

The background of the book cover is a photograph of a landscape. In the foreground, a large, leafless tree stands on a grassy hill. To the right, two people are walking away from the viewer, holding hands. The sun is low in the sky, creating a bright glow and long shadows. The sky is blue with some clouds. The overall mood is peaceful and hopeful.

Theory and Treatment Planning

in Counseling and Psychotherapy

SECOND EDITION

Diane Gehart



Theory and Treatment Planning in Counseling and Psychotherapy

Second Edition

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California State University, Northridge



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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***Theory and Treatment Planning in Counseling
and Psychotherapy, Second Edition***

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Preface

Purpose of This Book

The second edition of *Theory and Treatment Planning in Counseling and Psychotherapy* is designed to be an efficient and highly effective means of introducing contemporary counseling theories. The text enables readers to skillfully apply theory in real-world settings by introducing theory-specific approaches to case conceptualization and treatment planning. Furthermore, readers learn about the evidence base for each theory as well as unique applications for specific culturally and sexually diverse populations. Unlike a typical textbook, this book is also intended to be used as a clinical reference manual to assist mental health professionals in their practice settings for years to come as a helpful aid for conceptualizing treatment with a wide range of clients, writing treatment plans, and preparing for licensing exams.

Overview of the Text

Using state-of-the-art pedagogical methods, the second edition of *Theory and Treatment Planning in Counseling and Psychotherapy* is part of a new-generation textbook specifically designed to thoughtfully promote student mastery of the material while enabling faculty to easily measure student learning outcomes, a task now required by all regional and professional accrediting bodies. Using a learning-centered, outcome-based pedagogy, the text engages students in an active learning process rather than deliver content in a traditional narrative style. More specifically, the text introduces counseling and psychotherapy theories using two clinically relevant assignments: a) theory-informed case conceptualization and b) theory-specific treatment planning. These assignments empower students to apply theoretical concepts and develop real-world skills as early as possible in their training, resulting in greater and quicker mastery of the material. Furthermore, the author uses a friendly and fun style to explain concepts in clear and practical language that contemporary students appreciate. Instructors will enjoy the simplicity of having the text and assignments work together seamlessly, thus requiring less time in class preparation and grading. The extensive set of instructor materials—which include syllabi templates, detailed PowerPoints, test banks, online lectures, and scoring rubrics designed for accreditation assessment—further reduce educators' workloads. In summary, the book employs the most efficient and effective pedagogical methods available to teach counseling and psychotherapy theories, resulting in a win-win for instructors and students alike.

What's New in the Second Edition

Instructors and students familiar with the first edition will notice a similar style and format and will also appreciate numerous enhancements:

- *Significantly Expanded and More Practical Diversity Sections:* The diversity sections in each theory chapter have been significantly expanded to include practical

applications of the theory with specific diverse populations. Each chapter contains a discussion of both a) ethnic/racial diversity as well as b) sexual identity diversity. Expanded sections on specific populations provide students with detailed suggestions, adaptations, and cautions for using a given theory with a specific population, including African Americans, Hispanic/Latinos, Asian Americans, Native Americans/First Nation/Aboriginals, gay men, lesbians, and gay and transgendered youth.

- *New Chapter on Trauma-Related Evidence-Based Treatments:* The second edition includes a new chapter on evidence-based cognitive-behavioral treatments: dialectic behavioral therapy (DBT) and trauma-focused CBT for children. Both approaches are used extensively with clients who have experienced childhood and complex trauma.
- *Theory-Specific Case Conceptualization Templates:* Each theory chapter now includes a theory-specific case conceptualization outline that students and therapists can use to develop case conceptualizations using a single theory. This conceptualization can be used to create a theory-specific treatment plan. Each chapter has a sample theory-specific case conceptualization as part of the case study.
- *Revised Case Conceptualization and Treatment Plan Forms:* The cross-theoretical case conceptualization and treatment plan forms have been revised to be more succinct and easier to use. Digital forms are available for free download.
- *Jungian Chapter:* Jungian analysis is now covered in a separate chapter with a case study.
- *Practice Exercises:* Throughout the text, “try it yourself” exercises are provided to allow the reader to practice using assessment and intervention techniques.
- *Questions for Reflection and Class Discussion:* This is a new section added to each chapter to promote personal reflection and class discussion and to engage material more thoughtfully.

Appropriate Courses

A versatile book that serves as a reference across the curriculum, this text is specifically designed for use as a primary or secondary textbook in the following courses:

- Introductory or advanced counseling and psychotherapy theories courses
- Pre-practicum skills classes
- Practicum or fieldwork classes

Assessing Student Learning and Competence

The learning assignments in the text are designed to simplify the process of measuring student learning for regional and national accreditation. The case conceptualization and treatment plans in the book come with scoring rubrics, which are available on the student and instructor websites for the book at www.cengage.com; select materials are also available on www.masteringcompetencies.com. Scoring rubrics are available for all major mental health disciplines using the following sets of competencies:

- Counseling: Council on the Accreditation of Counseling and Related Educational Programs (CACREP) standards for each of the six areas of specialization
- Marriage and Family Therapy: MFT core competencies
- Psychology: Psychology competency benchmarks
- Social work: Council for Social Work Education (CSWE) accreditation standards

Each scoring rubric is linked to competencies identified in these disciplinary standards, and discipline-specific sample syllabi on the website include lists of the competencies covered on the treatment plan and case conceptualization assignments.

Organization

This book is organized into three parts:

- *Part I: Introduction to Counseling Theories and Treatment Planning* provides an introduction to counseling, competencies, research, and treatment planning.
- *Part II: Counseling Theories* covers the major schools of counseling and psychotherapy theory.
 - Analytic Theories
 - Psychoanalytic and Psychodynamic Theories
 - Jungian Analysis
 - Adler’s Individual Psychology
 - Humanistic-Existential Theories
 - Person-Centered
 - Existential
 - Gestalt
 - Action-Oriented Theories
 - Behavioral and Cognitive-Behavioral
 - Dialectic Behavioral Therapy
 - Trauma-Focused CBT
 - Family Systems
 - Postmodern Theories
 - Solution-Focused
 - Narrative
 - Collaborative
 - Feminist
- *Part III: Integration and Case Conceptualization* describes current trends toward integration and includes a comprehensive integrative case conceptualization approach to help solidify student understanding of theories.

The theory chapters in Part II are organized in a user-friendly way to maximize students’ ability to use the book when developing case conceptualizations, writing treatment plans, and designing interventions with clients. The theory chapters follow this outline consistently throughout the book:

- *In a Nutshell*: The Least You Need to Know
- *The Juice*: Significant Contributions to the Field: If there is one thing to remember from this chapter it should be...
- *Rumor Has It*: The People and Their Stories
- *Big Picture*: Overview of Counseling Process
- *Making Connection*: Counseling Relationship
- *The Viewing*: Case Conceptualization
- *Targeting Change*: Goal Setting
- *The Doing*: Interventions
- *Case Conceptualization and Treatment Plan Templates*
- *Tapestry Weaving*: Working with Diverse Clients
 - Cultural Diversity
 - Sexual Identity Diversity
- *Try It Yourself*: Exercises to practice skills in the text
- *Questions for Personal Reflection and Class Discussion*
- *Case Example*: Vignette with
 - Theory-specific Case Conceptualization
 - Theory-specific Treatment Plan
- Online Resources
- References

Accompanying This Text

Online Instructor's Manual The instructor's manual contains a variety of resources to aid instructors in preparing and presenting text material in a manner that meets their personal preferences and course needs. It includes sample syllabi, assignment templates, and scoring rubrics correlated with national accreditation bodies.

Online Test Bank For assessment support, the test bank includes multiple-choice questions for each chapter with references to the text.

Online PowerPoint® Slides These vibrant lecture slides for each chapter assist you with your lecture by providing concept coverage using content directly from your textbook.

CourseMate Available with the text, Cengage Learning's CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. CourseMate includes an integrated eBook, glossaries, flashcards, quizzes, videos, downloadable forms, assignment templates, scoring rubrics, and more. CourseMate also includes Engagement Tracker—a first-of-its-kind tool that monitors student engagement in the course.

Helping Professions Learning Center Designed to help you bridge the gap between coursework and practice, the Helping Professions Learning Center offers a centralized online resource that allows you to build your skills and gain even more confidence and familiarity with the principles that govern the life of the helping professional. The interactive site includes video activities organized by curriculum area accompanied by critical thinking questions; case studies built around ethics, diversity, and theory; flashcards and practice quizzes; a professional development center; and a research and writing center.

Select resources are also available at www.masteringcompetencies.com.



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Photo by Jones Photo Art

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- *Mastering Competencies in Family Therapy*
- *Theory and Treatment Planning in Family Therapy*
- *Case Documentation in Counseling and Psychotherapy* (forthcoming)
- *Mindfulness and Acceptance in Couple and Family Therapy*
- *Collaborative Therapy: Relationships and Conversations That Make a Difference* (coedited with Harlene Anderson)
- *The Complete MFT Core Competency Assessment System*
- *The Complete Counseling Assessment System*
- *Theory-Based Treatment Planning for Marriage and Family Therapists* (coauthored)

She has also written on postmodern therapies, mindfulness, mental health recovery, sexual abuse treatment, gender issues, children and adolescents, client advocacy, qualitative research, and counselor and marriage and family therapy education. She speaks internationally, having given workshops to professional and general audiences in the United States, Canada, Europe, and Mexico. Her work has been featured in newspapers, radio shows, and television worldwide, including the BBC, National Public Radio, Oprah Winfrey's O magazine, and Ladies' Home Journal. She is an associate faculty member at three international postgraduate training institutes: the Houston Galveston Institute, the Taos Institute, and the Marburg Institute for Collaborative Studies in Germany. Additionally, she is an active leader in state and national professional organizations. She maintains a private practice in Agoura Hills, California, specializing in couples, families, women's issues, trauma, life transitions, and difficult-to-treat cases. For fun, she enjoys spending time with her family, hiking, swimming, yoga, meditating, and savoring all forms of dark chocolate. You can learn more about her work at www.dianegehart.com.

Author's Introduction

Bridge Across the Grand Canyon

Known for making its visitors audibly gasp in awe, the Grand Canyon is so wide at points that it is hard to see the other side. Having inspired reverence for generations, this great natural wonder provides many with a palpable experience of the divine. However, these qualities are not what I believe students over the years were referring to when they told me that the gap between their university coursework and fieldwork experiences was like the Grand Canyon. In marked contrast, my students were referring to the canyon's gaping and seemingly impassable chasms that appear impossible to traverse, at least not without hiring a personal jet, helicopter, or the starship Enterprise. Clearly, my students were feeling as though they were not able to connect their classroom experiences to their internships with the tools they had been given. Thus, I wrote this book to create a bridge across the Grand Canyon of Counseling—or at least a zip line—to help new counselors and therapists gracefully traverse two worlds that have been far too distant for too long: the worlds of academic theory and real-world practice.

You might be thinking, “That is a bold claim. How is she going to achieve this lofty goal?” As often happens in life, the answer lies in the question. In this case, the key is the term *goal*. As you learn about counseling and psychotherapy theories in this book, you are also going to learn how these theories are used to generate meaningful clinical goals to help clients and their counselors skillfully address the concerns brought to counseling. Thus, you will be introduced to counseling theories from the perspective of a practitioner more so than an academic. You will get less history and more information about how these ideas inform action in the counseling room. Furthermore, you will be given two vehicles for translating theory into practice: case conceptualizations and treatment plans. These tools are what counselors in the field use to help them do their job—and the versions in this book are specifically designed to integrate theoretical knowledge.

Enjoy the adventure!

Diane R. Gehart, Ph.D., Westlake Village, California



Introduction

Start Here: Introduction and Instructions for Using This Book

Similar to most people reading this book, I was one of those students in school who always worked hard and went the extra mile. Perhaps I was simply a nerd (ironically, the last four digits of my family’s childhood phone number was 4335, or G-E-E-K). Perhaps it was my immigrant father’s constant reminder that without a good education one becomes a “ditch digger” or worse. Regardless of the reasons, I have always loved the whole school experience far more than playing soccer or watching television (confession: being bad at sports may have also played a role). This love of education may have started with those kindergarten activity books. Few things are more exciting than filling out these workbooks—pictures, colors, dots, lines, puzzles, and mazes—much more engaging than dull, dry, black-and-white textbooks (present text excluded, I hope).

In graduate school, this overdo-it tendency took another form: never leaving the library. When it came time to write the doctoral dissertation, which some consider the crowning academic assignment in Western civilization, it only seemed natural that one had to write an exhaustive literature review. It took me two years to write that review. Toward the end, my professor offhandedly mentioned that the review did not have to include every last study related to my topic. After a wave of now-you-tell-me thoughts washed over me, I returned to my personal brand of in-“sanity” (i.e., overdo-it logic) and said, “But I want to,” and just kept searching for everything ever written on the subject (please note: my dissertation was written at a time in history when this was possible—the library had a “card catalogue” and only the earliest forms of digital databases).

Given this extreme tendency, it is astounding to look back and realize—and now confess to you—that I never once read the introduction to any of the hundreds of books I “read” in graduate school. Professors never listed them as required reading, the publisher never cared enough to give a formal chapter or real page number, and they were short, seemingly too short to possibly be of value. Now, sitting here writing to you, I realize that it was foolhardy to skip the introduction. In most cases, authors reveal the most important information, summarize the really big idea behind the book, and tell you how to read and learn from it. In short: it’s where the most important information is (I guess that’s why it goes first).

Thus, although anyone reading this book is likely to lean toward the industrious end of the spectrum (but not necessarily a geek and failed athlete like me), I am concerned that they may miss reading the information in the introduction, as I had for decades. So, to avoid that error—easily made by even the most devout learners—the introduction has been labeled “start here” in hopes you read those quick-start guides for your electrical gadgets. I hope that you will find that it greatly enhances your ability to get the most out of this book. Also, you may want to take a glance at introductions for your future reads.

How This Book Is Different and What It Means to You

Theory and Treatment Planning in Counseling and Psychotherapy is a different kind of textbook. Based on a new pedagogical model, learning-centered teaching (Killen, 2004; Weimer, 2002), this book is designed to help you actively learn the content rather than my simply delivering the content and hoping that you'll memorize it. Thus, learning activities are woven into the text so that you have opportunities to apply and use the information in ways that facilitate learning (not unlike my son's elementary school activity books). The specific learning activities in this book are (a) case conceptualization and (b) treatment plans that translate the theory learned in each chapter to client situations. This book teaches real-world skills that you can immediately use to serve your clients better.

Also, this book is different in another way: it is organized by key concepts rather than general headings with long narrative sections. This organization—which evolved from my personal study notes for my graduate school and licensing exams back—facilitates the retention of vocabulary and terms because of the visual layout. Each year, I receive numerous emails from enthusiastic, newly licensed counselors and therapists thanking me for helping them pass their licensing exams—they all say that the organization of the book made the difference. So, spending some time with this text should better prepare you for the big exams in your future (and if you have already passed these, you should be all the more impressed with yourself for doing it the hard way).

Lay of the Land

This book is organized into three parts:

Part I: Introduction to Counseling Theories and Treatment Planning provides an introduction to counseling, competencies, research, and treatment planning.

Part II: Counseling Theories covers the major schools of counseling and psychotherapy theory.

- Analytic theories
- Humanistic-existential theories
- Action-oriented theories
- Postmodern theories

Part III: Integration and Case Conceptualization describes current trends toward integration and includes a comprehensive integrative case conceptualization approach to help solidify your understanding of theories.

Anatomy of a Theory

The theory chapters in Part II are organized in a user-friendly way to maximize your ability to use this book to support you when developing case conceptualizations, writing treatment plans, and designing interventions with clients. The anatomy of each of the theory chapters in Part II (Chapters 3–14) follows this outline:

Anatomy of a Theory

In a Nutshell: The Least You Need to Know
 The Juice: Significant Contributions to the Field
 Rumor Has It: The People and Their Stories
 Big Picture: Overview of Counseling Process
 Making Connection: Counseling Relationship

(continued)

The Viewing: Case Conceptualization
 Targeting Change: Goal Setting
 The Doing: Interventions
 Putting It All Together: Case Conceptualization and Treatment Plan Template
 Snapshot: Research and the Evidence Base
 Snapshot: Working with Diverse Populations
 Online Resources
 References
 Case Example: Vignette with Case Conceptualization and Treatment Plan

In a Nutshell: The Least You Need to Know

The chapters begin with a brief summary of the key features of the theory. Although it may not be the absolute least you need to know to get an A in a theory class or help a client, it is the basic information you should have memorized and be able to quickly articulate at any moment to help you keep your theories straight.

The Juice: Significant Contributions to the Field

In the next section, I use the principle of primacy (first information introduced) to help you remember one of the most significant contributions of the theory to the field of counseling. In most cases, well-trained clinicians who generally use another approach to counseling are likely to be skilled and use this particular concept because it has shaped standard practice in the field. This section is your red flag to remember a seminal concept or practice for the theory. Feedback from students indicates this is often one of their favorite sections.

Rumor Has It: The People and Their Stories

In this section, you can read about the developers of the theory and how their personal stories shaped the evolution of the ideas. And, yes, some of the rumors are juicier than others. Since the focus of this text is how counseling theories are actually used in contemporary settings, I have deemphasized the history and development of the theory, but you will find brief summaries of such history here.

Big Picture: Overview of Counseling Process

The big picture provides an overview of the flow of the counseling process: what happens in the beginning, middle, and end, and how change is facilitated across these phases.

Making Connection: Counseling Relationship

All approaches start by establishing a working relationship with clients, but each approach does it differently. In this section, you will read about the unique ways that counselors of various schools build relationships that provide the foundation for change.

The Viewing: Case Conceptualization

The case conceptualization section will identify the signature theory concepts that counselors from each approach use to identify and assess clients and their problems. This really is the heart of the theory and where the real differences emerge. I encourage you to pay particularly close attention to these. You can also read more about case conceptualization in Chapters 15 and 16.

Targeting Change: Goal Setting

Based on the areas assessed in the case conceptualization and the overall counseling process, each approach has a unique strategy for identifying client goals that become the foundation for the treatment plan.

The Doing: Interventions

Probably the most exciting part for most new counselors, this section outlines the common techniques and interventions for each theory. In some cases, a section for techniques used with special populations is included, if these are notably different from those in standard practice.

Putting It All Together: Case Conceptualization and Treatment Plan Template

After graduation, you will probably thank me most for this section, which provides a template for a treatment plan that can be used for addressing depression, anxiety, and similar concerns. This plan ties everything in the chapter together.

Tapestry Weaving: Working with Diverse Populations

This section provides a review of using the approach with a) ethnic and racial diversity and b) sexual identity diversity. In addition, unique applications for specific populations are also covered.

Research and the Evidence Base

This section reviews the research and evidence base for each theory, and this review is provided to offer a general sense of empirical foundations for the theory. In some cases, influential evidence-based treatments (see Chapter 1 for a definition) are highlighted.

Online Resources

A list of Web pages and Web documents are included for those who want to pursue specialized training or conduct further research on the theory.

References

Many students pass right over reference lists and forget all about them. But if you need to do an academic paper or literature review on any of these theories, the references should be your first stop. You might remember my historical difficulty with leaving the library. In this case, I had several hundred books go through my 12-by-12-foot office while writing this book over a two-year period, in addition to having PsychInfo set as my home page for faster lit searches (I discovered the joy of library eBooks). Thus, you can shorten the time it takes to locate key resources by pursuing these before you hit the library yourself (oh, I forgot, no one steps foot in these places any more; I meant “surf” the library’s Web page while still in your bunny slippers—one of the joys of modern technology).

Case Example with Case Conceptualization and Treatment Plan

Finally, each chapter ends with a case vignette, case conceptualization, and treatment plan to give you a sense of how the theory looks in action and how to put it down on paper. I use examples of adults presenting for individual counseling in this text; see my other text *Mastering Competencies in Family Therapy* (Gehart, 2010) for examples with couples, families, and children. Again, I think you will find this most useful once your instructor or supervisor asks you to write one yourself.

Theoretical Friends and Families

Although each theory presented is wholly unique and independent, like the rest of us, each has friends and families with whom they associate. These are generally referred to as “schools” of counseling or therapy, and these are increasingly important as more and more counselors move toward integrated approaches (see Chapters 15 and 16). Unfortunately, like virtually all systems of grouping individuals, these groupings do not capture the full complexity of their characters. For example, in this book, Adlerian individual psychology is in the “analytic approach” section because it includes analytic elements;

however, it also has humanistic, cognitive-behavioral, and even systemic elements. Obviously, reprinting the chapter four times would not help you, so you will have to read each chapter to learn about the similarities and differences between approaches in the same school. The rough and imperfect classifications of theories in this book are as follows:

Analytic approaches

- Psychodynamic
- Jungian analytic
- Adlerian individual psychology

Humanistic-existential approaches

- Person-centered
- Existential
- Gestalt

Action-based approaches

- Behavioral
- Cognitive-behavioral
- Systemic/family

Postmodern and multicultural approaches

- Solution-based
- Narrative
- Collaborative
- Feminist
- Reflecting teams

Voice and Tone

Finally, I should mention that the voice and tone of this textbook is a bit different from your average college read. I hope you have noticed by now that I am talking “right at ya.” I also like to add some humor and have some fun while I write. Why? Well, first, I have more fun writing this way. But, more important, I want to engage you as if you were one of my students or supervisees learning how to apply these ideas for the first time. Counseling and psychotherapy are relationship-based practices, where both parties are fully present in their humanity (at least in most approaches). Thus, it is hard for me to write about how to be genuine and present to clients as a detached, faceless author. So, as I write, I am imagining you as a full and real person eager to learn about how to use these ideas to help others. I am going to try to reach out to you, answer questions I imagine you have, and periodically tap you on the shoulder to make sure you are still awake.

Suggested Uses

Suggestions for Thinking About Counseling Theories

As you read the chapters in this book, you are going to be tempted to identify which ones you like the best and deemphasize the ones you’re less attracted to. This may seem like a great idea at first, but here are some points to consider:

Favorite versus Useful: The theories that the average counselor finds personally useful are probably not the same ones that the average client of new counselors is likely to find useful. Many counselors are psychologically minded, meaning that they enjoy thinking about the inner world and how it works. However, most new counselors begin

working with diverse, multi-problem clients and families, many (but not all) of whom are not psychologically minded because they are often struggling with issues of survival and/or they come from cultural traditions that place less value on analysis and understanding of the inner world. So the theory you find most useful to you personally may not be a good fit for your first client.

Appreciation: The theories in this book are not casually chosen. They have become part of the standard canon of theories because generations of counselors and therapists have found them helpful. Each has wisdom worthy of study. The one lesson I have learned over the years is that the more theories counselors understand, the better able they are to serve their clients because their understanding of the human condition and its concomitant problems is broader. Thus, I recommend approaching each theory with an attitude of searching for its essential and useful parts. I facilitate this for you in the “Juice” section of each chapter that identifies the one thing you should work hardest to remember from the chapter.

Common Threads: Counseling theories are ironic: in one sense, they are very different and inform distinct and mutually exclusive behaviors and attitudes. However, the better you understand one, the better you understand them all. In fact, some counselors, the common factors proponents, argue that theories are generally equally effective because they are simply different modes for delivering the same factors (Miller, Duncan, & Hubble, 1997; you will read more in Chapter 1). So, it is quite possible that commonalities across theories are more important than their differences.

Suggestions for Using This Book to Learn Theories

First, I recommend that you set aside an hour or two to read about a single theory from beginning to end (from “In a Nutshell” to “Putting It All Together”) to help get the full sense of the theory. Some chapters have a couple of theories in one, so for these it is fine to read the chapter in chunks. Additionally, some learners may find it helpful to scan the treatment plan (either the template or the example at the end of the chapter) or some other section first, to provide a practical overview; that said, I have tried to organize the ideas in the way most people seem to prefer. But I encourage you to discover what works best for you, since different learners have different strategies that work best for them. When you are done with a chapter, you might want to try completing a case conceptualization and treatment plan for yourself (you may have to make up a problem if you are nearly perfect) or for someone else, to get a sense of how this would work.

Finally, I strongly recommend that either after reading the chapter or after going to class, you take good old-fashioned notes. Yes, I mean it. I recommend that you type up (or, if you prefer, handwrite) a complete outline of the key concepts in your own words. Why do I advocate for such painful torture? All of us, myself included, when we read long, dense books such as this one, fade in and out of alert attentiveness to what we are reading—often lapsing into more interesting fantasies or less interesting to-do lists—and—gasp!—sometimes even skim large sections of the text (no, I am not surprised or offended). The only way to make sure that you really understand the concepts you read about is to put them in your own words and organize them in a way that makes sense to you. If you need to take culminating exams or plan to pursue licensure, you will have to log the concepts in this book into your long-term memory, which requires more than cramming for a final exam. Being a mental health professional requires that you master and build on what you learn, and you will be expected to know what is in this book for the entire time you are active in the profession (seriously—and if you think that is bad, just wait until you get to a class on diagnosis—you’ll have to memorize an even longer book). Thus, if your former study habits included all-night cramming, gallons of espresso (or other favorite caffeine delivery system), and little recall after the exam, you might want to try my note-taking tip or some other strategy as you move forward.

Suggestions for Using This Book to Write Treatment Plans

Because I know some of you might be tempted to skip ahead to the examples and avoid the boring theory, I feel it necessary to recommend taking a few minutes to read Chapter 2 on treatment planning before trying to quickly write one for class or your supervisor. There are some basic “rules” of good treatment planning that all counselors use and that are clearly spelled out in Chapter 2, and in the end, if you need to get a signature or grade on your treatment plan, it will save you lots of time to read the “how-tos” in Chapter 2 first.

I want to emphasize that the treatment plan format, templates, and examples in this book are just that: formats, templates, and examples. They do not represent the only approach or the only right approach but simply a solid approach based on the common standards and expectations. You most likely will work at a counseling agency or institution that uses another format, but the same general rules (the ones in Chapter 2) will still apply. That is why understanding the principles of how to write good goals and interventions is more important than memorizing the format.

Furthermore, don’t use the templates and examples too rigidly. Feel free to modify the goal statements and techniques to fit the unique needs of your client. I have provided some relatively specific goals as an example of what might work, and I encourage you to tailor these for each client’s unique needs.

Suggestions for Use in Internships and Clinical Practice

When working as an intern or licensed mental health professional, this book can be useful for teaching yourself theories and techniques in addition to learning how to write treatment plans. You will likely find that when you work with new populations and problems, you may be interested in considering how other therapy models might approach these situations. This book is designed to be a prime resource for quickly scanning to identify other possibilities. Alternatively, you might have a colleague or supervisor who uses a theory with which you are not familiar. You can use this book to quickly review that theory and avoid looking uneducated. In addition, this book is written to help you appreciate and find common ground across theories, which can be of particular benefit when working in a “mixed-theory” context. However, to actually learn to practice any of these theories well, I strongly urge you to take advanced training from experts in that approach.

Suggestions for Studying for Licensing Exams

Licensing exams are designed not to be unnecessarily tricky or scary but simply to ensure that you have knowledge necessary to practice counseling and psychotherapy without supervision and to not harm anybody. And it is a vocabulary test. If you have honestly engaged your classes, done your homework, avoided cramming for tests and papers, and made it a priority to get decent supervision, you should have a strong foundation for taking your licensing exam. You should already have in your possession books (such as this) that cover all the content to be studied for the exam. If your exam is to be taken on finishing a lengthy post-master’s internship, you should use the entire two- to four-year period to read as many books as possible on the theories and materials covered by the exam (no novels for a few years).

I do not recommend that all my students take long, expensive “review courses,” because such courses are not necessary for those who are proactive in mastering the material on the exam long before they sign up to take it. If you start studying only after you are approved to take the test, you are starting about two to four years too late—and then, yes, you will need to take a crash course. My basic suggestion for studying for mental health licensing exams is this: read an original text on each major theory during your post-degree internship, use the Diagnostic and Statistical Manual of Mental Disorders (DSM), keep up with laws and ethics, then buy the practice exams (without the study guides) and take them until you consistently get 5% above the required passing score (e.g., 75% if the passing score is 70%). If you find that you are weak in a particular area, such as theory or DSM, use a text such as this, which is designed with the

license review in mind. Once you consistently get 75%, you are ready to take the test with the most learning and the least expense.

Suggestions for Faculty to Measure Competencies and Student Learning

This book is designed specifically to help faculty and supervisors simplify and streamline the onerous task of measuring student competencies as required by the various accreditation bodies. The forms and scoring rubrics for assessing student learning using counseling, psychology, social work, and family therapy competencies are available on this book's Web page for instructors (see www.cengage.com or www.masteringcompetencies.com). On this website, instructors will also find free online lectures, PowerPoints, sample syllabi, and a test bank (test banks are available only from your Cengage sales representative, in order to maintain security of the questions). This text may be used as the primary or secondary text in a counseling theories class or as the primary text in a pre-practicum or practicum/fieldwork class. Because of its combination of solid theory and practical skills, it can easily be used across more than one class to develop students' abilities to conceptualize theory and write treatment plans, skills that are not likely to be mastered in a single class.

When designing a class to measure competencies and student learning using these treatment plans and case conceptualizations, I recommend initially going over the scoring rubrics with students so that they understand how these are used, to clearly define what needs to be done and the expectations for the final product. I have found that it is most helpful to provide two or three opportunities to practice case conceptualization and treatment planning over a semester, in order to provide feedback and enable students to improve and build on these skills in a systematic fashion. The online instructor resources include several example syllabi for the various mental health disciplines. Specifically, I have a small group present a case conceptualization and treatment plan with each theory studied, based on a video the class watches on the theory; that way, students have enough information to actually conceptualize the client dynamics and treatment. Then, the entire class can see an example and discuss the thought process of developing the plan. A later or final assignment for the class can be to independently develop a treatment plan for a case (either one assigned by the instructor or one from a popular movie, personal life, or actual client). By the end of a semester with these activities, students will have developed not only competence but also confidence in their case conceptualization and treatment planning abilities.

Student Resources

Students will find numerous useful resources for this text on the Cengage website (www.cengagebrain.com), with select resources on the text's website (www.masteringcompetencies.com). These include the following:

- Online lectures: mp4 recordings of yours truly discussing content of the various chapters
- Digital forms for the treatment plan and integrative case conceptualization
- Scoring rubrics
- Links to related websites and readings
- Glossary of key concepts and terms
- Web quizzes

Instructor Resources

Instructors will find numerous resources for the book online on the Cengage website (www.cengage.com) and select resources on the text's websites (www.masteringcompetencies.com):

- Online lectures by the author
- Sample syllabi for how to use this book in a theory class or practicum class in counseling, family therapy, psychology, or social work. These syllabi include detailed lists of the competencies covered for each discipline—to meet accreditation requirements.

- Detailed PowerPoints for all of the chapters
- Downloadable versions of the integrative case conceptualization, treatment plan, and scoring rubrics (rubrics are correlated to competencies for each of the CACREP specialties as well as the core competencies/benchmarks for family therapy, psychology, and social work)
- Test bank and Web quizzes

Next Steps

Now that you are acquainted with the lay of the land, it is time to get down to business. In the chapters that follow, you will learn more about competencies in the field of counseling and psychotherapy and what they mean for you and your future as a professional. Part of this tour includes a review of what it means to be a professional and the ethical duties that come with the job. We will also explore the purpose of counseling theories and consider two streams of research that inform the use and development of these theories: the common factors research and evidence-based treatment studies. Then you will learn about the nuts and bolts of treatment planning in Chapter 2. This one may be a bit dry, but I promise that once you are assigned to write your first treatment plan, you will find it to be one of the most exciting in this book—nothing like the pressure of having to write your first plan to alter your perspective of what is fascinating. The remainder of this book will take you on a grand tour of some of the most exciting ideas from the 20th and 21st centuries. I have confidence that it will be the trip of a lifetime.

Bon voyage!

And congratulations on reading this book's introduction! I hope you can see the value now.

Online Resources

Webpage for this book: www.cengagebrain.com

With select resources also on www.masteringcompetencies.com

Student Resource Page:

- Treatment plan and case conceptualization forms
- Scoring rubrics
- Online lectures
- Glossary of key concepts and terms

Instructor Resource Page:

- Sample syllabi with detailed list of competencies covered in the class
- PowerPoints for each chapter
- Treatment plan and case conceptualization forms
- Scoring rubrics correlated to accreditation competencies for counseling, family therapy, psychology, and social work
- Test bank and Web quizzes

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