

A Theory of Counseling

Mareyke Maritje Tairas
Fakultas Psikologi Universitas Airlangga

ABSTRACT

A theory may be viewed as an intellectual model designed to explain and predict phenomena, in this case human behavior. Counseling is a profession with history and set of standards distinct from other related discipline, and activity, involves a relationship, is multidimensional, dealing with human feelings, thoughts, and behaviors as well as with the past, present and future. What is behavior? Behavior is anything that a person says or does. How we feel about ourselves influences our behavior in many situation. Past, present, future affect behavior. Personality change during the lifespan. The understanding of personality change can help counselor to treat the counselee on an appropriate way. Each individual is the product of many strands – the blending of the biological and the cultural, the intertwining of thought and feeling, the synthesis of inner strings and external pressures. The pathway and adults follow, is affected by whole range of factor such as person's psychology, personality and sociology. The healthy person is likely to have grown up in a family where the parents modeled how to choose attainable goal, effective and flexible ways of understanding and solving problem. Healthy person have the courage to do their best to accomplish the task of life as they understand them, take risk and be content to do "good enough" rather than perfectly, and thus to face life squarely without evasion or excuse. The idea of sickness as the cause of personal problems which all motions of human responsibility. The person must understand that they can do more than they think they can do. The person must think clearly and rationally, full more appropriately, and act make efficiently and effectively in achieving goals of living happily. The person understand their believe and values have confidence in them and make choices based on them, that can lead to new direction in living. To understand oneself is often a first step in healing. One goal of counseling is for an objective perceptually alert helper to assist those being helped to get a time picture of what is going on

within themselves and within the world around them, Counseling seeks to stimulate personality growth and development, to help individual cope more effectively with the problem of life, with inner conflict and with crippling emotions. To provide encouragement and guidance for those are facing losses or disappointments, and to assists persons whose live patterns are self-defeating and causing unhappiness.

Keywords: counseling

A theory may be viewed as an intellectual model designed to explain and predict phenomena, in this case human behavior, whether or not theory is a good one depends on the extent to which it achieve this aim (Jones 1982, p.6).

Counseling is a profession with history and set of standards distinct from other related discipline such as: social work, psychology, and psychiatry. Counseling is an activity that is geared for working with relatively normal functioning individuals who are experiencing developmental or adjustment problems. Counseling involves a relationship, whether in a group, family or individual format, that is caring, honest, accepting, and open. Counseling is multidimensional, dealing with human feelings, thoughts, and behavior as well as with the past, present, and future (Kottler & Brown 1996, p.13).

Coming to a counseling session can be quite difficult for the client because it is painful to talk about deep inner feelings, and it can be quite threatening to do this with a stranger. To accomplish the goal of counseling processes, the counselor need to understand the client as a whole person as human being. Later discussion the writer will briefly explain about the person.

The Structure of Personality

According to Freud, man has basic primitive wants, impulses or drives which seek expression, call Id (Sex and Aggression) there is also the Superego (roughly equivalent to what more often has been called the conscience). The Superego is socialized into the individual by his or her parents, peers, teachers, etc. The Ego, the third unit in man, is the arbiter or the conscious of self. The ego functions on the level of responsibility, where as the Id and Superego function on the level of irresponsibility (Adams 1982, p. 10).

Jones and Butman mention what does it mean to be created in God's image? A widely argued version of this statement is the argument that we image of God in being personal beings. Another widely accepted version of this view is the nation that we have an immaterial, spiritual soul and thus are at our core spiritual beings like God. Other emphasized the work or activities that we can perform that mirror God's work. (Jones & Butman 1992, pp.43-44). One aspect of that image as the passage shows was authority and rule. Man was to reflect God's rule by a kingly rule over the earth. But when Adam sinned, man lost that dominion (Adams, 1982, p. 128).

Based on the explanation above, the writer agrees that man created in God's Image, with spirit, soul, and body. Being created in the image of God may plausibly be emerge as a rich, multi-faceted reality, comprising acts, relations, capacities, virtues, disposition and even emotion (Jones & Butman 1991, p.74). Next, we will follow the explanation related to question "why he/she behave differently?"

Motivation

What do we mean by behavior? Some commonly used synonyms include “activity”, “actions”, “performance”, responding, response, and reaction. Essentially behavior is anything that a person says or does (Martins 1992, pp. 3-4). Our awareness of ourselves represents an important aspect of our behavior in many situation (Pervin 1993, p 15).

Some psychologists emphasize the importance of biological factors in determining who you are and what you do. Everything you think and feel is controlled by electrical and chemical activity in your brain and the rest of your body. Thus the body controls the mind (McConnel 1992, p 13). It is importance for the individual choice in determinant behavior. The human organism as capable of choosing between alternative courses of action. True, our biological state and your social environment influence many things we do. But given these limitation, you still are able to exercise choice in most situations.

Past, present, future affect behavior. What “moves” you? “ You move yourself.” True, many of our actions are fairly predictable –but only if we know a great deal about who we are, what we have experienced in the past, and what our resent environment is like. The study of motivation, then. Boils down to knowing as much as we can about us and our own set of personal choices (Mc Connel 1992, p 204). Undoubtedly agree that behavior can be influenced only by factors operating in the present. In this sense, only the present is important in understanding behavior. But the present can be influenced by experiences in the remote past or the recent past. Similarly, what ones is thinking about in the present can be influenced by thoughts about the immediate future or the distant future. People vary in the extent to which they worry about the past and the future (Pervin 1993, p 16)

We behave, when we (1) respond to external stimulation, or (2) commit our self to some course of action. In extreme situations, our physical needs will probably govern our responses. But in most circumstances, we will select the one thing we want to do right now from a long list of possible actions. And the factors that most influence (but do not totally determine) what we select are your past experiences and our present social environment (Mc Connel 1992, p. 204).

The conscious level is the only level that individuals can know directly. Starting a birth, it continues to grow throughout life. As individuals grow, they become different from others. This process, referred to as individuality, has as its purpose the goal of knowing oneself as completely as possible. This can be achieved, in part, by bringing unconscious contents into “relationship with consciousness”. As individuals increase their consciousness, they also develop greater individuality. At the center of the conscious process is the ego. The ego selects those perceptions, thoughts, memories and feelings that will become conscious.

Development

Personality change during the lifespan, such as children begin to describe themselves using more psychological terms and develop a global sense of self-worth, we see the emergence of similar ideas of global or enduring personality in others. The child focuses more on the inner traits or qualities of another person and that those traits will be visible in many situations (Bee 1993, p. 230). Adolescence on age – linked change occurs in self – esteem, which typically drops slightly at beginning of adolescence the average 19-20 year old has a considerably more positive sense of her global self-worth than she did at age 8 or 11 (Ibid, p. 281). By the late adolescence, most teenagers think of themselves in terms of enduring traits, belief, personal philosophy and moral standards (Ibid, pp. 281-282). Perhaps because of the mutual impact of several major roles such as parental and work roles, some very interesting, shared changing in personality qualities over the years of early adulthood. Most observes agree that over the years 40-65 there is a shift away from the achievement string, the independence, assertiveness and individualism that we see peaking at about mid-life. The task of achieving ego integrating began in middle adulthood but that it was most central in late adulthood. To achieving it the older adult must come to terms with who he or she is and has been, with how his or her life has been lived, the choices that were made, the opportunities gained and lost (Ibid, p.470).

In a counseling setting, counselor needs to understand the different personality that and occur in children, adolescence and adult. The understanding of personality change can help counselor to treat the counselee on an appropriate way. One thing we need to remember that no one the same, there are individual differences.

Individual Differences

Each individual is the product of many strands – the Blending of biological and cultural, the intertwining of thought and feeling, the synthesis of inner strings and external pressures. The process begins with conception and continues throughout life, for every human being develops in a unique way, embedded in the context of his or her environment (Craig 1996, p 4). People differ in their flexibility, costumary ways of coping, ability to learn new coping techniques, physical and psychological strength, and level of spiritual and emotional maturity (Collins 1982, p.51).

The pathway an adult follows, or the degree of movement along any one pathway, is affected by a whole range of factors, including individual family history and personality (Craig 1996, p. 408). Why individual differences, the answer comes in terms of (1) the person's psychology, means "that most behavior is learned as a results of personal experiences or teaching by

parents and other significant persons. (2) Personality – means example some people are more fearful or ‘high-strung’ than others. Some are more sensitive, self-centered, hostile, or insecure than others. These personality differences arise from a combination of inherited and learning influences which, in turn create individual differences. (3) Sociology means that the culture and subcultures stimulate in some people but give others such a secure environment. That anxiety is much less prominent. Thus what we believe or do not believe does contribute to individual has different experiences and different ways of viewing the world (Collins 1982, pp. 64-65), so it is clear that each individual is different.

Health

The health person is likely to have grown up in family where the parents modeled how to choose attainable goals, effective and flexible ways to understanding and solving problems. These people are likely to have a functional, or productive lifestyle that guides them well in dealing with life’s puzzles and problems (Jones & Butman 1991, p. 230). The healthy person is one who has good ego – strength. Destructive impulses exert less pressure on the individual so that he or she is increasingly able to make responsible decisions about how to deal with tasks of everyday living (Ibid, p 71).

Health, for Adlerian is not being “omni competent” or above life’s difficulties. Adler said that to live well we must have the courage to be imperfect. Healthy people have the courage to do their best to accomplish the task of life as they understand them, to take risks and be content to do “good enough” rather than perfectly, and thus to face life squarely without evasion or excuse. The healthy person continues to grow and cope with life with courage and concern for others (Ibid, p.230)

The person centered therapy ideal of health in the person without a past, a person without any need to submit to authority, a person without real dependence on anyone else and a person with no firm commitment to truth (Ibid, pp. 267-268). Healthy individuals take full responsibility for themselves but not for anyone else. They are truly self-supporting and certainly not dependent on outside sources of affirmation for their existence. Authentic and healthy adults trust themselves, are fully alive and aware, know their biological needs and can meet these in a nondependent and not manipulative manner. By doing that they facilitate their personal growth and achieve a higher degree of organism self-regulation. Self-fulfillment in proper alignment might be good temporal stewardship of our gifts and talents, but it needs to be directed toward a much higher purpose. (Ibid. Pp. 307-316).

Illness

Psychological guilt is the fear of being found out. It is the recognition that one has violated his standards. It is the pain of not having done as one knows

he ought to do. Further, they insist that ventilation of feelings must be replaced by confession of wrong doing. No longer will they speak of emotional problems, but rather of behavioral problems (Adams 1980, pp 14-15).

A certain amount of confusion has been occasioned by the fact that physical illness may have non organic causes. For example, worry may cause ulcers, fear may lead to paralysis. These resultant disabilities are ordinarily called psychosomatic illness. Psychosomatic illness are genuine somatic (bodily) problems which are the direct result of inner physical difficulty. But illness caused by psychological stress must be distinguished from illness caused by psychological stress (Ibid, p. 29).

The idea of sickness as the cause of personal problems vitiates all notions of human responsibility. This is the crux of the matter. People no longer consider themselves responsible for what they do wrong. Instead of assuming personal responsibility for their behavior, they blame society. Society is easy to blame since what is everyone's responsibility (Ibid, p.5-6).

Sin leads to interpersonal conflict, attempt at self-justification, a tendency to blame others for our weaknesses, psychosomatic problems, verbal and physical aggression, tension and lack of respect for God. All of this merely influences the way we feel about ourselves, often producing guilt and undoubtedly lowering our self-esteem (Collins 1980, p. 348).

Cure

The person must understand that they can do much more than they think they can do. Thus he/she become more self aware and move toward self-actualizations (Sharf 2000, p. 256). The person must think more clearly and rationally, feel more appropriately, and act more efficiently and effectively in achieving goals of living happily. The person must meet their psychological needs for belonging, power, freedom, and firm in responsible and satisfying work. The counselor works with the client to assess how well these needs are being met and what changes should take place to meet these needs (Ibid, p. 423).

The person understand their beliefs and values have confidence in them, and make choices based on them that can lead to new direction in living. A sense of aliveness comes from therapy as the individual sees life with interest, imagination, creativity, hope and joy. The important is to help the person increase positive self regard so he/she can become more fully functioning. People assess the predictive efficiency of their personal constructions of social experiences so dictate. Remain open to new possibilities for personal growth and development. Then to the extent that he or she can effectively enact a variety of social roles and comprehend the perspectives of others involved in the process of social interaction (Hjelle & Sieglers 1992, p 430).

Sometimes we must accept the fact that suffering exists or that we are sick and in need of treatment. This does not mean that we must take pleasure in the things we accept. But we must accept it with the help of God. People must be helped with spiritual problems as well as with psychological and physical difficulties. The counselor must not only be technically skillful, but should also be a spiritually mature man or woman is humble before God (Collins 1980, pp. 71-78).

Therapeutic Techniques

To understand one's self is often a first step in healing. Many problems are self-imposed but the one being helped may fail to recognize that he or she has biased perceptions, harmful attitudes or self-destructive behavior. Consider, for example, the person who complains, nobody likes me, but he/she fails to see that the complaining is one perceptually alert helper to assists those being helped to get a time picture of what is going on within themselves and within the world around them (Collins 1982, p.23).

The counseling relationship can be used to help the client focus on his own behavior, inner feelings and thoughts in the present, rather than focusing on past behaviors or on the behavior of others over which he has no control. (a) Help the client to own and deal with his emotional feeling as they arise. This includes owning and dealing with so-called "negative" feeling toward others; (b) Give the client acceptable feedback with regard to inappropriate behaviors which cause annoyance to the counselor and may annoy others; (c) help the client to recognize and deal with his human tendency to project the characteristics of significant person from his past into others; (d) Help the client to deal with his own resistance (Geldard 1989, p. 113).

Counseling seeks to stimulate personality growth and development; to help individuals cope more effectively with the problems of life, with inner conflict and with crippling emotions; to provide encouragement and guidance for those who are facing losses or disappointments; and to assist persons whose life patterns are self-defeating and causing unhappiness (Collins 1982, p. 14)

The helper must encourage the person he or she is helping to "launch out" and practice the new learning. Stressed the importance of an individual's learning to achieve and maintain one's optimal potential. This termed "self-actualizations" and is proposed by some counselor as the goal of human beings whether or not they are in counseling (Ibid, p.24).

Conclusion

The aim of counseling is to help the client become motivated to carry out his/her decisions and to achieve self –actualizations. Therefore, energies must be released through counseling which will begin to propel the client toward the goal he/she set for himself/herself.

Counselor agrees that client must be treated with respect and honor. Counselor is seen as an active participant with the client in helping solve the problem. Counseling will take some substantial time and will require regular attention if the client is to use counseling productively.

Reference

- Adam, J.E. (1982). *Competent to Counsel (14th ed)*. Grand Rapids, Michigan: Baker Book House.
- Bee, H. (1994). *Lifespan Development*. New York : Harper Collins College Publisher.
- Collins, G.R. (1982). *Christian Counseling: A Comprehensive Guide*. Waco Texas: Word Books Publisher.
- Collins, G.R. (1980). *Helping People Grow: Practical Approaches to Christian Counseling*. Santa Ana, California: Vision House Publisher.
- Craig, G.J. (1996). *Human Development*. Upper Saddle River, New Jersey: Prentice Hall.
- Geldard, D. (1989). *Basic Personal Counseling*. New York: Prentice Hall. A Division of Simon & Schuster.
- Hjelle, L.A., & Ziegler, D.J. (1992). *Personality Theories: Basic Assumptions, Research, and Applications*. (3rd ed). New York: Mcraw-Hill International Editions.
- Jones, S.L., & Butman, R.E. (1991). *Modern Psychotherapies*. Downers Grove, Illinois: Inter Varsity Press.
- Kottler, J.A., & Brown, R.W. (1996). *Introduction to Therapeutic Counseling (7th edition)*. New York: Holt, Rinehart and Winston, Inc.
- Martin, G., & Pear, J. (1992). *Behavior modifications: What it is and how to do it (4th edition)*. Englewood Cliffs, New Jersey; Prentice Hall, Inc.
- Pervin, L.A. (1993). *Personality: Theory and Research (6th ed)*. New York: John Wiley & Sons, inc.

Sharf, R.S. (2000). *Theories of Psychotherapy & Counseling: Concepts and Cases* (2nd ed). Belmont, CA, USA: Brooks/ Cole, Thomson Learning.