Basic Counseling Skills

Training Modules for MA Psychology, MNWC 2019-20

2   Agenda

- Basic overview of counseling

- Steps, stages and skills

- Self as a counselor

- Starting a session (content and approach)
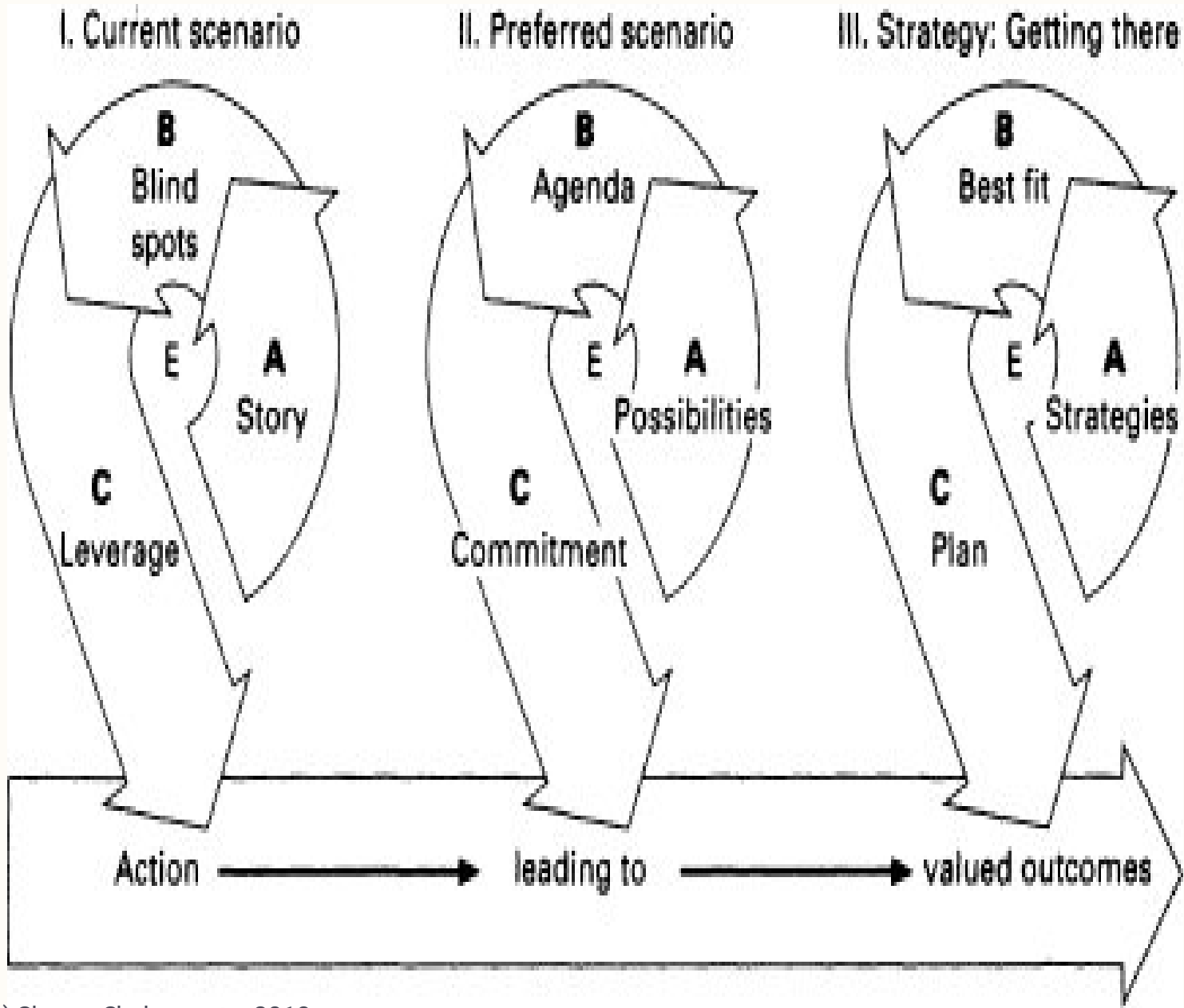
- Rapport and active listening

3   Theories

- Numerous theories, Yalom, Rogers.

- In one sense, as many theories as counselors.
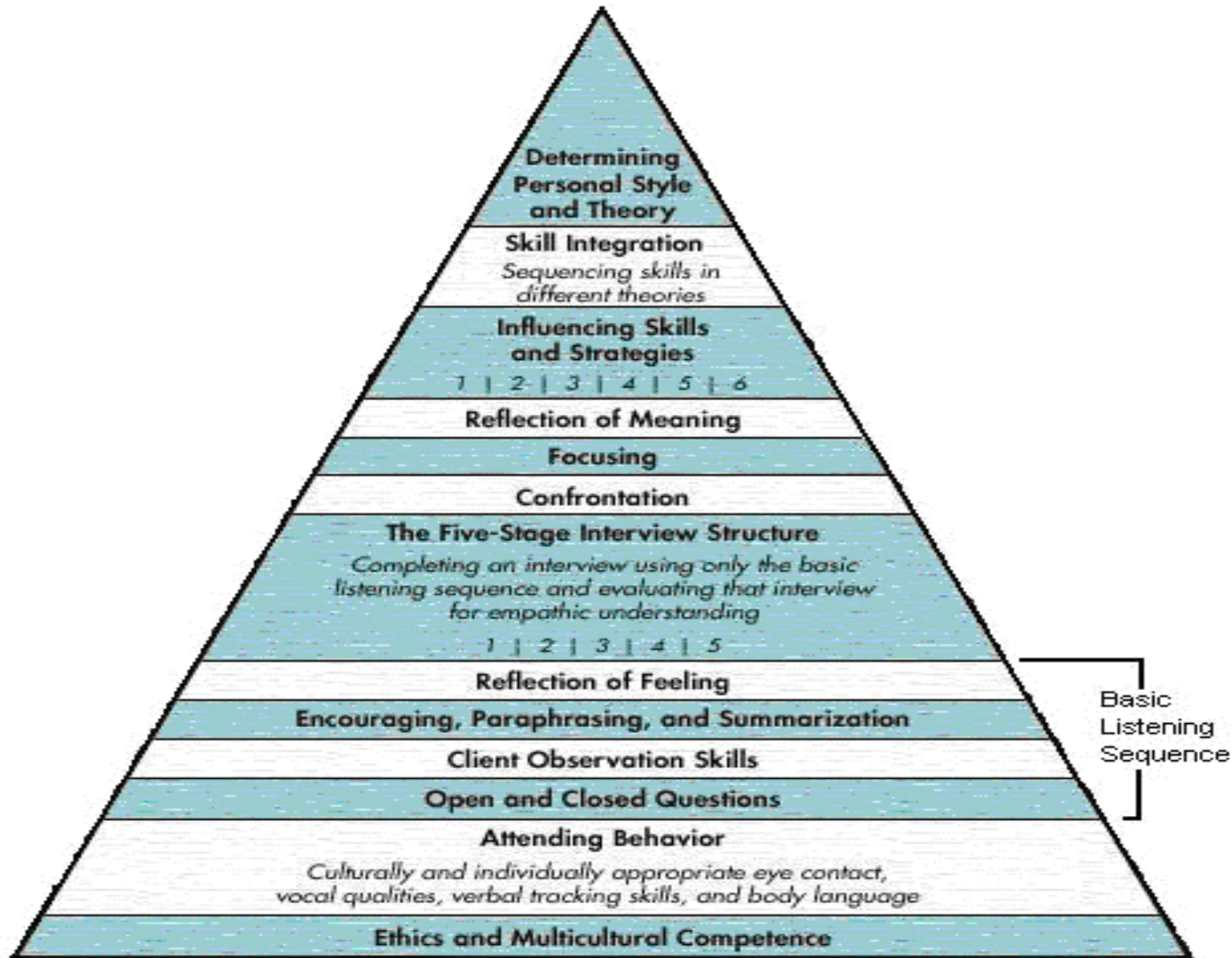
- Egan, Ivey, Nelson-Jones provide some useful models.
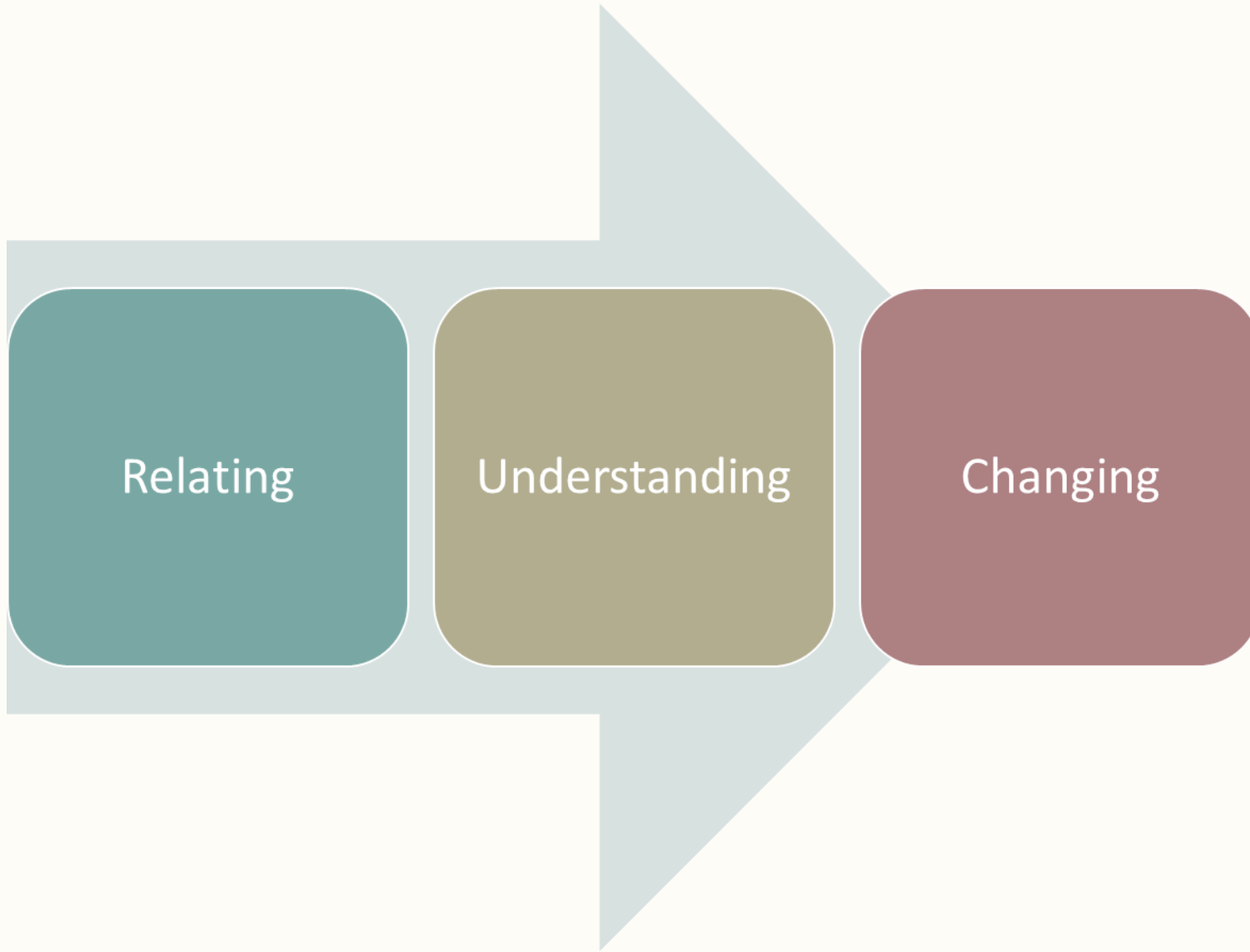
4

Egan's Skilled Helper Model

Microskills Model – Ivey and colleagues

Relationship – Story and Strengths, Goal, Restory, Action

Determining Personal Style and Theory

Skill Integration
Sequencing skills in different theories

Influencing Skills and Strategies

1 | 2 | 3 | 4 | 5 | 6

Reflection of Meaning

Focusing

Confrontation

The Five-Stage Interview Structure
Completing an interview using only the basic listening sequence and evaluating that interview for empathic understanding

1 | 2 | 3 | 4 | 5

Reflection of Feeling

Encouraging, Paraphrasing, and Summarization

Client Observation Skills

Open and Closed Questions

Attending Behavior
Culturally and individually appropriate eye contact, vocal qualities, verbal tracking skills, and body language

Ethics and Multicultural Competence

Basic Listening Sequence

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Relating

Understanding

Changing

Nelson-Jones

7 Nelson-Jones

Three Central Mind Skills

– Creating self-talk

– Creating rules

– Creating perceptions

– Verbal

– Vocal

– Body

– Touch

– Taking action

Nelson-Jones

- – Five Communication/Action Skills: Verbal, vocal, body, touch, taking action
- – Three Mind Skills: Creating self-talk, creating rules, creating perceptions
- – Physical Sensations and Feelings: Sensations, reactions, emotions, and awareness

Activity 1: Your Natural Helping Style

– Find someone who is willing to role-play a client with a concern, problem, opportunity, or issue. Interview that "client" for at least 15 minutes using your own natural style. You can select almost any topic for the interview. A friend or classmate discussing a school or job problem may be appropriate. A useful topic is interpersonal conflict—for example, concerns over family tensions or decisions about a new job opportunity. When you complete the interview, ask your client to give you some general feedback.

– Feedback: understanding of the problem, ventilation, self-awareness, specific strengths pointed out, fostering change – one specific example.

10   Two Principal Goals

- Goal 1: Help clients manage their problems in living more effectively and to develop unused resources and missed opportunities more fully.

- Management of specific problem situations

- The importance of results

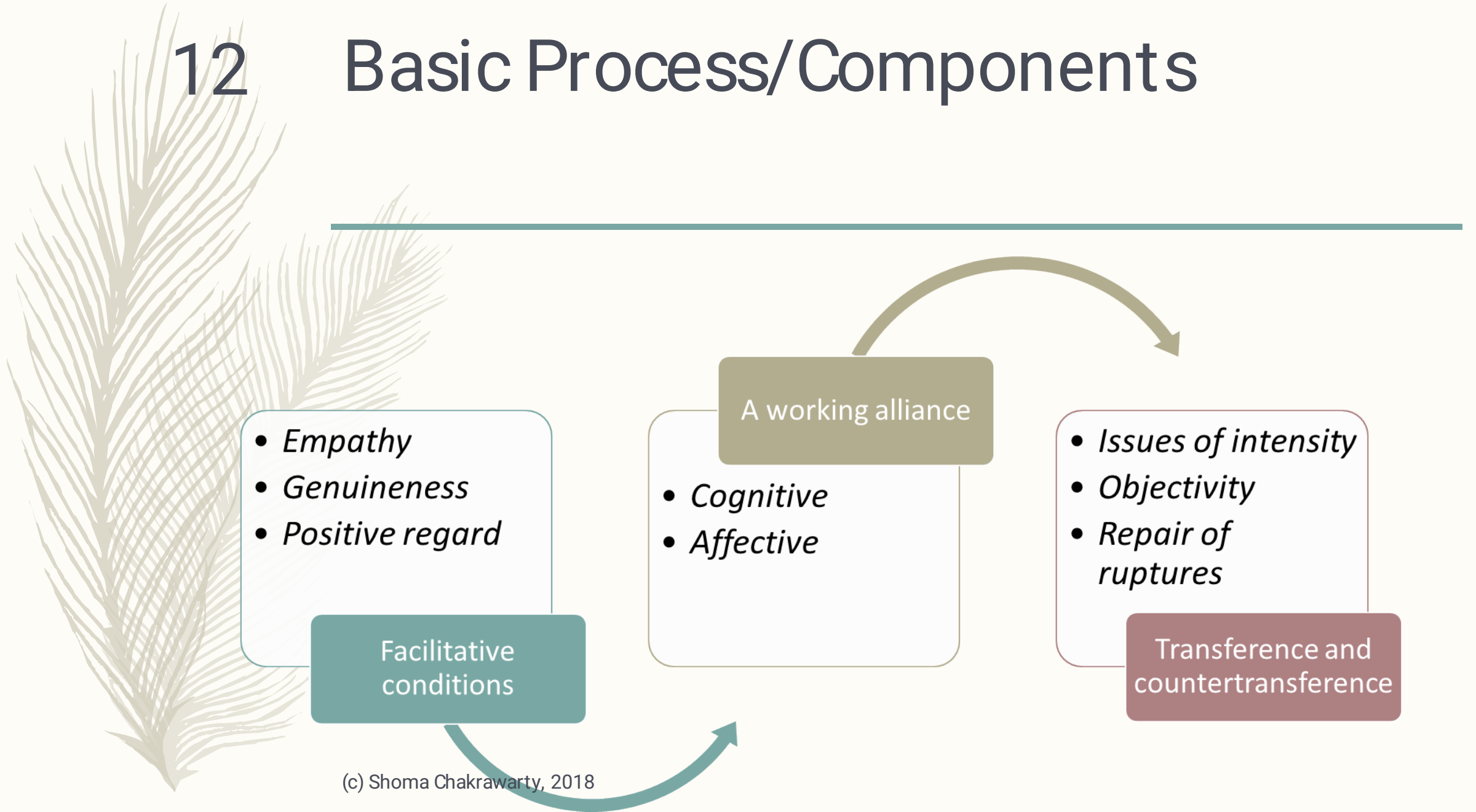- Results-focused cases, solution-focused therapy

Two Principal Goals

- Goal 2: Helping clients become better at helping themselves in everyday lives.

- Poor problem-solving skills, more so during crises situations

- Lack of life skills

- Empower clients to manage problems independently as an end-goal

Basic Process/Components

Facilitative conditions

- *Empathy*
- *Genuineness*
- *Positive regard*

A working alliance

- *Cognitive*
- *Affective*

Transference and countertransference

- *Issues of intensity*
- *Objectivity*
- *Repair of ruptures*

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Activity 2: Non-representational Self-Portrait

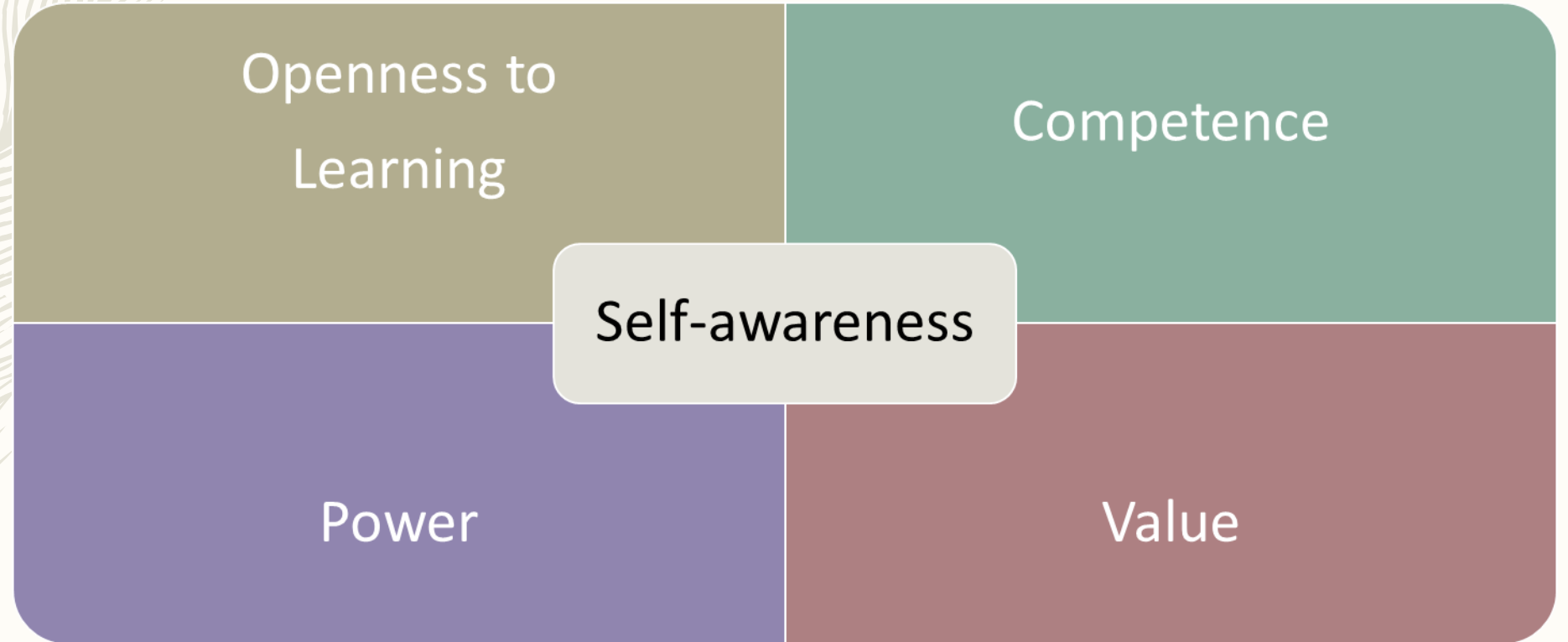# 14   Self as a Counselor

- Awareness
- Motivations
- Qualities

15 Self as a Counselor

- Reupert (2006) observed that "the 'self' or the 'person' of the counsellor is more important than the orientation chosen, or the interventions employed, in both the process and outcome of therapy.

- Training in counseling gives you the skills, knowledge and competence.
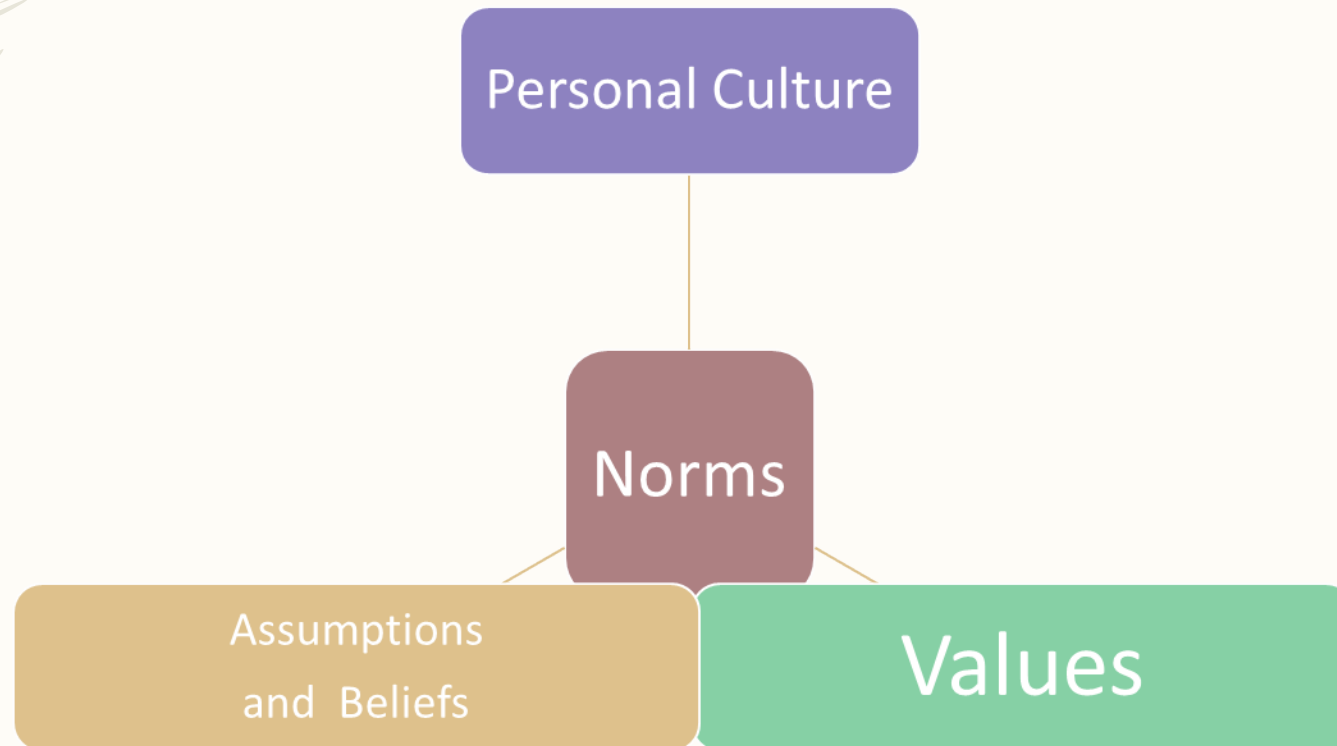
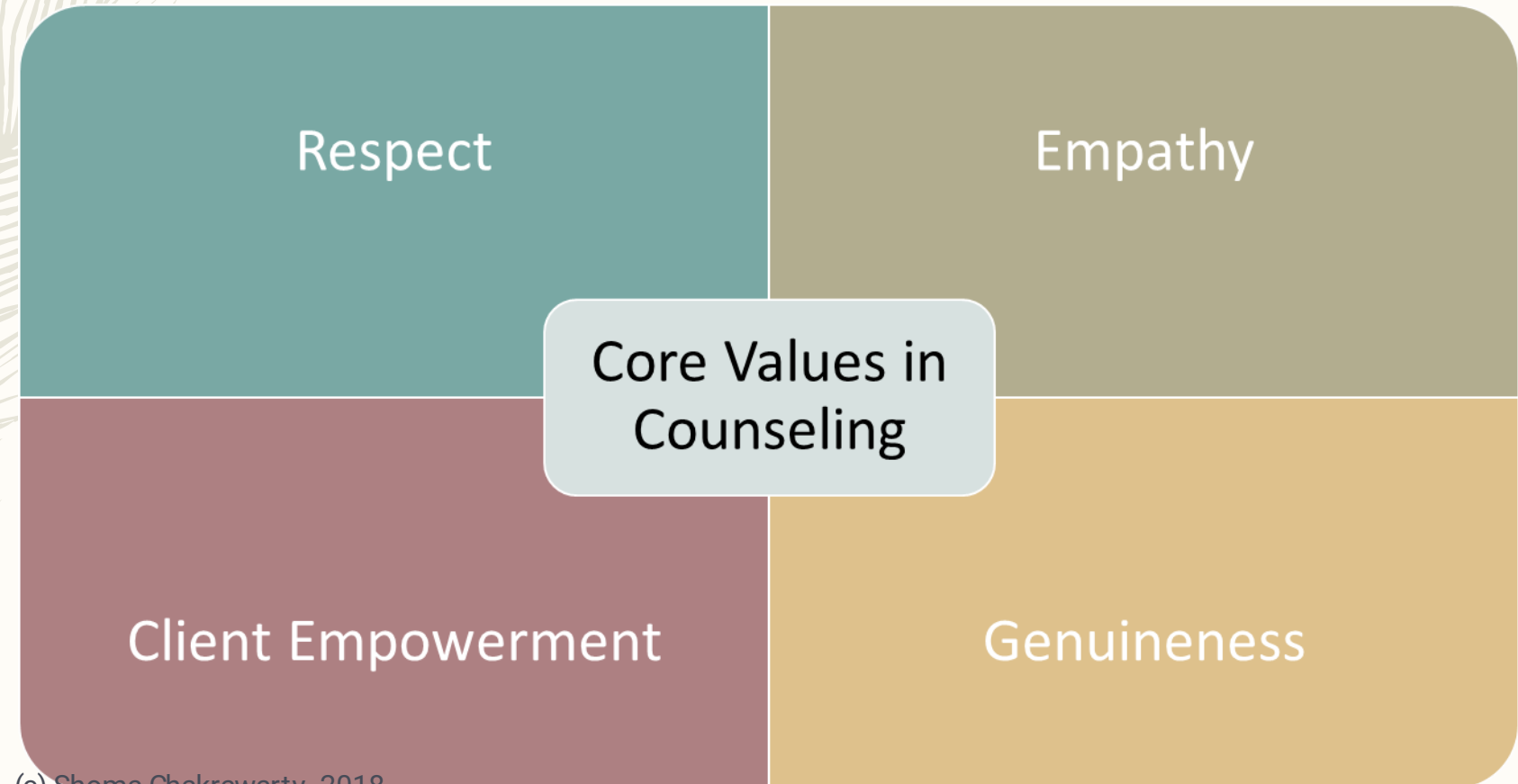- Important to examine and allow oneself to change.

Self-awareness

Values in Action

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Values in Action

Respect

Empathy

Core Values in Counseling

Client Empowerment

Genuineness

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A Age

D Disability (congenital)

D Disability (acquired)

R Religion (spirituality or no affiliation)

E Ethnicity (or race)

S Social status

S Sexual orientation

I Indigenous heritage

N National origin

G Gender (gender identity & expression)

THE HAYS ADDRESSING Model

Addressing cultural complexities in practice: A framework for clinicians and counselors

&

Addressing the complexities of culture and gender in counseling

Diversity

Hays, Pamela (2016). Addressing cultural complexities in practice: A framework for clinicians and counselors. Washington, DC, American Psychological Association.
Hays, Pamela. Addressing the complexities of culture and gender in counseling. Journal of Counseling & Development. 74.4 (Mar-Apr 1996): 332.

20 Motivation

- Important to examine one's motivations to be a counselor in the first place
- Day (1995) explained three possible motivations

(1) to do for others what someone has done for me

(2) to do for others what I wish had been done for me

(3) to share with others certain insights I have acquired

- Norcross and Farber (2005)

(1) self-healing and self-growth

(2) healing others or altruism

Characteristics of Effective Counselors

Personal Qualities

Interpersonal Skills

Features of Effective Helpers

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Characteristics of Effective Counselors

Personal Qualities

- Sincere interest in the welfare of others

- Ability & willingness to be present in client's joy or pain

- Recognition & acceptance of one's strength & vitality; no need to diminish others

- Found one's own counseling style

Characteristics of Effective Counselors

Personal Qualities

- Willingness to be vulnerable & take risks

- Self- respect, self-appreciation, strong sense of self-worth

- Serve as models for clients

- Risk mistakes & admit making them

- Growth orientation

- Sense of humor

24   Characteristics of Effective Counselors

Interpersonal Skills

- Pragmatism

- Competence

- Respect

- Genuineness

- Promotion of client empowerment & self-responsibility

Characteristics of Effective Counselors

Features of Effective Helpers

- Self awareness

- Psychological health

- Sensitivity to racial, ethnic, & cultural factors

- Open-mindedness

- Objectivity

- Competence

- Trustworthiness

- Interpersonal attractiveness

Characteristics of Effective Counselors
Self-awareness

Self-awareness of one's need to:

- Give or nurture
- Be liked, respected, loved; receive approval
- Control, be critical, be right
- Motivation for helping

Feelings

- Happiness, satisfaction
- Hurt, disappointment
- Anger, sadness
- Fear, confusion
- Personal strengths, limitations, & coping skills

Characteristics of Effective Counselors Psychological Health

Psychological Health

- Psychologically intact
- Free from over-whelming problems
- Recognize and manage personal issues
- Refer clients with problems like your own to other counselors
- Seek services of a counselor for yourself, if necessary.

Characteristics of Effective Counselors: Cultural Sensitivity

Focused

Culture-Specific

Universal

- All cultures must be understood for their uniqueness

Broadens the definition of minority and argues for a subjective, more inclusive understanding of cultural impacts.

29 Characteristics of Effective Counselors: Cultural Competence

- Be aware of your own cultural heritage.

- Expand your range of experience.

- Seek interaction opportunities with others different from yourself.

- Be open to continuous learning about differing groups.

- Be honest about your range of experience: Power, privilege, poverty, oppression

- Consider referring a client you cannot help from your own range of experience.

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Characteristics of Effective Counselors: Open-mindedness

- Freedom from fixed or preconceived ideas
- Enlightenment
- Internal knowledge
  - Perceptions, myths
  - Standards, values, judgments
  - Assumptions, biases
- Knowledge of the world outside your own world

Characteristics of Effective Counselors: Open-mindedness

Allows the counselor to:

- Engage in honest communication.

- Accommodate client's

  - Feelings,

  - Attitudes, and

  - Behaviors.

- Interact effectively with wide range of clients.

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Characteristics of Effective Counselors: Objectivity

Objectivity

- Balance involvement with objective assessment.

- Provide a new perspective to "reframe" the client's issues(s).

- Avoid dysfunctional communication patterns.

- Recognize manipulation attempts by the client.

Characteristics of Effective Counselors: Objectivity

- Safeguards against Countertransference:
  - Counterproductive emotional reaction;
  - Entanglement of the counselor's needs in the client relationship;
  - The need to please one's client;
  - Over-identification with client's problem(s);
  - Romantic or sexual feelings toward a client;
  - Need to give constant advice;
  - Need to form friendships.

34 Characteristics of Effective Counselors: Competence

- Required to transmit and build confidence and hope with clients.

- Needed to develop positive client expectations from the counseling experience.

- Assures ability to work with wide variety of clients and client problems.

- Includes multicultural competence as previously discussed.

Characteristics of Effective Counselors: Competence

Kleinke (1994): Includes knowledge of

- psychological processes,
- assessment,
- clinical skills,
- technical skills,
- judgment,
- ethics and personal effectiveness

Characteristics of Effective Counselors: Trustworthiness

- Hard to establish; easy to destroy
    - predictability,
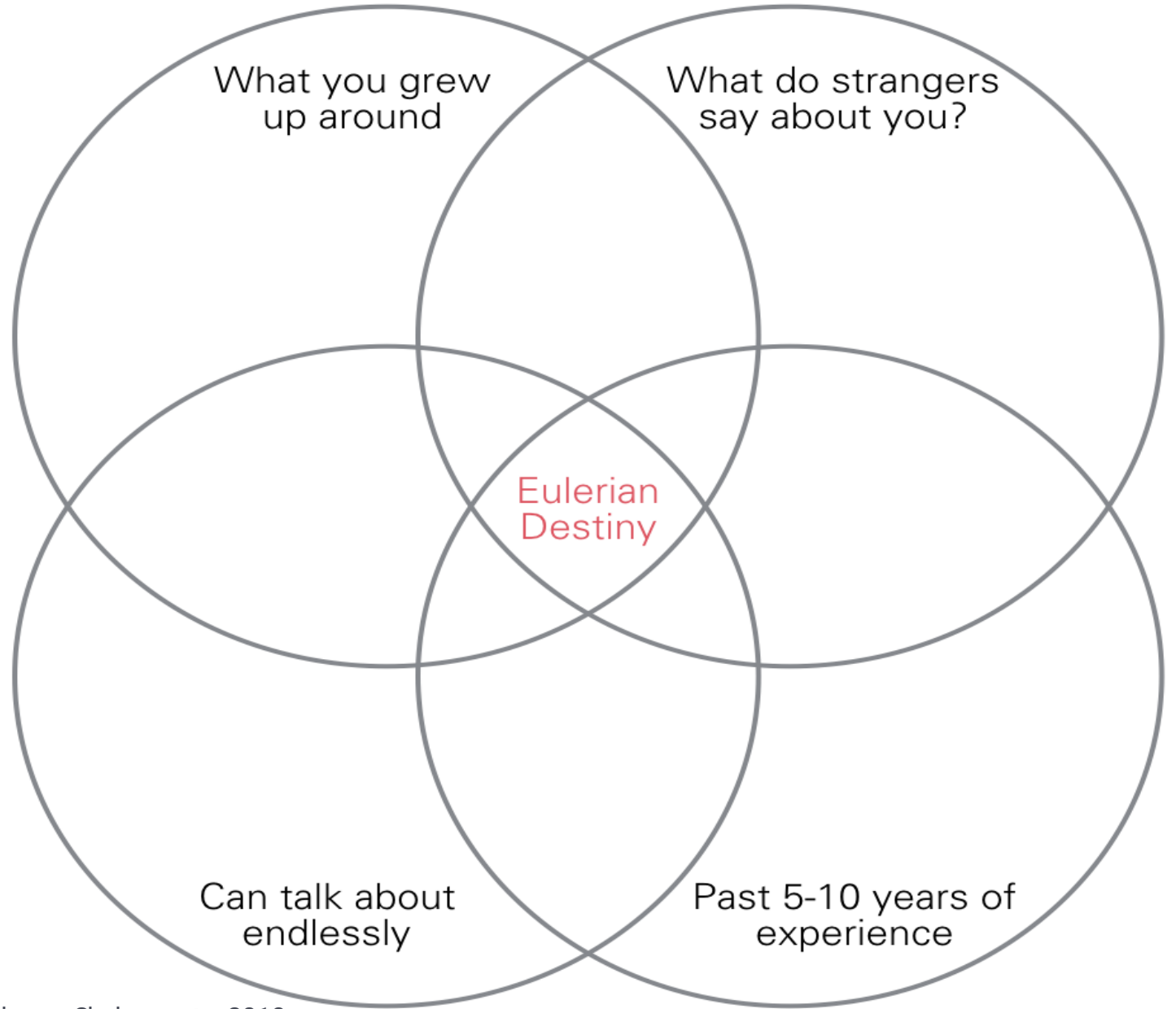   - reliability,
    - responsibility,
    - ethical standards.

Characteristics of Effective Counselors: Interpersonal Attractiveness

- Counselors appear "attractive" when they are seen as similar to or compatible with the client.

- May be determined by instinct or selected dimensions:
  - Gender or age,
  - Demeanor or attitude, likeability and friendliness,
  - Worldview, theory, or approach.

Activity 3: Eulerian Destiny

What you grew up around

What do strangers say about you?

Eulerian Destiny

Can talk about endlessly

Past 5-10 years of experience

Starting a Session
Stage 1: Relating

- Main task is to establish a collaborative relationship

- At what point do helping relationships begin?

- Setting is vital

- Introductions phase follows

- Listening, listening for stories, and structuring,

- An emotionally safe space is the end goal of this stage

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Starting a Session
Permissions to Talk

- Brief statements inviting clients to talk and indicating that you are prepared to listen.

- Conceived as "door-openers"

- Phrasing of the permission to talk differs across settings

- Must be mimicked in the non-verbal stance too

- Sometimes, follow up statements may be required.

Starting a Session Structuring Skills

- One to two statements to help the client organize their thoughts

- Essential to integrate incoming information

- Two-part structuring involves one opening statement which involves the permission to talk and a time estimate.

- Second structuring statements offer summaries of your understanding the clients story so far, may be tailored to how many problems, complexity etc

- Helps establish and follow a framework in dealing with the client's problems

Starting a Session
Summarizing Skills

- Summaries are brief helper statements about longer excerpts of the helping sessions.

- Condense, organize, clarify, and reflect back

- Summaries can be provided at the start and end of a session; also during one

- Especially important when a client shares a lot over a lengthy period of talking

- Also ensures accuracy, rewards clients, and clarifies the whole communication unit

- Different types: basic reflection summary, identification of a problem summary

- Roleplay the beginning of a session with opening, structuring and summarizing.

- Discuss a real or proxy problem

- Try to paraphrase and reflect

- Use appropriate questions

Activity 4

Attending Behavior & Rapport Building

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45 Attending Behavior & Observational Skills

Overview

– Knapp and Hall (2006, p. 23) define nonverbal behavior as "all human communication events that transcend spoken or written words."

– Many nonverbal behaviors are interpreted by verbal symbols.

– Much of the meaning of a message—65 percent or more—is conveyed by our nonverbal behavior.

– Cultural variances in importance of non-verbal behavior

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Attending Behavior & Observational Skills

Clients' Nonverbal Behavior

– Knapp and Hall (2006) identify six ways:

1. Repetition: The verbal message is to "come in and sit down"; the hand gesture pointing to the room and chair is a nonverbal repeater.

2. Contradiction: The verbal message is "I like you," communicated with a frown and an angry tone of voice.

3. Substitution: Often a nonverbal message is used in lieu of a verbal one.

Attending Behavior & Observational Skills

Clients' Nonverbal Behavior

– Knapp and Hall (2006) identify six ways:

4. Complementation: A nonverbal message can complement a verbal message by modifying or elaborating the message.

5. Accent: Nonverbal messages can emphasize verbal ones and often heighten the impact of verbal messages. The kind of emotion a person conveys is best detected from the person's facial expressions. The body better conveys the intensity of the emotion.
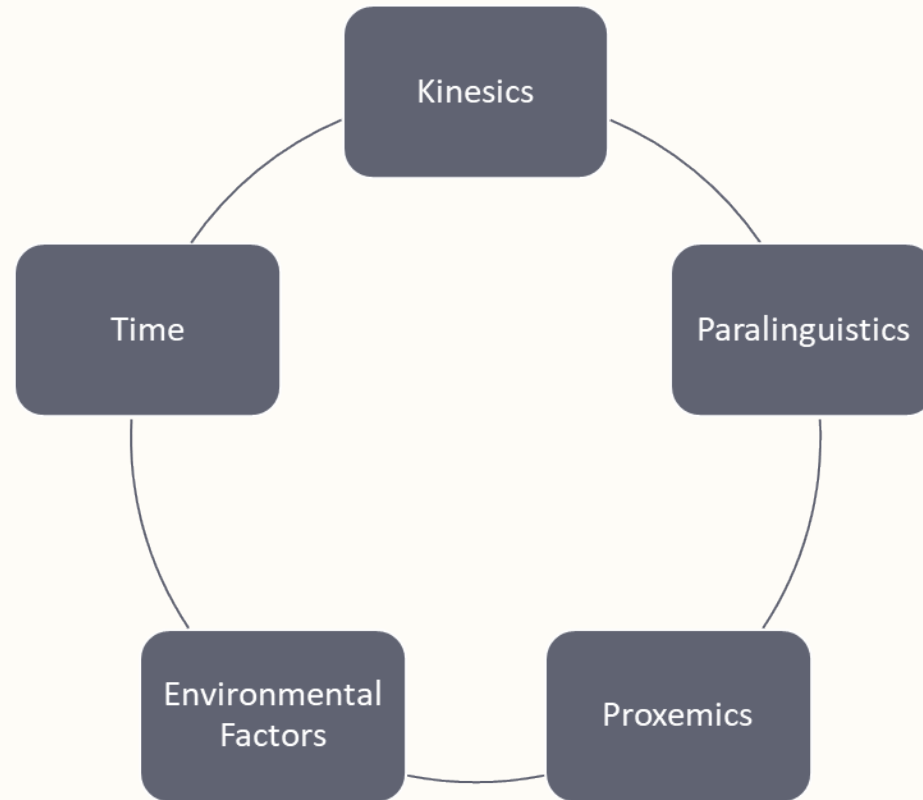
6. Regulation: Nonverbal communication helps to regulate the flow of conversation.

Attending Behavior & Observational Skills

Kinesics

Paralinguistics

Proxemics

Environmental Factors

Time

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Attending Behavior & Observational Skills

Five Dimensions of Nonverbal Behavior: Kinesics

– Kinesics involves the eyes, face, head, gestures, touch, body expressions, and movements. Therapists who are sensitive to the eye area of clients may detect various client emotions from the eyes.

– Eye contact may indicate expressions of feeling, willingness to engage in interpersonal exchange, or a desire to continue or to stop talking. Lack of eye contact or looking away may signal withdrawal, embarrassment, or discomfort.

– Low and high eye contact have different correlates.

– The meanings and effects of eye contact, however, vary both within and across cultural groups, involving not only frequency and duration of eye contact but also "rules" about where and with whom to maintain eye contact.

Attending Behavior & Observational Skills

Five Dimensions of Nonverbal Behavior: Kinesics

– The face of the other person may be the most important stimulus in an interaction because it is the primary communicator of emotional information (Ekman, 1982).

– Facial expressions are used to initiate or terminate conversation, provide feedback on the comments of others, underline or support verbal communication, and convey emotions. Most of the time, the face conveys multiple emotion.

– Different facial areas express different emotions.

– Facial expressions conveying the basic emotions described above do not seem to vary much among cultures.

Attending Behavior & Observational Skills

Five Dimensions of Nonverbal Behavior: Kinesics

– Similarly, shoulders, arms, legs can be used to indicate underlying emotions.

– Touch, as a continuum.

– Body movements: No precise meanings but closely linked to human speech.

– Various body movements regulate or maintain an interpersonal interaction. For example, important body movements that accompany the counselor's verbal greeting of a client include eye gaze, smiling, use of hand gestures, and a vertical or sideways motion of the head.

– Another way in which body movements regulate an interaction involves turn taking—the exchange of speaker and listener roles within a conversation.

Attending Behavior & Observational Skills

Five Dimensions of Nonverbal Behavior: Paralinguistics & Silence

– Paralinguistics includes such extra linguistic variables as voice level (volume), pitch (intonation), rate of speech, and fluency of speech.

– Pauses and silence also belong in this category.

– Paralinguistic cues are cues pertaining to how a message is delivered, although occasionally these vocal cues represent what is said as well.

Attending Behavior & Observational Skills

Five Dimensions of Nonverbal Behavior: Paralinguistics & Silence

– Vocal cues are important in helping interactions for several reasons.

– First, they help to manage the interaction by playing an important role in the exchange of speaker and listener roles—that is, turn taking.

– Second, vocal characteristics convey data about a client's emotional states. You can identify the presence of basic emotions from a client's vocal cues if you are able to make auditory discriminations.

– Helper-initiated silences are most effective when used with a particular purpose in mind.

Attending Behavior & Observational Skills

Five Dimensions of Nonverbal Behavior: Proxemics

– Proxemics concerns the concept of environmental and personal space.

– Proxemics also includes a variable that seems to be important to any human interaction: territoriality.

– Many people are possessive not only of their belongings but of the space around them. It is important for therapists to communicate nonverbal sensitivity to a client's need for space.

– Another aspect of proxemics involves seating and furniture arrangement. In some cultures, most helpers prefer a seating arrangement with no intervening desk or objects, although many clients like to have the protective space or "body buffer" of a desk corner and some clients may prefer to sit side by side.

Attending Behavior & Observational Skills

Five Dimensions of Nonverbal Behavior: Environment

– Helping occurs in an environment—typically an office, although other indoor and outdoor environments can be used.

– Clients indicated that the office environment was a reflection of the care they experienced with the therapist.

– Surroundings are perceived as arousing or nonarousing (Mehrabian, 1976). Environments need to be moderately arousing so that the client feels relaxed enough to explore her or his problems and to self-disclose.

Attending Behavior & Observational Skills

Five Dimensions of Nonverbal Behavior: Time

– Time has several dimensions that can affect a therapeutic interaction.

– One of them has to do with the practitioner's and the client's perceptions of time and promptness or delays in initiating or terminating topics and sessions.

– Time can be used to show interest, appreciation, resistance and avoidance.

– Perceptions of time differ, so does emphasis on how it is valued.

– Differences in the way individuals view and value time may contribute to discrepancies and misunderstandings in the pace and scheduling of helping session.

Attending Behavior & Observational Skills

Working with Clients' Nonverbal Behavior

– 1. Note or respond to discrepancies, or mixed verbal and nonverbal messages.

– 2. Respond to or note nonverbal behaviors when the client is silent or not speaking.

– 3. Use nonverbal behaviors to change the focus of the interview.

– 4. Work with changes in clients' nonverbal behavior that have occurred in an interview or over a series of sessions.

– Family sculpture, family choreography

– Appropriateness, directness, silence, mixed messages, focus of the interview

Attending Behavior & Observational Skills

Working with Clients' Nonverbal Behavior

–   For some clients, nonverbal behaviors may be indices of therapeutic change, of conflict, or of underlying emotions and physical reactions outside the client's awareness.

–   Brems (2001) refers to these as "leaks"—that is, to a client's gesture, facial expression, or other body movement that occurs while the client is discussing a particular issue (often in an unemotional or detached way).

Attending Behavior & Observational Skills

Working with Clients' Nonverbal Behavior: Leakages, Examples

– it is an unusual gesture, expression (facial or voice inflection), or movement that the clinician has not noted in the client before

– it is a quick gesture, expression, or movement that the client tries to hide as soon as it occurred

– it is a gesture, expression, or movement that occurs with some regularity, always in a predictable context

– it is a habitual gesture, expression, or movement that the client does not appear to be aware of and may even deny if asked about

Attending Behavior & Observational Skills

Helper Nonverbal Behavior

– Generally speaking, moderate amounts of eye contact and spatial distance coupled with a body stance that is open, relaxed, and oriented toward the client, accompanying facial expressions that show interest in the client's messages, and an active and energetic voice (and minus distracting nonverbal behaviors such as twiddling thumbs or twirling one's hair) are effective helper behaviors in the nonverbal realm.

– Two other important aspects of a therapist's nonverbal demeanor that affect a helping relationship are congruence and synchrony.

Attending Behavior & Observational Skills

Helper Nonverbal Behavior: Congruence

– Nonverbal behaviors in conjunction with verbal messages also have some consequences in the relationship, particularly if these messages are mixed, or incongruent.

– A negative nonverbal message mixed with a positive verbal one may have greater effects than the opposite (positive nonverbal and negative verbal) because we tend to believe the normal one.

– Congruence between helper verbal and nonverbal messages is related to both client and helper ratings of helper effectiveness.

Attending Behavior & Observational Skills

Helper Nonverbal Behavior: Synchrony

– Synchrony is the degree of harmony between a practitioner's and a client's nonverbal behavior.

– In helping interactions, especially initial ones, it is important to match, or pace, the client's nonverbal behaviors.

– Mirroring of body posture and other client nonverbal behaviors contributes to rapport and builds empathy.

– Synchrony is a skill; finding an aspect of the client's demeanor, such as voice, body posture, or gestures, that feels natural and comfortable for you to match, and concentrate on synchronizing this one aspect.

S   O   L   E   R

S	O	L	E	R
Sitting at a comfortable angle and distance.	Open posture. Arms and legs uncrossed.	Leaning forward from time to time. Looking genuinely interested. Listening attentively.	Effective eye contact without staring.	Remaining relatively relaxed.

Rapport and Relationship Building

- Psychological climate resulting from the interpersonal contact of client and counselor.

- Living and evolving condition, crucial to meaning-making

- Relationship includes respect, trust, and relative psychological comfort.

- Affected by various client and counselor-related attributes.

- Successful outcomes in counseling are inextricably linked to rapport and the quality of the helping relationship.

- Move away from a conduit metaphor to a co-constructed emotionally grounded one.

Rapport and Relationship Building

Rapport consists of three key features

● Mutual attentiveness: you're both focused on, and interested in, what the other person is saying or doing.

● Positivity: you're both friendly and happy, and you show care and concern for one another.

● Coordination: you feel "in sync" with one another, so that you share a common understanding. Your energy levels, tone and body language are also similar.

Rapport and Relationship Building

Ways to generally build rapport

- Appearance

- Basics

- Common ground

- Shared experience/disclosure

- Empathy, active listening

- Mirror and match

Rapport and Relationship Building

- Activities like play therapy, puppets, worksheets, and exercises can be used to build rapport with children and adolescent clients.

- Active listening and mirroring essential for rapport building with adults.

- Mirroring-matching involves four major domains: body postures & gestures, rate/rhythm of breathing, energy level, and tone of voice

- Supplementary activities, like a lifemap, may be used.

Activity 5

- Roleplay building rapport using mirroring and matching.
- Ensure you are trying to stick to the SOLER principles.
- Actively show empathy and reflect

Stage 2: Understanding

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70 Understanding

- Enlarge and clarify helper understanding

- Allowing clients to describe the situation and eliciting more specific content

- Examine various areas of the problem behavior, its correlates, antecedents, consequences

- Asking questions, challenging, understanding the internal frame of reference

71 Understanding the internal frame of reference

- Active listening

- Acceptance and respect

- Taking the client's perspective into account

- Comes from a basic distinction between "you" and "me"

- Helpers must leave the external frame of reference from time to time when listening for stories
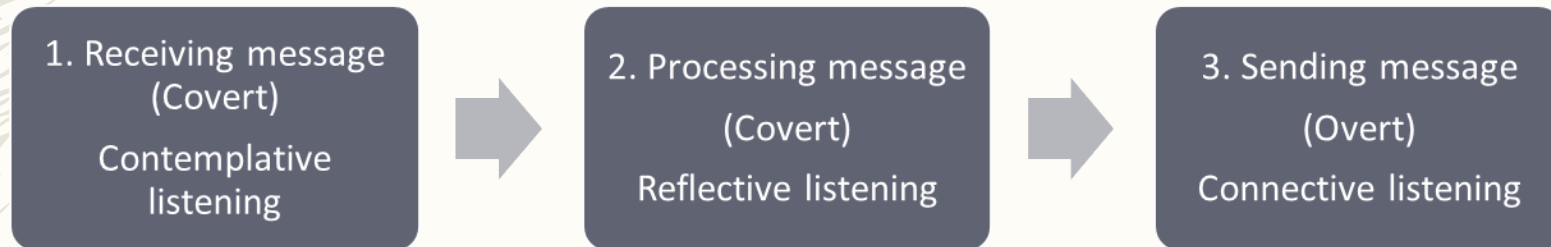
Specific skills: Active Listening

Listening

– Genuine listening means suspending memory, desire, and judgment—and, for a few moments at least, existing for the other person" (Nichols, 1995, pp. 62, 64).

– Lindahl (2003) observes that true listening involves our "whole being" (p. 29).

– Listening is a prerequisite for all other helping responses and strategies.

Specific skills: Active Listening

Listening: Three Steps

| 1. Receiving message (Covert) Contemplative listening | → | 2. Processing message (Covert) Reflective listening | → | 3. Sending message (Overt) Connective listening |

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Specific skills: Active Listening

Importance of listening to client's stories

– Facilitates healing

– Promotes catharsis

– Validates clients' narratives

– Especially vital for those in trauma, if it's the first time a client is sharing

– Listening to the client's stories is a process, not a one-time process

– Important to listen to stories for facts, feelings, and manner of organization, commissions and omissions

Specific skills: Active Listening

What does listening require of helpers?

– Listening can be a gift, it can also a lost art.

– Lot of preparation for speaking, not at all for listening.

– This lack of listening can undermine our most prized relationships, contribute to interpersonal conflict, and leave us with a sense of loss.

– Listening must be mindful, fulfill the needs for a holding environment.

– Four major listening responses: clarification, paraphrase, reflections, and summarization.

Specific skills: Active Listening

Four Major Listening Responses

– Clarification: Clarification begins with a question, often posed after an ambiguous client message.

It starts with "Do you mean that" or "Are you saying that" followed by a repetition or rephrasing of all or part of the client's previous message.

Specific skills: Active Listening

Four Major Listening Responses

2. Paraphrase

Paraphrase is a rephrasing of the content part of a message—the part that describes a situation, event, person, or idea.

Specific skills: Active Listening

Four Major Listening Responses

3. Reflection

Reflection is a rephrasing of the client's feelings, or the affect part of the message—the part that reveals the client's feelings about the content.

Specific skills: Active Listening

Four Major Listening Responses

4. Summarization

Summarization is an extension of the paraphrase and reflection responses; it is a tying together and rephrasing of two or more parts of a message or messages.

Specific skills: Active Listening

Examples of the four listening responses

Scenario

– Client, a 35-year-old Latina widow, mother of two young children: My whole life fell apart when my husband died. I keep feeling so unsure about my ability to make it on my own and to support my kids. My husband always made all the decisions for me and brought home money every week. Now I haven't slept well for so long, and I'm drinking more heavily—I can't even think straight. My relatives help me as much as they can, but I still feel scared.

Specific skills: Active Listening

Examples of the four listening responses

Responses

– Helper clarification: Are you saying that one of the hardest things facing you now is to have enough confidence in yourself?

– Helper paraphrase: Since your husband's death you have more responsibilities and decisions on your shoulders, even with the support of relatives.

Specific skills: Active Listening

Examples of the four listening responses

Responses

– Helper reflection: You feel worried about having to shoulder all the family responsibilities now.

– Helper summarization: Now that your husband has died, you're facing a few things that are very difficult for you right now . . . handling the family responsibilities, making the decisions, trying to take better care of yourself, and dealing with fears that have come up as a result.

TABLE 5.1 Definitions and Intended Purposes of Listening Responses

Response	Definition	Intended Purpose
Clarification	A question beginning with, for example, "Do you mean that" or "Are you saying that" followed by a rephrasing of the client's message	1. To encourage more client elaboration 2. To check out the accuracy of what you heard the client say 3. To clear up vague, confusing messages
Paraphrase (responding to content)	A rephrasing of the content of the client's message	1. To help the client focus on the content of his or her message 2. To highlight content when attention to feelings is premature or self-defeating
Reflection (responding to feelings)	A rephrasing of the affect part of the client's message	1. To encourage the client to express more of his or her feelings 2. To help the client become more aware of the feelings that dominate him or her 3. To help the client acknowledge and manage feelings 4. To help the client discriminate accurately among feelings 5. To help the client feel understood
Summarization	Two or more paraphrases or reflections that condense the client's messages or the session	1. To tie together multiple elements of client messages 2. To identify a common theme or pattern 3. To interrupt excessive rambling 4. To review progress

Barriers to Listening

Over the years, we have observed three types of helpers who seem to have very great difficulty listening to clients:

1. Frenetic helpers

2. Self-centered helpers

3. Self-absorbed helpers

– Typically, evaluations and filters can be obstacles to effective listening.

– Labels and biases may cause filtered listening.

– Overcoming diversity as a barrier

Specific skills: Asking questions

- Questions become especially important when problems of the client have a large psychological component.

- Questioning is required but a creating a safe emotional space is the primary goal.

- Questioning can take the sessions in two different ways and counselors must learn to avoid the pitfalls associated with it.

- Clients can become defensive, the manner of asking questions can be detrimental if one is not trained or skilled enough.

Specific skills: Asking questions

When questioning about feelings and physical reactions –

- Don't assume common meanings

- Don't use labels

- Attempt to clearly check any worrisome emotions and their intensity

Specific skills: Asking questions

When questioning about thinking –

- Encourage clients to think aloud in relation to difficult experiences

- Access thinking from feelings, wherever possible

- Examine intensity, personal/symbolic meanings/ and urgency

Specific skills: Asking questions

When questioning about communications and actions

- Primary focus is one removing vagueness

- Show me or roleplay

General tips:

- Question judiciously

- Logically link the questions you ask

- Allow for pauses and reflection on both sides

- Don't forget to use listening skills

Specific skills: Asking questions

When questioning about communications and actions

- Primary focus is one removing vagueness

- Show me or roleplay

General tips:

- Question judiciously

- Logically link the questions you ask

- Allow for pauses and reflection on both sides

- Don't forget to use listening skills

Specific skills: Monitoring

- Important at all stages of the helping process.

- Offer a rationale for monitoring

- Rating scales, workbooks, logs, dairies can be uses

- Situation Thoughts Consequences worksheet

- Secure client commitment to self-monitor

Specific skills: Offering Challenges and Feedback

- When the client's internal and the helper's external frame of reference have to be integrated, the course of counseling becomes more intense

- Influencing responses are used, the approach may be come more intense

- Inconsistencies of many types emerge in the helping process.

- Challenges are soft-confrontations directed at the discrepancies noted by the helper.

- Challenges are soft confrontations; they should ideally be close to the client's internal frame of reference and be delivered in a non-threatening manner.

Specific skills: Offering Challenges and Feedback

When challenging -

- Be very measured and cautious

- Treat challenges as exploratory exercise

- Challenge as equals

- Use minimum muscle

- Let clients explore and understand why a specific challenge was offered

- Limit the use of challenges

Specific skills: Offering Challenges and Feedback

Feedback

- Similar to challenging

- Observational and experiential feedback

- Use I messages

- Be specific, more positive than negative

- Use confirmatory as well as corrective feedback

- Mix of emotional and behavioral feedback

- Consider demonstrating feedback

- Invite feedback on your feedback

Egan's Influencing Responses

Listening responses

– Helper questions: What sorts of experiences have you had in being on your own—if any? What feels most scary about this?

– Helper interpretation: When your husband was alive, you depended on him to take care of you and your children. Now it's up to you, but taking on this role is uncomfortable and also unfamiliar. Perhaps your increased drinking is a way to keep from having to face this. What do you think?

– Helper information giving: Perhaps you are still grieving over the loss of your husband. I'm wondering whether there are rituals in your culture as well as certain people who might be helpful to you in your loss.

Egan's Influencing Responses

Listening responses

– Helper immediacy: I can sense your vulnerability as you share this with me, and I'm glad you feel comfortable enough with me to let me in on some of it. I think that might help ease some of the burden you are carrying.

– Helper self-disclosure: I think I can really understand what you are facing and trying to cope with since your husband died. I also went through a period in my life when I was on my own and responsible for the well-being of me and my two children, and it was a tough time—lots to deal with at once.

Egan's Influencing Responses

Listening responses

– Helper confrontation: It seems as if you're dealing with two things in this situation: first, the experience of being on your own for the first time, which feels so new and scary you're unsure you can do it, and second, the reality that, although your relatives help out, the responsibility for you and your children does now rest on your shoulders.

Specific skills: Managing resistance

- Use active listening skills

- Join with clients

- Give permission to discuss reluctance and fears

- Invite cooperation

- Enlist client self-interest

- Reward clients wherever possible

Specific skills: Facilitating problem-solving

- Clarifying goals

- Generating and exploring options

- Assisting planning

Specific skills: Coaching Demonstrating Rehearsing

- Client-centered coaching vs helper-centered coaching

- Demonstrations: Live, recorded, visualized, written

- Rehearsing and roleplays

- Self-talk, rules, and perceptions*

100 Other specific skills

- Homework

- Relaxation

- Ethical issues and concerns

- Termination