

Personal Model Paper

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I am currently a counselor intern at Nyack College Counseling Services. It is my second-semester counseling undergraduate and graduate students, and what a privilege and honor it is to serve God in this capacity. The population I serve consists of diverse ethnicities, such as Black/African American, Hispanics, Caucasians, Asians, and Koreans.

The three counseling theories that inform my integrated personal model of counseling are Cognitive Behavioral Therapy (CBT), Mindfulness-based Cognitive Therapy (MBCT), and Person-Centered Therapy. I used the Socratic dialogue in CBT therapy, which is a process of posing open-ended questions to the students by letting them arrive at their conclusions. The essential concepts of strengths-based CBT are the following: It is cost-effective, it is the popular approach, and the most often practice, it is brief, and it provides a set of concrete supportive skills (Corey, 2016). According to Tan 2011, CBT has more controlled outcome research is conducted on CBT and behavior therapy than on any other therapy approach. Also, CBT is likely to be one of the more fruitful models for Christians to explore for its integrative potentials. Philippians 4:8 NIV encourages a new form of thinking for CBT. "Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things."

I discover that MBCT is helpful for those students who are stressed with their academic work or experiencing anxiety and depression. Mindfulness involves developing an attitude of curiosity and compassion toward the present experience. It practices focusing on the moment to moment experiencing and assisting the students in developing an attitude of open awareness and acceptance of what is. I incorporate mindfulness practices such as meditation and breathing exercises. The student learns how to stop negative thought patterns that can cause a downward

twist into a depressed state so they will be able to fight off depression and anxiety before it takes hold (Corey, 2016).

I used Person-Centered Therapy in all my sessions; this approach, according to Tan 2011, focuses on the capacity of the client to heal and to grow in the context of a warm, empathic, and genuine therapeutic relationship with the counselor. I found that person-centered is useful in several issues such as depression, anxiety, grief, and loss of relationship and sexual abuse. The student wants to feel that I empathize with their viewpoint, a congruence counselor, and non-judgmental.

I consider myself an Integrative counselor that combines different therapeutic tools and approaches to accommodate the needs of the individual students. Each student is unique; I have drawn from different theories and interventions to create a treatment plan that is more flexible and inclusive. My site supervisor has commented that she see my style of counseling is an integrative approach. She also saw evidence of Gestalt Therapy and Emotion Focus Therapy in my treatment plans and progress notes.

The following is an example of a short vignette of how I applied Integrative Therapy with CBT, MBCT, and Person-Centered Therapy: The client is a 32-year-old Caucasian undergraduate female student majoring in Social Work. She grew up with her mother and father and six siblings. The client is a liberal Mennonite, but in childhood and adolescence, she grew up in a restricted Mennonite community. Growing up in her home was scary, a constant fear of God, fear of her father, and strictly religious.

The client discusses her incestual sexual abuse by her older and middle brother. She was eight years old when her older brother sexually abused her, and about twelve years old when her middle brother started. The client sought counseling on her own when she was seventeen years old. She led a family intervention to confront her brothers about what they had done to her and

found out that her parents knew. The client was tearful while talking about her traumatic event and the emotional betrayal she felt towards her parents. The event has left her with struggles on how to tell the difference between rational and irrational thinking. This struggle has caused tremendous anxiety.

The session began with a mindfulness meditation using YouTube: Mindfulness meditation: Dealing with anxiety (7 minutes). The student was encouraged to implement this exercise in her daily routine; other mindfulness meditation was added as the sessions continued. The student told the story in detail of the incestual abuse she received empathy, compassion, and support, with unconditional positive regard, and warm acceptance to help increase her ability to identify and express feelings.

To help the student with her irrational thoughts, she received a worksheet “thought record” “the first three columns are used for identifying troubling situations and the accompanying emotions and dysfunctional thoughts. The student found this tool to help her record her automatic thoughts and the evidence to support and the evidence that does not support the thoughts.

According to Corey, 2016 a single approach to psychotherapy does not always provide the best benefit to the student, therapists—who are trained in one particular therapeutic model, such as cognitive-behavioral, family or gestalt therapy often use tools of treatment that is suitable and effective for individual students.

References

The Mindful Christian, Dealing with Anxiety (7-minute mindfulness meditation) [Video File].

Retrieved from <https://www.youtube.com/watch?v=PXlQLsXzydk>

Corey, G. (2016). *Theory and practice of counseling and psychotherapy*. (10th ed.). United States: Brooks/Cole.

Tan, S-Y. (2011). *Counseling and psychotherapy: A Christian perspective*. Grand Rapids, MI: Baker.