

Philosophy of Counselling

If we want to discuss the philosophy of counselling as such, we have to go beyond the profession of counsellor, exploit the helping nature of human being starting in childhood. We have to expand outside the borders of humanity to all animal kingdom, where mother helps injured or scared young, to get over the trouble or deal with stress of the moment or situation, as these happened to everyone. Some are just short shocks from momentary exposure and some are longer lasting from distress developed into disorder.

In childhood, when we experience stressful situation, ideally we receive help from parents or other significant person in form of explanation and calming talk, which compare to paraprofessional or non-licensed counsellor. One might say that help of parent or other significant person in our life is the first counselling experience. As we grow into adulthood, we grow through experiences of more professional counselling. In school, beside a teacher or instructor, it might be paraprofessional or professional counsellor or psychiatrist, as it happens at work by manager and work counsellor or outside of work in medical environment. In cases of more serious need of help, we visit counselling agency or mental institution.

The necessity of help is quite evident in the cases of children and adults whom had no opportunity of getting help in the time of need and at later adulthood, in most, they are exhibiting strong signs of stress turning into psychological disorder. Most adults in counselling care shows, after a few sessions of counselling, stressors, which lead to childhood negligence or later, untreated mental stressors.

We would not be exploring philosophy of counselling, if we did not explore more closely the professional helpers and their psychological reasons for taking the burden of the profession.

(CACREP) What is professional counseling? Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

People have many different reasons for deciding they want to become a counselor. Some people choose this career because they once had a good experience with a counselor during a difficult time in their own life and they want to "pay it forward." Another person may have done some volunteer work at a crisis hotline and realized that they enjoyed both the challenges and joys of working with clients facing difficult times. Yet another person may have been told that they are a good listener and they ought to consider working as a mental health professional.

Some individuals simply are looking for satisfying their ego, to make impact, or to have power and control over others.

"I have always desired to become a counselor since I was five years old. I have always loved helping people a wonderful lady in our community who worked in the counseling field was instrumental in encouraging me to follow my dreams." -Barbara Meeuen

(CACREP) Whatever the reasons, individuals that choose to seek a career in counseling usually have one thing in common - a desire to help people work through life's challenges and

Counseling Philosophy Examples

Ran Lahav, Maria Tillmanns



Counseling Philosophy Examples:

Philosophy's Role in Counseling and Psychotherapy Peter Raabe, 2013-11-26 In *Philosophy's Role in Counseling and Psychotherapy* Peter Raabe argues that philosophy is an effective method in treating mental illness. Calling for a paradigm shift away from the standard belief that the brain and mind are identical, Raabe argues that so-called mental illnesses such as depression and schizophrenia are not the actual causes of psychological misery. Instead, they are just labels for symptoms. For example, the word depression is merely a label attached to a collection of symptoms such as sadness, hopelessness, and low self-esteem. Raabe posits that distressing or painful life events can cause symptoms that are often clinically labeled as the mental illness of depression. The suffering brought on by painful life events can often be alleviated with helpful discussions and without resorting to medications. Because philosophy is the foremost form of discussion, it means that the suffering that is labeled mental illness can be treated and even cured with philosophy. Raabe ultimately concludes that philosophy is beneficial in three ways: it can prevent the onset of a so-called mental illness in the person who studies it; it can be used to help individuals suffering from the distress that is labeled mental illness; and it will enhance the competence of the counselor or therapist who practices it.

The School Counselor's Book of Lists Dorothy J. Blum, Ed.D., Tamara E. Davis, Ed.D., 2010-05-20 An updated edition of an essential go-to resource for school counselors. Since 1997, *The School Counselor's Book of Lists* has offered counselors a wealth of relevant and much-needed information written in concise and user-friendly language. A quick, easy guide for finding information on almost any topic pertinent to school counselors, the book covers everything from writing student assessments and dealing with school crises to setting budgets and running effective meetings. In order to address the transformed role of school counselors, the contents of this comprehensive second edition map to the American School Counselor Association's National Model for Counseling Programs. Includes hundreds of helpful lists offering guidelines, strategies, trends, and resources. Officially endorsed by the American School Counselor Association (ASCA). The first edition was a bestselling title for school counselors. Addresses the pressing issues faced by today's school counselors. This revised edition is appropriate for school counseling graduate programs as well as to practitioners in the K-12 field.

Case Conceptualization and Effective Interventions Lynn Zubernis, Matthew Snyder, 2015-04-10 With fully integrated DSM-5 criteria and current CACREP standards, *Case Conceptualization and Effective Interventions* by Lynn Zubernis and Matthew Snyder examines case conceptualization and effective treatments across the most common disorders encountered in counseling. The comprehensive approach helps readers develop their professional identities as well as their case conceptualization and intervention skills. Each chapter blends current theory and research with case illustrations and guided practice exercises to anchor the material in real-world application. Using an innovative new Temporal Contextual T-C Model, the book provides an easy-to-apply and practical framework for developing accurate and effective case conceptualizations and treatment plans. *Case Conceptualization and Effective Interventions* is part of the SAGE Counseling

and Professional Identity Series which targets specific competencies identified by CACREP Council for Accreditation of Counseling and Related Programs *The Contemporary Relational Supervisor 2nd edition* Robert E. Lee, Thorana S. Nelson, 2021-08-11 The Contemporary Relational Supervisor 2nd edition is an empirically based academically sophisticated and learner friendly text on the cutting edge of couple and family therapy supervision This extensively revised second edition provides emerging supervisors with the conceptual and pragmatic tools to engage a new wave of therapists helping them move forward together into a world of highly systemic empirically derived relational developmental and integrative supervision and clinical practice The authors discuss major supervision models and approaches evaluation ethical and legal issues and therapist development They present methods that help tailor and extend supervision practices to meet the clinical institutional economic and cultural realities that CFT therapists navigate Filled with discussions and exercises to engage readers throughout as well as updates surrounding telehealth and social justice this practical text helps emerging therapists feel more grounded in their knowledge and develop their own personal voice The book is intended for developing and experienced clinicians and supervisors intent on acquiring up to date and forward looking systemic CFT supervisory mastery

Essays on Philosophical Counseling Ran Lahav, Maria da Venza Tillmanns, 1995 In the first book written in English on this growing field of applied philosophy Essays on Philosophical Counseling is a collection of 14 articles by leading philosophical counselors from five countries The book presents the reader with the major approaches to philosophical counseling by combining theoretical discussions with a large number of case studies Divided into three parts Essays on Philosophical Counseling first discusses the theoretical and historical background of philosophical counseling then deals with the relationship between philosophical counseling and psychotherapy and last focuses on specific types of problems and predicaments and how they are addressed philosophically Contents Philosophical Counseling The General Picture A Conceptual Framework for Philosophical Counseling Worldview Interpretation Ran Lahav Philosophical Counseling in Holland History and Open Issues Ida Jongsma The Training of a Philosophical Counselor Dries Bole Philosophical Counseling The Arts of Ecological Relationship and Interpretation Barbara Norman Philosophical Counseling and Psychotherapy Philosophy Philosophical Practice and Psychotherapy Gerd A Achenbach Philosophical Counseling as a Critical Examination of Life Directing Conceptions Michael Schefczyk Some Reflections on Philosophical Counseling and Psychotherapy Ben Mijuskovic Meaning Crisis Philosophical Counseling and Psychotherapy Steven Segal Philosophical Counseling Some Roles of Critical Thinking Elliot D Cohen Specific Topics for Counseling Philosophy in Marriage Counseling Anette Prins Bakker Philosophical Practice Pastoral Work and Suicide Survivors Will A J F Gerbers The Philosopher in the Business World as a Vision Developer Ad Hoogendijk On the Emergence of Ethical Counseling Considerations and Two Case Studies Louis Marinoff Supplement The Legal Perspective Legal Issues in Philosophical Counseling Barton Bernstein and Linda Bolin

The AMHCA Handbook of Essential Forms and Marketing Strategies Mark Vellucci, 2000 This manual provides

essential information for counselors in private practice who are either just starting out or have established practices It is organized into six sections which contain forms relating to different aspects of practice The material can be used to create new forms or adapted for individual use They can also serve to generate marketing ideas help work with managed care organizations and improve billing Chapter 1 concerns office policy and procedures and contains sample letters to clients on policy discontinuation of therapy and other acknowledgements Chapter 2 deals with billing to insurance companies and individuals Chapter 3 considers client release and consent forms Chapter 4 discusses intake clinical evaluations and progress monitoring Chapter 5 presents marketing ideas Chapter 6 explains how to work with managed care organizations A CD ROM accompanies the manual JDM

Scientific Methods in Educational Technology Dr. Anita Sharma, 2022-01-16 Scientific Methods in Educational Technology Technology provides tools to try out different designs so that instead of theories of education we may begin to develop a science of education But it cannot be an analytic science like physics or psychology rather it must be a design science more like aeronautics or artificial intelligence For example in aeronautics the goal is to elucidate how different designs contribute to lift drag maneuverability etc Similarly a design science of education must determine how different designs of learning environments contribute to learning cooperation motivation etc Educational technologists would not therefore consider the computer as just another piece of equipment If educational technology is concerned with thinking carefully about teaching and learning then a computer has a contribution to make irrespective of its use as a means of implementation for the design of computer based learning environments gives us a new perspective on the nature of teaching and learning and indeed on general educational objectives Even from a pure engineering perspective it doesn't make much sense to talk about Educational Technology just in terms of Instructional design models or instructional design methods An instructional designer also feels concerned by more fundamental disciplines like general learning theory or pedagogical theory These theories provide interesting insights on issues like the relation between learning type or learning level and appropriate pedagogic strategy how effect and motivation may influence the learning process what multimedia design can learn from theories on human information processing or cognitive load why metacognition and collaborative learning is important etc The book will be of use to the students researchers and general readers of this subject

Contents Education International Education Teacher Education and School Counselor Role of Self Activity Educational Projects Practices and Global Partnerships A Comparative Studies Perspective Hypermedia Development Methodology The Technology in Education On line Technology Integration Challenges and Opportunities Test Development

Theories of Counseling and Psychotherapy Allen E. Ivey, 2002 This continues to be the only counseling theory text that shows how and why to engage in the specifics of each major counseling theory It is the most detailed and specific of all texts in terms of helping students actually practice counseling and therapy The Practice Competencies provide students with specifics of how to use major strategies allowing instructors to expect their counseling students to present portfolios of competencies

indicating that they can actually engage in the theory as well as understand it The text has infused multicultural orientation and illustrates how traditional theory can be adapted with many different populations

A Guide to Practicum and Internship for School Counselors-in-Training Joel F. Diambra,2011-01-19 School counseling is a rather specialized field yet students entering it do not have a single comprehensive resource to guide them through the process This text covers all aspects of the practicum and internship experience from the initial contact with your supervisor to detailed descriptions of each of the different roles you will have and will help you gain an understanding of the school culture and how to begin thinking about and developing your own philosophy of school counseling Specific topics covered include popular counseling theories used by school counselors working with special populations of students application of the ASCA ethical standards the administration of day to day tasks such as arranging an office space and managing your time and elements of the guidance curriculum including individual student planning responsive services and systemic support Each chapter contains activities case studies hypothetical situations and worksheets designed to facilitate your understanding of and role in the profession All material presented is consistent with both the CACREP accreditation standards and the American School Counseling Association's National Model

Essays on Philosophical Counseling Ran Lahav,Maria Tillmanns,1995-08-15 In the first book written in English on this growing field of applied philosophy *Essays on Philosophical Counseling* is a collection of 14 articles by leading philosophical counselors from five countries The book presents the reader with the major approaches to philosophical counseling by combining theoretical discussions with a large number of case studies Divided into three parts *Essays on Philosophical Counseling* first discusses the theoretical and historical background of philosophical counseling then deals with the relationship between philosophical counseling and psychotherapy and last focuses on specific types of problems and predicaments and how they are addressed philosophically Contents Philosophical Counseling The General Picture A Conceptual Framework for Philosophical Counseling Worldview Interpretation Ran Lahav Philosophical Counseling in Holland History and Open Issues Ida Jongsma The Training of a Philosophical Counselor Dries Bole Philosophical Counseling The Arts of Ecological Relationship and Interpretation Barbara Norman Philosophical Counseling and Psychotherapy Philosophy Philosophical Practice and Psychotherapy Gerd A Achenbach Philosophical Counseling as a Critical Examination of Life Directing Conceptions Michael Schefczyk Some Reflections on Philosophical Counseling and Psychotherapy Ben Mijuskovic Meaning Crisis Philosophical Counseling and Psychotherapy Steven Segal Philosophical Counseling Some Roles of Critical Thinking Elliot D Cohen Specific Topics for Counseling Philosophy in Marriage Counseling Anette Prins Bakker Philosophical Practice Pastoral Work and Suicide Survivors Will A J F Gerbers The Philosopher in the Business World as a Vision Developer Ad Hoogendijk On the Emergence of Ethical Counseling Considerations and Two Case Studies Louis Marinoff Supplement The Legal Perspective Legal Issues in Philosophical Counseling Barton Bernstein and Linda Bolin

Button Therapy Lloyd R. Goodwin Jr. Ph.D.,2007-04-23 The Button Therapy Book is a practical

psychological self help book and a holistic cognitive therapy manual for mental health professionals The Six Step Button Therapy Method is a practical and psychological self help approach and is a companion book to the Button Therapy Book providing a summary overview of the six steps The Cognitive Self Assessment Inventory is designed to help identify core beliefs should messages defense mechanisms personality traits thought distortions and Buttons i e attachments or demands The Cognitive Self Assessment Inventory can be used by mental health professionals as a psychological assessment tool View the individual books The Button Therapy Book The Six Step Button Therapy Method The Cognitive Self Assessment Inventory

Career Development in the Schools Grafton T. Eliason, John Patrick, 2008-09-26 This book examines the evolving nature of career development within educational settings While some view it as a by product of general learning most career theorists argue it should be a central focus of schools The book advocates for a structured planned approach to career development utilizing national models as examples

Philosophical Counseling Peter B. Raabe, 2001 Annotation Critiques existing theoretical approaches and practices of philosophical counseling and presents a new model

Theories of Counseling and Psychotherapy Cecil Holden Patterson, 1986

Philosophy, Counseling, and Psychotherapy Elliot D. Cohen, Samuel Zinaich, 2013-07-16 Can philosophy help ordinary people confront their personal or interpersonal problems of living Can it help a couple whose marriage is on the rocks or someone going through a midlife crisis or someone depressed over the death of a significant other or who suffers from anxiety about making a life change These and many other behavioral and emotional problems are ordinarily referred to psychologists psychiatrists clinical social workers or other mental health specialists Less mainstream is the possibility of consulting a philosophical counselor or practitioner Yet there is presently a steadily increasing world wide movement among individuals with postgraduate credentials in philosophy to harness their philosophical training and skills in helping others to address their life problems But is this channeling of philosophy outside the classroom into the arena of life a good idea Are philosophers as such competent to handle all or any of the myriad emotional and behavioral problems that arise in the context of life or should these matters best be left to those trained in psychological counseling or psychotherapy Through a diverse and contrasting set of readings authored by prominent philosophers philosophical counselors and psychologists this volume carefully explores the nature of philosophical counseling or practice and its relationship to psychological counseling and psychotherapy Digging deeply into this relational question this volume aims to spark more rational reflection and greater sensitivity and openness to the potential contributions of philosophical practice It is accordingly intended for students teachers scholars and practitioners of philosophy counseling or psychotherapy as well as those interested in knowing more about philosophical counseling or practice

The Teacher's Role in Counseling Mary G. Ligon, Sarah W. McDaniel, 1970

Philosophy's Role in Counseling and Psychotherapy Peter Raabe, 2013-11-26 In *Philosophy's Role in Counseling and Psychotherapy* Peter Raabe argues that philosophy is an effective method in treating mental illness Calling for a paradigm shift away from the standard belief that the brain and mind are

identical Raabe argues that so called mental illnesses such as depression and schizophrenia are not the actual causes of psychological misery. Instead they are just labels for symptoms. For example the word depression is merely a label attached to a collection of symptoms such as sadness, hopelessness and low self esteem. Raabe posits that distressing or painful life events can cause symptoms that are often clinically labeled as the mental illness of depression. The suffering brought on by painful life events can often be alleviated with helpful discussions and without resorting to medications. Because philosophy is the foremost form of discussion it means that the suffering that is labeled mental illness can be treated and even cured with philosophy. Raabe ultimately concludes that philosophy is beneficial in three ways: it can prevent the onset of a so called mental illness in the person who studies it; it can be used to help individuals suffering from the distress that is labeled mental illness; and it will enhance the competence of the counselor or therapist who practices it.

Philosophy in Philosophical Counseling Ora Gruengard, 2023-07-25. *Philosophy in Philosophical Counseling: Unasked Questions, Open Answers* offers a base for criticizing approaches to philosophical counseling that fail to be philosophical or relevant to the counselees' concerns. It analyses the impact of tacit unexamined philosophical assumptions and examines their influence on the search for solutions while explaining how such assumptions may obstruct that search. Ora Gruengard argues that conversations in which the participants disagree with each other are the adequate context for calling tacit assumptions into question and exploring alternatives. Her research shows how philosophical assumptions change in informal conversations and illuminates their important role in education, religious guidance and psychological treatments. Nevertheless, philosophical issues are best dealt with in explicit philosophical dialogues in which counselees are respected as philosophical partners who are encouraged to think critically and make their own judgments. This book addresses counselors' dilemmas by presenting examples of hypothetical counseling conversations and true sessions with real people. Gruengard also discusses what kind of philosophical knowledge and expertise is necessary for doing the job adequately.

COUNSELING: Philosophy, Theory and Practice DUGALD S. ARBUCKLE, 1965. *Counseling and Psychotherapy* Allen E. Ivey, Mary Bradford Ivey, Lynn Simek-Morgan, 1997. This edition covers the major theories in detail and takes theory directly to practice. The text has a strong multicultural orientation and illustrates how traditional theory can be adapted with many different populations.

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