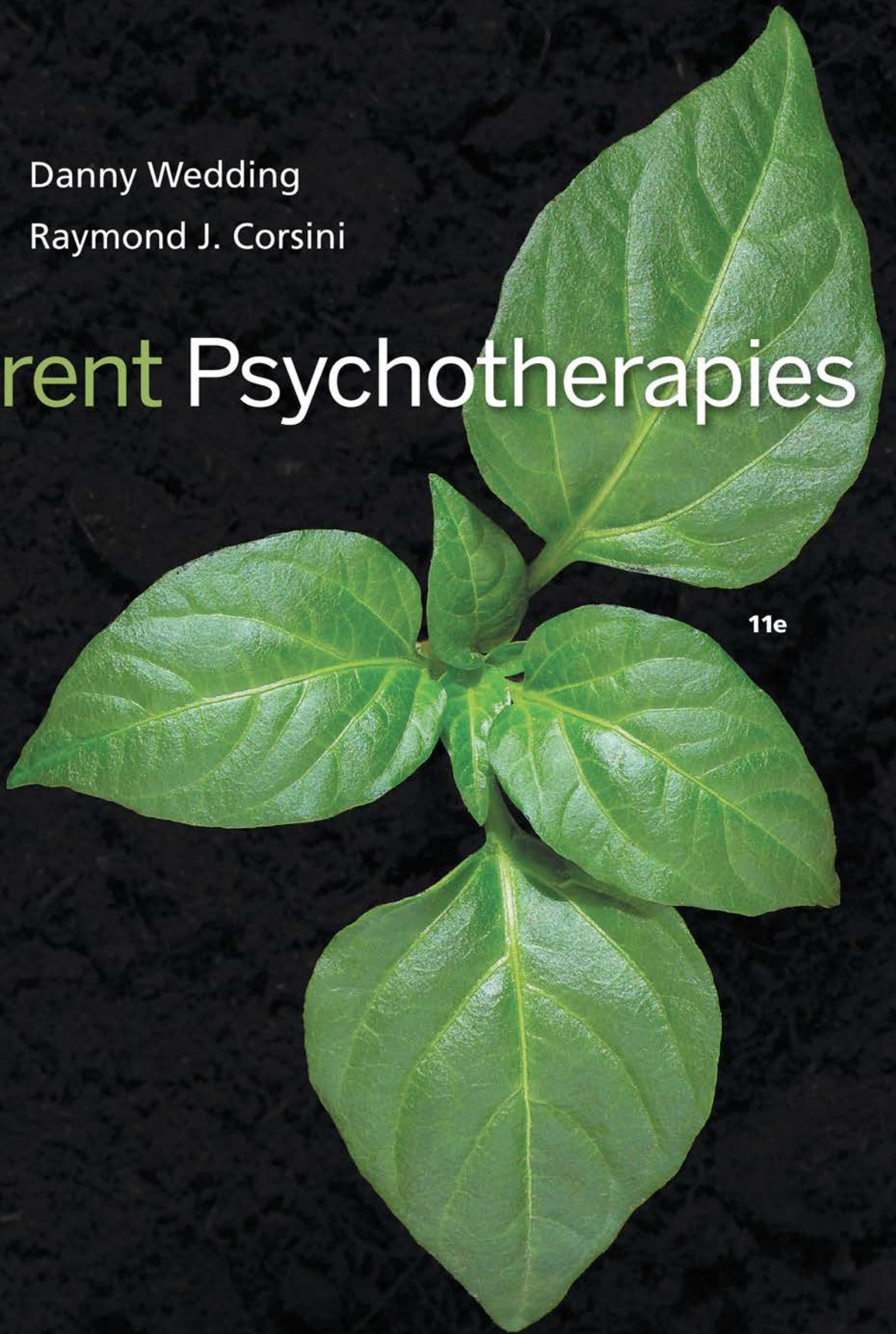


Danny Wedding

Raymond J. Corsini

Current Psychotherapies

11e





Fit your coursework into your hectic life.

Make the most of your time by learning your way. Access the resources you need to succeed wherever, whenever.



Study with digital flashcards, listen to audio textbooks, and take quizzes.



Review your current course grade and compare your progress with your peers.



Get the free MindTap Mobile App and learn wherever you are.

Break Limitations. Create your own potential, and be unstoppable with MindTap.

MINDTAP. POWERED BY YOU.



cengage.com/mindtap

Copyright 2019 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. WCN 02-200-203

Copyright 2019 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.



Current Psychotherapies ^{11e}

Editors **Danny Wedding**
Raymond J. Corsini



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

Copyright 2019 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. WCN 02-200-203

Copyright 2019 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit www.cengage.com/highered to search by ISBN#, author, title, or keyword for materials in your areas of interest.

Important Notice: Media content referenced within the product description or the product text may not be available in the eBook version.

Current Psychotherapies, Eleventh edition
Danny Wedding, Raymond J. Corsini

Product Director: Marta Lee-Perriard

Product Manager: Julie Martinez

Content Developer: Alexander Hancock

Product Assistant: Ali Balchunas

Marketing Manager: Zina Craft

Photo and Text Researcher:
Lumina Datamatics, Inc.

Production Management and Composition:
MPS Limited

Art Director: Vernon Boes

Internal Designer and Cover Designer:
Jeanne Calabrese

Cover Image: FerhatMatt/E+/Getty Images

© 2019, 2014 Cengage Learning, Inc.

Unless otherwise noted, all content is © Cengage.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

For product information and technology assistance, contact us at
Cengage Customer & Sales Support, 1-800-354-9706
or **support.cengage.com**.

For permission to use material from this text
or product, submit all requests online at
www.cengage.com/permissions.

Library of Congress Control Number: 2017962920

ISBN: 978-1-305-86575-4

Cengage

20 Channel Center Street

Boston, MA 02210

USA

Cengage is a leading provider of customized learning solutions with employees residing in nearly 40 different countries and sales in more than 125 countries around the world. Find your local representative at **www.cengage.com**.

Cengage products are represented in Canada by Nelson Education, Ltd.

To learn more about Cengage platforms and services, visit **www.cengage.com**. To register or access your online learning solution or purchase materials for your course, visit **www.cengagebrain.com**.

Printed in the United States of America
Print Number: 01 Print Year: 2018

Dedication

To Karen Jo Schwaiger Harrington

My last and greatest love, with gratitude for the wonderful life you have given me.

In memory of Raymond J. Corsini (1914–2008)



Courtesy of Dr. Kleo Rigney Corsini

Core Structure

	Psychoanalytic	Adlerian	Client-Centered	Rational Emotive	Behavior	Cognitive	Existential	Gestalt	Interpersonal	Family	Mindfulness	Positive	Integrative	Multicultural
Overview	22	60	102	158	200	238	274	310	350	392	430	482	528	562
Basic Concepts	22	60	102	158	200	238	274	310	350	392	430	482	528	562
Other Systems	25	64	106	162	201	240	278	313	353	397	432	483	530	569
History	27	66	112	164	202	242	278	315	354	398	436	485	532	570
Precursors	27	66	112	164	202	242	278	315	354	398	436	485	532	570
Beginnings	27	67	112	165	204	242	279	317	356	399	437	486	532	570
Current Status	31	69	115	165	205	243	280	319	357	400	438	486	534	573
Personality	34	70	116	167	206	245	281	319	359	404	440	487	536	575
Theory of Personality	34	70	116	167	206	245	281	319	359	404	440	487	536	575
Variety of Concepts	—	73	119	171	207	247	282	322	360	405	446	488	536	576
Psychotherapy	37	74	122	173	209	252	286	326	361	407	448	489	537	577
Theory of Psychotherapy	37	74	122	173	209	252	286	326	361	407	448	489	537	577
Process of Psychotherapy	41	76	125	175	210	254	288	330	362	409	451	500	541	578
Mechanisms of Psychotherapy	44	79	126	182	211	257	294	332	370	414	454	506	543	582
Applications	47	82	129	183	212	257	298	335	371	415	456	510	545	584
Who Can We Help?	47	82	129	183	212	257	298	335	371	415	456	510	545	584
Treatment	47	83	132	184	214	258	298	336	373	416	464	514	546	584
Evidence	48	86	135	186	223	262	300	338	374	418	468	515	546	588
Psychotherapy in a Multicultural World	49	88	141	188	226	264	301	341	380	420	471	516	549	589
Case Example	50	89	142	192	227	264	302	342	382	421	473	517	550	589
Summary	53	94	149	194	230	268	305	344	384	423	474	519	556	592
Annotated Bibliography	54	95	150	195	232	269	305	345	385	424	476	520	556	593
Case Readings	54	96	150	196	233	269	306	346	386	424	477	521	557	593
References	55	96	151	196	233	270	306	346	386	425	477	522	558	594

Contents

Contributors **x**

Acknowledgments **xiv**

Preface **xv**

1 Introduction to 21st-Century Psychotherapies / *Frank Dumont* **1**

Evolution of this Science and Profession **2**

Psychotherapy-Related Science in the 19th Century **4**

The Impact of the Biological Sciences
on Psychotherapy **6**

Cultural Factors and Psychotherapy **9**

Negotiating Fault Lines in the EBT Terrain **11**

Manualization of Treatment **13**

Obstacles to a Science of Psychotherapy **14**

Sources of Hope **14**

Industrializing Psychotherapy **15**

Who Can Do Psychotherapy? **15**

Conclusion **16**

References **18**

2 Psychodynamic Psychotherapies / *Jeremy D. Safran, Alexander Kriss, and Victoria Kaitlin Foley* **21**

Overview **22**

History **27**

Personality **34**

Psychotherapy **37**

Applications **47**

Case Example **50**

Summary **53**

Annotated Bibliography **54**

Case Readings **54**

References **55**

3 Adlerian Psychotherapy / *Michael P. Maniacci and Laurie Sackett-Maniacci* **59**

Overview **60**

History **66**

Personality **70**

Psychotherapy **74**

Applications **82**

Case Example **89**

Summary **94**

Annotated Bibliography **95**

Case Readings **96**

References **96**

4	Client-Centered Therapy / <i>Nathaniel J. Raskin, Carl R. Rogers, and Marjorie C. Witty</i>	101
	Overview	102
	History	112
	Personality	116
	Psychotherapy	122
	Applications	129
	Case Example	142
	Summary	149
	Annotated Bibliography	150
	Case Readings	150
	References	151
5	Rational Emotive Behavior Therapy / <i>Albert Ellis and Debbie Joffe Ellis</i>	157
	Overview	158
	History	164
	Personality	167
	Psychotherapy	173
	Applications	183
	Case Example	192
	Summary	194
	Annotated Bibliography	195
	Case Readings	196
	References	196
6	Behavior Therapy / <i>Martin M. Antony</i>	199
	Overview	200
	History	202
	Personality	206
	Psychotherapy	209
	Applications	212
	Case Example	227
	Summary	230
	Conclusion	232
	Annotated Bibliography	232
	Case Readings	233
	References	233
7	Cognitive Therapy / <i>Aaron T. Beck and Marjorie E. Weishaar</i>	237
	Overview	238
	History	242
	Personality	245
	Psychotherapy	252
	Applications	257
	Case Example	264
	Summary	268
	Annotated Bibliography	269

Case Readings 269
References 270

8 Existential Psychotherapy / *Irvin D. Yalom and Ruthellen Josselson* 273

Overview 274
History 278
Personality 281
Psychotherapy 286
Applications 298
Case Example 302
Summary 305
Annotated Bibliography 305
Case Readings 306
References 306

9 Gestalt Therapy / *Gary Yontef, Lynne Jacobs and Charles Bowman* 309

Overview 310
History 315
Personality 319
Psychotherapy 326
Applications 335
Case Example 342
Summary 344
Annotated Bibliography 345
Case Readings 346
References 346

10 Interpersonal Psychotherapy / *Helen Verdeli and Myrna M. Weissman* 349

Overview 350
History 354
Personality 359
Psychotherapy 361
Applications 371
Case Example 382
Summary 384
Annotated Bibliography 385
Case Readings 386
References 386

11 Family Therapy / *Irene Goldenberg and Mark Stanton* 391

Overview 392
History 398
Personality 404
Psychotherapy 407
Applications 415

Case Example	421
Summary	423
Annotated Bibliography	424
Case Readings	424
References	425

12 Mindfulness and Other Contemplative Therapies / *Roger Walsh and Frances*

<i>Vaughan</i>	429
Overview	430
History	436
Personality	440
Psychotherapy	448
Applications	456
Case Example	473
Summary	474
Annotated Bibliography	476
Web Sites and Other Resources	477
Books for Learning to Meditate	477
Case Readings	477
References	477

13 Positive Psychotherapy / *Tayyab Rashid and Martin Seligman* 481

Overview	482
History	485
Personality	487
Psychotherapy	489
Applications	510
Case Example	517
Summary	519
Annotated Bibliography and Web Resources	520
Additional Clinical Books	521
Nonclinical Books with Practical Resources	521
Case Readings	521
References	522

14 Integrative Psychotherapies / *John C. Norcross and Larry E. Beutler* 527

Overview	528
History	532
Personality	536
Psychotherapy	537
Applications	545
Case Example	550
Summary	556

Annotated Bibliography and Web Resources	556
Case Readings and Videotapes	557
References	558

15 Multicultural Theories of Psychotherapy / *Lillian Comas-Díaz* **561**

Overview	562
History	570
Personality	575
Psychotherapy	577
Applications	584
Case Example	589
Summary	592
Annotated Bibliography	593
Case Readings	593
References	594

16 Contemporary Challenges and Controversies / *Kenneth S. Pope and Danny Wedding* **599**

The Mental-Health Workforce	600
Physicians, Medications, and Psychotherapy	602
The <i>Diagnostic and Statistical Manual</i> (DSM -5), The <i>International Classification of Diseases</i> (ICD -11), and Research Domain Criteria (RDoC)	604
Empirically Supported Therapies	605
Phones, Computers, and the Internet	608
Therapists' Sexual Involvement With Patients, Nonsexual Physical Touch, and Sexual Feelings	612
Nonsexual Multiple Relationships and Boundary Issues	615
Accessibility and People with Disabilities	617
The American Psychological Association, the Law, and Individual Ethical Responsibility	619
Detainee Interrogations	619
The Goldwater Rule	621
Cultures	622
Annotated Bibliography	625
References	626
Glossary	629
Name Index	639
Subject Index	647

Contributors

Martin M. Antony

Martin M. Antony, PhD, is Professor of Psychology at Ryerson University, Toronto, Canada, where he conducts research on the nature and treatment of anxiety disorders and perfectionism. The author of more than 250 scholarly publications, Dr. Antony has coauthored or edited 30 books, including *Behavior Therapy* and the *Oxford Handbook of Anxiety and Related Disorders*. Dr. Antony has received many career awards for his contributions to research and training, and he also has served as president of the Canadian Psychological Association.

Aaron T. Beck

Aaron T. Beck, MD, founded Cognitive Therapy. He currently directs the Psychopathology Research Unit in the Department of Psychiatry at the University of Pennsylvania, where he is an emeritus professor. Dr. Beck is the recipient of numerous awards, including the 2006 Albert Lasker Clinical Medical Research Award for developing Cognitive Therapy.

Larry E. Beutler

Larry E. Beutler, PhD, is Professor Emeritus at the University of California–Santa Barbara and the William McInnes Distinguished Professor Emeritus at Palo Alto University. He is past editor of the *Journal of Consulting and Clinical Psychology* and the *Journal of Clinical Psychology*. He is past president of two APA divisions (the Society of Clinical Psychology and the Society for Advancement of Psychotherapy) and author or coauthor of 29 books and more than 500 scholarly papers and chapters on psychotherapy and assessment. He is the developer of Systematic Treatment Selection (STS) and the associated website (www.innerlife.com). STS is an evidence-based integrative psychotherapy that identifies principles of therapeutic change that are associated with effectiveness.

Charles Bowman

Charles Bowman is Co-President of the Indianapolis Gestalt Institute and a past president of the Association for the Advancement of Gestalt

Therapy. He teaches Gestalt therapy nationally and internationally and has numerous related publications. He is a Gestalt trainer, psychotherapist and business consultant in Indianapolis, Indiana.

Lillian Comas-Díaz

Lillian Comas-Díaz, PhD, is a clinical psychologist in full-time private practice and a Clinical Professor at the George Washington University Department of Psychiatry and Behavioral Sciences. Lillian has published extensively in psychology and serves on several editorial boards. She is the author of *Multicultural Care: A Clinician's Guide to Cultural Competence*. Her most recent book is *Womanist and Mujerista Psychologies: Voices of Fire, Acts of Courage* (coedited with T. Bryant Davis).

Frank Dumont

Frank Dumont, EdD, Professor Emeritus, McGill University, Montreal, Canada, was Director of the PhD program in counseling psychology at McGill, where he served as department chair. He published widely on inferential processes in psychotherapy, collaborated with Raymond Corsini on *The Dictionary of Psychology*, and most recently authored *A History of Personality Psychology*.

Albert Ellis (1913–2007)

Albert Ellis, PhD, wrote more than 80 books and more than 800 articles, but he is best known for developing and championing Rational Emotive Behavior Therapy (REBT). He was consistently ranked as one of the most influential psychologists of the 20th century. In addition to his writing, Al trained and supervised practitioners, and he helped thousands of clients in his clinical practice. Dr. Ellis was posthumously awarded the 2013 Award for Outstanding Lifetime Contributions to Psychology by the American Psychological Association.

Debbie Joffe Ellis

Debbie Joffe Ellis, MDAM, is a licensed psychologist and mental health counselor, author, and presenter who conducted public and professional workshops with her husband, Albert Ellis, until his death in 2007. Debbie currently maintains a clinical practice

and travels around the world presenting on Rational Emotive Behavior Therapy.

Victoria Kaitlin Foley

Victoria Kaitlin Foley is a doctoral student and Prize Fellow in clinical psychology at The New School for Social Research in New York, New York. She received her MA in Psychology from The New School in 2017 and her BA in English and Political Science from Vanderbilt University in 2011.

Irene Goldenberg

Irene Goldenberg, EdD, is a Professor Emerita in the Department of Psychiatry, University of California at Los Angeles. She has trained generations of psychiatrists and psychologists in family therapy, and she coauthored *Family Therapy: An Overview*, now in its eighth edition. Currently, Irene is in independent practice in Los Angeles, California.

Lynne Jacobs

Lynne Jacobs, PhD, cofounded the Pacific Gestalt Institute in Los Angeles, where she continues to practice. She is also a training and supervising analyst at the Institute of Contemporary Psychoanalysis, and she maintains a private practice in Los Angeles. Lynne has numerous publications and teaches Gestalt therapists internationally.

Ruthellen Josselson

Ruthellen Josselson, PhD, is a professor of clinical psychology at the Fielding Graduate University in Santa Barbara, California, and a practicing psychotherapist. She is author of many books and articles, including *Playing Pygmalion: How People Create One Another*, *The Space Between Us: Exploring the Dimensions of Human Relationships*, and, most recently, *Paths to Fulfillment: Women's Search for Meaning and Identity*. She is codirector of the Yalom Institute of Psychotherapy, and she has received both the Henry A. Murray Award and the Theodore R. Sarbin Award from the American Psychological Association.

Alexander Kriss

Alexander Kriss, PhD, is a clinical psychologist and writer. He received his doctorate from The

New School for Social Research in New York City and completed internship training at Columbia University Medical Center in 2014. Dr. Kriss currently works in private practice in New York City and is a clinical supervisor at the City College of New York and The New School.

Michael P. Maniaci

Michael P. Maniaci, PsyD, is a licensed clinical psychologist in private practice in Chicago and Naperville, Illinois. He teaches at numerous institutions and consults with several organizations. He has written more than 50 articles or book chapters and authored, coauthored, or edited five textbooks.

John C. Norcross

John C. Norcross, PhD, ABPP, is Distinguished Professor and former Chair of Psychology at the University of Scranton, Adjunct Professor of Psychiatry at SUNY Upstate Medical University, and a clinical psychologist in part-time practice. Author of more than 400 publications, Dr. Norcross has cowritten or edited 25 books, including *Psychotherapy Relationships That Work*, *Handbook of Psychotherapy Integration*, *Insider's Guide to Graduate Programs in Clinical and Counseling Psychology*, and the five-volume *APA Handbook of Clinical Psychology*. John also has served as president of the APA Society of Clinical Psychology, APA Division of Psychotherapy, and the Society for the Exploration of Psychotherapy Integration.

Kenneth S. Pope

Kenneth S. Pope, PhD, is a licensed psychologist and diplomate in clinical psychology whose works include more than 100 articles and chapters. The most recent of Ken's 12 books are *Ethics in Psychotherapy and Counseling: A Practical Guide* (6th ed.) (coauthored with Melba J. T. Vasquez) and *Five Steps to Strengthen Ethics in Organizations and Individuals: Effective Strategies Informed by Research and History*. A Fellow of the Association for Psychological Science (APS), Ken provides free psychology and disability resources at kpope.com.

Tayyab Rashid

Dr. Tayyab Rashid, (www.tayyabrashid.com), is a licensed clinical psychologist and associate faculty at the University of Toronto, Canada. Dr. Rashid's expertise includes positive psychology based clinical interventions, postdramatic growth, resilience, and self-development of emerging adults. He is the current president of Clinical Division of the International Positive Psychology Association (IPPA) and recipient of IPPA's Outstanding Practitioner Award for 2017.

Nathaniel J. Raskin (1921–2010)

Nathaniel J. Raskin, PhD, has been called a “quiet giant” of the client-centered approach. He was a student of Carl Rogers, later a colleague and close friend, and a Professor of Clinical Psychology at Northwestern University Medical School. Everyone who experienced Nat in small groups, in classes, or as clients, recalls his decency, generosity, and profound embodiment of unconditional positive regard, empathic understanding, and genuineness.

Carl Rogers (1902–1987)

Carl Ransom Rogers, PhD, pioneer of the client-centered and person-centered approach, is regarded as one of the most influential and revolutionary psychologists of the 20th century. He was a master therapist whose emancipatory theory and practice, not only of therapy but also of interpersonal relationships, are widely studied. His later work included large group encounters between parties to international conflicts in Northern Ireland and Central America.

Laurie Sackett-Maniacci

Laurie Sackett-Maniacci, PsyD, is a licensed clinical psychologist and an adjunct faculty member at Roosevelt University in Schaumburg, Illinois. She maintains a private practice in Naperville, Illinois, and she is a student and instructor of yoga.

Jeremy D. Safran

Jeremy D. Safran, PhD, is Professor of Psychology at The New School for Social Research, Clinical Professor at the New York University Postdoctoral

Program in Psychotherapy and Psychoanalysis, and past president of the International Association for Relational Psychoanalysis and Psychotherapy. He is the author of numerous books, including *Psychoanalysis and Psychoanalytic Therapies*.

Martin E. P. Seligman

Martin Seligman, PhD, is the Zellerbach Family Professor of Psychology and Director of the Positive Psychology Center at the University of Pennsylvania. Seligman cofounded the field of positive psychology in 1998 and has since devoted his career to furthering the study of positive emotion, positive character traits, and positive institutions. Seligman's earlier work focused on learned helplessness and depression. Seligman is an often-cited authority in Positive Psychology and a best-selling author.

Mark Stanton

Mark Stanton, PhD, ABPP, is the provost and a professor of Graduate Psychology at Azusa Pacific University. He was the inaugural editor of *Couple and Family Psychology: Research and Practice*, the 2011–2012 president of the American Board of Couple and Family Psychology, the 2005 president of the APA Society for Family Psychology, and coauthor of the ninth edition of *Family Therapy: An Overview*. He maintains a private practice focused on couples therapy.

Frances Vaughan (1935–2017)

Frances Vaughan, Ph.D., was formerly president of both the Association of Transpersonal Psychology and the Association of Humanistic Psychology, as well as on the clinical faculty of the University of California. Her many publications included the books *Awakening Intuition*, *The Inward Arc: Healing in Psychotherapy and Spirituality*, and *Shadows of the Sacred: Seeing through Spiritual Illusions*. With her husband Roger Walsh, she also coedited *Paths Beyond Ego: The Transpersonal Vision*. She was awarded two honorary doctorates.

Helen Verdeli

Helen Verdeli, PhD, is an Associate Professor of Clinical Psychology at Teachers College, Columbia

University. Her teaching and research focus on treatment and prevention of mood disorders with an emphasis on underresourced regions around the world. She serves on advisory committees for the World Health Organization, United Nations nongovernmental organizations, and many other international organizations.

Roger Walsh

Roger Walsh, MD, PhD, DHL, is professor of psychiatry, philosophy, and anthropology and a professor in the religious studies program at the University of California at Irvine. He is a long-term student, teacher, and researcher of contemplative practices. His relevant publications include *Paths Beyond Ego*, *The World of Shamanism*, and *Essential Spirituality: The Seven Central Practices*. He has also produced an American Psychological Association psychotherapy video, *Positive and Transpersonal Approaches to Therapy*.

Danny Wedding

Danny Wedding, PhD, MPH, taught at numerous universities, including the University of Missouri, Alliant International University, Yonsei University (South Korea), Chiang Mai University (Thailand), and the American University of Antigua. Danny has published widely, and he edited *PsycCRITIQUES*, the American Psychological Association's journal of book and film reviews, for 14 years. He is currently a Distinguished Consulting Faculty Member at Saybrook University in Oakland, California, and he edits the Hogrefe/Society of Clinical Psychology series *Advances in Psychotherapy: Evidence Based Practice*.

Marjorie E. Weishaar

Marjorie E. Weishaar, PhD, is a Clinical Professor of Psychiatry and Human Behavior at the Alpert Medical School of Brown University. She teaches cognitive therapy to psychology and psychiatry residents. She has widely published in cognitive therapy and has received several teaching awards.

Myrna M. Weissman

Myrna M. Weissman, PhD, is a Professor of Epidemiology and Psychiatry at the College of

Physicians and Surgeons and the Mailman School of Public Health, Columbia University. She is also Chief of Epidemiology at the New York State Psychiatric Institute. Myrna has won numerous awards for her research on depression, and she has been elected to the National Academy of Medicine of the National Academy of Science.

Marjorie C. Witty

Marjorie C. Witty, PhD, is Professor and University Fellow at the Illinois School of Professional Psychology, Argosy University, Chicago. She has taught and practiced client-centered therapy since 1974. She has published articles on the subject of social influence and nondirectiveness in client-centered therapy and served on the editorial boards of *The Person-Centered Journal* and the *Person-Centered and Experiential Psychotherapies* journal.

Irvin Yalom

Irvin Yalom, MD, is Emeritus Professor of Psychiatry at Stanford University and currently in private practice in Palo Alto and San Francisco. He has published widely, including textbooks (*The Theory and Practice of Group Psychotherapy* and *Existential Psychotherapy*), guides for therapists (*The Gift of Therapy* and *Staring at the Sun*) and collections of psychotherapy tales (*Love's Executioner* and *Momma and the Meaning of Life*) as well as several psychotherapy teaching novels (*When Nietzsche Wept*, *Lying on the Couch*, *The Schopenhauer Cure*, and *The Spinoza Problem*) and his 2017 memoir, *Becoming Myself*.

Gary Yontef

Gary Yontef, PhD, ABPP, is a cofounder of the Pacific Gestalt Institute, past president of the Gestalt Therapy Institute of Los Angeles, and an Associate Editor of *Gestalt Review*. He formerly taught at UCLA but is now in private practice in Los Angeles. Gary teaches and consults internationally, and his publications about the theory and practice of relational gestalt therapy include the book *Awareness, Dialogue, and Process: Essays on Gestalt Therapy*.

Acknowledgments

Every new edition of a book is shaped and improved by the comments of those readers who take time to provide feedback about previous editions. This book is no different, and I have benefited from the suggestions of literally hundreds of my students, colleagues, and friends. I have been particularly vigilant about getting feedback from those professors who use *Current Psychotherapies* as a text, and their comments help shape each new edition. I also benefited from numerous suggestions from colleagues in the Society of Clinical Psychology (Division 12 of the American Psychological Association) during my presidential year and every year since. Barbara Cubic and Frank Dumont helped with this new edition and made numerous important suggestions, and I'm grateful for the common sense and good advice of Alexander Hancock, a Cengage content developer, and Julie Martinez, my Cengage product manager.

Preface

This new edition of *Current Psychotherapies* reflects a commitment to maintaining the currency alluded to in the book's title, and the text in its entirety provides a comprehensive overview of the state of the art of psychotherapy in 2018. More than a million students have used previous editions of this book, and *Current Psychotherapies* has been translated into more than a dozen languages. One reviewer referred to the text as "venerable." I am proud of its success.

Ray Corsini originally persuaded me to work with him in 1976 while I was a graduate student at the University of Hawaii, and recruiting the best possible authors and maintaining the quality of *Current Psychotherapies* has been a consuming passion for the past four decades. I'm convinced each new edition is better than the last.

A new author has been added for the chapter on Psychodynamic Psychotherapies, and she has updated the chapter and added numerous descriptions of cutting-edge psychodynamic research (e.g., a 2017 study documenting the equivalent effectiveness of psychodynamic and cognitive behavioral treatments). Michael P. Maniacci and Laurie Sackett-Maniacci, an Adlerian husband and wife team, have updated their chapter to describe the seminal contributions Jon Carlson made before passing away while their chapter was being written.

Marge Witty has made extensive updates to her chapter on Client Centered Psychotherapy, including a discussion of the paternalism inherent in cognitive behavior therapy based on Proctor's (2017) analysis and Ryan and Deci's (2017) formulation of self-determination theory. Debbie Joffe Ellis, widow of Albert Ellis, has updated the chapter on REBT, expanded her discussion of the importance of gratitude, and included information on accessing the REBT videotapes she developed for the American Psychological Association.

My friend Martin Antony (Marty) is a consummate scholar, and his chapter includes numerous updates to recent findings in the behavior therapy literature, including evidence documenting the importance of the relationship in cognitive behavior therapy (Kazantzis, Dtilio, & Dobson, 2017). Marty also notes that the Society of Clinical Psychology's 2017 list of empirically supported psychological treatments "includes 80 treatments for particular disorders of which more than three quarters are behavioral or cognitive-behavioral treatments."

The chapter on Cognitive Therapy now includes a discussion of the relevance of mindfulness training to the treatment of anxiety and depression in cognitive therapy. Marjorie Weishaar and Aaron (Tim) Beck also allude to recent meta-analyses supporting the efficacy of cognitive behavior therapy. Getting to know and work with Marjorie and Tim has been one of the most rewarding aspects of my work as editor of *Current Psychotherapies*.

Ruthellen Josselson and Irvin Yalom have updated their chapter to include a discussion of the move toward psychotherapy integration, and they introduce readers to two important new books in existential psychotherapy: Jerry Shapiro's *Pragmatic Existential Counseling and Psychotherapy: Intimacy, Intuition, and the Search for Meaning* (2016) and Orah Krug and Kirk Schneider's *Supervision Essentials for Existential-Humanistic Therapy* (2016).

A new author, Charles Bowman, has been added to the chapter on Gestalt Therapy. Dr. Bowman has made extensive changes to the previous chapter, making it current and contemporary. I appreciate his erudite scholarship, especially his thoughtful explanation of the limits of evidence in the Gestalt tradition. He notes “randomized controlled trials, which are considered ‘strong evidence’ by researchers, decontextualize the patient, and bear no resemblance to the clinical situation.”

Helen Verdeli and Myrna Weissman have updated their chapter on Interpersonal Psychotherapy (IPT) to include a discussion of recent meta-analyses like that of Palpacuer and colleagues (2017), who “found IPT to be the most robust of psychotherapeutic interventions, having the highest increase in response compared to the wait-list condition.” They also introduce readers to an important new book, *Interpersonal Psychotherapy for Posttraumatic Stress Disorder* (Markowitz, 2017).

The chapter on Family Therapy has a new coauthor, Mark Stanton, Provost at Azusa Pacific University. Mark coauthored the ninth edition of the Goldenberg’s classic text on Family Therapy, and he updated the *Current Psychotherapies* chapter on Family Therapy to include multiple studies from 2016 and 2017, including a discussion of how family therapists relate to the “unique problems inherent in the multitude of families today that do not fit the historical model of the intact family.”

I am especially grateful to my good friend Roger Walsh, a visionary polymath, who retitled and reworked his chapter on contemplative psychotherapies to focus on mindfulness and its relevance to all forms of psychotherapy. His new chapter, now titled “Mindfulness and Other Contemplative Psychotherapies,” is a masterful review of a vast and ever-growing literature. I found his new discussion of “The Shadow Side of Success,” pointing out the problems associated with an unduly enthusiastic rush to embrace mindfulness in psychotherapy, especially compelling. I’m confident there is no one in the world better qualified than Roger to write this chapter.

Positive psychology is one of the newest and most exciting developments in contemporary psychotherapy, and two bona fide experts—Tayyab Rashid and Martin Seligman—have updated their chapter on Positive Psychotherapy (PPT) for this new edition of *Current Psychotherapies*. Their “Summary of PPT Outcome Studies” is a masterful overview of recent research, including seven studies published since 2016.

Working closely with one’s friends is one of the joys of editing a book like this, and I consider John Norcross and Larry Beutler two of my finest friends. Both are prolific authors, both are incredibly smart, and both write beautifully. At different times, all three of us have served as President of the Society of Clinical Psychology, and I appreciate their consummate scholarship and the care they took to update their chapter.

Lillian Comas-Díaz is another cherished friend, and one of the women I most admire. Lillian is bilingual and bicultural, and she knows more about multicultural psychotherapy than anyone else I know. Her updated chapter addresses the importance of humility in culturally relevant psychotherapy. In her characteristic way, the first draft of her revised chapter failed to mention her newest book, *Womanist and Mujerista Psychologies: Voices of Fire, Acts of Courage*, co-edited with Thema Bryant-Davis (2016). It is an important book, and I insisted it be included.

Finally, it was once again a pleasure to work with Ken Pope in an effort to “wrap things up.” We discuss a discouraging report on *The State of Mental Health in America 2017* (Nguyen & Davis, 2017), provide updated numbers for the number of mental health professionals working in a variety of different disciplines, and discuss the slowly growing number of states that now allow psychologists with appropriate training to prescribe psychotropic medications. In addition, there is a new discussion of the “Goldwater rule,” which prohibits many mental health professionals from diagnosing individuals they have never formally assessed. This vexing issue seems especially relevant after the 2016 presidential election.

In a preface to an earlier edition, Raymond J. Corsini described six features of *Current Psychotherapies* that have helped ensure the book’s utility and popularity. These core principles have guided the development of each subsequent edition.

1. *The chapters in this book describe the most important systems in the current practice of psychotherapy.* Because psychotherapy is constantly evolving, deciding what to put into new editions and what to take out demands a great deal of research. The opinions of professors were central in shaping the changes we have made.
2. *The most competent available authors were recruited.* Newly established systems are described by their founders; older systems are covered by those best qualified to describe them.
3. *This book is highly disciplined.* Each author follows an outline in which the various sections are limited in length and structure. The purpose of this feature is to make it as convenient as possible to compare the systems by reading the book “horizontally” (from section to section across the various systems) as well as in the usual “vertical” manner (chapter to chapter). The major sections of each chapter include an overview of the system being described, its history, a discussion of the theory of personality that shaped the therapy, a detailed discussion of how psychotherapy using the system is actually practiced, and an explanation of the various applications of the approach being described. In addition, each therapy described is accompanied by a case study illustrating the techniques and methods associated with the approach. Students interested in more detailed case examples can read this book’s companion volume, *Case Studies in Psychotherapy* (Wedding & Corsini, 2014); the case studies book presents an exemplar case to accompany each of the core therapy chapters in *Current Psychotherapies*. Those students who want to understand psychotherapy in depth will benefit from reading both *Current Psychotherapies* and *Case Studies in Psychotherapy*.
4. *Current Psychotherapies is carefully edited.* Every section is examined to make certain that its contents are appropriate and clear. In the long history of this text, only one chapter was ever accepted in its first draft. Some chapters have been returned to their original authors as many as four times before finally being accepted.

5. *Chapters are as concise as they can possibly be and still cover the systems completely.* We have received consistent feedback that the chapters in *Current Psychotherapies* need to be clear, succinct, and direct. We have taken this feedback seriously, and every sentence in each new edition is carefully edited to ensure that the information provided is not redundant or superfluous.
6. *The glossary for each new edition is updated and expanded.* One way for students to begin any chapter would be to read the relevant entries in the glossary, thereby generating a mind-set that will facilitate understanding the various systems. Personality theorists tend to invent new words when no existing word suffices. This clarifies their ideas, but it also makes understanding their chapter more difficult. A careful study of the glossary will reward the reader.

Ray Corsini died on November 8, 2008. He was a master Adlerian therapist, the best of my teachers, and a cherished friend. I will always be grateful for his friendship, his support of my career, and everything I learned from him during the many years we worked together.

Danny Wedding
Berkeley, California

1

Introduction to 21st-Century Psychotherapies

Frank Dumont



In the sum of the parts there are only the parts (Wallace Stevens, 2011). But in the product of the parts we can identify the person.

Courtesy of Frank Dumont

Other men are lenses through which we read our own minds.

Ralph Waldo Emerson (1850)

Psychotherapy, as far as it leads to substantial behavior change, appears to achieve its effect through changes in gene expression at the neuronal level.

Eric Kandel (1996)

Learning Objectives

- 1 Learn how psychotherapies evolved since Leibniz into the science and professions of the 21st century: studies of the subliminal mind, lab-based organic research, psychologist clinicians, the clash of organic and school-based approaches, and rise of the empiricists.
- 2 Examine the impact of emergent biological sciences on mentalistic approaches to mental health.
- 3 Learn how controlling environmental events can therapeutically alter our genome and explore the impact of neuroscience on psychotherapy in the future.
- 4 Appreciate changing views of globalization, indigenizing psychology, and cross-cultural counseling.
- 5 Explore the fault lines in empirically based therapy: art vis-à-vis science.
- 6 Examine manualization of psychotherapy and its limitations.
- 7 Explore how integrationist and cross-disciplinary impulses will influence your future practice.
- 8 Examine who can do therapy and what constraints, personal and institutional, are imposed.

Evolution of this Science and Profession LO1

This new edition of *Current Psychotherapies* surveys a diverse set of empirically based psychotherapies that have been thoroughly updated. Each presents a vision of the human as well as a set of distinct treatment procedures for addressing the emotional distress and accompanying behavioral and cognitive problems that drive people to seek help. As one reviews the evolution of this book through its 11 editions and the theories of personality development that underpin each therapy treated within it, it's evident that theories have an increasingly short half-life. Entire schools of psychotherapy have undergone dramatic change, some more rapidly than others—and some have virtually disappeared (e.g., transactional analysis). New and increasingly integrative approaches to mental health have been presented. Although built on strong historical foundations, these recent modalities would strike even psychotherapists of the 1960s and 1970s as novel if not strange.

The structures of all the therapies presented here, and their interdisciplinary and clinical effectiveness, have continued to improve since the preceding edition. Yet in this context, we regret that some widely practiced and reputed therapies such as **Acceptance and Commitment Therapy (ACT)**, which we urge readers to study (e.g., Hayes, Strosahl, & Wilson, 2011) and **Dialectic Behavior Therapy (DBT)** developed in part by Marsha M. Linehan (e.g., Dimeff & Linehan, 2001) were omitted for reasons of space limitation and availability. Chapter 2, “Psychodynamic Psychotherapies,” presents the evolved *21st century configurations* of Freudian and Jungian schemas, which continue to serve as a prolific matrix for Kleinian and other *analytic* therapies springing from those origins. All the other chapters have been similarly updated. We regret that still other effective psychotherapies have not been added that would merit inclusion were it not for space limitations.

Historical Foundations of Psychotherapy

To understand where our profession is heading, we need to know where psychotherapy historically started in the West and how it has been transformed by the ongoing global integration of scientific and cultural perspectives on behavior and cognition. This history is briefly addressed in this section.

From the origins of recorded history, humans have sought means to remedy the mental disorders that have afflicted them. Some of these remedies, such as the ceremonial healing rituals found in **shamanistic** societies, were and continue to be patently unscientific—though not necessarily ineffective for that reason. Pre-Christian, temple-like asklepeia and other retreat centers of the eastern Mediterranean region used religio-philosophical lectures, meditation, and simple bed rest to compete with secular medicine and assuage if not remedy psychological disorders. Within the secularistic stream of psycho-physiological treatment in which he worked, Hippocrates presented Western science with a humor-based four-factor theory of personality (Dumont, 2016). That paradigm has been recapitulated and endorsed by Hans Eysenck and other psychologists over the past century.

By their empirical investigations, Hellenist physicians understood that the brain was not only the seat of knowledge and learning but also the source of depression, delirium, and madness. Indeed, Hippocrates wrote, “Men ought to know that from nothing else but the brain come joys, delights, laughter and sports, and sorrows, griefs, despondency, and lamentations . . . and by the same organ we become mad and delirious, and fears and terrors assail us . . . all things we endure from the brain when it is not healthy”

(5th century BCE, quoted by Stanley Finger, 2001, p. 13). Hippocrates himself insisted that his students address illnesses by natural means. He repudiated the popular notion that conditions such as seizures were “divine” and should be treated by supplicating or appeasing a deity. Although the Hippocratic tradition endured without interruption to the time of his renowned disciple Galen, who lived six centuries later, psychotherapy as a domain of science in its modern sense did not clearly emerge until the 18th century.

The Unconscious

A Primordial Construct

The reader will find that the construct unconscious plays a salient role in certain chapters of this volume. Although it was examined and debated by Hellenists thousands of years ago, the unconscious was also a key construct in the psychotherapies that emerged in the West in the 19th century. The *scientific* study of the unconscious is commonly thought to have started with renowned polymath Gottfried Wilhelm Leibniz (1646–1716). Leibniz studied the role of **subliminal** perceptions in our daily life (and coined the term **dynamic** to describe the forces that operate in unconscious mentation). His investigations of the unconscious were continued by Johann Friedrich Herbart (1776–1841). Herbart attempted to mathematicize the passage of memories to and from the conscious and the unconscious. He suggested that tacit ideas struggle with one another for access to consciousness as dissonant ideas repel and depress one another. Associated ideas help draw each other into consciousness (or drag each other into unconscious realms). Leibniz and Herbart are salient examples of 17th- and 18th-century scientists who attributed significance to an understanding of the unconscious in their work (Whyte, 1960).

Evidence accumulates that the mind never sleeps, operates continuously at various subliminal levels, and constantly pursues solutions to self-perceived problems and needs. Vivid examples of this include great discoveries made when one is not actually thinking of a problem that requires solution. For example, Henri Poincaré, a great 20th-century mathematician, famously was boarding a tram en route to a vacation site when the solution to a math problem that had eluded him (and the world) appeared spontaneously in his (well-prepared) mind. Quite recently, Thomas Royen, a retired German statistician in the pharmaceutical industry, was brushing his teeth when a similar revelation occurred. The remarkable but simple solution to the Gaussian correlation inequality thesis presented itself unannounced. (Students can download proofs at T. Royen, 2014, and access other key references at the Wikipedia Web site.) Such activities also occur in the more mundane domains of our personal lives.

Mesmer and Schopenhauer

Two of the most influential and creative thinkers in the early 19th century were Franz Anton Mesmer (1734–1815) and Arthur Schopenhauer (1788–1860). Their impact can be seen in the psychiatric literature that evolved into the full-fledged systems of Pierre Janet, Sigmund Freud, Alfred Adler, and Carl Gustav Jung. Nobel laureate Thomas Mann observed that, in reading Freud, he had an eerie feeling that he was actually reading Schopenhauer translated into a later idiom (Ellenberger, 1970, p. 209). Analogous statements could be made about many of the other system builders.

Regarded as the pioneers of hypnotherapy, Mesmer and his disciples effectively discredited the exorcist tradition that had dominated pre-Enlightenment Europe (Leahey, 2000, pp. 216–218). That there are many quaint and unsubstantiated hypotheses in the

Mesmerian system does not diminish the fact that we can trace to Mesmer the principle that rapport between therapist and patient is important in therapy. He also stressed the influence of the unconscious in shaping behavior, and he clearly demonstrated the influence of the personal qualities of the therapist; the spontaneous remission of disorders; hypnotic somnambulism; the selective, inferential function of memories of which we have no conscious awareness (reaffirmed later by Helmholtz in 1861); the importance of patients' confidence in treatment procedures; and other **common factors** in our current therapeutics armory.

Three distinct streams of investigation into how the mind works emerged in the 19th century. The contributors to these streams were (1) systematic, lab-bench empiricists; (2) philosophers of nature; and (3) clinician researchers. A multitude of psychotherapies were spun off from these investigations.

Psychotherapy-Related Science in the 19th Century

The Natural Science Empiricists

Some of the greatest scientists of the 19th century such as Gustav T. Fechner (1801–1887) and Herman von Helmholtz (1821–1894) conducted seminal research in the area of cognitive science. Fechner's work tapped into and overlapped the investigations of Herbart. Fechner began with the distinction between the theaters of the waking and sleeping states—and especially the dream state. That the unconscious exists as a realm of the mind was evident even to the untutored farm laborer. Anyone who had ever struggled to recall a memory—and succeeded—knew that he or she retained knowledge that was not always readily accessible. This knowledge had to reside somewhere. In his psychophysics experiments in the late 1850s, Fechner attempted to measure the intensity of psychic stimulation needed for ideas to cross the threshold from the unconscious to full awareness—what is referred to today as working memory—as well as the intensity of the resultant perception. Fechner's studies reverberated throughout Europe, and the reader may unknowingly resonate to his findings not only in Freud's writings and the chapters of this book but also in those of myriad other contemporary theorists and practitioners, most notably the Gestaltists and (Milton H.) Ericksonians.

In 1861 Helmholtz, another experimentalist, “discovered the phenomenon of ‘unconscious inference,’” which he perceived “as a kind of instantaneous and unconscious reconstruction of what our past taught us about the object” (Ellenberger, 1970, p. 313). This idea has been given modern trappings in *Thinking, Fast and Slow*, a popular and influential book by Daniel Kahneman (2011). Wilhelm Griesinger, Joannes von Müller, and many other such experimentalists and brain scientists dominated the academic scene of Vienna, Berlin, Heidelberg, Tübingen, Leipzig, and other German-language universities and institutes in the 19th century, making many contributions that infused the work of later psychodynamicists.

The spirit and approach of these lab-based scientists resounded throughout Europe and in large part constituted what became known there as the organicist tradition—an approach that contrasts with the psychic mentalist tradition. Several of Freud's mentors, including Ernst Brücke (1819–1892) and Theodor Meynert (1833–1892), were organicists. Although the organicists worked feverishly throughout the century to find solutions to psychiatric disorders, Emil Kraepelin on the cusp of the 20th century finally conceded defeat, admitting that 50 years of hard bench work had given medicine few tools for understanding or curing psychiatric disorders (Shorter, 1997, pp. 103, 328).

Kraepelin turned his attention to classifying diseases, meticulously describing them, schematizing their course, and establishing benchmarks for ongoing prognoses—thus generating as a by-product a paradigm for the contemporary *Diagnostic and Statistical Manual* (DSM). Kraepelin's views provided an opportunity for those so inclined to argue that only a psychological approach to mental illness would prove effective. Thereafter, the work of all the brass-instrument methodologists and empiricist dream scholars of the second half of the 19th century paled in significance by comparison with the influence of the psycho-philosophical clinicians.

The Psychologist Philosophers

The philosophers of nature had a much greater long-term influence on the development of the psychotherapies described in the following chapters of this book than did laboratory-based scientists. These philosophers can be historically situated in the same school of thought that nurtured Schiller and Goethe. They were Romantics in the philosophical sense, firmly rooted in nature, beauty, homeland, sentiment, the life of the mind, and, of course, the mind at its most enigmatic: the unconscious. Arthur Schopenhauer, Carl Gustav Carus, and Eduard von Hartmann were among the most notable of this group.

Schopenhauer published *The World as Will and Representation* in 1819. Once it caught on, this masterpiece of the Western canon provided ideational grist for generations of psychological researchers. It inspired especially those psychologists who were imbued with the 19th-century historical school *Philosophy of Nature*. They had embraced (or resigned themselves to) nonbiological methods for curing the fashionable disorders of the day—even those that today would be classified as major mental disorders. Schopenhauer's book was in large part a treatise on human sexuality and the realm of the unconscious. His principal argument was that we know things that we are unaware that we know, and that we are largely driven by blind, irrational forces. His irrationalist and pansexual view of human behavior and mentation was deterministic and also pessimistic (see Ellenberger's 1970 analysis, pp. 208–210). Schopenhauer's thoughts influenced the psychology of many later thinkers, not the least of which were Friedrich Nietzsche and Sigmund Freud.

Carl Gustav Carus (1789–1869), a contemporary of Schopenhauer, is largely unread today. However, he can justifiably be singled out in a book on psychotherapy because he developed an early and sophisticated schema for the unconscious (see Ellenberger, 1970, pp. 202–210). Carus speculated that there are several levels to the unconscious. Humans interacting among themselves do so simultaneously at various reaches of their unconscious and conscious minds. In the clinic, as patient and therapist are at work, the conscious of each speaks to the other's unconscious and conscious. Further, the unconscious of each speaks to the conscious as well as the unconscious of the dyadic other. Both are communicating with each other *simultaneously* in paravocal, nonverbal, organic, and affective modes of which both participants are not aware. Thus, *both* the therapist and the patient, willfully or not, engage in transference and countertransference (see Dumont & Fitzpatrick, 2001). Nonlinear messages systemically and simultaneously radiate in all directions. **Therapist transference**, Carus taught us, occurs at an unconscious level even as therapist and patient greet each other for the first time. Pillow talk and huge rallies unconsciously evoke such deep-seated emotional resonances. So does the clinical psychotherapeutic relationship.

The tracts of Schopenhauer and Carus set the epistemological stage for von Hartmann's and Nietzsche's influential writings on our tacit cognitions, which they believed drove the daily, unreflective behavior of people. Nietzsche affirmed that what we are consciously thinking is “a more or less fantastic commentary on an unconscious, perhaps

unknowable, but felt text” (cited in Ellenberger, 1970, p. 273). Nietzsche developed notions of self-deception, **sublimation**, **repression**, conscience, and “neurotic” guilt. In his view, humans lie to themselves even more than they lie to each other. Cynic par excellence, Nietzsche believed that every complaint is an accusation and every admission of a behavioral fault or characterological flaw is a subterfuge to conceal serious personal failures. In brief, he unmasked many of the defense mechanisms that humans employ to embellish their persona and self-image. In his unsystematic and aphoristic way, Nietzsche cast a long shadow over the personology and psychotherapies of the 20th century.

The Clinician–Researchers

In the nascent clinical psychology of the 19th century, a great number of gifted clinicians made discoveries and innovations in their clinical practices that had implications for the development of theories of both personality and psychotherapy. Some were humble practitioners such as celebrated hypnotherapist Ambroise Liébault. Others were great scholars such as Moritz Benedikt (1835–1920), whose work in criminology, psychiatry, and neurology won the admiration of Jean-Martin Charcot. Benedikt developed the useful concept of seeking out and clinically purging *pathogenic secrets*, a practice that Jung later made an essential element of his analytic psychotherapy. Théodore Flournoy, Josef Breuer, Auguste Forel, Eugen Bleuler, Paul Dubois (greatly admired by Raymond Corsini), Sigmund Freud, Pierre Janet, Adolf Meyer, Carl Gustav Jung, and Alfred Adler all made signal contributions to the science of psychotherapy. Though many of their contributions have outlived their usefulness, the numerous offshoots of their findings and systems can be traced within current clinical psychotherapy and in other psychological disciplines. Evidence of their thinking can be found throughout the various chapters of this book.

Chapters 2 through 15 of this volume represent scientifically recognized advances over the theories and practices that preceded them. Like all current and major psychotherapies, each has emerged to a greater or lesser degree from the historical matrix previously described. The therapeutic practice of **mindfulness**, for example, can be traced to many contemplative lifestyles that have their roots in the ancient traditions of the Far East and Middle East. Some derive from those of the Near East and the *asklepeia* of Hellenic Greece, others more recently publicized in the West such as Japanese *shisa kanko* lead us to focus on what one is doing and experiencing in the moment. This stance toward the world does not favor multitasking.

The Impact of the Biological Sciences on Psychotherapy **LO2**

When patients¹ learn new ideas—whether true, false, or merely biased, and whether in the clinic or in the course of daily life—concomitant alterations of the brain occur (see, e.g., LeDoux’s *Synaptic Self*, 2002). Every encounter with our environment causes changes within us and especially in our neural functioning. Once skills and ideas are truly learned and lodged in permanent storage, it is difficult if not impossible to unlearn them. Education implies permanence. One who is given the solution to a puzzle or taught procedural skills such as cracking a safe or riding a bicycle cannot unlearn

¹Throughout this chapter, I have used the term *patient*, which etymologically implies *suffering* and characterizes most people who seek therapy. It is a derivative of a Latin verb that means to endure a painful situation. In the eighth edition of this book, Raymond Corsini noted the discipline-specific connotations of patient and *client*. Ray believed the former term was appropriate for medical contexts, and he used the latter term in his private practice.

that knowledge. Neuronal decay and lesions can, of course, undo memory and occur to a certain extent in normal aging and catastrophically in strokes, illness, or violent accidents. Needless to say, memories can be silenced, not least by epigenetic markers or by simple neglect—or rendered easily audible in one’s mind by haunting romantic cues. The task of the therapist in most cases is to help the patient fashion positive *alternative* and “future memories” supported by newly adopted motivational schemas.

Epigenetics: Neuroscience’s Novel Contributions to Psychotherapy **LO3**

In his important book *Neuropsychotherapy: How the Neurosciences Inform Effective Psychotherapy* (2007), the late Klaus Grawe noted, “Psychotherapy, as far as it leads to substantial behavior change, appears to achieve its effect through changes in gene expression at the neuronal level” (p. 3, citing Kandel, 1996). Some neuroscientists argue that prodding clients to ruminate about their past lives does not erase their painful memories or their penchant for dwelling on them. Paradoxically, this can embed clients further in their dysfunctional past by potentiating the neural circuits that are engaged with and record them. However, some psychodynamic therapists believe exploring the past can help clients reinterpret traumatic events and come to terms with their haunting vestiges; such prodding, however, does not teach them more adaptive patterns of behavior. This controversial issue may partially explain why Adler’s future-oriented approaches to therapy have gained such a strong (but often unacknowledged) foothold in contemporary positive psychotherapy compared to past-oriented approaches. Effective therapists teach patients how to avoid dysfunctional ruminations, harmful behavioral routines, and maladaptive habits. They also their clients develop social, interpersonal, self-disciplinary, and technical skills that will advance their well-being and that of others with whom they interact.

Recent neuroscience has demonstrated that neuronal restructuring, which occurs in all learning processes, enables the adaptive changes in behavior, affect, and mentation that are the core objectives of psychotherapy (see, e.g., Dumont, 2009, 2010a, 2010b). We humans enjoy a certain neural plasticity throughout life but especially in our prolonged childhood—a developmental phenomenon known as **neoteny**. (Among primates, it’s unique to humans.) This provides us the affordances of redemption from serious environmental and self-inflicted harms.

Much of the plasticity in our neuroemotional systems is achieved through **epigenetic changes** (Mukherjee, 2016, *passim*). External events (as well as those of the “internal milieu”) can turn genes on or off by enabling the synthesis of proteins that act, in the moment, on the genome in cell nuclei. Introducing even minor opportunities and novelties into clients’ lives can have enormous impact on the way they perceive and experience themselves. We now know that effective therapists and their clients can optimize desirable outcomes using neural circuit–altering placebo-laden talk and by epigenetically triggering the expression of dormant genes through exposure to nurturing social events (see, e.g., Güntürkün, 2006; LeDoux, 2002, pp. 260–300). This ancillary neurological perspective on psychotherapy allows the creative exploration of cognitive and emotional variables at play in clients’ lives that are central to their improvement.

Culture generally—and one’s immediate family specifically—function as genetic enablers. As both Merleau-Ponty (Bourgeois, 2003, p. 370) and Antonio Damasio (1994, pp. 205–212) remind us, culture is sedimented in the body and pervades our central nervous system. Epigenetic effects can operate for better or for worse, depending on the extent to which one’s culture is rich and benign—and how much one can access what it can provide. In brief, it is the complex biocultural matrix of the organic *and* the

environmental that co-construct our way of being in the world and our potential for growth (Baltes, Reuter-Lorenz, & Rösler, 2006). As LeDoux (2002) reminds us, “we are not born preassembled. We are glued together by life.”

Siddhartha Mukherjee (2016) provides a leading-edge perspective on this interplay of environmental events and dormant gene expression (pp. 393–410). “Chance events—injuries, infections, the haunting trill of that particular nocturne, the smell of that particular madeleine in Paris” all impinge on the genome. “Genes are turned ‘on’ and ‘off’ in response to these events and epigenetic marks are gradually layered” into the epigenome (p. 403). Some therapeutic procedures explained in the chapters of this book derive in part from this complex matrix. What happens to clients as they leave the clinic and reenter the hurly burly of a challenging environment can have as great an influence on them as what transpires in session. Therapy needs to focus on programming those after-session experiences.

Organicists and Dynamicists: Clashing Standpoints

Readers will immediately recognize the potential for cultural confrontations in these propositions. However, confrontation is neither necessary nor useful. A recent book integrating evolutionary, neuroscience, and sociocultural approaches to understanding close relationships among humans (Gillath, Adams, & Kunkel, 2012) presents a good model for uniting disparate approaches to the study of human nature. The ancient tensions between environmentalists and organicists, psychopharmacologists and psychodynamicists, behavioral geneticists and cognitive behaviorists can be resolved through a systemic integration of the many variables that are at play at any moment. Indeed, such integration is necessary because ignoring organic or environmental variables in the treatment of one’s clients neglects essential aspects of the whole person. That neurosciences are leading us down a radical reductionist path is a concern that has been carefully examined; in the light of recent research, it has been somewhat attenuated (e.g., Schwartz, Lilienfeld, Meca, & Sauvigné, 2016). On the other hand, treating all affective disorders as if there were no organicity in the causal skein of variables that brought them about is an ancient error that has been largely dispelled.

One example of this error is ignoring patients’ medication histories. In the final chapter of this book, Kenneth Pope and Danny Wedding (2019) discuss the danger inherent in neglecting to monitor patients who are taking psychotropic medication. Patients need to be pharmacologically guided and their experiences between sessions closely followed. Medicating patients for psychological purposes requires preset clinical objectives and conscientious ongoing assessment of progress. Grawe (2007) stated:

From a neuroscientific perspective, psychopharmacological therapy that is not coordinated with a simultaneous, targeted alteration of the person’s experiences cannot be justified. The widespread practice of prescribing psychoactive medication without assuming responsibility for the patient’s concurrent experience is, from a neuroscientific view, equally irresponsible. . . . The use of pharmacotherapy alone—in the absence of the professional and competent structuring of the treated patient’s life experience—is not justifiable. . . . (pp. 5–6)

Nurture is profoundly shaped by nature. Indeed, as Robert Plomin and Avshalom Caspi (1999) suggested, we may be genetically driven to seek the very environments that shape us. Nestler (2011) reminds us, even “[mouse] pups raised by a relaxed and nurturing mother” are more resistant to stress than pups deprived of such nurturance. Nurture melts away inhibitory methyl groups in their genome and “leaves the animals calmer” (p. 82). He concludes that scientists have learned that “exposure to the environment and to different experiences . . . throughout development and adulthood can

modify the activities of our genes and, hence, the ways these traits manifest themselves” (p. 83). Thus, aspects of our nature get epigenetically expressed and altered for better or for worse. In other words, genes get chemically tagged by the kinds of experiences to which we are subjected throughout our lives—and can subsequently be turned on or off. Like **matryoshka dolls**, genetic tags may hide inside *perceived* environmental cues.

Evolutionary Biology and Behavioral Genetics

Neuroscience is not the sole biological research domain whose findings will have implications for psychotherapy. Evolutionary psychology is closely related to the field of behavioral genetics and will further clarify many of the temperamental traits that therapists need to understand. This discipline will have an impact on the therapeutic modalities that clinicians of the future will need to develop. Further, it will shine a focused light on the human genome and the lawfulness that governs its complex transcriptions into the biopsychosocial regularities that occur in the course of one’s life. Anthropologists have discovered at least 400 universal behavioral traits that are products of our evolved monomorphic genes. This is more than we have traditionally imagined (see Brown, 1991) and places some constraints on the cultural relativism that nevertheless justifiably qualifies all our therapies.

Steven Pinker (2002) has further documented the principle that all humans share a unique human nature. If we exclude anomalous genetic mutations, the normative stance of all clinicians treating a patient is that they are dealing with an organism struck from the same genetic template as themselves. Remaining cognizant of these human regularities, clinicians will still need to uncover those traits influenced by patients’ personal life events. In that holistic context, therapists can cast light on client strengths, treat the dysfunctions that patients reveal to them, and monitor the situational variables and events that can contribute to the remediation of their condition. Those environmental variables and their influence on thought, speech, and behavior are described in cutting-edge chapters on behavior therapy (Chapter 6, authored by Martin Antony) and cognitive therapy (Chapter 7, written by Aaron Beck and Marjorie Weishaar), therapies that are distinct enough to deserve separate chapters but are still tightly intermeshed in their assessment and treatment procedures.

Finally, the related fields of molecular genetic analysis, cognitive neuropsychology, and social cognitive neuroscience, which are all advancing at impressive rates, will inevitably infiltrate our porous integrationist models of helping. To the extent they can guide the experiences of their clients, therapists shape to some degree *both* nurturing *and* natural components of their patients’ lives. Environmentalism is assuming renewed importance as a consequence of advances in the neurosciences. Though these sciences go beyond the purview of this textbook, they suggest initiatives for our clinical practice. These bioscience advances will in the next few years significantly reconfigure the way psychotherapy is done, regardless from which side of the bridgehead the therapist approaches—the nurturing or nature, the mentalist or somatic.

Cultural Factors and Psychotherapy LO4

Demographics

Multicultural psychotherapy continues to alter the curricula of most clinical and counseling psychology programs. This change reflects the self-evident importance of cultural factors in psychotherapy; however, it also acknowledged the changing demographic character of the planet, the human tides that are swirling about the previously distant