

## **Philosophical Counseling as a Practice of Emancipation**

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### **Abstract**

This is a second 'field report' of a Levinassian philosophical counseling practice. The first part elaborates the practice by means of a 'threefold logic' of ground, path and fruition. While the ground and path remain a Levinasian 'good practice' of relationship and dialogue, the fruition of the work is now seen as 'emancipation', understood broadly as 'the fact or process of being set free from restrictions', rather than 'therapy', understood narrowly as 'treatment to relieve a disorder' (Oxford Dictionary). The turn to emancipation is explored by way of Jacques Rancière's *The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation*. Philosophy as a practice of emancipation is the work of equals.

**Keywords:** *emancipation, equality, ethics, Jacotot, Levinas, philosophical counseling, psychotherapy, Rancière*

## **On the Counselor-Client Relationship in Philosophical Counseling**

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### **Abstract**

In philosophical counseling, the counselor-client relationship is very important. The quality of this relationship can directly affect the results of the counseling process. But during the past three decades, many different views on the nature of counselor-client relationship in contemporary philosophical counseling have emerged. This paper attempts to sort out and analyze the variety of existent perspectives on counselor-client relationship in philosophical counseling.

**Keywords:** *philosophical counseling; counselor-client relationship; therapeutic relationship; teacher-student relationship; partnership; equal relationship*

## **Philosophy for Children: A Practice Renewed Throughout History**

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### **Abstract**

This article will address some important issues concerning the perception of philosophy for children. We will examine three different philosophical systems: the Greek-Socratic, the Mesoamerican, and the Buddhist. By understanding their traditions and contexts, we will see how they each practiced with children as an educational activity. The objective in addressing these systems is to locate philosophy for children in different times and places, so as to understand that we are not speaking of a “new” thing; that the philosophy for children as such has an antiquity as deep as the history of humanity itself. Therefore we can benefit from the wealth of its lengthy existence, and consider ourselves in a field deep in richness and complexity.

**Keywords:** *philosophy, philosophy for children, education, philosophy for children in antiquity, philosophy with children, doctrine.*

## **The Triad of Community Group, Politics, and Religion in Forming the ‘Professional Self’**

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### **Abstract**

There is huge emphasis on the therapeutic use of ‘self’ in therapy and counselling. However, the issue of culture in establishing self does not seem to have been addressed in the literature. This paper presents some examples of cultural issues in the use of self as a tool in developing the therapeutic relationship. The author brings examples of her experience of training students in two countries, Iran and Jordan, to develop skills to use self as a therapeutic tool. The author draws attention to the differences between personal and professional self, as well as to professional identity. Culture is seen as a triad of religion, politics, and community to discuss the shared cognition that is developed in societies when processing issues and dealing with them.

**Keywords:** *professional identity, self, therapeutic relationship*

**Meeting Socrates  
How to Do Socratic Consultations**

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**Abstract**

A Socratic dialogue is mostly understood as a philosophical inquiry that is necessarily executed in a group setting. Also in the German tradition of *Das Sokratische Gespräch*, there is hardly an exception. However, Socrates himself did never do that. In this article, the author shows what it takes for a facilitator to lead a Socratic dialogue in a one-on-one setting. In distinguishing this Socratic dialogue from other ways of doing philosophical counseling, some typical Socratic ‘movements’ are described.

**Keywords:** *Socratic dialogue, philosophical counseling, facilitation of dialogue, critical thinking, argumentation techniques, Socratic style in counseling*