
UNIT 2 APPROACHES TO COUNSELLING: PSYCHODYNAMIC AND COGNITIVE APPROACHES

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2.0 INTRODUCTION

In the last unit we learnt about interview, case history and test as essential tools of assessment. In this unit we will study two approaches to counseling; psychodynamic and cognitive approaches. We will begin with psychodynamic approach. There are number of theories that have been developed in this approach. Psychoanalysis was the first psychodynamic theory. Sigmund Freud propounded this theory and he is called the father of psychoanalysis. The word psychodynamic is broader than psychoanalysis. Psychodynamic approach includes psychoanalytic as well as other non analytical theories. All psychodynamic theories assume that behaviour is motivated by unconscious mental processes that shape the personality. We will classify these theories as Freudian and non-Freudian. Since Freud is the pioneer of psychodynamic approach we will study it in more detail than the others.

Cognitive approach focusses on the thinking process i.e. cognition (how we think). Aaron Beck, Albert Ellis and Donald Meichenbaum are well known cognitive theorists. Cognitive approach assumes that what people think determines their emotions and behaviour. Beck emphasised negative thoughts, Ellis focused on irrational beliefs while Meichenbaum concentrated on inner speech. Now we will discuss all these theories in perspective putting forward the characteristic features and the contributions these theories have made to the field of counselling.

2.1 OBJECTIVES

When you complete this unit, you will be able to:

- Explain basic assumptions of psychoanalytic and psychodynamic theories;
- Describe the process and techniques of psychodynamic theories;
- Compare Freudian and non-Freudian theories;
- Elucidate the basic concepts of cognitive approach;
- Explain Cognitive therapies and Rational Emotive behaviour therapy; and
- Compare different cognitive theories.

2.2 FREUDIAN PSYCHODYNAMIC THEORY

The founder of psychoanalytic theory was Sigmund Freud. His work had profound influence on a number of disciplines, including psychology, sociology, anthropology, literature, and art. He developed first acceptable personality theory and therapy. Ernst Kris defined psychoanalysis as “human nature seen from the vantage point of conflict”. Psychoanalysis views the functioning of the mind as the expression of conflicts. We will study this approach in three parts, First, basic concepts, second, theory of personality and third, techniques.

2.2.1 Basic Concepts

- a) **Levels of mental life:** Freud gave three levels of mental life. These levels are based on degree of awareness of thoughts and feelings. He divided mind into consciousness, pre conscious and the unconscious. The conscious level includes everything that we are aware of at a given moment. The conscious mind includes such things as the sensations, perceptions, memories, feeling and fantasies inside of our current awareness. Consciousness plays minor role in psychoanalysis. Preconscious bridges the consciousness and unconscious. It is below the level of consciousness. It contains all thoughts and emotions which are not presently aware, but which we can easily draw into conscious awareness. Thus it can be brought in to the conscious mind by choice. For e.g. recalling what you did yesterday.

The most important and much larger level of mind is unconsciousness. It has all repressed ideas, thoughts, experiences and emotions. The unconscious mind is often represented as an iceberg. Everything above the water represents conscious awareness, while everything below the water represents the unconscious. According to Freud, the unconscious continues to influence our behaviour and experience, even though we are not aware of these underlying influences.

- b) **Instincts:** It is inner somatic excitation. There are many instincts but they can be grouped into life (Eros) and death (Thanatos) instincts. Each instinct has its own psychic energy. The force of life instinct is called as libido energy, death instincts energy were not named. Life instincts seek gratification through sexual satisfaction while death instinct underlies manifestation of aggression, cruelty, suicide and murder. Both instincts are equally important.

- c) **Defense mechanisms:** Conflicts, tension, and anxiety are inevitable in human life. Defense mechanisms aim is to reduce anxiety and painful states. The reason of anxiety is that problem does not have any realistic solution. They are used to protect the individual current self-concept against threat. Defense mechanisms help the individual to reduce anxiety through distortion or denial. For example, a student failed in the examination make him anxious. To reduce this anxiety he says that answers are not properly assessed. Defense mechanisms are employed as a part of the unconscious process of person's mental functioning. Following are commonly employed defense mechanisms:
- i) *Rationalisation:* In rationalisation rational explanation is provided for irrational or unacceptable behaviour. Criminal gives reason of criminality in bad company. It is used to modify guilt feelings. If you do not get admission for certain course you will say the course is not good of career.
 - ii) *Repression:* Unwanted or unacceptable thoughts, feelings, memories are pushed in to the unconscious because their recall may be painful or fearful. Many women repress sexual abuse.
 - iii) *Displacement:* Displacement involves shifting emotional reactions from one person or situation to another. Mother punishes child and child become angry. He cannot express his anger on mother hence he displace it and show it on toys or on younger siblings.
 - iv) *Projection:* To get relief from anxiety person attribute the source anxiety to external world rather than his own fault. Our feelings are attributed to others. Instead of saying I hate her, she hates me will be said.
 - v) *Introjections:* Introjections involves the adoption of other people's attitude or behaviour as if they were one's own. Parents values are interjected by child as his own values.
 - vi) *Reaction formation:* It is developing of opposite feelings or behaviour than ones' own. Hate is replaced by love, anger is replaced by relaxation.
- d) **Psychosexual development:** Throughout life our behaviour is motivated by the need to satisfy our basic drives. Sexuality or libido is not simply genital stimulation but also expressed through many parts of the body called as erogenous zones. These stages are depending on the mode of gratification of libido.
- i) *Oral stage (birth to 18 months):* The first stage of development is oral stage. The mouth is organ of the body to get pleasure. Therefore the oral activities including lips, tongue and associated structure become basic interest. Sucking, swallowing, spitting, biting gives him pleasure and gratification of libido. Freud claimed that excessive or insufficient of oral stimulation lead to oral passive personality in adulthood.
 - ii) *Anal stage (18 months - 3 years):* During this age the focus of libidinal energy shifts from the mouth to anal region. Pleasure comes primarily from the process of elimination and related activities. For the child bowl movements are intensely pleasurable. Child wishes to handle his faeces. Toilet training may poses conflict in child. Freud postulated that all later forms of self control have their origin in the anal stage.

- iv) *Phallic stage* (3-5 years): During this stage gratification is focused on the sex organ. Behaviour of examining, observing and masturbating is seen in this stage. The infant boy forms identification with his father. Oedipus complex appears in this stage. It consists of a sexual cathexis for the parent of the opposite sex and hostility towards the parent of same sex. Oedipus was Greek king unknowingly killed his father and married his mother hence named Oedipus. Freud saw sexual conflicts, guilt and anxiety stemming from phallic stage.
- v) *Latency period* (5- puberty): In latency stage the sexual development appear to be relatively inactive or stand still. The libido energy is channelised into nonsexual activities like athletics and peer relationship.
- vi) *Genital stage* (puberty- end of life): At puberty there is reawaking of the sexual energy and seek its gratification. The libido energy is focused on the genitals, with adult expression of sexuality. The final organisation of personality represents contribution from all four stages.

2.2.2 Theory of Personality

The personality is made up of three major components – the id, ego and superego. Each component has its own functions, principles and dynamics. They are closely related with each other and behaviour is production of these interactions. Now we will discuss these components in detail.

The id: The id is the source of all basic inherited drives and instincts. The id is governed by pleasure principle. From birth humans are motivated to gratify their biological needs, such as hunger. For instance, if the infant is hungry he cries unless his need for hunger is gratified. Id cannot distinguish between fantasy and reality. The aim of the Id is to obtain pleasure and avoid pain. It attempts to reduce tension by reflex action (sneezing) and primary process. Primary process reduces tension with forming mental image of the object. To reduce tension of hunger mental image of food will be formed but this mental image cannot really satisfy the hunger need. In order to gratify this need in real terms, the ego emerges. This is the second system that takes over to gratify the hunger need, that is the ego.

Ego: Id knows only subjective reality but ego understands the external reality. Ego is governed by reality principle. The inner demand is gratified with consideration of outside restrictions. The hungry person has to seek and eat food to reduce tension. Ego functions as executive, balancing between subjective reality and objective reality.

Super ego: Superego is not an inborn component of personality. It develops out of the ego. Superego has no energy of its own. In the process of socialisation, the individual learns from parents, teachers and elders all about how to behave in the society, what norms to follow, what is right and what is wrong what is good and what is bad, etc. Through reward and punishment the parents inculcate in children moral values and these in course of time become part of the individual's personality. Superego is the preserver of conscience and hence when a person does something wrong, it makes him feel guilty.

The problems that the individual faces, according to Freud, arise because of imbalance between these three personality components.

2.2.3 Techniques of Psychoanalysis

The process of counseling encourages the client to get aware of the material repressed in the unconscious and resolve the conflicts. The client is encouraged to talk freely, to disclose unpleasant, difficult, or embarrassing thoughts. Some time free association method is used in which client is expected to state whatever comes in his mind regardless of its relevance. Dream analysis is also one of the important techniques employed for making aware of the material repressed in the unconscious. Along with the above techniques interpretation of resistance, analysis of transference is used in psychoanalysis.

Self Assessment Questions

- 1) Describe the basics concepts of psychoanalysis.
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- 2) Discuss Sigmund Freud’s theory of personality in detail.
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- 3) Briefly describe basic concepts and techniques of psychoanalysis.
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2.3 NEO-FREUDIAN PSYCHODYNAMIC THEORIES

All the theories which have their roots in the psychoanalytic theories, over a period of time have broken from those roots and started developing their own theories. These theories differed from psychoanalysis mainly in terms of psychosexual development and these theories added certain socio psychological components to the theory. These theories are called psychodynamic theories and these theorists are called as Neo Freudians.

2.3.1 Carl Jung

In the initial phase of his career Jung was greatly influenced by the concepts of Freud. However, later on he disagreed with Freud on the high emphasis being given to sexual content and developed his own ideas into theory. The foundations that were laid in an individual's childhood about the spirituality ultimately became the cornerstone of his theory. In this section we are going to learn about (i) The Human Nature and (ii) The major constructs of Jung's theory.

i) The Human Nature

The psyche is the combination of the conscious and the unconscious. The unconscious is again divided into collective and personal unconscious. The collective unconscious includes symbols, images, and archetypes common to all people. The personality is composed of the ego, persona, shadow, anima, animus, and self. These are explained below.

- a) *Ego*: Ego is the center of the field of the consciousness. This maintains the relation with the other contents. In the first half of the life of an individual, the ego gets separated from the self and in the later half, the self gets connected with the ego. This is called the process of individuation
- b) *Persona*: Persona is the conscious role we assume in presenting ourselves to the world. This is structured from the introjections that come from the parents and society. This is the combination of the responsibilities and the expectations of others from us. This aspect bridges the gap between the world and the ego.
- c) *Shadow*: Shadow consists of animal instincts that humans inherited in their evolution. The shadow is negative counterpart of ego.
- d) *Anima*: Human is bisexual animal. Masculine and feminine characteristics are found in both sexes. Anima is the collection of feminine qualities in the man. There is a sense of discomfort with self if this part is denied. The person feels driven by a force and is not able to be creative until he accepts this aspect of his personality.
- e) *Animus*: the masculine characteristics in woman is called animus. By living with man women become masculinised.
- f) *Self*: Self comprises the totality of the conscious and unconscious. The self is considered as midpoint of personality around which all the other systems are constellated. It motivates human behaviour to become whole. Thus self is life's goal for which people strive constantly and rarely reach.

ii) Major constructs

- a) *Psychological types*: Jung spent much time in psychological types describing the eight possible types. For illustration let us see two of them. The 'introvert - extravert' type is originated with his work. These are the two opposite ways of looking at the world and also how the person perceives the relationships. The extravert is preoccupied with understanding natural phenomenon and explaining them through general principles. Such people are outwardly oriented. They repress their feelings that side so they tend to appear distant, cold and unattached. Introverts are inwardly oriented.

3) Describe the major constructs of Jung's theory.
4) Discuss the extraversion Introversion concept of personality according to Jung.

2.3.2 Alfred Adler

Alfred Adler was a member and later on the President of Vienna Psychoanalytic Society. He began to develop ideas that were different from those of Sigmund Freud. Due to the opposition by members of the Psychoanalytic Society, Adler resigned and terminated his connection with Freud's psychoanalysis. He formed his own group known as individual psychology. We will discuss his theory in two sections, viz., Basic concepts and Counselling process.

2.3.2.1 Basic Concepts

The basic concepts of Individual Psychology included the idea that human beings from the time of birth feels inferior due to their extreme dependence on others and the very smallness of the size. This motivates the individual to strive towards mastery of the environment and other aspects so that he could get over the inferiority feelings. Some of Adler's concepts are described in the following section.

- i) *Inferiority feelings*: Feeling of inferiority is a conscious or unconscious recognition of physical or psychological insufficiency. Every child experiences a sense of helplessness because of his size and dependence on others. Adler postulated that inferiority feelings keep human beings moving towards full realisation of self. There are three sources of this feeling
 - a) biological dependency
 - b) our image in relation to the universe
 - c) organ inferiority.

Inferiority feeling is not considered as abnormality but motivation to improve. For example, a child is motivated by feeling of inferiority to strive for a higher level of development.

- ii) *Superiority feelings:* The inferiority feelings lead to attempt to overcome superiority. It is not that the person does not want to overcome inferiority but the person wants to be superior to what he is at present (a state of dependency). For Adler superiority does not mean social distinction, leadership or a prestigious position in society but it is striving for perfect completion. From birth to death, the striving for superiority carries the person from one stage of development to the next higher stage.
- iii) *Social Interest:* Social interest consists of the individual helping society to attain the goal of a perfect society. It is an attitude or outlook towards furthering the welfare of others. Social interest is behaviour like cooperation, social and interpersonal relations, group membership, empathy and so forth.
- iv) *Life style:* Style of life is the system principle by which the individual's personality functions. It explains the uniqueness of the person. Every person has as his or her goal, the superiority and each one tries to achieve the same by different ways. These different ways become a style of life in course of time. This style of life determines how the person confronts the problem.
- v) *Birth order:* We all do wonder why children born in the same family, although with the same atmosphere develop such different personality. Adler was of the view that the birth order in which the person is born makes a difference in shaping his personality.

For instance, according to Adler, the eldest child is the one who receives good attention. And till the time this child is alone, due to the amount of the attention that he gets, he is somewhat spoiled. This child becomes dependable and hard working. But when the new sibling arrives in the family the first born child tends to feel inferior as the attention of the parents get distributed to self and the new born. He feels as if he has lost his position as the unique one and a special in the family.

The second child is in a different position. When this child is born, there is already someone in the family before him as the eldest child, so he learns to accept the existence of the other person in his life. The typical second born is the one who considers himself always in the race and that he has to strive for his position. There is constant competition between the two siblings and that shapes the life of them in different way. The arrival of the second child as the new born brings in more attention to him and this makes him win in the fight more often with the elder sibling.

The middle child often feels that he has been suppressed a lot by the parents. This child may develop an attitude that he is the victim of all ill treatment and deprivation and as a result may carry an image of 'poor me'. He can grow up into a problem child or he may grow up into a more easygoing and more social.

The youngest child tends to be a pampered one. He is another person who gets attention in the family. As they grow up they tend to take their own decisions. Most of the time they have different views from the other members of the family and they choose to do what they think is right. They play a different role than the others.

The only child may not learn to share or cooperate with other children. This child learns to deal with the elders more effectively. Being the only person in attention these children find it hard if they are side lined.

The above are examples of the development of personality as result of the individual's ordinal position in the family.

2.3.2.2 Process of Counselling

The basic assumptions of Adler's theory are as given below.

- a) Every behaviour is goal directed
- b) Humans are basically social
- c) The functions of the person become the important part of an individual's personality

His theory focuses on inferiority feelings, which he sees as a normal condition of all people. He believes that this feeling becomes the source of the striving for all humans. These inferiority feelings motivate us to strive for mastery. We are always forced by this feeling and this gives us means to achieve things. He believes that our life course is not determined by only heredity or environment. We have the capacity to interpret the things that are happening around. So in effect we do have control over our lives. Adler thus was the first to say that individual should be understood with reference to the system he lives in.

Based on this Adler has come up with the goals that are put for the counselling as given below:

- Encouraging social interest
- To help the person deal with feelings of inferiority.
- Modifying the views of the client.
- To make the client feel that he is equal to others.
- To change the faulty motivation.
- To make the clients aware that they should make some contribution to the society.

Adler identified clear phases in counselling.

• **Phase 1. Establishing the relationship**

Adlerian therapist establishes a collaborative relationship with the client. The quality of the relationship is one of caring, involved, and friendliness. The contact with the person is more important than starting with the problem. That is, the focus is on the person rather than the problem. A positive relation is created in this phase. The client does not believe in his capacity in the initial phase, so the therapist provides the support to the client. The emphasis is more on the experience of the client, and the techniques that are used are not given so great importance. The techniques are used as per the need of the client. The main techniques used in this phase are listening and empathy. This caring way of therapist is likely to make the feel more understood and accepted. As a result he will focus on himself better. It helps the client to also clear the expectations he has from the therapy. He is able to define the goals.

- **Phase 2. Exploring the individuals Dynamics**

There are two parts to this: subjective and objective interview.

In the subjective interview the client is asked to tell his story. Mere active listening skills are not enough, the component of wonder, fascination and interest by the therapist are also equally important. The second part; the **objective interview** is the part in which the details of the problems are taken by the therapist. He also assesses the various other dimensions of the client's life in this part.

Along with this there are few other things which are considered about the client and these are as What are the ordinal position of the client and other details about the family and his position in the family? The therapist also asks the client about the family dynamics of the client. That helps him to understand the client in a better way.

The other aspect in the assessment is that the therapist asks about the earliest recollection the client has about his childhood. Because as per this theory this is the time period which shapes the person's personality in the coming life. The client forms most of his notion of his life in this phase. So the therapist has a clue to them.

The therapist also seeks what are the person's priorities

These are broadly divided in the following types:

- a) People using superiority: These are the people who are interested in leadership. They cannot take life to be meaningless. Their complaints are that they are overworked, overburdened.
- b) The need for control: These are people who want to control the situation. They are ready to be away from others if they can get success in what they are doing.
- c) People seeking comfort: These people want to avoid pain. They avoid facing the problem. They are all right with lesser productivity. They do not want to deal with the problem.
- d) People who want to please: These people cannot take the rejection by others. They always try to please others. They seek compliments. Even the slightest inattention is seen as rejection by these people.

- **Phase 3. Encouraging self-understanding and Insight**

This therapy believes that human life has purpose. If the client is willing to disclose what he feels and how he feels and thinks, these would be of value in his growth and development. The therapist gives the timely interpretation of the clients' life and this in turn makes the client get rid of the unwanted complexities. The interpretations that are shared in this approach are always open ended statements. The therapist here also does not impose his views about the client and this makes the client agree or accept interpretations more easily. The client understands his motivations gradually in this way.

- **Phase 4. Helping with reorientation**

This is the action oriented phase. In this there is mutual agreement between the client and the therapist. The client extends the understanding to action. By this

time the clients' need for belongingness and being valued is satisfied to a great extent. The client is expected to reevaluate the motivations that he is working with so far in his life. He understands what is not working and what is proving harmful for him. In this phase the client thinks about what he can really do about it.

- **Phase 5. Encouragement process**

This is the most distinctive feature of the therapy. In this the therapist makes the client aware about the alternatives that are available to the client. They discuss about these and try to reach a final decision which in turn deepens the therapist's understanding of the client.

The therapist helps to identify much cognition that is harmful for him. He uses different techniques for this purpose. This makes the client feel that he is in charge of his life situation.

- **Phase 6. Change and search for new responsibilities**

In this phase the clients make decisions and also modify their goals. The therapist suggests the client to keep a watch on the process of caching the old pattern. Once the client becomes aware about it, it becomes easier to deal with it. This is the phase in which the client tries to find a solution to his problems.

Self Assessment Questions

1) Describe Alfred Adler's Basic concepts of his theory.

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2) Explain Adler'sof counselling.

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3) What are the various phases through which counselling proceeds?

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4) “The basic motivation for human behaviour is superiority”. Illustrate this statement with the help of basic concepts of Alfred Adler.
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5) Discuss the process of counseling in the context of Adler’s approach.
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2.3.3 Karen Horney

Horney’s theory of neurosis is the best that exists today. She looked at neurosis in a different light, saying that it was much more continuous with normal life than other theorists believed. Furthermore, she saw neurosis as an attempt to make life bearable, as an interpersonal controlling and coping technique.

According to Horney, parental indifference causes adult neurosis. Depending on the child’s perception as to how he or she has been treated , for instance, feeling of a lack of warmth and affection in a parent, the parent who makes fun of their child’s thinking or neglects to fulfill promises, etc., may lead to neurotic disorders.

Using her clinical experience, Horney named ten particular patterns of neurotic needs and these were clumped into three broad coping strategies.

The first strategy is compliance, also known as the moving toward strategy or the self effacing solution. Most children facing parental indifference use this strategy. They often have a fear of helplessness and abandonment, or what Horney referred to as basic anxiety. Such persons restrict their life into narrow borders, including being undemanding, satisfied with little, and being inconspicuous.

Horney’s second broad coping strategy is aggression, also called the moving against and the expansive solution. Here, children’s first reaction to parental indifference is anger, or basic hostility. The need for power, need for control over others, and for a facade of omnipotence and the need for social recognition and prestige, and the need for personal admiration, etc fall in this category.

The final coping strategy is withdrawal, often labeled the moving away from or resigning solution. When neither aggression nor compliance eliminate the parental indifference, Horney recognised that children attempt to solve the problem by becoming self sufficient. This includes the neurotic needs for self sufficiency and independence and those for perfection and unassailability.

While it is human for everyone to have these needs to some extent, the neurotic’s need is much more intense. According to Horney the neurotic makes the need

Schema is a pattern of organising thoughts in a particular way. For example, we tend to think that “ I should be perfect, if I make mistake it indicates that I am unsuccessful”. Cognitive biases are distortions of facts. In other words cognitive errors are the wrong interpretation that is given to the event. There are 6 types of cognitive errors, which are (i) selective abstraction (ii) dichotomous thinking (iii) over generalisation (iv) magnification, (v) minimisation and (vi) arbitrary inference. These six cognitive errors are explained below:

i) *Selective abstraction*

Here the person focuses only on certain details and ignores the other details. Suppose a mother arranges a surprise party for her son, and the son is not happy with it. The error will be that the son will ignore the fact that his mother has taken efforts to arrange a party, and would focus on the fact that his few friends were not invited for the party and that this was done by his mother to show him in poor colour.

ii) *Dichotomous thinking*

Here the thinking is either or type. That is, the things are completely good or completely bad. Example: the other person either loves me or he hates me. The indifferent attitude is not considered.

iii) *Over generalisation*

This refers to arriving at a conclusion on the basis of very little information. For example if you meet a single foreigner and he turns out to be arrogant then based on this if you conclude that all the foreigners are the same, then you are committing this error.

iv) *Magnification*

This refers to the overestimation of a single event than the actual. For example, if I fail to give good lecture it is magnified and concluded that I can not deliver good lecture.

v) *Minimisation*

Minimising value of some event than what it actually is. For example if someone does ten things for us, and forgets to do one, then if we focus on the one that is not done. This error is committed in this case.

vi) *Arbitrary inference*

Drawing conclusions that have no evidence. Example: having ideas about being in other country as very unsafe, for which one does not have any evidence.

The negative triad affects on schema, schema affect on cognitive error and again reverse effect. Thus emotional disturbances become more and more severe.

The techniques used for this counseling are as follows:

- a) **Persuasion:** In this the client is pushed in the direction to think which is more appropriate to him.
- b) **Suggestion:** the counselor gives the client about going in a particular way that is he explores alternative that are available to the client.

- c) Instruction: very clear cut and precise instructions are giving. In case of daily activity scheduling of the client, he is given very clear instruction how to keep record and what are the activities that he is suppose to complete.

The change in the client takes place through the cognitive restructuring. The first step towards this is by the client's description of the problem. This gives the counselor the understanding how the client is thinking. In this if it is assessed if there are any negative/ dysfunctional or irrational thoughts that are causing disturbance to the client's life. In the second step these are explained to the client. He is made aware about this. In the next step more adaptive alternative patterns or structures are discussed between client and counselor.

2.4.2 Alber Ellis

Rational emotive behaviour (REBT) was put forward by Albert Ellis in the year 1955. He was influenced by Roman philosopher Epictetus who stated that "men are disturbed not by things but their views of things". Based on this principle he postulated REBT. In this section attempts has been made to understand basic concepts and process of counseling with the help of ABCDE model.

Ellis viewed that when after any event (A) negative emotional consequences (C) are experienced then person think that it is the consequence of that event but in fact these consequences are of his beliefs (B). To make it clear let's see the meanings of these alphabets.

A = Activating event

B =Beliefs

C = Consequences/ Conclusions

D = Dispute/Discussion/Debate

E = Effect of intervention

Explanation of ABC model

Let's start with example

The Activating Event: I went for job interview and I did not get selected

The Belief:

- a) Irrational: It can not stand this rejection, I will never get job, I will always do poorly on job interview.
- b) Rational: I don't like getting rejected, it seems difficult, I should prepare well.

The Consequent Emotion:

- a) Undesirable: anxiety, depression, worthless feeling
- b) Desirable: irritation, frustration, keep trying

The Consequent behavioural

- a) Undesirable: refused to go for job interview
- b) Desirable: continued search for job

When beliefs are irrational the person starts perceiving problem. Beliefs are of rational and irrational. Irrational beliefs are not facts. Ellis identified 11 universal

irrational beliefs such as I must be loved and approved by everyone, I should be perfect and competent, it is easier to avoid difficulties than to face them, unhappiness is caused by circumstances that are out of my control etc.

D step is of intervention. Counsellor debates, discusses, confront with client for understanding whether their beliefs are true or logical. In the above example counselor he will discuss by questioning client why can't you stand this rejection? Why you will not get job? In the beginning client give irrational reason but counsellor asks for evidences and make him aware of facts and his faulty way of thinking.

To practice rational beliefs home work is assigned and discussed in the next session. Thus clients are helped for getting three insights: i) behaviour is not result of past or circumstances but result of rational or irrational beliefs ii) Although problem originated in the past it is continued because of thinking in the same way. Unless previous doctrines are not replaced by new doctrines problem cannot be solved, iii) efforts and practice are essential for change.

The E is effect of changing beliefs system from irrational to rational through counseling at stage D. It changes emotion, behaviour and cognition of client. He will now have more appropriate feelings, do desirable behaviour and able to think rationally.

Self Assessment Questions

1) Discuss rational emotive behaviour therapy in detail.

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2) Describe ABC model of Albert Ellis with appropriate examples.

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2.5 LET US SUM UP

In this unit we have discussed psychodynamic and cognitive approaches to counseling. Psychodynamic approach emphasised unconscious motives and past experiences. These approaches are classified into Freudian and Neo-Freudian. We studied Freud, Jung and Adlers theories. Beck and Ellis are studied for cognitive approaches of counseling. Beck gave importance to negative thoughts while Ellis emphasised irrational beliefs as cause of problems. Cognitive therapies are direct and rapid therapies than psychodynamic counseling.

2.6 UNIT END QUESTIONS

- 1) Explain Psychoanalytic theory in your own words.
- 2) What are the techniques of psychoanalysis?
- 3) Why are the theories of Horney and Adler called as Neo Freudian theory?
- 4) What is cognitive counselling approach?
- 5) Describe Aaron Beck's theory.
- 6) Describe Albert Ellis' theory.

2.7 SUGGESTED READINGS

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