Why the title “Counseling and Self-Disclosure?” One may well question the need to have chapters on counseling and self-disclosure as well as on psychotherapy and self-disclosure; after all, are they not the same thing? Has not all the information contained in this chapter already been presented in preceding chapters? To provide the raison d’être for the chapter, it is useful to understand something about counseling psychology and the working assumptions it brings to the counseling relationship.

This chapter gives an overview of Counseling Psychology and presents some of the similarities and differences between counseling and psychotherapy. Then a brief presentation of the variety of research on self-disclosure precedes a more detailed focus on research on self-disclosure and counseling, with particular emphasis on studies published in counseling journals such as The Journal of Counseling Psychology, the primary outlet journal for counseling psychologists. The problems and gaps in the existing literature are explored, and finally, areas of interest for future research are presented along with several models for looking at self-disclosure as a multidimensional phenomenon within the counselor–client relationship.
COUNSELING PSYCHOLOGY

Counseling psychology emerged from several different but distinct traditions: (1) vocational guidance, (2) psychometric developments, and (3) the general psychotherapy movement (Watkins, 1983; Whiteley, 1984).

The vocational guidance tradition began with the 1909 publication of Frank Parson's book, *Choosing a Vocation*, and with the opening of the Vocation Bureau in Boston. The ensuing vocational guidance movement had as its goals the improvement of educational/vocational decision making by young adults through establishing appropriate guidance services in public schools and community agencies. This approach stimulated a flourishing literature in both the instrumentation (e.g., Kuder, 1977; Strong, 1943) and the theoretical base (e.g., Ginzberg, 1952; Holland, 1959; Roe, 1956; Super, 1953) of career development.

The psychometric trend influenced counseling psychology primarily in the development of instruments related to interest, aptitudes, and abilities, insofar as they affected vocational decision making. There was a related interest in general intellectual assessment and a secondary concern with assessment of personality, with the latter subsequently linked to the third tradition influencing counseling psychology—the psychotherapy movement. The development of counseling and psychotherapy from a nonmedical, nonpsychoanalytic model occurred in large measure as a result of Carl Rogers's *Counseling and Psychotherapy*, published in 1942. Rogers's belief that psychotherapeutic activities could be performed by a wider range of professionals (not just physicians) and to a wider range of persons (not so well functioning and well functioning) expanded the role of counseling. Although Division 17 did not come into being as a charter division of the American Psychological Association until 1946 and then under the name of Counseling and Guidance (officially changed to Counseling Psychology in 1953) (Whiteley, 1984), the early trends formed the foundation of the later professional specialty area.

Counseling psychology has modified some of its original emphasis on vocational choice and educationally based counseling to include counseling/therapy with mild to moderately disturbed persons (Tipton, 1983) in agency and independent practice settings. However, it still has its roots largely in education and vocational guidance, emphasizing working with "normal" people (e.g., college students) who are experiencing situational questions and problems, and for the most part it endorses a developmental model. Other professionals practicing counseling/therapy, however (e.g., clinical psychologists, psychiatrists, psychiatric social workers), tend to work out of a mental health orientation, employ their skills with persons exhibiting more severe pathology, and often endorse