved from the Freudian couch into the community. The people we train work in businesses as big as Federal Express and as small as locally owned real estate agencies. Customer relations personnel at South Central Bell, personnel managers at Dobbs House, chaplains at hospitals, officers and NCOs in the armed services, ministers in churches, recruiters for a wide range of organizations, nurses in a variety of health-care settings, and salespersons from car dealers to clothiers all find utility in the practice and use of the theories and techniques found in this book. Such people use these approaches not only with others, but also for themselves. None of these people would label themselves *therapists* or *counselors*. Yet all of them have found worth, both personally and professionally, in the ideas promoted in this book.

When we move to the helping professions themselves, we find the same diversity in the field. Employee assistance counselors, marriage and family therapists, preretirement counselors, rehabilitation therapists, drug and alcohol counselors, psychiatrists, high school counselors, clinical psychologists, vocational and employment counselors, counseling psychologists, elementary school counselors, student personnel workers in higher education, gerontological

counselors, crisis interventionists, mental health agency therapists, social workers, educational psychologists, pastoral counselors, psychiatric nurses, teachers, and corrections counselors all find some utility in the theories and techniques in this book. The list of occupations that are indirectly and directly allied with counseling and psychotherapy is staggering and continues to grow.

The third reason is the profession itself. Since the first edition of this book was published in 1984, we have seen a dramatic increase in the influence of both professional and state accrediting bodies on what constitutes a comprehensive program of study in the field and what a person must do to achieve certification or licensure for mental health work. National legislation has also affected programs and delivery of services. As an example, the 1992 Americans with Disabilities Act ushered in dramatic shifts in the way business and industry must deal with work barriers and disabling conditions of physically and mentally challenged clients. Clearly, mental health plays a major role in what services will be provided to this group and how they will be delivered.

The advent of managed care has had an extraordinary influence on the provision of mental health services. Cost containment has pushed all professionals in the mental health field to be diagnostically clear and behaviorally specific, and to supply the briefest and most efficacious treatment possible. As a result, managed care certainly has an impact on the kind of theoretical modalities used in treatment.

Finally, increased awareness by professional organizations that service providers need to recognize the pluralism of their clientele has resulted in a tremendous amount of discussion and research on the way services should be delivered to populations that do not fit the ethnocentric Western European mold that has long held sway in psychotherapy.

We have opted to approach the several different theories from a practical point of view, to slant them toward entry-level professionals whatever their field, and to include many of our own cases and experiences to reflect the wide and ever-expanding clientele that depicts the current human dilemma. We use the words *counselor* and *therapist* in different places as generic representations of all helping professions. We use other terms to represent the helping professions sparingly, if at all. We hope that other professionals who call themselves by other names will not be offended.

In this fourth edition we have added what we believe are significant new therapeutic techniques and deleted some that seem not to have held up under the demands of practice. First, we have added a brief section in Chapter 4 (Jungian therapy) on chaos theory. This theory, which has its origins in a highly theoretical mathematics field, has started to emerge in the field of psychotherapy. Second, because of the continued expansion of cognitive-based therapies, we have again enlarged Chapter 11. In particular, Eye Movement Desensitization and Reprocessing (EMD/R), a rather mystifying technique but one that is backed by solid research, has been added. Third, due to the resurgence of personal construct theory, we have added the constructivist approach to the eclectic chapter (13). Finally, we end this book with a somewhat controversial

therapeutic approach: computer-assisted therapy. We believe that enough progress has now been made in the use of the computer as therapist that it should be introduced to prospective therapists of the twenty-first century, who will undoubtedly work with it in the years ahead.

To do all of the foregoing, we have closely edited each chapter. We have continued to give case studies a good deal of space because we believe that written examples of what we do and why we do it are as close to real life as a textbook can get. While this approach may be at the expense of more detailed theoretical discussion, our hope is that this book will demonstrate for beginners in the field how theory *goes into practice*, thus we give somewhat more emphasis to the latter. We hope the result is clear and concise, flows smoothly, and covers theory adequately.

Finally, our different styles of therapy show through in our writing, despite our best efforts to standardize the text. Therapists are not clones, nor are writers of books on therapy. We trust that our different styles, both in techniques and in writing, give an eclectic flavor to this book, which we think represents us. Our choices of theoretical systems, our organization of chapter topics and content, and our depth of coverage are the result of our eclectic view, our experience in teaching beginning students, our formal and informal discussions with colleagues, and our work with clients. We hope the product will help you help your clients. If it does, we will have done our job.

Burl and Dick



CONTENTS

Preface ix

1 Introduction 1

<i>Purposes of the Book</i>	1
<i>Overview</i>	1
<i>Suggestions for Using the Book</i>	5
<i>Personal Qualities of the Counselor</i>	8
<i>Suggestions for Further Reading</i>	9
<i>References</i>	9

2 Psychoanalytic Therapy 10

<i>Fundamental Tenets</i>	10
<i>The Counseling Process</i>	21
<i>Strategies for Helping Clients</i>	23
<i>Brief Psychotherapies</i>	23
<i>Sample Case</i>	28
<i>Contributions of the Psychoanalytic System</i>	33
<i>Shortcomings of the Psychoanalytic System</i>	33
<i>Psychoanalytic Therapy with Diverse Populations</i>	34
<i>Summary</i>	36
<i>Suggestions for Further Reading</i>	37
<i>References</i>	37

3 Adlerian Therapy 42

<i>Fundamental Tenets</i>	42
<i>The Counseling Process</i>	52

	<i>Strategies for Helping Clients</i>	57
	<i>Sample Case</i>	64
	<i>Contributions of the Adlerian System</i>	70
	<i>Shortcomings of the Adlerian System</i>	70
	<i>Adlerian Therapy with Diverse Populations</i>	71
	<i>Summary</i>	72
	<i>Suggestions for Further Reading</i>	73
	<i>References</i>	73
4	Jungian Therapy	76
	<i>Fundamental Tenets</i>	76
	<i>The Counseling Process</i>	84
	<i>Strategies for Helping Clients</i>	87
	<i>Dream Interpretation</i>	89
	<i>Sample Case</i>	93
	<i>Chaos and Complexity Theory</i>	98
	<i>Contributions of the Jungian System</i>	101
	<i>Shortcomings of the Jungian System</i>	101
	<i>Jungian Therapy with Diverse Populations</i>	102
	<i>Summary</i>	103
	<i>Suggestions for Further Reading</i>	104
	<i>References</i>	104
5	Person-Centered Counseling	108
	<i>Fundamental Tenets</i>	108
	<i>The Counseling Process</i>	115
	<i>Strategies for Helping Clients</i>	118
	<i>Sample Cases</i>	124
	<i>Contributions of the Person-Centered System</i>	127
	<i>Shortcomings of the Person-Centered System</i>	128
	<i>Person-Centered Counseling with Diverse Populations</i>	129
	<i>Summary</i>	131
	<i>Suggestions for Further Reading</i>	132
	<i>References</i>	132
6	Gestalt Therapy	136
	<i>Fundamental Tenets</i>	136
	<i>The Counseling Process</i>	146
	<i>Strategies for Helping Clients</i>	149
	<i>Sample Case</i>	156

	<i>Contributions of Gestalt Therapy</i>	159
	<i>Shortcomings of Gestalt Therapy</i>	159
	<i>Gestalt Therapy with Diverse Populations</i>	160
	<i>Summary</i>	161
	<i>Suggestions for Further Reading</i>	162
	<i>References</i>	162
7	Transactional Analysis	165
	<i>Fundamental Tenets</i>	165
	<i>The Therapeutic Process</i>	178
	<i>Strategies for Helping Clients</i>	179
	<i>Contributions of Transactional Analysis</i>	193
	<i>Shortcomings of Transactional Analysis</i>	193
	<i>Transactional Analysis with Diverse Populations</i>	194
	<i>Summary</i>	196
	<i>Suggestions for Further Reading</i>	196
	<i>References</i>	197
8	Behavioral Counseling, Therapy, and Modification	199
	<i>Fundamental Tenets</i>	199
	<i>The Counseling Process</i>	206
	<i>Strategies for Helping Clients</i>	207
	<i>Sample Case</i>	219
	<i>Contributions of the Behavioral System</i>	223
	<i>Shortcomings of the Behavioral System</i>	224
	<i>Behavioral Counseling with Diverse Populations</i>	224
	<i>Summary</i>	226
	<i>Suggestions for Further Reading</i>	227
	<i>References</i>	228
9	Rational-Emotive Behavior Therapy	231
	<i>Fundamental Tenets</i>	231
	<i>The Counseling Process</i>	244
	<i>Strategies for Helping Clients</i>	245
	<i>Sample Case</i>	257
	<i>Contributions of Rational-Emotive Behavior Therapy</i>	261
	<i>Shortcomings of Rational-Emotive Behavior Therapy</i>	262
	<i>Rational-Emotive Behavior Therapy with Diverse Populations</i>	263
	<i>Summary</i>	265
	<i>Suggestions for Further Reading</i>	266
	<i>References</i>	266

10	Control Theory/Reality Therapy	270
	<i>Fundamental Tenets</i>	270
	<i>The Counseling Process</i>	277
	<i>Strategies for Helping Clients</i>	282
	<i>Sample Case</i>	285
	<i>Contributions of Control Theory</i>	288
	<i>Shortcomings of Control Theory</i>	288
	<i>Control Theory with Diverse Populations</i>	289
	<i>Summary</i>	291
	<i>Suggestions for Further Reading</i>	292
	<i>References</i>	292
11	Cognitive Therapy	295
	<i>Fundamental Tenets</i>	295
	<i>The Counseling Process</i>	300
	<i>Strategies for Helping Clients</i>	301
	<i>Sample Case</i>	314
	<i>Contributions of Cognitive Therapy</i>	323
	<i>Shortcomings of Cognitive Therapy</i>	324
	<i>Cognitive Therapy with Diverse Populations</i>	324
	<i>Summary</i>	326
	<i>Suggestions for Further Reading</i>	326
	<i>References</i>	327
12	Trait-Factor Counseling/Person × Environment Fit	332
	<i>Fundamental Tenets</i>	332
	<i>The Counseling Process</i>	336
	<i>Strategies for Helping Clients</i>	340
	<i>Sample Case</i>	342
	<i>Contributions of the Trait-Factor Approach</i>	354
	<i>Shortcomings of the Trait-Factor Approach</i>	356
	<i>Trait-Factor Counseling with Diverse Populations</i>	357
	<i>Summary</i>	359
	<i>Suggestions for Further Reading</i>	360
	<i>References</i>	360
13	Eclectic Counseling and Psychotherapy	363
	<i>Introduction</i>	363
	<i>Fundamental Tenets</i>	364
	<i>The Counseling Process</i>	368

<i>Strategies for Helping Clients</i>	372
<i>Sample Case</i>	384
<i>Contributions of the Eclectic System</i>	394
<i>Shortcomings of the Eclectic System</i>	394
<i>Eclectic Counseling with Diverse Populations</i>	395
<i>Summary</i>	397
<i>Suggestions for Further Reading</i>	397
<i>References</i>	398
14 Computer-Assisted Therapy	404
<i>Fundamental Tenets</i>	404
<i>The Counseling Process</i>	409
<i>Contributions of Computer Counseling</i>	415
<i>Shortcomings of Computer Counseling</i>	416
<i>Computer Counseling with Diverse Populations</i>	418
<i>Summary</i>	418
<i>Suggested Readings</i>	418
<i>References</i>	419
Index	421

1

INTRODUCTION

PURPOSES OF THE BOOK

Our objective in writing this book is to integrate the theory and application of the major current systems of counseling and psychotherapy. Programs in counselor and therapist education are frequently criticized for being too theoretical. Theories and strategies are often dealt with separately, and helper trainees sometimes have difficulty making the transition. We attempt to bridge this theory/application gap.

Our specific goals for the book are: (1) to provide beginning graduate or undergraduate students in counseling and psychotherapy with a survey of current theories applied to real counseling situations similar to what they themselves may encounter; (2) to present the material systematically and in language that is as nontechnical as possible; and (3) to encourage each learner to incorporate the “best” of each theory into his or her personal style and repertory of helping skills.

OVERVIEW

We put a good deal of thought and discussion into the selection of the thirteen theoretical positions we discuss in the book. We used three criteria—*applicability* to a broad spectrum of practitioners, a recognized sound *theoretical foundation*, and *current usage*—and selected the thirteen theories that in our judgment best met those criteria.

We considered several criteria for sequencing the thirteen approaches in the text—historical development, process similarities, philosophical kinship, and so on. Table 1.1 on pages 2–3 shows some of the key contributors and characteristics we used in ordering the chapters. Psychoanalytic therapy comes first because of its historical prominence, its body of clinical and scientific knowledge, and its influence on the various therapies that followed. All the major approaches to counseling and psychotherapy either flowed from or were developed in reaction to psychoanalytic theory.

TABLE 1.1 Theoretical Approaches to Counseling and Psychotherapy

General Approach	Chapter and Theoretical System	Personality Theory Base and Founder and/or Major Contributors	Key Characteristics
Psychodynamic	2. Psychoanalytic therapy	Psychoanalysis <i>Founder:</i> Sigmund Freud	Deterministic, topographic, dynamic, genetic, analytic, developmental, historical, insightful, unconscious-motivational
Social-Psychodynamic	3. Adlerian therapy	Individual psychology <i>Founder:</i> Alfred Adler <i>Major contributors:</i> R. Dreikurs D. Dinkmeyer, Sr. H. Mosak	Holistic, phenomenological, socially oriented, teleological, field-theoretical, functionalistic
Transcendental-Psychodynamic	4. Jungian therapy	Analytical <i>Founder:</i> Carl Jung	Deterministic, teleological, symbolic, unconscious-motivational, transpersonal, individuational
Humanistic, Experiential, Existential	5. Person-centered counseling	Person-centered theory <i>Founder:</i> Carl Rogers	Humanistic, experiential, existential, organismic, self-theoretical, phenomenological, person-centered, here-and-now-oriented
	6. Gestalt therapy	Gestalt therapy theory <i>Founder:</i> Frederick Perls	Existential, experiential, humanistic, organismic, awareness-evocative, here-and-now-oriented, client-centered, confrontive
Cognitive, Behavioral, Action-Oriented	7. Transactional analysis	Transactional analysis theory <i>Founder:</i> Eric Berne <i>Major contributors:</i> R. Goulding M. Goulding	Cognitive, analytic, redemptive, contractual, interpretational, confrontational, action-oriented, awareness-evocative, social-interactive
	8. Behavioral counseling, therapy, and modification	Behavior theory and conditioning theory <i>Major contributors:</i> B. F. Skinner J. Wolpe	Behavioristic, pragmatic, scientific, learning-theoretical, cognitive, action-oriented, experimental, goal-oriented, contractual

TABLE 1.1 *Continued*

General Approach	Chapter and Theoretical System	Personality Theory Base and Founder and/or Major Contributors	Key Characteristics
Trait, Factor, Decisional, Actuarial	9. Rational-emotive behavior therapy (REBT)	Rational-emotive theory <i>Founder:</i> Albert Ellis <i>Major contributors:</i> W. Dryden R. A. DiGiuseppe R. Grieger	Rational, cognitive, scientific, philosophic, action-oriented, relativistic, didactic, here-and-now-oriented, decisional, contractual, humanistic
	10. Control theory/reality therapy	Reality theory <i>Founder:</i> William Glasser	Reality-based, rational, anti-deterministic, cognitive, action-oriented, scientific, directive, didactic, contractual, supportive, non-punitive, positivistic, here-and-now-oriented
	11. Cognitive therapy	Cognitive theory <i>Major contributors:</i> A. Beck, A. Ellis, D. Meichenbaum, A. Lazarus, J. Wolpe	Cognitive, rational, scientific, goal-directed, systematic, logical, mental and emotive, imaginal, perceptual, stress-, thought-, and belief-managerial
	12. Trait-factor counseling/Person & Environment Fit	Trait-factor theory <i>Contributors:</i> E. G. Williamson D. Paterson J. Darley, D. Biggs	Scientific, empirical, decisional, informational, educational, vocational, evaluative, data-based, past-present-future-oriented, action-oriented, technological, personal-environment-interactive, problem-solving, objective, systematic, didactic, interpretative
Integrative	13. Eclectic counseling and psychotherapy	Eclecticism <i>Contributors:</i> F. C. Thorne S. Garfield J. Palmer A. Ivey R. Carkhuff	Integrative, systematic, scientific, comprehensive, organismic-environmental, cognitive, past-present-future-oriented, behavioral, educational, developmental, humanistic, analytic, decisional
	14. Computer-assisted therapy	<i>Major contributors:</i> K. M. Colby J. H. Greist M. Wagman	Integrative, systemic, programmed, systematic, interactive, electronic, eclectic

We placed Adlerian therapy second because it originated as a direct alternative to Freud's formulations, because it is to this day one of the most comprehensive of the social-psychological theories, and because it has had a long and sustained history of research and application to mental health.

Jungian therapy comes third because, although it too is dynamic, it is also a direct reaction to Freudian formulations. Its emphasis on humankind's transcendent, spiritual nature is radically different from Freud's sexual emphasis or Adler's socialization approach.

We included two representative systems from the humanistic-experiential-existential category—the person-centered and Gestalt approaches. Two of the best-known humanistic theories, both have contributed heavily to other therapies. Rogers's person-centered theory has been influential in making the personal relationship between client and counselor an essential part of practically all theories. Perls's Gestalt therapy has shown practitioners of the other therapies how to use awareness-evoking techniques to help clients integrate conflicting feelings.

Transactional analysis (TA) follows Gestalt therapy because of the process similarities of the two systems. But TA is more action-oriented, making it the logical lead-in to four other cognitive, behavioral, action-oriented approaches: behavioral counseling, rational-emotive therapy, control/reality therapy, and cognitive therapy. This cluster of approaches represents a wide diversity of philosophies, tenets, and strategies for helping clients. It is eclectic in many ways, though the characteristics of the five therapies are essentially compatible. The strongest commonality in this cluster is that each therapy assumes that client perception alone is not a sufficient therapeutic outcome; purposeful action by the client is also required. All of the cognitive, behavioral, action-oriented approaches purport to integrate the client's thinking and doing in ways that produce satisfactory coping behavior.

We placed trait-factor counseling next because it is also decisional, directive, and psychoeducational. We believe this therapy's original theses of helping clients make informed choices based on strong assessment and actuarial methods will be resurgent in an increasingly technological society. Psychotherapy in this society will rely more and more on computer assistance as an inexpensive and efficient way to provide mental health service. We conclude this book with a new chapter on the computer as counselor. A computer that can beat the world's champion chessmaster is a small presage of computers that will think, adapt, and interact with humans. This chapter will undoubtedly cause much controversy and discussion. However, it is our belief that the computer will play an ever increasing role in counseling theory and practice in the future, and that future is very near at hand if we can believe the artificial intelligence scientists.

In keeping with what we perceive to be a trend toward an integrated theory of counseling, we believe there is greater value in focusing on the similarities and mutually sustaining aspects of each therapy than in pitting one theory against another. We believe that each theory has valuable dimensions to offer the prospective counselor. But we also hold that each learner must become personally involved in each approach to experience permanent and optimum gains from studying it. We ask our students to apply each approach to their present concerns and lives. We try to serve as living models for students by applying the approaches to our own lives. Continual learning enhances each of us personally and professionally. We hope that each learner emerges with a wide array of skills incorpo-

rated into his or her natural talents and style. We believe it would be a fundamental mistake to rely exclusively on one theory. Counselors need an integrated philosophy of counseling and of life, a broad world view, and mastery of several diverse helping strategies.

Our treatment of each theoretical system contains sections on (1) fundamental tenets, (2) the counseling process, (3) strategies for helping clients, (4) a sample case or cases, (5) contributions of the system, (6) shortcomings of the system, and (7) therapy with diverse populations, as well as (8) a summary, (9) suggestions for further reading, and (10) references. None of the sections attempt in-depth coverage. This book is a *survey* emphasizing theory and strategy. Readers who wish to study an approach in greater depth are encouraged to begin with our suggestions for further reading.

SUGGESTIONS FOR USING THE BOOK

Based on our combined experience as learners, teachers, and practitioners, we have a few suggestions we believe will enhance the usability of this book and the skills prospective counselors will acquire from it and from classroom instruction:

1. *Continue to learn.* Use this book as a catalyst. Let it be a launching pad for reading, exploration, volunteer counseling in agencies where you can practice the skills described in these pages, and continual personal and professional development. There is no such thing as finishing one's education. We encourage our students to supplement the text and classroom instruction by doing prepracticum counseling in an agency as part of the course grade contract. We also encourage you to read, read, read. The list of suggested readings at the end of each chapter is a start to comprehensive understanding and mastery of the theory presented.

2. *Use video- and audiotape techniques.* Constructive feedback over an extended period enhances one's counseling skills. Readings alone may not be of sufficient instructional value. Hearing and/or seeing oneself deal with different problems at different times is valuable, and observing other members of the group in their counseling practice is doubly so. The value of reproductive media, whether sophisticated video equipment or simple audiotape recorders, in maintaining or improving one's own counseling skills is substantial.

3. *Use the case studies.* We have tried to provide you with "pure" cases that exemplify the major components of the approach being discussed. All of these were "real McCoy" counseling cases, which fortunately had positive outcomes. That has not been true of every case we have encountered. Sometimes we fail. We don't like that. It makes us more determined to find something that will work. As a result, we grow. We learn new techniques. We combine old techniques in different ways. Although we have presented "pure" cases, we don't often operate that way. We are not opposed to, and in fact encourage, combinations of approaches. Therefore we are probably more eclectic than anything else. Being eclectic does not necessarily mean taking a shotgun approach to client problems. We think a great deal before we act. We would ask you to do the same. Look at the case studies as examples. Think about them, discuss them, and try them out. Then form your own counseling Gestalt.

4. *Take risks.* We understand how scary it is to put oneself on display, especially in front of a class with an instructor present—and especially with a grade on the line! We don't like to be seen as incompetent any more than you do. If we didn't take risks, though, nothing would ever happen, and both we and our clients would stay immobilized. Therefore, we urge you to take a risk by trying the techniques in this book. There is no better place than a classroom for doing this. Mistakes can be remediated a lot more easily here than in the trenches with real clients. Solicit your instructor for feedback on how you are doing. Criticism is never fun to hear, but it is a must if you are to become skillful.

We encourage our students to take such risks and try out combinations of approaches. However, this does not mean “shotgunning.” Gauge carefully what you believe will work, and then give it your best effort. Who knows—you and your instructor may both be pleasantly surprised!

5. *Cultivate a pluralistic viewpoint.* Each chapter in this book includes a section on that theory's applicability to a diverse clientele. One of the major issues in counseling today is the multicultural aspect of counseling and the training of therapists to become culturally sensitive to their clientele. (Burn, 1992; Sue, 1992; Sue, Arredondo, & McDavis, 1992). There are both universal and focused views of multicultural counseling. A universal view considers not only racial and ethnic minorities, but other minority or special populations as well. A focused view looks at multicultural counseling in relation to “visible and racial ethnic minorities” (Sue, Arredondo, & McDavis, 1992). While both views have merit, the sections on diversity in this book take a more universal view of multiculturalism and what it means in practice.

Therefore, when we speak of diversity of clientele, we are painting as broad a picture as possible, to include race, culture, religion, ethnic background, sexual orientation, disabling conditions, and other characteristics that make clients somehow “different” from the therapist. We do so because we are pretty sure that our own unconscious biases tend to run deeper than skin color, difference in race, or distinctive ethnicity. While we would like to believe we are clearly aware of our biases toward individuals who may think, feel, look, and behave differently than we, or at least are working hard to uncover and come to grips with them, the task is anything but easy. Morrow and Deidan (1992) have looked at a number of ways that inferential bias subtly creeps into counseling and may have the potential insidiously to influence how we perceive and work with the client. Thus, anytime we have clients who do not fit our own ethnocentric, social, religious, or psychological viewpoint, the chance for bias arises.

In summary, different theories have strengths and weaknesses not only in dealing with different problems, but also in dealing with different populations. We urge you to think about not only what theory best addresses a particular problem and feels right for you, but also what theory fits best with the diverse characteristics of the client in front of you. We urge you to discuss these issues with your classmates, particularly those who may have different perspectives than yours.

No therapy is ever static (see Figure 1.1). Notice that the triangle in Figure 1.1 has a component at each corner: the therapist, the client, and, at the apex, the diverse backgrounds they bring unbidden to therapy. Figure 1.1 demonstrates that not only is there a dynamic interactive effect between therapist and client, as rep-