Human beings are meaning-making and meaning-seeking beings. They are motivated to make sense of the world around them. Freudian, Jungian, existential, and cognitive theories all offer different perspectives on human motivation. However, these theories often conflict and are often difficult to reconcile. Therefore, an integrative model is needed.

Basic Assumptions and Propositions of MCT

4. Human beings are predisposed by their genes and shaped by their experiences to develop and maintain a world view. This world view influences their understanding of events, their interpretation of events, and their behavior. Human beings are meaning-making and meaning-seeking beings. They are motivated to make sense of the world around them. Freudian, Jungian, existential, and cognitive theories all offer different perspectives on human motivation. However, these theories often conflict and are often difficult to reconcile. Therefore, an integrative model is needed.

5. Human beings are in need of psychological and social support in order to develop and maintain their world view. This world view influences their understanding of events, their interpretation of events, and their behavior. Human beings are meaning-making and meaning-seeking beings. They are motivated to make sense of the world around them. Freudian, Jungian, existential, and cognitive theories all offer different perspectives on human motivation. However, these theories often conflict and are often difficult to reconcile. Therefore, an integrative model is needed.

6. Human beings are in need of psychological and social support in order to develop and maintain their world view. This world view influences their understanding of events, their interpretation of events, and their behavior. Human beings are meaning-making and meaning-seeking beings. They are motivated to make sense of the world around them. Freudian, Jungian, existential, and cognitive theories all offer different perspectives on human motivation. However, these theories often conflict and are often difficult to reconcile. Therefore, an integrative model is needed.

Paul T.P. Wong

Meaning-Centered Counseling and Therapy

Towards an Integrative Model of Counseling and Therapy

The International Forum for Logotherapy, 1999, 22. 48-56.
15. Efficacy problems solving include both personal and societal factors.
14. Accomplishment is an integral part of depression. (Cognitive-
behavioral, existential)
13. Realistic and optimistic stress appraisal is important to
successful adaptation. (Cognitive-behavioral, existential)
12. Coping resources and coping skills are needed for successful
adaptation. (Cognitive-behavioral, existential)
11. Existential coping and spiritual coping are important aspects of
understanding of personal challenges. (Cognitive-behavioral,
existential)
10. The stress and coping process is important to and in the
meaning of life. (Existential, existential)
9. The review contributes to existential development. (Adlerian,
existential)
8. Self-transcendence is essential to mental health and personal
growth and enables the with some measures of health.
7. Acceptance and validation are needed to sustain goal
reconstruction and validation are needed to sustain goal
attainment. (Adlerian, existential)
6. Significant life tasks are necessary for meaningful living.
5. Dysfunctional beliefs and distorted schemes can lead to
behavioral, Family therapy, Person-centered, existential.
4. Cognitive schemas are a means of organizing the subjective
existential, existential)
3. Responsibility and choice are essential to mental health.
2. Casual and existential attributions reflect the cognitive need for
meaning. (Cognitive, existential)
1. The quest for meaning and purpose is a primary motivational
Key concepts of MCT.

12. Human beings are capable of spiritual experiences and
meaningful life. (Existential, existential)
11. Human beings are capable of change and personal growth
(Adlerian, Jungian, existential, existential)
10. Human beings are capable of being good and bad.
Existential, existential)
9. Important determinants of emotions and behaviors.
8. Actions, beliefs, schemas, and attitudes are
Important determinants of emotions and behaviors.
7. Situations (Adlerian, Jungian, existential, existential)
5. They are the actions of those who have chosen to live
freedom and responsibility to choose their own futures.
4. Environmental, existential, existential.
3. Human beings are capable of transcending biological
existential, existential).
2. Family, society, and culture. There is an inherent
environmental because of their inherent capacity to choose.
1. Thoughts and actions are not determined by biology and the
environment.
The Therapeutic Relationship of MCT

The Therapeutic Relationship of MCT

be (Narrative, Existential)

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Family systems

Conclusion

1. Using family and ethnic-cultural resources (cross-cultural)

2. Contrasting values and beliefs (Adjutorian, Cognitive-Behavioral)

3. Problem-solving, coping, and challenging dysfunctional beliefs

4. Social skills training (Cognitive-Behavioral, Existential)

5. Role play and imagery (Cognitive-Behavioral, Existential)

6. Group therapy sessions (Cognitive-Behavioral, Existential)

7. Cognitive-Behavioral, Existential

8. Solution-focused (Cognitive-Behavioral, Existential)

9. Life reviews (Adjutorian, Narrative, Existential)

10. Story-telling (Adjutorian, Solution-focused, Existential)

2. Family values, mapping, and setting boundaries

3. Experiential

4. Focusing on here and now, feelings and sensations (Gestalt)

5. Stress reduction and relaxation (Cognitive-Behavioral, Existential)

6. Problem-solving and coping skills training (Cognitive-Behavioral, Existential)

7. Cognitive-Behavioral, Existential

8. Social skills training, and challenging dysfunctional beliefs

9. Cognitive-Behavioral, Existential

10. Cognitive-Behavioral, Existential

11. Modelling, counterconditioning, and skill training (Cognitive-Behavioral, Existential)

12. Directly and indirectly (Cognitive-Behavioral, Existential)

13. Experiential

14. Writing on personal projects (Cognitive-Behavioral, Existential)

15. Expressing new possibilities and limits (Cognitive-Behavioral, Existential)

16. Dream analysis (Cognitive-Behavioral, Existential)

17. Transference and countertransference (Psychoanalystic, Existential)

18. Using dreams and other (McMurry, Cognitive-Behavioral)

19. Emotions and interactions (McKean, Existential)

20. Interpersonal integration (McKean, Existential)


22. Cognitive-Behavioral, Existential

23. Cognitive-Behavioral, Existential

24. Cognitive-Behavioral, Existential

25. Cognitive-Behavioral, Existential


27. Cognitive-Behavioral, Existential

28. Cognitive-Behavioral, Existential

29. Cognitive-Behavioral, Existential

30. Cognitive-Behavioral, Existential
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