

Chapter Four

Theoretical Approaches to Human Service Work

Learning Objectives (slide 1 of 2)

- LO 1: Understand the differences between a person who conducts counseling versus one who conducts psychotherapy
- LO 2: Learn the important place that theory plays in the development of a manner in which to practice counseling
- LO 3: Understand how one's view of human nature is the floor plan to the development of and use of one's theory
- LO 4: Gain knowledge about four major conceptual orientations, the theories that accompany them, and how they impact the work of the human service professional
- LO 5: Learn the stages that a person goes through in developing an integrative or eclectic approach to helping

Learning Objectives (slide 2 of 2)

- LO 6: Examine how the ethical and professional issues of confidentiality, dual and multiple relationships, and supervision are critical to the helping relationship
- LO 7: Embrace the importance of adhering to a counseling theory yet being flexible enough to adapt and change that theory over one's career

Counseling or Psychotherapy?

Counseling	Psychotherapy
Short term	Long term
Surface Issues	Deep-seated issues
Here and now	There and then
Conscious	Unconscious
Focused Issues	Life stories

In truth, texts do not draw a stark distinction between “counseling” and “psychotherapy.”

Why Have a Theory?

- ✧ It is **heuristic** - researchable and testable
- ✧ Provides a comprehensive system of doing counseling
- ✧ Helps us to understand our clients and decide which techniques to apply
- ✧ Help us to predict change
- ✧ Theories undergo continuous revision as research allows us better understanding

Views of Human Nature

- ✧ Views of human nature drive one's theory. Most theories can be placed into 4 conceptual orientations: psychodynamic, cognitive-behavioral, existential-humanistic, and postmodern. Each orientation has a different view of human nature.
- ✧ Everyone develops a view of human nature based on personal beliefs.
- ✧ Developing a view of human nature is understanding why people do the things they do.
 - ✧ What is the impact of early child-rearing on personality development?
 - ✧ What is the impact of instincts, genetics, and social forces on personality development?
 - ✧ Is a person born good, bad, or neutral?
 - ✧ What are your own religious beliefs about the nature of a person?
 - ✧ Do you believe people can change? Can a person choose their circumstances?
 - ✧ Do you believe that life is predetermined?
 - ✧ Do you believe in the unconscious?
- ✧ Do Activity 4.1 to determine your view of human nature

Conceptual Orientation 1 — The Psychodynamic Approach (slide 1 of 2)

- ✧ **Common themes in the View of Human Nature of Psychodynamic Approaches**
 - ✧ A person is affected by both his or her conscious and unconscious.
 - ✧ Early child rearing is important in developing personality.
 - ✧ Interacting with the past is an important part of the therapeutic process.

- ✧ **Three popular approaches:**
 - (1) *Psychoanalysis*: Freud, instincts are strong motivators. Early child-rearing practices are applied through the oral, anal, and phallic psychosexual stages. We develop defense mechanisms to manage our instincts.

 - (2) *Analytical psychology*: Jung. The major goal is to help a person become whole. We have psychological types: sensation-intuition; thinking-feeling; extroverted introverted. Is the foundational theory of the Myers-Briggs Type Indicator. We have a conscious, personal unconscious, and collective unconscious that stores our archetypes.
Do Activity 4.2 to determine your “psychological type”

Conceptual Orientation 1 —

The Psychodynamic Approach (slide 2 of 2)

- ✧ **Three popular approaches (Cont'd) :**
 - (3) *Individual psychology*: Adler, early childhood experiences and memories build personality. We all experience feelings of inferiority. How we deal with those feelings lead us to adaptive or maladaptive behaviors. More optimistic than other psychodynamic theories.

- ✧ More recent theories are based on the same basic premises—(e.g., Neo-Freudians such as Object Relations theorists and Erik Erikson)

- ✧ **Human services professional's use the psychodynamic approach?**
 - ✧ Although HS students don't do psychoanalysis, it can offer them a conceptual framework for understanding deep-seated problems
 - ✧ This knowledge helps the HS professional have empathy for individuals who, in the past, may have seen “evil,” misguided, or “bad.”
 - ✧ Also helps us understand “transference,” and “countertransference”

Conceptual Orientation 2 — The Existential-Humanistic Approach (slide 1 of 2)

- ✧ **Common themes in the View of Human Nature of Existential-Humanistic Approaches**
 - ✧ Antideterministic and more focused on conscious behavior
 - ✧ Phenomenological perspective : stresses the subjective reality of the client
 - ✧ Optimistic—people can change
 - ✧ Inborn tendency to self-actualize
 - ✧ Maslow’s hierarchy of needs

- ✧ **Existential Therapy (Frankl, May)**
 - ✧ The world has no inherent meaning or purpose; each person creates it for themselves
 - ✧ All have the ability to live authentically and experience fully
 - ✧ Anxiety, feeling dread, and struggles in life are a natural part of living
 - ✧ We can choose to find meaningfulness in our lives

Conceptual Orientation 2 —

The Existential-Humanistic Approach (slide 2 of 2)

- ✧ **Person-Centered Counseling (Rogers)**
 - ✧ Born with inborn tendency to actualize
 - ✧ However, tendency is sometimes thwarted by significant others who want us to be something other than what we are but conditions of worth lead to anxiety
 - ✧ Empathy, unconditional positive regard, and congruence by helper helps client understand real self

- ✧ **Gestalt theory (Perls)**
 - ✧ Born with capacity to embrace infinite number of personality dimensions
 - ✧ Mind, body, and soul operate in unison
 - ✧ Parental dictates, social mores, and peer norms can prevent a person from attaining a need and result in resistances or blockages of experience
 - ✧ Goal: to understand our blocked experiences: experience = awareness = reality

- ✧ **Human services professional's use the existential-humanistic approach**
 - ✧ Gives us key relationship skills to work with clients (UPR, Empathy, Congruence)
 - ✧ Gives us a model for what to work on (e.g., Maslow)
 - ✧ Normalizes many problems—struggles are part of life

Conceptual Orientation 3 — The Cognitive-Behavioral Approach (slide 1 of 2)

- ✧ **Common themes in the View of Human Nature of Cognitive-Behavioral Approaches**
 - ✧ Conditioning:
 - ✧ Classical conditioning (Pavlov)
 - ✧ Operant conditioning (Skinner)
 - ✧ Social learning (Modeling—Bandura)
 - ✧ More recently—cognitive perspective has been included
 - ✧ Assumptions that underlie this approach—Read 9 assumptions on pp. 81-82

- ✧ **Behavior Therapy**
 - ✧ Classical conditioning, operant conditioning, and modeling can change person
 - ✧ Hundreds of techniques: e.g., positive reinforcement, token economies, relaxation exercises, many more!

- ✧ **Rational Emotive Behavior Therapy (REBT) (Ellis)**
 - ✧ Born with potential for rational or irrational thinking
 - ✧ Belief about activating event yields consequence
 - ✧ Irrational beliefs yields negative consequences
 - ✧ Change irrational beliefs to rational beliefs through cognitions and behaviors

Conceptual Orientation 3 — The Cognitive-Behavioral Approach (slide 2 of 2)

✧ **Cognitive Therapy (Beck)**

- ✧ Born with predisposition to certain ways of living (genetics, environment, interaction)
- ✧ Core beliefs (embedded) yield automatic thoughts
- ✧ Change automatic thoughts then core beliefs, and you change person

✧ **Reality Therapy (Glasser)**

- ✧ Five needs: survival, love and belonging, power, freedom, and fun
- ✧ Quality world contains pictures in our mind of people, things, and beliefs most important to meeting our needs
- ✧ Choices we make based on these pictures can be bad or good
- ✧ Caring, nonblaming language reflects positive choices, negative blaming language reflects poor choices
- ✧ Can reevaluate behaviors, thoughts, feelings and physiology and make new choices

✧ **Human services professional's use the existential-humanistic approach**

- ✧ Many behavioral techniques used in wide range of setting by HS professionals
- ✧ Cognitive techniques help us understand how our clients react...but we don't tend to do "cognitive therapy"

Conceptual Orientation 4 — The Postmodern Approach (slide 1 of 2)

- ✧ **Common themes in the View of Human Nature of Postmodern helpers**
 - ✧ Question scientific methods and belief that there is one correct answer
 - ✧ Belief in social constructionism (we construct our reality)
 - ✧ Language passed down through culture and society deeply impacts the person
 - ✧ Oppressed people particularly impacted through the language used in society

- ✧ **Narrative therapy (White)**
 - ✧ Reality socially constructed through the power of language
 - ✧ We develop problem-saturated stories or narratives
 - ✧ Be humble, listen, and deconstruct stories and construct new positive stories

- ✧ **Solution-focused brief therapy (de Shazer & Berg)**
 - ✧ Pathology, not inherent within people
 - ✧ No objective reality (don't look "inside" person to find problem)
 - ✧ Focus on finding solutions to quickly (less than 6 sessions)
 - ✧ Miracle question: Suppose that one night while you were asleep, there was a miracle and the problem was solved. How would you know? What would be different?

Conceptual Orientation 4 — The Postmodern Approach (slide 2 of 2)

✧ **Gender Aware Approaches**

- ✧ Feminist therapy and men's issues therapy
- ✧ Gender central to the helping relationships
- ✧ Problems viewed as related to societal context
- ✧ Collaborative and equal relationship and at one's sex-role identity and perceptions of self

✧ **Human services professional's use a postmodern approach?**

- ✧ HSP tend to be collaborative with clients and do not use their "power" to oppress clients
- ✧ Focus on advocacy and social justice (HSP believe that societal issues negatively impact many of their clients)

Other Conceptual Approaches

Other approaches include:

- ✧ EMDR (Eye Movement Desensitization Therapy)
- ✧ Complementary and alternative approaches
- ✧ Motivational interviewing
- ✧ Positive psychology www.positivityratio.com/single.php
- ✧ Brief approaches to counseling (see Comparison of Brief and Long-term, Fact sheet 4.2, p. 86)

Eclecticism or Integrative Approaches to Counseling

Drawing on a number of different orientations to develop your own theory

- ✧ First, develop your own view of human nature
- ✧ Then, develop your personal technique
 - *Chaos stage*: haphazard combination of different approaches
 - *Coalescence stage*: drift toward one particular approach that attracts you
 - *Multiplicity*: thorough knowledge of one approach and learning others to work out what works for a particular client
 - *Development of metatheory*: what beliefs underlie everything you do

Ethical, Professional, and Legal Issues

✧ **The Importance of Supervision**

- ✧ What is it?
- ✧ Characteristics of a good supervisor?
- ✧ Supervision should be ongoing
- ✧ Good supervision helps us evaluate ourselves and our skills

✧ **Confidentiality and the Helping Relationship**

- ✧ Read vignette, bottom of p. 88
- ✧ When to break confidentiality and when to not break confidentiality (read p. 89)
- ✧ Confidentiality—an ethical guideline, not a legal one
- ✧ Difference between privileged communication and confidentiality?

✧ **Dual or Multiple Relationships**

- ✧ When is it all right to have a client who is a friend, relative, lover?
- ✧ Read from NOHS ethics standards, p. 90

Are You an Effective Human Services Professional?

Yes, if you

- ✧ Have reflected on a variety of approaches and made a commitment to one approach.
- ✧ Never stop exploring and adapting.
- ✧ Are dedicated to personal and professional growth.

Summary

- ✧ Contrast between counseling and psychotherapy
- ✧ Creating a view of human nature
- ✧ Four conceptual orientations
 - Psychodynamic approach
 - Existential-humanistic approach
 - Cognitive-behavioral approach
 - Postmodern approach
- ✧ Other popular approaches
- ✧ Integrating and developing your own approach
- ✧ Ethical issues
 - Confidentiality
 - Supervision
 - Dual relationships
 - Personal commitment