

PSY 850: PSYCHOTHERAPY AND BEHAVIOR CHANGE I: BASIC TECHNIQUES: 3 CREDIT HOURS :

CRN 10763 -School Section

FALL 2015 - Mondays 12:20-3:05 (Cammack 27)

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Psy Dept. #- 859-622-1105 (Administrative Assistant, Ms. Amanda McIntosh)

Scheduled Office Hours:

Mondays 3:15-4:30

Wednesdays 3:00-4:30

In the event you are unable to reach me in my office, the best way to contact me is via email. You may also contact Amanda McIntosh, our Psychology Department's Administrative Assistant if there is an emergency and you are unable to contact me directly. Her office number is (859) 622- 1105 and her email address is Amanda.McIntosh@eku.edu.

University Policies

Official E-mail:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Instructor Title IX Reporting Requirements:

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. It also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you share information that indicates that you have witnessed or experienced such behavior, I will have to provide that information to University officials - consider this in choosing what information you post. If you would like to obtain confidential help from someone who does not have to report the information, please go to www.titleix.eku.edu for resources.

Plagiarism and Academic Honesty:

Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. Each student is expected to do his or her own work. Cheating will not be tolerated. Doing so could impact your grade for an assignment or your final grade for the course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Disability Accommodation Statement:

A student with a “disability” may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA. If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Financial Aid:

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

- A balance owed to EKU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

University Deadlines:**Fall 2015 Full Term**

No. Weeks of TERM	16
Term Start Date	08/24/15
Term End Date	12/12/15

Last day to ADD or DROP a class. Last day for 100% refund. Last day to change from P/F or Audit to GRADE.	08/30/15
Mid-Term Date:Mid-Term Grades Submission Deadline.	10/14/15
*Last day to WITHDRAW from class without a fee.	09/20/15
**Last Day to WITHDRAW from class. Withdraw fee applies.	11/15/15
Last day for 75% refund	09/06/15
Last day for 50% refund	09/13/15
Last day for 25% refund	09/20/15
Last Day to Change from Grade to AUDIT or P/F.	09/11/15

***Last day to withdraw without incurring a withdraw fee. Students should withdraw through EKUDirect.**

****Last day to withdraw from a course. A \$50.00 per credit hour fee will be assessed (e.g. \$150.00 for a 3 credit hour course). Students should withdraw through EKUDirect. Please note that students choosing to withdraw from the University (all courses) do not incur this withdraw fee.**

Class Information

Course Purpose and Overview:

The purpose of this course is to introduce a problem-management and opportunity-development helping model, in addition to teaching you basic communication skills that are needed to be an effective helping professional. In order to achieve these objectives, you will be asked to engage in numerous didactic and experiential exercises designed to facilitate the development of these skills. A major focus will be on the development of counseling skills and personal growth. In this course, we will emphasize the systematic integration of basic techniques essential to the helping process.

Emphasis will also be placed on learning to work with diverse populations. This can best be accomplished by exploring your values, attitudes, expectations, and behaviors and how they may impact your work with certain client populations. Efforts to engage in such self-exploration will translate into more effective interconnections and respectful interactions with future clients.

Course Objectives to be met:

1. Skills and knowledge developed in establishing an initial therapeutic relationship
2. Skills and knowledge developed in how to conduct and structure an effective initial clinical interview and ongoing therapy relationship
3. Skills and knowledge developed on how to gather and organize diagnostic and assessment data, clarify the presenting problem and develop an initial treatment plan.
4. Specific basic counseling/interpersonal skills which will be practiced include:

Attending
Minimal Encouragers
Opening and Closing
Providing Feedback
Active Listening
Interviewing
Invitational Skills
Rapport Building
Reflecting Skills
Paraphrasing
Reflecting Feelings
Empathizing
Reflecting Meaning
Summarizing
Reflecting Content
Noting Discrepancies
Self-Disclosure
Reframing
Use of Silence

Student Learning Outcomes & Assessments: By the end of this course you will be able to:

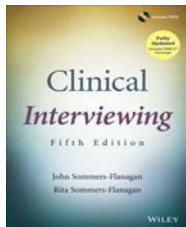
- **Understand helper** characteristics and behaviors that influence the helping process including age, gender, cultural differences, verbal and nonverbal behaviors, ethical and legal issues, personal characteristics, orientation, and skills.
- **Analyze client** characteristics and behaviors that influence helping processes including age, gender, cultural differences, verbal and nonverbal behaviors, personal characteristics, traits, capabilities, and life circumstances
- **Analyze and synthesize what you have learned to ask** clinical questions through the application of the scientific method, when applicable; by contributing to the existing and evolving body of knowledge and research methods in professional psychology; and by

critically evaluating the current body of knowledge in professional psychology that serves as a foundation for practice.

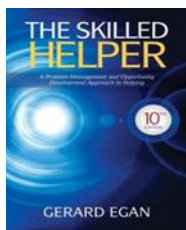
- **Understand**, recognize, and implement helping techniques necessary for an effective initial interview.
- **Understand** the beginning process of conceptualizing clients' issues
- **Understand the** fundamental competencies needed to establish and maintain effective and ethical collegial and client relationships in professional settings.
- **Demonstrate** basic attending skills needed to build rapport to assess client intervention needs.
- **Demonstrate** the capacity to self-observe and self-critique the outcomes of their interventions, while recognizing his or her own strengths and soft spots as a helper.
- **Demonstrate** basic competency in practice with clients from diverse backgrounds by showing an appreciation of human diversity and the ability to integrate that appreciation into the selection, application and interpretation of their psychological assessment techniques and intervention.
- **Demonstrate** competency in the areas of supervision and consultation by evaluating, selecting, and applying effective consultation and supervision models to practice.

Required Texts:

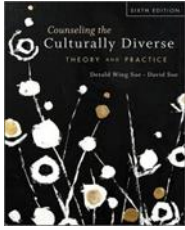
Sommers-Flanagan, J. and Sommers-Flanagan, R. Clinical Interviewing W/ DVD. (5th Ed.) 2014. Wiley. • ISBN: 9781118270042.



Egan, G. The Skilled Helper: A Problem Management Approach to Helping. (10th ed.) 2014. Cengage Publishing Co. • ISBN: 9781285065717



Sue, D. W. & Sue, D. Counseling the Culturally Diverse. (6th ed.) 2013. Wiley. • ISBN: 9781118022023



(Note: Additional readings may be assigned to supplement the main texts.)

Attendance:

Class attendance and active and informed participation is mandatory. Given the experiential nature of this course, one must be present in order to get the most out of the training experience. This course is part of the overall professional training program and is very skills focused. It is designed to prepare you to assume increasing responsibility as a mental health professional. Active and informed participation and attendance are looked at as evidence of your acceptance of your professional role, as are timely completions of weekly readings and assignments. **(Please carry your share of the discussion in every class and do not miss class unless an emergency occurs and/or you are ill.)**

Course Requirements:

The following components will constitute the basis for evaluating your performance in the course. They are as follows:

1. **Readings.** It is absolutely essential to read all assigned readings prior to the class period in which the content will be covered.
2. **Four Class PowerPoint Presentations With Accompanying Mock Therapy Sessions (100 points each)**- Each week from Aug. 31st through Oct.26th designated students will be responsible for summarizing and leading a discussion on the weekly readings (**this excludes the Sue and Sue chapters**), as well as doing a short role play demonstrating specific basic interviewing/counseling skills and/or Egan stage(s) following the presentation.

In preparation for the weekly role plays and the final mock session, the students should provide an outline of the role to be played. The **client(s) role(s)** for each week should be developed from the content covered in the weekly readings from **the Sue and Sue book**.

Time should be allotted for processing the session with the entire class. Class members should be prepared to give constructive feedback to the demonstrators. Students must sign up for the sessions they wish to lead on the first day of class.

3. Practice Mock Sessions (from August 24th –Nov. 9th). During the last part of each class, students will be expected to participate in practice mock-therapy sessions in which they gain valuable practice in utilizing basic counseling skills and the Egan stages that are discussed and demonstrated during the earlier half of the class. Students should rotate being in the role of helper, client and observer. Students will work toward gaining the skills needed to conduct the final 30-45 minute mock therapy session at the end of the semester.

All sessions must be audiotaped and saved. (Therefore, you should have some type of recording device for these sessions.)

During the mock sessions, those in the role of observer/recorder will be asked to provide constructive feedback to the person in the role of helper. The feedback session should take place at the end of each individual mock session.

If Clinic space is available, mock sessions will be held in the actual therapy rooms. During your practice mock sessions, and the instructor will be moving amongst the different sessions and providing guidance and feedback on specific skills. (Note: The mock sessions' content and presenting problems should follow the guidelines outlined in the handout on mock and real-life concerns.)

Also, keep in mind that, you may be asked to choose your best recording at the end of the semester, to be placed in your portfolio.

Students will work in dyads, triads and/or quads, rotating among the following three roles: **counselor, client, and observer.** Sessions will be observed by the professor. Your instructor and your peers will provide you with constructive feedback to facilitate skill development.

Given the nature of this assignment, we stress the importance of maintaining confidentiality.

Characteristics of each role are described below.

•**Counselor:** This role calls for practice and demonstration of skills learned in assigned readings and class discussions. A student in this role should exhibit genuineness, openness, empathy, congruence, engagement in the process, and a willingness to take risks in the spirit of learning. Acceptance of constructive feedback is important.

•**Client:** A student in this role should exhibit genuineness, openness, and present orientation. In the role of client, students are asked to draw upon real life experiences, the content of which is

totally within the student's discretion. Students should take responsibility for determining and monitoring the level of self-disclosure that they contribute to the learning experience. Students may also choose to role play the part of "client," with the understanding that such simulation may detract from the realism and quality of the learning experience. Also in this role, students will be expected to provide feedback to the individual in the "counselor" role.

•**Observer:** This role calls for close attention to the process occurring between the counselor and the client and an ability to relate what occurs in the practice session to the learned material. It also calls for an ability to give constructive feedback. The person in this role may take notes as needed. For triadic work, please select an issue you are comfortable talking about with your classmates and instructor.

5. Final Self-Evaluation Paper: (50 points). This paper will focus on your experiences in the mock therapy sessions in this class. Discuss in a specific and concrete manner your relative clinical strengths and areas in need of improvement and the progress you have made in the development of counseling skills. Describe and discuss areas of personal/professional growth and awareness (e.g., What insights have you gained regarding your counseling skills, personal concerns, or interpersonal relationships? How do these insights enhance your skills as a helper?). Develop a plan that addresses your professional development needs. **Due Dec. 9th** and can be uploaded on Bb under the Assignment folder.

6. Weekly Discussion Board Assignments (10 points each): The Discussion Forum provides students an opportunity to dialogue about readings, in class activities and their practice mock therapy sessions. The first post will be due on **Sept. 6th** and the last post will be due on **Oct. 18th** .

Students will be using the Bb for their discussions. Posts made by students on this forum are graded by the instructor. Students are required to post **ONE COMMENTARY ON READINGS, IN-CLASS ACTIVITIES AND THEIR PRACTICE MOCK THERAPY SESSIONS**, in addition to **AT LEAST ONE QUALITY RESPONSE TO ANOTHER STUDENT'S POST** (of course, students can post as many as they like in addition to the one that is required). The required posts **MUST BE MADE ONCE WEEKLY BY NO LATER THEN 11:59 PM EST ON SUNDAYS.**

Contributions to the weekly Discussion Forum are worth a maximum of 10 points per week (5 points per post). If the required number of posts are made and are of acceptable quality, the student will earn the full number of points. The quality of a post is determined by the degree to which it makes a substantive contribution to the discussion, and the degree to which it is based on material covered in the text, in-class activities and practice mock therapy experiences. Since the weekly discussions are a process experience, there can be no "make-ups".

In sum, a Discussion Post should meet the following criteria:

1. It's concise.
2. It makes reference to material from the texts, in-class activities and discussions, and practice mock therapy experiences.
3. The information included in the response is accurate. It reflects application and analysis of what the texts say. This moves beyond just summarizing information from the book.

7. Final Mock Session. (worth up to 100 points.) Each student will be expected to conduct a 30-45-minute mock session in front of the class, at the end of the semester. You will select a client population (can choose from the Counseling the Culturally Diverse book) or problem area/difficult client (can choose from the Clinical Interviewing book) and develop a brief case profile with appropriate helping strategies for some aspect of the presenting problem(s). During the session, you will act as a helper and you must demonstrate appropriate helping skills and techniques. You are expected to conduct yourself in a professional manner, as if this were a real-life client. You can pre-select one of your classmates to act as the client or you can select someone outside of class to role-play your client. The problem presented cannot be a real-life issue for the pseudo-client. These sessions will be conducted from **Nov. 16th –Dec. 7th**. You may sign up for one of these dates on the first night of class. This is an important assignment, so start working on developing your client and helping strategies early in the semester.

General Policy for Grades:

As a statement of University policy, the grade of A is given for "excellence". For the purpose of this course, the "A" is assigned for outstanding work. Outstanding work is defined as distinguished, conspicuous, or performance significantly above what is expected. It should be emphasized that this is not the expected performance for students in their graduate training. "A" quality work is unusual, this work stands out, and it stands apart.

The grade of "B" is assigned for doing that which is expected in the course, and doing it well. The grade of "B" is the modal grade of graduate school. It is assigned when one has mastered the assigned material, as required.

The grade of "C" is assigned for failure to master the assigned material as would be expected for graduate students.

The following percentages will be used to determine your letter grade:

A = 90-100 B =80-89 C =70-79

Course Grade Determination:

Your course grade will be determined by your performance in all of the course requirements, including attendance and active informed participation. The weighting of each of these components is outlined above under "Course Requirements".

4 PP Presentations X 100		400 points
Discussion Boards	10 points X 7=	70 points
Final Mock Session		100 points
Final Self Evaluation Paper		50 points

Tentative # Total Pts Possible 620

Grade Cut-Offs

558- UP A

557-496 B

495-434 C

433-372 D

371-Below F

Help When You Need It:

Please feel free to drop in and discuss any matter of concern. Your development as a clinician is an important endeavor and I hope that you will utilize every opportunity to make the most of your training experience. My role is to facilitate this development in the early stages of your training. I take this role seriously and I hope I can be a valuable resource to you.

Throughout the semester, I will provide you with constructive feedback and I hope you will take it as such. If you find that you are not doing as well as you would like to in the course, please come discuss your concerns with me. I am here to help. Have a great semester and a fantastic professional career!

CLASS SCHEDULE: PSY 850 Monday (School) Class

Aug 24 Introduction to Interviewing and the World of Therapy and Counseling -Assignment of Presentation Days

Watch **Becoming a Therapist: Inside the Learning Curve**

Must log into: EKU Libraries-go to Database and search for Psychotherapy.net

<http://www.psychotherapy.net.libproxy.eku.edu/stream/eku/video?vid=125>

Part 1.

Aug 31

Clinical Interviewing: Chapters 1-4- and ***Sue & Sue Introduction Section 1 and Chapters 1-3*** (-4 Presenters)

(Discussion Post Due by Sunday, 9/6 by 11:59pm.)

Watch Sommers-Flanagan (SF) DVDs **Directive and Action Responses Chapter** and **Questions and Therapeutic Questions Chapter**

Sept. 07 **Holiday**

Sept 14 ***Clinical Interviewing: Chapters 6-7, 9 –*** and ***Sue & Sue: Chapters 4-7***

Watch SF DVD **Intake Interview Chapter** that accompanies the textbook.

Watch the SF DVD **Suicide Assessment Interview Chapter** that accompanies the textbook

(- 3 Presenters) (Discussion Post Due by Sunday, 9/13 by 11:59pm.)

Part 2.

Sept. 21 ***Skilled Helper: Chapters 1-2*** and ***Sue & Sue: Chapters 8-12***

(3 Presenters) (Discussion Post Due by Sunday, 9/20 by 11:59pm.)

Sept. 28 ***Skilled Helper: Chapters 3-5-*** and ***Sue & Sue: Chapters 13-16***

(4 Presenters) (Discussion Post Due by Sunday, 9/27 by 11:59pm.)

Part 3.

- Oct. 05** ***Skilled Helper: Chapters 6-8 and Sue & Sue Chapters 17-20***
(Discussion Post Due by Sunday, 10/4 by 11:59pm.)
(4 Presenters)
- Oct. 12-13** **Fall Break**
- Oct. 19** ***Skilled Helper: Chapters 9-11 and Sue & Sue: Chapters 21-23***
(-3 Presenters) (Discussion Post Due by Sunday, 10/11 by 11:59pm.)
- Oct. 26** ***Skilled Helper: Chapters 12-14 and Sue & Sue: Chapters 24-26***
(-7 Presenters) (Discussion Post Due by Sunday, 10/18 by 11:59pm.)
- Nov. 02** **Mock Session Work- Practice Sessions**
Watch Core Concepts of Motivational Interviewing
Must log into: EKU Libraries-go to Database and search for Psychotherapy.net
<http://www.psychotherapy.net.libproxy.eku.edu/stream/eku/video?vid=206>
- Nov. 09** **Mock Sessions Work- Practice Sessions**
- Nov. 16** **Final Mock Sessions Begin (2 Presenters)**
- Nov. 23** **(- 2 Presenters)**
- Nov 30** **(- 2 Presenters)**
- Dec. 07** **(-1 Presenter)**
- Dec. 09** **Final Self-Evaluation Paper Due- Upload on Bb**

INTRODUCTION TO THE BASIC INTERVIEWING AND COUNSELLING SKILLS

An introduction to basic interviewing and counseling skills begins with a definition of what interviewing and counseling are, using a person-centered approach. The role of the clinician and the skills needed to be an effective clinician are emphasized. The layperson's assumption of counseling is that it involves giving advice and telling people what to do or solving clients' problems for them. However, this is not the cases, the primary roles are those of support and exploration; keeping in mind that one's client is his or her own best expert in and about his or her life and is the one who must make his or her own decisions. The clinician's role is to simply assist in the facilitation of this process with the client. The basic counseling skills to be covered are listed below.

Empathy*
Listening Skills*

Reflecting Skills:

Reflecting Feelings*

Restating/Reframing

Affirmation*

Summarizing*

Probing/Action Skills:

Asking Questions (Clarifying)*

Interpretation or Making Statements

Confrontation or Challenging

Information Sharing and Education

Problem Solving/Problem Management

* These are **essential interviewing counseling skills**. Many of them take a great deal of practice to master. Trainees must practice and practice these skills to be able to use them effectively in counseling. Because of this, the focus during the training of these basic skills will be on using in-class role plays to develop these fundamental skills.

YOUR ROLE AS TRAINEE: DEALING WITH REAL CONCERNS

One way of learning these eight tasks is to apply them to yourself and your own problems and concerns first. This means placing yourself in the role of a client. There are two ways of doing this. You can pretend to be a client or you can become a client. Since this distinction is important, let us look at it more carefully. For the purposes of this class we will focus on always utilizing the “pretense approach”.

Role-playing versus dealing with real concerns.

As a trainee, you are going to be asked to act both as a helper and as a client in practice sessions. In order to facilitate this process, you can role-play, that is pretend to have certain problems.

Role-playing, although not easy, is still less personally demanding than discussing your own real life concerns in practice sessions. In doing so, it may give you some insights into problems or characteristics of interpersonal style that might interfere with your effectiveness as a helper. For instance, if you tend to be an impatient person—one who makes unreasonable demands of others—you will have to examine and change this behavior if you want to become an effective helper. If you are nonassertive, this could keep you from being an effective helper with clients because you cannot assist the client in making reasonable demands on themselves.

Learning what it means to be a client.

Another reason for using practice session in which you are in a client is that it helps you get some experience in being a client and looking at things from a client perspective.

Then when you encounter real clients, you can appreciate some of the misgivings that they may have in talking to a stranger.

The Safe and Productive Training Group.

The training group should become a learning community which provides both support and reasonable challenge for its members, and if you are willing to provide each other with constructive feedback, it can be. In creating a client role, give careful consideration to the profile. This will make for a better learning experience for all of us.

Here is a limited sample of the kinds of problems, issues, and concerns that can be introduced as presenting issues:

☒ Others see me as “out of it” a great deal of the time. I guess I am fairly naïve. Others seem to have deeper more interesting experiences than I do. I think I’ve grown up too sheltered.

☒ I’m stingy with both money and time. I don’t want to share what I have with others. I’m pretty selfish.

☒ I’m somewhat of a coward. I sometime find it hard to stand up for my convictions even when I meet light opposition. It’s easy to get me to retreat.

☒ I hate conflict. I’m more or less a peace-at-any-price person. I run when things get heated up.

☒ I don’t like it when others tell me I’m doing something wrong. I usually feel attacked and I attack back.

This list is not exhaustive, but you can use it to stimulate your thinking about clients and the kinds of dissatisfactions, problems, or concerns they may have about themselves. The following presenting issues are examples that can be developed into mock therapy exercises. Keep in mind that many of these issues may often be the reason for clients seeking our services.

☒ I’m shy. My shyness takes the form of being afraid to meet strangers and being afraid to reveal myself to others.

☒ I’m a fairly compliant person. Others can push me around and get away with it.

☒ I get angry fairly easily and let my anger spill out on others in irresponsible ways. I think my anger is often linked to my not betting my own way.

☒ I’m a lazy person. I find it especially difficult to expend the kind of energy necessary to listen to and get involved with others.

☒ I’m somewhat fearful of persons of the opposite sex. This is especially true if I think they are putting some kind of demand on me for closeness. I get nervous and try to get away.

☒ I’m a rather insensitive person, or so I have been told. I’m a kind of bull-in-the-china-shop type. Not too much tact.

I'm overly controlled. I don't let my emotions show very much.

Sometimes I don't even want to know what I am feeling myself.

I like to control others, but I like to do so in subtle ways. I want to stay in charge of interpersonal relationships at all times.

I have a strong need to be liked by others. I seldom do anything that might offend others or that others would not approve of. I want to be accepted.

I have few positive feelings about myself. I put myself down in a variety of ways. I get depressed a lot.

I never stop to examine my values. I think I hold some conflicting values.

I feel almost compelled to help others. It's part of my religious background. It's as if I didn't even have a choice.

I'm sensitive, easily hurt. I think I send out messages to others that say "be careful of me".

I'm overly dependent on others. My self-image depends too much on what others think of me.

A number of people see me as a "difficult" person. I'm highly individualistic. I'm ready to fight if anyone imposes on my freedom.

I'm anxious a lot of the time. I'm not even sure why. My palms sweat a lot in interpersonal situations.

I see myself as a rather colorless, uninteresting person. I'm bored with myself at times and I assume that others are bored with me.

I'm somewhat irresponsible. I take too many risks, especially risks that involve others. I'm very impulsive. That's probably a nice way to say that I lack self-control.

I'm very stubborn. I have fairly strong opinions. I argue a lot and try to get others to see things my way. I argue about very little things.

I don't examine myself or my behavior very much. I'm usually content with the way things are. I don't expect too much of myself or others.

I can be sneaky in my relationships with others. I seduce people in different ways—not necessarily sexual—by my "charm". I get them to do what I want.

I like the good life. I'm pretty materialistic and I like my own comfort. I don't often go out of my way to meet the needs of others.

I'm somewhat lonely. I don't think others like me, if they think about me at all. I spend time feeling sorry for myself.

☒ I'm awkward in social situations. I don't do the right thing at the right time. I don't know what others are feeling when I'm with them and I guess I seem callous.

Skills You Will Learn

Listening and Attending Skills: Eye contact; Acceptance; Distance; Silence; Gestures; Verbal tracking; Changing the subject

Presence with clients: Genuineness; Trust-conveying and being trustworthy; Confidentiality; Warmth; Respect; Empathy; Acceptance; Assurance; Ability to

connect while respecting professional boundaries

Ability to Paraphrase and Reflect: Listening to the message, restating it, observing or asking for response; Confirming accuracy or correcting misunderstanding

Clarification and Perception Checking: Admitting confusion, asking for repetition or illustration; Summary Clarification; Approval

Questioning General Leads: Use of open-ended questions; knowing how to use closed questions; Clear in asking questions; asking one at a time; Not bombarding client with questions

Values use and abuse: Way helper treats his/her own values; Way helper treats client's values; Suspending critical judgment

Appropriate Focusing: Distinguishing between focus on feeling, focus on person, focus on content and when to do which; Concreteness - be specific and descriptive of behavior; Urging

Assessing client's ability to problem solve: Ability to identify problem and set goals with client; Depth interpretation

Dealing with Obstacles: Silence; Crisis intervention; Pauses; Outside interference; Disagreement; Interrupting client; Facilitating client's ability to talk; helper being pre-occupied with self

Sharing pertinent information: Self disclosure

Interpretation and Action Orientation: How to help clients make necessary changes; Self Sufficiency; Self Talk; Goal Setting; Applying Intentionality; Self- evaluation; Encouragement; Compliments

Issues with counseling members of diverse populations