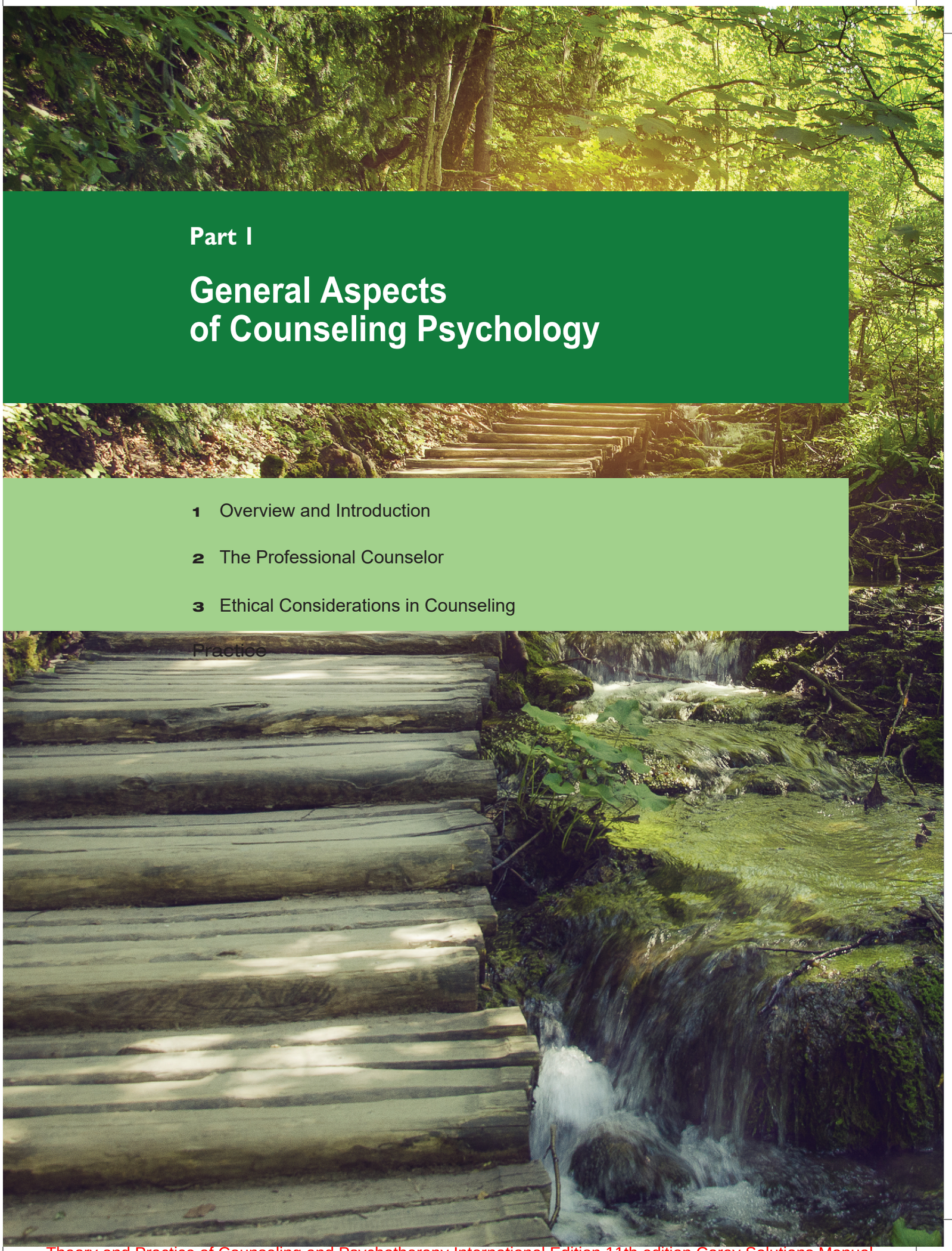
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

SKU: 9798214033549-SOLUTIONS



Part I

General Aspects of Counseling Psychology

1 Overview and Introduction

2 The Professional Counselor

3 Ethical Considerations in Counseling Practice

64435_CH01_ptg01.indd 1 16/12/22 5:33 PM

Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

64435_CH01_ptg01.indd 2 16/12/22 5:33 PM
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual



Chapter 1

Overview and Introduction

Introduction to this Manual

This manual is designed to accompany *Theory and Practice of Counseling and Psychotherapy,* Eleventh Edition (Cengage Learning, 2024), and *Case Approach to Counseling and Psychotherapy,* Eighth Edition (Cengage Learning, 2013). The manual will help you personalize the process by which you learn about counseling theories and therapeutic practice. It emphasizes the *practical application* of various therapeutic approaches to your personal growth. In addition, you will learn to critically evaluate each therapy as you use the skills of the approach in exercises, activities, and consideration of case examples and problems.

The manual is appropriate for courses in counseling theory and practice, intervention strategies, and human services; it is also useful for internship experiences. It is well suited to practicum courses during which you apply your knowledge of the helping process to specific, practical field experiences. Key features of the manual are:

- Self-inventories to assess your attitudes and beliefs about counseling theory and practice, the counselor as a person, and ethical issues
- A summary overview of each major theory of counseling
- A review of the highlights of each theory
- Questions for discussion and evaluation
- A prechapter self-inventory for each approach
- Sample forms and charts for some chapters
- Assessment forms for the appraisal of life patterns
- Case examples by experts illustrating their approaches to a client from their theoretical perspectives (for each theory chapter)
- The case of Stan for each of the theory chapters
- The case of Gwen for each of the theory chapters
- Activities for inside and outside of class
- Ethical and professional issues for exploration
- Issues basic to your personal development
- A glossary of key terms for each theory
- A comprehension check, or quiz, for each of Chapters 2 through 15

This eleventh edition of the *Student Manual* is coordinated with the content changes in the eleventh edition of the text, *Theory and Practice of Counseling and Psychotherapy*. For each of the theory chapters (Chapters 4 through 14), the following content

64435_CH01_pg01.indd 3 20/12/22 3:23 PM
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

has been updated: overview of the theory, glossary of key terms, questions for reflection and discussion, and a quiz (comprehension check) for each theory.

Acknowledgments

I greatly appreciate the contributions made by the following people for demonstrating how their theoretical orientation can be applied to working with a client:

James Ruby, PhD, Professor of Human Services at California State University, Fullerton (Chapter 4: Working With a Client From a Psychoanalytic Perspective).

Richard E. Watts, PhD, Distinguished Professor in Counselor Education, Sam Houston University (Chapter 5: Working With a Client From an Adlerian Perspective).

David N. Elkins, PhD, Professor Emeritus, Graduate School of Education and Psychology, Pepperdine University (Chapter 6: Working With a Client From an Existential Perspective; and Chapter 7: Working With a Client From a Person-Centered Approach).

Jon Frew, PhD, ABPP, Professor of Psychology, Pacific University School of Professional Psychology (Chapter 8: Working With a Client From a Gestalt Perspective).

Arnold A. Lazarus, PhD,ABPP, Distinguished Professor Emeritus in the Graduate School of Applied and Professional Psychology at Rutgers University and President of the Lazarus Institute in Skillman, New Jersey (Chapter 9: Working With a Client From a Multimodal and a Behavioral Perspective).

Caroline Bailey, PhD, Associate Professor of Social Work at California State University, Fullerton (Chapter 9: Working With a Client From a Behavioral Perspective; and Chapter 10: Working With a Client From a Cognitive Behavioral Approach).

Robert E. Wubbolding, EdD, Professor Emeritus of Counseling at Xavier University and Director of the Center for Reality Therapy in Cincinnati (Chapter 11: Working With a Client From a Reality Perspective).

Mary M. Read, PhD, Director of Clinical Training in the Counseling Department at California State University, Fullerton (Chapter 12: Working With a Client From a Feminist Perspective).

Kathy M. Evans, PhD, Associate Professor at the University of Southern Carolina and Coordinator of the Counselor Education Program; **Elizabeth A. Kincade, PhD**, Chair of the Counseling Center at Indiana University of Pennsylvania; and **Susan Rachael Seem, PhD**, Professor in the Department of Counselor Education at The College of Brockport, State University of New York (Chapter 12: Drs. Evans, Kincade, and Seem collaborated on Working With a Client From a Feminist Approach).

John J. Murphy, PhD, Professor Emeritus of Psychology and Counseling at the University of Central Arkansas (Chapter 13: Working With a Client From a Solution-Focused Brief Therapy Perspective).

John Winslade, PhD, Professor Emeritus of Counseling at California State University at San Bernardino, (Chapter 13: Working With a Client From a Narrative Perspective).

Melanie Horn Mallers, PhD, Professor of Human Services at California State University, Fullerton (Chapter 14: Working With a Client From a Family Systems Perspective).

Abundant thanks to **Kellie Kirksey, PhD**, who contributed the *Case of Gwen* to the textbook and showed how she would counsel Gwen from each of the theoretical perspectives. My gratitude goes to **Jude Austin, PhD**, and **Julius Austin, PhD**, who developed the experiential exercises in the *Student Manual* that bring the *Case of Gwen* to life.

How to Use the *Student Manual* With the Textbook

Let me suggest some ways of deriving the maximum benefit from the combined use of the textbook and the manual. These suggestions are based on student input and my experiences in teaching counseling courses.

1. Begin with the manual. Skim the entire manual to get some "feel" for the program.

64435_CH01_pg001.indd 4 16/12/22 5:33 PM
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

2. Then complete the survey questionnaire in this chapter. (You may find it useful to take it again at the end of the course to assess any changes in your attitudes toward counseling and the helping process.)
3. Before you read and study a textbook chapter on one of the 11 theories, complete the manual's corresponding "Prechapter Self-Inventory," which is based on the key concepts of the approach discussed in the textbook. The purpose of the inventory is to assess your degree of agreement or disagreement with the concepts of the theory—*not* to seek the "right answer." My students have said that the inventories give them a clear focus as they read the chapter material.
4. Also before reading each theory chapter, carefully study the manual's overview of the theory treated in the chapter. The overview provides a framework, in capsule form, for the entire textbook chapter. A glossary of key terms and several questions for reflection and discussion are also included in the manual to assist you in considering important issues before you read the textbook chapter. Students report that the overviews give an organizational framework from which to better grasp the textbook material.
5. After reading and studying a textbook chapter, turn again to the manual.
   a. Review the questions (for critique and personal applications).
   b. Retake (or at least review) the prechapter self-inventory.
   c. Look at the overview and focus on key ideas of the theory once again.
   d. Review the key terms defined in the glossary.
   e. Select a few key questions or exercises that are most meaningful to you, and clarify your position on the issues underlying the questions.
   f. Circle the questions or exercises you chose, write down additional questions you would like to pursue, and bring both sets to class for further discussion.
   g. Apply the list of questions in the "Reviewing the Highlights of a Theory" section later in this chapter to the theory you are studying.
   h. Take a careful look at the questions and exercises for the cases of Stan and Gwen as you apply each theory to these cases.
   i. Formulate your own critique of the approach, and think about aspects that you would most like to incorporate in your own personal style of counseling.
   j. Take the quizzes at the end of each theory chapter and score them, referring to the key in the Appendix.
6. For most of the chapters in this manual, I have intentionally provided an abundance of exercises and questions, more than are likely to be integrated within one course. Look over all the material in a chapter and select the questions and exercises that seem the most relevant, stimulating, and interesting to you. I hope that at the end of the course you will review the material in this manual. At that time you may want to consider questions or activities that you chose not to address in your initial reading.
7. In reading and thinking about Chapter 2, "The Counselor: Person and Professional," do your best to relate to the issues in a personal manner. This chapter sets the tone for the book by raising issues that you can explore as you study each of the theory chapters. Students have found that they get a lot more from this course (and from the textbook and manual) by relating to what they read in a *personal* way. Thus, in studying each theory you have some excellent opportunities to apply what you are learning about the theory to your own life. By bringing yourself into this reading, you make the course much more interesting than it would be if you merely studied abstract theories in an impersonal and strictly academic manner.
8. As you read and study the chapters in both the textbook and this manual, compare the approaches. Look for common denominators among all the theories with respect to key concepts and practices. Look for major points of disagreement. And begin to think

64435_CH01_ptg01.indd 5 24/12/22 3:29 PM
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

of selecting certain aspects of each approach that seem suited to your personality and style of counseling as well as to the type of work you expect to do.

9. Many students have found it valuable to keep a journal, writing about their experiences in the course or elaborating on particular activities, questions, and issues in the manual. Those who take the time to keep a journal typically say that doing so was well worth the effort.
10. Consider organizing and participating in a *study group* as a way of reviewing for tests and as a help in applying the material to yourself personally. If you meet with your small group at various times in the semester, members will have opportunities to learn from one another. A number of students have told me that by teaching or coaching fellow students they really learned the material. This process helped them crystallize key concepts and see differences and similarities among the approaches. A study group is particularly useful in exploring ethical, legal, and professional issues. Of course, this process of meeting for study sessions will be invaluable as a way to review for major tests and the final examination.
11. *Case Approach to Counseling and Psychotherapy,* Eighth Edition (Corey, 2013), is devoted to working with one client, who is named Ruth. With each therapy approach, an expert in the particular theoretical orientation shows how a therapist might work with Ruth. Following up on this, I then demonstrate my way of working with Ruth from each theoretical perspective and invite you to continue by applying ideas from each theory to Ruth. This case book is designed for use as a combined package with the *Theory and Practice of Counseling and Psychotherapy* and this manual.
12. *The Art of Integrative Counseling,* Fourth Edition (Corey, 2019), is designed to assist you in bringing together elements of the various theories in your own way. This book is an expansion of what you will find in Chapter 15, "An Integrative Perspective." Once you have completed the study of *Theory and Practice of Counseling and Psychotherapy,* if you want a more comprehensive discussion of psychotherapy integration, *The Art of Integrative Counseling* may be of value to you.
13. The *Case of Stan* is presented in Chapters 4 through 15 (in the textbook and this manual), illustrating the application of a variety of techniques at various stages in the counseling process with the same client. A video illustrating how I work with Stan from each of the various approaches covered in this book is also available in MindTap. For each of the 13 sessions in this program, I apply a few selected techniques designed to illustrate each theory in action. The program also includes brief lecturettes (about 15 minutes) for each chapter of *Theory and Practice of Counseling and Psychotherapy*.
14. The *Case of Gwen* is presented by Kellie Kirksey in Chapters 4 through 15 (in the textbook) to help you see the application of a variety of techniques with Gwen, and some activities and questions regarding the *Case of Gwen* are included in this manual.

Jerry Corey Begins Counseling Stan

Session 1. Intake and Assessment (A simulated demonstration)

An important note: "Stan" is being role-played and does not represent an actual client. Although we both attempted to be as real as possible in these sessions, the specific themes portrayed all pertain to the single client (Stan) in each of the chapters of the textbook.

Before you view the first counseling session with Stan, read "Introduction to the Case of Stan" in Chapter 1 of the textbook. This background information will provide you with

64435_CH01_ptg01.indd 6 16/12/22 5:33 PM
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

a basis for understanding how the different theories can be applied to working with Stan. This section of the text describes an intake interview, presents Stan's autobiography, and lists key themes in his life that will be addressed in the various theory chapters. Write down some of your impressions based on what you read in Chapter 1 before you view Session 1 with Stan. What is your overall impression of Stan, and how do you think it would be for you to work with him?

After viewing Session 1, address these questions:

1. What are some of the topics that you would most want to address with Stan at the initial intake and assessment session?
2. Stan tells you that he expects you to give him answers to his problems. What would you tell him about your role as his counselor?
3. Stan informs you that he is nervous coming to his first counseling session. How would you explore his anxiety about being in counseling?
4. If you had to assign a tentative diagnosis for Stan, what would this be?
5. Would you want Stan for a client? Why or why not?

A Suggested In-Class Activity

If you are viewing the counseling sessions with Stan in class, after each session form small groups to discuss your reactions to the session. Your discussion could address your reactions to both Stan and to me as his therapist. If you can get experientially involved after viewing a session, this will enhance your learning about the counseling process and about applying theory to practice. Ideally, I suggest that you form groups of three people. One can "become Stan" and can do some further role playing as a continuation of the themes you saw demonstrated. Another person can "become Stan's counselor" and attempt to stay within the spirit of the theory that is being studied. The third person can function as a process observer. After you have had a few minutes to experience these roles, talk about what it was like for each of you to be in a given role and what was learned from the exercise.

Kellie Kirksey Begins Counseling Gwen

Session 1: Introduction and Intake Session

In Dr. Kirksey's initial meeting with Gwen, she learns about the life circumstances that bring Gwen into counseling. As you read the "Introduction to the Case of Gwen" in Chapter 1 of the textbook, address these questions:

- What are your initial thoughts about Gwen?
- How might any of your potential personal biases affect your work with Gwen?
- Where might you begin in working with Gwen?
- What are Gwen's strengths upon entering counseling?
- What would be helpful to you in establishing a therapeutic alliance with Gwen?
- What would you most want to cover with Gwen at the initial session regarding informed consent?
- What else do you need to know about Gwen to work effectively with her?

Reviewing the Highlights of a Theory

Directions: This set of questions has been designed to apply to each of the counseling theories after you have studied it. As a way to help you get the approach into clearer focus, give a few concise summary statements in your own words in answer to each

64435_CH01_ptg01.indd 7 16/12/22 5:33 PM
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

question. Use this outline to write your *critical evaluation* of each of the therapeutic approaches. This outline (and the quizzes for each chapter) would be helpful for either studying on your own or as a basis for discussion in a study group, should you decide to organize one. You might bring your critiques to class as a basis for active participation in discussion.

1. Key concepts of the theory
   a. What is the theory's *view of human nature,* and what are the *basic assumptions* underlying the approach?
   b. What primary characteristics distinguish the approach? What are its major areas of focus and emphasis?
   c. What are some of the most important concepts?
2. The therapeutic process
   a. What do you think are the most important therapeutic goals?
   b. What are the functions and role of the therapist?
   c. What is the client's role in the therapeutic process? What is expected of the client? What does the client do?
   d. What is the role of the therapeutic relationship in terms of therapy outcomes?
3. Applications: Techniques and procedures of the approach
   a. What are a few of the techniques and methods that you would most want to incorporate into your counseling practice?
   b. Where is the approach most applicable? To what types of clients? To what types of problems? In what settings?
   c. How can you apply some concepts and techniques of the approach to group counseling?
   d. How can this theory fit into the framework of brief therapy?
   e. What do you see as the major strength of this theory from a diversity perspective?
   f. What do you see as the major shortcoming of this theory from a diversity perspective?
   g. What is *your evaluation* of the approach? What do you consider to be the most significant contribution of this approach? What do you consider to be the most significant limitation of this approach?
   h. In what ways can you apply this approach to yourself *personally* as a basis for self-understanding and for making changes you desire?
   i. What are some of the most significant and personally meaningful questions that you would like to pursue further?

Survey of Attitudes and Values Related to Counseling and Psychotherapy

A Self-Inventory and Pretest

Directions: This is *not* a traditional multiple-choice test in which you must select the correct answer. Instead, it is a survey of *your* basic beliefs, attitudes, and values related to counseling and psychotherapy. Circle the letter beside the response that most closely reflects *your viewpoint* at this time. *You may circle more than one response* for each item.

Notice that a blank line ("e") is included in each item. If none of the provided options seem appropriate or if you have what you consider a better answer, write your response (or responses) on the line. Bring the completed inventory to class during one of the beginning

64435_CH01_pg01.indd 8 16/12/22 5:33 PM
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

sessions of the course and compare your viewpoints with those of other students. *Take the inventory again at the end of the course* to see whether any of your beliefs, attitudes, and values have changed.

1. I think the *main* purpose of counseling and psychotherapy is to
   a. assist clients in creating solutions to their problems.
   b. tell others how best to organize their life.
   c. increase a client's awareness.
   d. always provide an answer to the client's problem.
   e. _____

2. Clients who seek counseling
   a. can be trusted to find creative solutions to their problems.
   b. are generally in need of advice on how to proceed.
   c. will progress only if I am highly active and structured.
   d. will generally be resistant to change unless doing so is easy.
   e. _____

3. Regarding the issue of human freedom, I believe that we
   a. create our own destiny by making choices.
   b. possess *limited* degrees of freedom.
   c. are almost totally the products of conditioning.
   d. are what our genetic makeup and environment make us.
   e. _____

4. I believe that setting the goals of counseling
   a. is primarily the client's responsibility.
   b. is primarily the therapist's responsibility.
   c. is a collaborative venture of client and therapist.
   d. can interfere with the spontaneity of counseling.
   e. _____

5. The goal of psychotherapy is
   a. assisting clients in creating a new life story.
   b. making the unconscious conscious.
   c. providing symptom relief in as brief a time as possible.
   d. learning realistic and responsible behavior.
   e. _____

6. Counseling should mainly focus on
   a. what people are thinking.
   b. what people are feeling.
   c. what people are doing.
   d. each of these, depending on the stage of therapy.
   e. _____

7. Counseling is a process of
   a. reeducation.
   b. helping clients make life decisions.
   c. learning to integrate one's feeling and thinking.
   d. learning more effective coping behaviors.
   e. _____

8. Counseling and therapy should focus on
   a. the client's past experiences.
   b. the client's experience in the here and now.
   c. the client's strivings toward the future.
   d. both the present and the future.
   e. _____

9. To be an effective counselor in working with diverse client populations, it is important to be knowledgeable about
   a. how gender roles are influenced by society.
   b. how oppression and discrimination affect people of color.
   c. how one's culture influences one's choices.
   d. areas such as sexual orientation, disability, and spirituality.
   e. _____

64435_CH01_pg001.indd 9 16/12/22 5:33 PM
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

10. When practicing counseling in a multicultural society, it is essential to
    a. have specialized coursework on various cultures.
    b. get fieldwork experience in multicultural settings.
    c. understand your own culture.
    d. develop skills in working with culturally different clients.
    e. _____

11. Specific knowledge about cultural differences is
    a. essential for effective counseling.
    b. potentially problematic because of the tendency to stereotype.
    c. impossible to acquire because of the number of cultures.
    d. useful in providing a conceptual framework.
    e. _____

12. A person's early childhood experiences are
    a. not really important material for therapy.
    b. the determinants of the person's present adjustments.
    c. fundamental and must be explored in therapy.
    d. of interest but not of much significance for who one is today.
    e. _____

13. The most important function of a therapist is
    a. being present for and with the client.
    b. interpreting the meaning of the client's symptoms.
    c. creating trust that allows the client to freely explore feelings and thoughts.
    d. giving the client specific suggestions for things to do outside the therapy sessions.
    e. _____

14. I believe that counselors should be
    a. active and directive.
    b. relatively nondirective, allowing the client to direct.
    c. whatever the client wants them to be.
    d. directive or nondirective, depending on the client's capacity for self-direction.
    e. _____

15. The power of a therapist
    a. should be used to manipulate the client in the direction the therapist deems best for the client.
    b. should be minimized because of its danger.
    c. can be a vital force that the therapist can use in modeling for a client.
    d. needs to be shared with the client toward the aim of client empowerment.
    e. _____

16. To help a client, a therapist
    a. needs to have had a problem similar to the client's problem.
    b. must be free of any conflicts in the area being explored with the client.
    c. must share many of the same life experiences and worldview with the client.
    d. must like the client personally.
    e. _____

17. For individuals wishing to become therapists, experiencing personal therapy
    a. is an absolute necessity.
    b. is not an important factor in a therapist's capacity to work with others.
    c. is necessary only when a therapist has severe personal problems.
    d. should be encouraged strongly, but not required.
    e. _____

18. Regarding the client–therapist relationship, I think
    a. clients are the experts on their own life.
    b. therapists should remain relatively anonymous.
    c. establishing a collaborative relationship is important regardless of one's theoretical orientation.
    d. this is the most important factor related to therapeutic outcomes.
    e. _____

64435_CH01_pg001.indd 10 16/12/22 5:33 PM
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

19. A counselor should
    a. select one theory and work strictly within that framework for the sake of consistency.
    b. not be too concerned about theory, and instead trust their own intuition in working with the client.
    c. strive to combine a couple of theoretical approaches.
    d. borrow techniques from many different theories.
    e. _____

20. The most important feature of effective therapy is
    a. knowledge of the theory of counseling and behavior.
    b. skill in using techniques appropriately.
    c. genuineness and openness on the therapist's part.
    d. the therapist's ability to specify a treatment plan and evaluate the results.
    e. _____

Directions: For items 21 through 50, circle the answer (T = true, F = false, or both) that best fits your belief. Then, on the line provided, give a reason for your answer. Because these items are designed to sample your views, there are no "right" or "wrong" answers; hence, there is no answer key.

Example: T Ⓕ Giving advice is an important function of therapists.

This is the easy way out, but it is not therapy.

T F 21. Therapists should work only with clients whom they really like and care for.

_____

T F 22. As long as I counsel others, it is essential that I be open to the idea of receiving therapy myself.

_____

T F 23. I expect to apply my theory to practice in much the same way with all of my clients.

_____

T F 24. It is critical that my values be kept out of the therapy process.

_____

T F 25. To work with a client effectively, the therapist must first be aware of the person's cultural background.

_____

T F 26. I should model certain behaviors that I expect my clients to learn.

_____

T F 27. My own levels of self-awareness and psychological health are probably the most important variables that determine the success or failure of counseling.

_____

T F 28. It is therapeutically useful for me to be completely open, honest, and transparent with my clients.

_____

T F 29. It is appropriate for me to discuss my personal conflicts at length with my clients so they can apply my solutions to problems they are facing.

_____

64435_CH01_ptg01.indd 11 16/12/22 5:33 PM
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

T F 30. The kind of person I am is more important than my theoretical orientation and my use of techniques.

T F 31. Knowledge of my own cultural background is as important as knowing about the cultural background of my client.

T F 32. Intellectual insight is enough to make change happen for clients.

T F 33. Therapy must be aimed at social and political change if any real personal change is to occur.

T F 34. My job as a therapist is basically that of a teacher; I am reeducating clients and teaching them coping skills.

T F 35. I view my client as being an expert in their own life.

T F 36. Because confrontation might cause great pain or discomfort in a client, I think it is generally unwise to use this technique.

T F 37. My own needs are really not important in the therapeutic relationship with a client.

T F 38. Silences during a therapy session should be avoided.

T F 39. It is essential that I form a collaborative relationship with my client.

T F 40. The therapeutic relationship should be characterized by the same degree of sharing by both client and therapist.

T F 41. I must be careful to avoid mistakes, for my clients will lose respect for me if they observe me faltering.

T F 42. For effective counseling, technical skills are more important than the therapeutic relationship.

T F 43. Therapy can have either a positive or a negative effect on a client.

T F 44. There is no personal change or growth unless a person is open to anxiety and pain.

64435_CH01_pg01.indd 12 16/12/22 5:33 PM
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

T F 45. As a counselor, I want to be flexible and modify the techniques I use, especially in counseling culturally diverse clients.

T F 46. As a counselor, I strive to be objective and not to become personally involved with my clients.

T F 47. As a therapist, I should not judge my client's behavior because therapy and value judgments are incompatible.

T F 48. If I experience intense feelings toward my client (anger or sexual attraction, for example), I have lost my potential effectiveness to counsel that person, and I should end the relationship.

T F 49. It is inappropriate to touch clients in any way, under any circumstances.

T F 50. I would accept a client who was mandated to attend counseling.

64435_CH01_ptg01.indd 13 16/12/22 5:33 PM
Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

Instructor Manual

Corey, Theory & Practice of Counseling & Psychotherapy, 11th ed, 9798214033549; Chapter 1: Overview and Introduction

TABLE OF CONTENTS

Purpose and Perspective of the Chapter 2

Chapter Objectives 2

Chapter Outline 2

© 2024 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

Purpose and Perspective of the Chapter

The purpose of this chapter is to give students an introduction and overview of the *Theory and Practice of Counseling and Psychotherapy* textbook. First, we explain the author's philosophical stance and suggested ways to use the textbook. Next, we differentiate between the contemporary counseling models by using the Stan and Gwen cases to identify the key issues. Finally, we describe the key themes of how each therapeutic technique presents as a demonstrated counseling session with Gwen.

Chapter Objectives

The following objectives are addressed in this chapter:

1. Explain the author's philosophical stance.
2. Identify suggested ways to use this book.
3. Differentiate between each contemporary counseling model discussed in this book.
4. Identify key issues presented in the case of Stan.
5. Identify key issues presented in the case of Gwen.
6. Describe the key themes of the video counseling sessions with Gwen.

[return to top]

Chapter Outline

The following outline organizes activities (including any existing discussion questions in PowerPoints or other supplements) and assessments by chapter (and therefore by topic), so that you can see how all the content relates to the topics covered in the text.

I. From My Point of View (01.01, PPT Slides 1-6)
   a. Author's philosophical orientation is strongly influenced by existential approach
      i. Draws on various therapy approaches
      ii. Uses role-playing techniques

© 2024 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

b. Psychoanalytic emphasis on early psychosexual and psychosocial development
c. Value cognitive behavioral focus on how our thinking affects the way we feel and behave
d. Exercise increasing freedom to create our own future
    i. Limited by social, environmental, cultural, and biological realties
e. Philosophy of counseling challenges the assumption that therapy is exclusively aimed at "curing" psychological "aliments"
f. As a counselor, you need to remain open to your own personal development and address any significant personal problems
g. It is essential for a counselor to be grounded in various *theories of personality* and to learn how they are related to *theories of counseling*

II. How to Use this Book (01.02, PPT Slides 7-8)
    a. The personal tone of the book invites you to relate what you are reading to your own experiences
    b. To understand human functioning, it is imperative to account for the physical, emotional, mental, social, cultural, political, and spiritual dimensions.

III. Theory Chapters – An Overview (01.03, PPT Slides 9-10)
    a. Psychodynamic approaches
        i. Psychoanalytic therapy
        ii. Adlerian therapy
    b. Experiential and relationship-oriented therapies
        i. Existential therapy
        ii. Person-centered therapy
        iii. Gestalt therapy
    c. Cognitive behavioral approaches
        i. Behavior therapy
        ii. Cognitive behavior therapy
        iii. Choice theory/reality therapy
    d. Systems and postmodern approaches
        i. Feminist therapy
        ii. Postmodern approaches
        iii. Family systems therapy

IV. The Case of Stan: An Introduction (01.04, PPT Slides 11-12)
    a. Intake Interview with Stan

© 2024 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual

b. Overview of Some Key Themes in Stan's Life

V. The Case of Gwen: An Introduction (01.05, PPT Slide3 13-15)
   a. Background on the Case of Gwen
      i. Gwen is a 56-year-old, married, African American women presenting with fibromyalgia, difficulty sleeping, and a history of anxiety and depression
   b. Intake Session

VI. Experience Counseling Sessions with Gwen (01.06, PPT Slides 16-18)
   a. Overview of Video MindTap Program for the Case of Gwen

[return to top]

© 2024 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Counseling and Psychotherapy International Edition 11th edition Corey Solutions Manual