CHAPTER FOURTEEN

ROGERS
Person-Centered Theory

Chapter Overview

- The Actualizing Tendency
  - The Organismic Valuing Process
  - The Fully Functioning Person
  - Subjective Experience, Values, and Science
- The Self
- Development
  - Development of Creativity
- Therapy
  - Client-Centered Therapy
  - Research on Therapy
  - Stages of Process
  - Encounter Groups
Chapter Overview

- Other Applications
  - Humanistic Education
  - Marriage and Relationships
  - Social Welfare Programs
  - Business
  - Political Conflict, War, and Peace

Criticisms Of Rogers’s Theory

Preview of Rogers’s Theory

<table>
<thead>
<tr>
<th>Table 14.1 Preview of Rogers’s Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Differences</td>
</tr>
<tr>
<td>Adaptation and Adjustment</td>
</tr>
<tr>
<td>Cognitive Processes</td>
</tr>
<tr>
<td>Sociological Influences</td>
</tr>
<tr>
<td>Development</td>
</tr>
</tbody>
</table>

Carl Rogers
- Born in Illinois in 1902
- Raised in a fundamentalist Christian home
- Studied at the University of Wisconsin and at Union Theological Seminary
- Psychology degree from Columbia University
- Held several clinical and academic positions
- President of American Psychological Association
- Died in 1987
The Actualizing Tendency

➢ The Organismic Valuing Process
➢ The Fully Functioning Person
➢ Subjective Experience, Values, and Science

actualizing tendency

Definition: THE FORCE FOR GROWTH AND DEVELOPMENT THAT IS INNATE IN ALL ORGANISMS

Examples:
❖ A plant’s innate tendency to grow (even in poor soil)
❖ A person’s tendency toward self-actualization

organismic valuing process

Definition: INNER SENSE WITHIN A PERSON, WHICH GUIDES HIM OR HER IN THE DIRECTIONS OF GROWTH AND HEALTH

Examples:
❖ The inner vague feeling that choosing a certain career, or a certain love partner, would be wrong for you, even if everyone else approves of that choice
Subjective Experience, Values, and Science

- Spirituality, as well as subjectivity, are consistent with Rogers’s theory, which does not aspire to be value-free.

The Self

- Ideal Self – Real Self Discrepancy
- Incongruence
CONDITIONS OF WORTH:
THE EXPECTATIONS THAT A PERSON MUST LIVE UP TO BEFORE RECEIVING RESPECT AND LOVE

unconditional positive regard

Definition:
ACCEPTING AND VALUING A PERSON WITHOUT REQUIRING PARTICULAR BEHAVIORS AS A PREREQUISITE

Examples:
- Being accepted and loved even if your grades are low, your weight is wrong, and your attitude is questionable

Development of Creativity

Statements typical of parents of preschool children who later became creative:

- “I RESPECT MY CHILD’S OPINIONS AND ENCOURAGE HIM TO EXPRESS THEM.”
- “I ENCOURAGE MY CHILD TO BE CURIOUS, TO EXPLORE AND QUESTION THINGS.”

And the parents disagreed with these statements:

- “I DO NOT ALLOW MY CHILD TO GET ANGRY WITH ME.”
- “I FEEL MY CHILD IS A BIT OF A DISAPPOINTMENT TO ME.”
Therapy

- Client-Centered Therapy
- Research on Therapy
- Stages of Process
- Encounter Groups

Client-Centered Therapy

- Unconditional Positive Regard (prizing)
- Congruence
- Empathic Understanding

---

Client-Centered Therapy

<table>
<thead>
<tr>
<th>TABLE 14.2</th>
<th>Necessary and Sufficient Conditions for Therapeutic Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Two persons are in psychological contact.</td>
<td></td>
</tr>
<tr>
<td>2. The first, whom we shall term the client, is in a state of incongruence, being vulnerable or anxious.</td>
<td></td>
</tr>
<tr>
<td>3. The second person, whom we shall term the therapist, is congruent or integrated in the relationship.</td>
<td></td>
</tr>
<tr>
<td>4. The therapist experiences unconditional positive regard for the client.</td>
<td></td>
</tr>
<tr>
<td>5. The therapist experiences an empathic understanding of the client's internal frame of reference and endeavors to communicate this experience to the client.</td>
<td></td>
</tr>
<tr>
<td>6. The communication to the client of the therapist's empathic understanding and unconditional positive regard is to a minimal degree achieved.</td>
<td></td>
</tr>
</tbody>
</table>

---
Research on Therapy

▶ The Process of Psychotherapy
▶ Outcomes of Psychotherapy

Stages of Process

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristic Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Communication about external rather than self; feelings not recognized or unshared, rigid perceptions/constraints, fear of close relationships, no desire for change</td>
</tr>
<tr>
<td>2.</td>
<td>Problems seen as external to self; no sense of responsibility about problems; some feelings described as part of belonging to others, unaware of contradictions</td>
</tr>
<tr>
<td>3.</td>
<td>Introspection about self and past feelings; personal feelings not accepted; recognition of contradictions, confess less right, choices seen as indecisive</td>
</tr>
<tr>
<td>4.</td>
<td>Feelings acknowledged and expressed, but feared and only partly accepted, more open construct about experience; recognition of inaccuracy of past experience and self; self is acknowledged as responsible for problems</td>
</tr>
<tr>
<td>5.</td>
<td>Feeling expressed fully in the present; feelings are surprising and frightening; discovery of new personal constructs; choice to be the “real me”; even if imperfect</td>
</tr>
<tr>
<td>6.</td>
<td>Immediate experience of previously “stuck” feelings rich immediacy of experience, less fear and pain; enhance self as human being, delivery a sense of power and energy, acting with self as human being; choices perceived as more realistic and meaningful</td>
</tr>
<tr>
<td>7.</td>
<td>New feelings experienced lightly and immediately; experience is new and present, not related to past interactions; self as the awareness of experience, not an object; relationships are more open and honestly held, to be examined; interaction is felt as meaningful of others</td>
</tr>
</tbody>
</table>

Encounter Groups

▶ Encounter Groups
▶ Facilitator
OTHER APPLICATIONS

- Humanistic Education
- Marriage and Relationships
- Social Welfare Programs
- Business
- Political Conflict, War, and Peace

HUMANISTIC EDUCATION

- Person-centered
- Facilitator of education (not "teacher")
- Pays attention to feelings as well as the intellect

MARRIAGE AND RELATIONSHIPS

- Modern context for marriage
- Mutuality, equality, honest communication
- Satellite relationships
- Friendship
**Business**

- Relationships based on genuineness, acceptance, and empathic understanding
- Instead of traditional authority
- Shared power and decision making

---

**Political Conflict, War, and Peace**

---

**Criticisms of Rogers’s Theory**

- Client-centered therapy is no more effective than other therapies
- Is the theory overly optimistic about human nature, ignoring evil?
CHAPTER REVIEW

ível The Actualizing Tendency
ível The Self
ível Development
ível Therapy
ível Other Applications
ível Criticisms Of Rogers’s Theory