

## **Ψ227 COUNSELING PROCESS & SKILLS**

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Santa Clara University, Spring, 2015 Office hours on Monday: 1:30-3:30; Walk In,  
3:30-4:30

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### **OBJECTIVES**

Identify, learn, and practice key counseling microskills and metacognitive strategies  
Expand understanding of therapeutic experiencing and change  
Explore concerns associated with the challenging and intimate process of counseling  
Attain competence in 3.0 level empathy responses as defined in Hammond's *Improving therapeutic communication*.

### **REQUIREMENTS**

Final paper due at the end of the quarter.

Completion of small assignments during the quarter.

Class attendance. One miss permitted, with the exception of videotaping sessions,  
which must be made up if missed.

Completion of Interpersonal Process Recall session

Caveat: As noted in our graduate catalog, a grade of B or higher in this course is  
required for continuation in the program regardless of grades earned in other  
courses.

### **CLASSROOM ETIQUETTE**

While in class please show respect to fellow students and the instructor—no pagers, cell  
phones, texting, or instant messaging. Laptops and iPads are permitted, but only for note  
taking. Since the ppts will be made available, there is little need for note taking.

### **TEXTS**

Hammond, C. et al. (1977). *Improving therapeutic communication*. San Francisco, CA:  
Jossey-Bass.

Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action* (4th ed.).  
Washington, DC: American Psychological Association.

Larson, D. (1993). *The helper's journey: Working with people facing grief, loss,  
and life-threatening illness*. Champaign, IL: Research Press.

Wachtel, P. (2011). *Therapeutic communication*. (2<sup>nd</sup> ed.). New York, NY: Guilford  
(Recommended)

Camino.Canvas readings (access via HYPERLINK "https://camino.instructure.com/"  
<https://camino.instructure.com/>)

## ***SCHEDULE***

Week 1: 4/1	Week 6: 5/13
Week 2: 4/15	Week 7: 5/20 Media Services
Week 3: 4/22	Week 8: 5/27
Week 4: 4/29	Week 9: 6/3 Media Services
Week 5: 5/6	Week 10: 6/10 Final paper due.

## ***FILMS***

*Three Approaches to Psychotherapy: II* Carl Rogers with Kathy (MS# 04054)

*Carl Rogers Counsels an Individual on the Right to be Desperate* (MS# 05532A, 05532B)

*Gestalt Therapy with Gordon Wheeler*, American Psychological Association (MS# DVD-00245)

*Case Formulation in Emotion-Focused Therapy*, Rhonda Goldman: (APA)

*Helping Skills in Practice: A Three-Stage Model*, with Clara Hill (MS# DVD-01752).

### *Counseling and Therapy in Videos—The Santa Clara University Library Database*

One of the incredible resources available to you is a video collection that is now available in our library. You can explore 707 videos totaling roughly 733 hours, with many therapy demonstrations and

lectures by leading experts. These include an extensive set of videos addressing multicultural issues. To

get to the database, go to the Library website, click on Databases, then go to “C” and scroll down to

*Counseling and Therapy in Videos* to get to the database. It is truly an amazing resource.

There are

interviews with Daniel Wile and Irvin Yalom, lectures by Lillian Comas-Diaz, demonstrations of

therapy with Latina/o, African American, Asian American, and Native American clients and much more.

Many of you will want to study the films focusing on work with adolescents and children as well. This is a veritable treasure trove of learning that we all need to explore. I would love to hear feedback on what

you discover and benefit most from. There are some clunkers and some real gems.

Discover where the gems are for you, let me know about them, and put them to work.

## ***CLASS SCHEDULE AND ASSIGNMENTS***

### **Week #1      *OVERVIEW OF THE COURSE***

**Topics:** Introductions; Three-Stage Model; Therapy Microskills; Schools of Therapy  
**Exercises:** Skill-building exercise.

### **Week #2    *COUNSELING: BENEATH THE SURFACE--THE INNER WORLD OF THERAPIST AND CLIENT***

**Topics:** Disclosure, Covert Processes, and Self-Concealment in Therapy; Boundaries; Becoming a Therapist; Therapist Emotional Involvement.

**Exercises:** Painful/Golden Silence; Helper Secrets

#### **Assignments for Today**

Readings: Texts: Hill, Ch. 1; Larson, Chs. 1-4; Canvas: Larson et al. (2014); Farber; all other Canvas readings are optional

Develop a safe topics list. This is not to be handed in and you will not be asked to share the list. It is for your personal use when you are in the role of client in class exercises.

Read syllabus thoroughly

#### **Suggestions for Enhanced Learning (not required):**

1) Begin a journal that you can use throughout your helping journey/career, and begin it with your reflections on “How I got here” (i.e., what brought you into this work?)

Also, how does this professional focus fit into your life project and contribute to your sense of purpose and significance in your life? In the days and years ahead, use your journal to reflect on what you learn about life, love, courage, relationships, and yourself on your helping journey.

2) Reflect on the many ways secrecy, self-concealment, self-disclosure, and confession-like processes are a key part of what we do as therapists. Take a look at Farber (2006). *Self-disclosure in psychotherapy* if you want to explore these topics in more depth.

**Week #3**

***COUNSELING: THE ENGINES OF CHANGE***

**Topics:** Basic Therapeutic Tenets; The Engines of Psychotherapy: The Therapeutic Relationship and Therapist's Attachment Orientation; Exposure and Client Experiencing; Experiential Focusing

**Film:** *Coming Home Through Focusing*: Gendlin with Kathleen (6')

**Assignments for Today**

Readings: Texts: Hill, Ch. 2; Canvas: Greenberg; complete ECR-R; Shorey. Other readings are optional.

**ASSIGNMENT #1** (see "Details on Assignments" section in this syllabus for instructions)

**Suggestions for Enhanced Learning (not required):**

- 1) (a) Practice focusing using the focusing instructions in the Focusing Handouts (in Canvas). (b) Visit the Focusing Institute's web page at [www.focusing.org/](http://www.focusing.org/). Also, take a peek at the Gendlin chapter in *Teaching Psychological Skills: Models for Giving Psychology Away* (in Canvas and also available for free viewing and downloading through Google Books at <http://books.google.com/books> )
- 2) This week we are taking a look at therapy from different angles, and the Orchowski (in Canvas) paper is a really enjoyable article on how therapy is presented in contemporary cinema. Definitely print it out and take it with you on your next vacation and it will make your selection of movies to watch and your viewing of them lots more fun.
- 3) If you are interested in one dramatic example of how erroneous research findings can misinform clinicians, take a peek at your instructor's 2007 article in Canvas (Larson & Hoyt, 2007, What has become of grief counseling?)
- 4) Re ASSIGNMENT #1: After making your audiotape, play it back for yourself at home when alone as a background sound that you can hear as you go about your other activities. You will occasionally hear yourself almost like you hear others and so get a unique glimpse of what you actually sound like to others--of how warm, accepting, and empathic your voice is or isn't. After completing Assignment #1 for the course, put the tape in your safe-deposit box and revisit it in the year 2024. You will be glad you did this, and surprised to see the extent of growth in your clinical skills.
- 5) Finally, as you go through the readings for the week, really try to get the distinction between experiencing and talking about experiencing as it applies to counseling. This is one of the most important and most difficult to learn discernments in your development as a therapist.

**Week #4**

***COUNSELING SKILLS: BASIC BUILDING BLOCKS***

**Topics:** What Helping Isn't; Attending; Restatements; Questions; The Client-Frame-of-Reference Response; Directiveness; Negotiation; Lead.

**Film:** *The Caring Helper* vignettes

**Assignments for Today**

Readings: Texts: Hammond, Chs. 2-3; Hill, Chs. 6-8; Larson, Chs. 5-6.

Canvas: Larson (2013, 2014)

**ASSIGNMENT #2**

**Suggestions for Enhanced Learning (not required):**

- 1) Don't fudge on the *No Questions Exercise*. Many graduates of the program have mentioned that what they learned from this single exercise continues to enhance their clinical work after they graduate!
- 2) Take a peek at the Ivey and Egan chapters in *Teaching Psychological Skills*(Canvas).

**Week #5 *THE EXPLORATION STAGE AND THERAPEUTIC ATTUNEMENT***

**Topics:** Empathy in Psychotherapy; Responding to Feelings; Discrepancy Scores; Cultural Issues and Other Barriers to Empathy

**Film:** *Gestalt Therapy with Gordon Wheeler*, American Psychological Association (MS# DVD-00245)

**Assignments for Today**

Readings: Texts: Hammond, Chs. 4-5; Hill, Chs. 9-10; Canvas: Cardemil;

Recommended: Carver

Written exercises in Hammond (Note: Do not hand in)

**Suggestions for Enhanced Learning (not required):**

- 1) Really dig in and do the written exercises. You might not always agree with the modeled responses, and can often do even better, but take note of the ways your responses diverge from those offered by Hammond and try to see patterns that can help you understand your own process as a counselor.
- 2) Memorize lead-ins and try to get your use of them to the level of unconscious competence.

**Week # 6**     ***THE EXPLORATION STAGE: ADDITIVE AND EVOCATIVE EMPATHY***

**Topics:** Responding to Implied Feelings and Meaning; Additive Empathy

**Film:** *Three Approaches to Psychotherapy II: Rogers with Kathy* (MS# 04054)

**Assignments for Today**

Readings: Texts: Hammond, Chs. 6-8; Canvas: Rice (optional)

**Suggestions for Enhanced Learning (not required):**

- 1) Reflect on the similarities and differences between additive empathy (Hammond) and interpretations (Hammond and Hill). Revisit Larson (Ch. 6) for some clarifications.
- 2) Don't give up and remain sedulous when writing your responses to the vignettes in Hammond. Write them out and compare with the modeled responses. Remember that Level 4 and 5 responses are not always the longest ones, although Hammond seems to imply they are.

## **Week #7      *VIDEOTAPING AND REVIEW WITH FEEDBACK***

### **Assignments for Today**

#### **Meet at Media Services!**

Begin reading assignments for Week # 8

Turn in **ASSIGNMENT #3**

### **Suggestions for Enhanced Learning (not required):**

1) Goals for this class: This is a unique opportunity for us all to learn together. Let yourself continue to try new skills and to not slip back into old patterns because you are going to be recorded and want to “stick with what works” or has worked in the past.

2) Topics for client role: When you are in the role of client, it is very important that you discuss a topic that is safe yet is not the kind of intellectualized and externalized topic that first comes to mind if you just ask yourself “What bad things happened for me in the past week that are still bothering me?” Your first thoughts in response to this question might be “My boss really bugged me this week,” or “I want to talk about my sister and her problems with my mother.” These are important topics but are not likely to lead to deeper levels of meaning and feeling for you in the brief time we have available for these videotaping sessions. In longer sessions a counselor might be able to help you discover the “problem behind the problem,” (i.e., the larger therapy issue that is being reflected in this particular problem or situation), but we do not have the luxury of long or repeated sessions so we need to help our student therapists by focusing on inner conflicts and struggles associated with our topics right from the beginning. Here’s some advice on this process: A good starting point is often to focus on something you are avoiding in your life. Next, ask whether this issue is something you do not feel good about in terms of how you view yourself (i.e., your self-esteem). Although there are issues like illness and loss and trauma that do not necessarily have this self-esteem component, this self-esteem test is generally a good one to help you select a problem that will be most productive. Ask yourself “Are my own behavior or my experiences in this situation things I feel entirely good about?” If your answer is “no,” this topic is more likely to lead to more realistic therapy content, making the practice session more productive both for you and your student therapist. As a student you will be put in the client role many times during the course of the program. My advice is to not just keep bringing up the same issue you have discussed many times before because you have rehearsed your answers and nothing new will come up. Although I encourage you to take the risk of exploring some new terrain, I basically agree with Hill that there are several topics you probably should not get into. Just note the topics that you know it would not feel safe to explore in class and then don’t share those in your practice sessions when you are a client.

3) Your goals as therapist: As therapist, don’t feel any urgency to solve anything. Your goal is to facilitate emotional change and you have to accept that the context precludes

**Week #8**     ***THE INSIGHT STAGE***

**Topics:** Use of Challenge, Self-Disclosure, Interpretation, and Immediacy for Promoting Insight and Behavior Change; Transdiagnostic models

**Film:** *Helping Skills in Practice: A Three-Stage Model*, with Clara Hill

**Assignments for Today**

Readings: Texts: Hill, Chs. 11-15; Hammond, Chs. 9, 10. Canvas: Week 8 Extra Skill-Building Readings

**Suggestions for Enhanced Learning (not required):** I have gone through several texts, including the recommended Wachtel book, and have put together skill-building-focused readings on insight skills. These are in Canvas as Week 8 Extra Skill-Building Readings. I strongly encourage you to take a good look at these. I think you will find all the examples and guidelines very helpful. I don't agree with everything in these pages but do find almost all of it quite helpful and there are definitely some great ideas here that you will find immediately applicable in your growth as a therapist. There are in-depth discussions of the use of confrontations, interpretations, and here-and-now process comments. The final section is from Wachtel's book, *Therapeutic Communication*, and gives very refined tips for how to communicate about difficult issues without lowering the client's self-esteem. If you are wanting to expand your skill level beyond what we are covering in class I encourage you to carefully read this section of this handout and then read the entire Wachtel book to get exposure to the next level in therapeutic communication.

**Week #9**     ***VIDEOTAPING AND REVIEW WITH FEEDBACK***

**Assignments for Today**

**Meet at Media Services!**

Readings: Texts: Begin readings assigned for Week #10

Turn in **ASSIGNMENT #4**

**Suggestions for Enhanced Learning (not required):**

- 1) If you are or have been in counseling, reflect on the ways resistance expressed itself in your therapy. What forms did it take in and out of your counseling sessions?
- 2) At Media Services tonight, try to be intensely aware of resistance in the here and now, and as you note it, respond to immediate experiencing, offer psychological safety, and strengthen the therapeutic relationship.

**Week #10**

***ACTION STAGE: SKILL INTEGRATION***

**Topics:** More Change-Making Interventions; Skill Integration; Working With Resistance

using Motivational Interviewing; Continuing your growth as a therapist;

Good-

byes!

**Film:** *Carl Rogers Counsels an Individual on the Right to be Desperate*; if time, we will

take a peek at the Rhonda Goldman film as well

**Assignments for Today**

Readings: Texts: Hill, Chs. 16-19

View *Motivational Interviewing in Brief Therapy for Addictions*, with William Miller in Orradre *Counseling and Therapy in Videos* collection

Turn in **FINAL PAPER**

**Suggestions for Enhanced Learning (not required):**

- 1) This is the last class meeting but we are going to continue to work on skill development until the very end, so come prepared to be involved, despite the lack of sleep you might have experienced typing all those papers this week.
- 2) Reflect on where you are at now relative to where you were at the beginning of the class in terms of skill development. Make some notes about what you need most to work on next and then seek out further opportunities (e.g., courses at SCU, workshops, field experience and practicum opportunities) that will provide the kinds of training you need at this point in your development.
- 3) Remember that if you successfully complete this class you will be added to the client roster to be used by future 227 students, so please remember to enthusiastically say “Yes, I’d be happy to help you” ☺ if they call or email you.

***DETAILS ON ASSIGNMENTS***

***INTERPERSONAL PROCESS RECALL SESSION***

One of the most potentially powerful learning experiences in our class is the IPR review session you will have. You will meet with a fellow student (we will pair up in

class) at a designated time outside class for a three-hour videotaping and review session at Media Services. Scheduling will be done in class, and there will be many time slots available so that we can all do this with minimal inconvenience, although your flexibility is requested if schedules do not coincide. Your session will be facilitated by our Teaching Assistant for the class, who has been trained as an IPR facilitator. I will explain the IPR process in class but will give you a few basics here.

Interpersonal Process Recall was developed by Norman Kagan as a counselor training technique and has been widely used throughout the United States and abroad. The basic structure of IPR is to videotape a counseling session (can be of any length) and then conduct a review of the session. For a more complete description of the IPR Method take a peek at the Kagan chapter in *Teaching Psychological Skills* (in the Camino Interpersonal Process Recall (IPR) Method module). There are also multiple IPR films in our Counseling and Therapy in Video database that you can review and learn a lot about IPR and also get some good general training.

The review takes much longer than the session itself and the IPR facilitator (known as the Inquirer) assists the counselor to explore his or her inner process as a helper during the session. In our variation of IPR, the client is present during the recall session. What is most important to know is that this is not the kind of skill-building session you might have expected it to be. Your Inquirer will not give you advice on what kinds of interventions you might have made or feedback on your counseling skills per se. Instead, the focus is on what was happening inside you during the session: What were you feeling? What made you make the response you did at a given point in the interview? Were there any risks involved for you at a given moment in the session? What were you thinking of doing, but did not do, and why?

You can see that the IPR session is an excellent technique for becoming aware of our own process as counselors. In the past, students have reported that these sessions have been among the most important learning experiences in the class and sometimes in the program. This is an exercise in exploratory learning and great things can happen if a friendly stance is taken toward all the internal and external data that this experience gives us the opportunity to access.

### ***ASSIGNMENT #1, 30-MINUTE AUDIOTAPE AND MICROSkill TALLY***

There are three resources you will need for this assignment:

An audio recording device

A form for summarizing the results. You can use the “Assignment # 1 Template” provided in Canvas in the Week 3 Module, or you can create your own and maybe even improve on the one provided.

A microskill classification system to use for your ratings. For this, go to [HYPERLINK "http://forms.apa.org/books/supp/hill/index.cfm?action=students"](http://forms.apa.org/books/supp/hill/index.cfm?action=students) <http://forms.apa.org/books/supp/hill/index.cfm?action=students> then click on “Web Forms to Book,” then “Web Form E: Helping Skills System” and you will open the document with the

classification system for this assignment. We are not including minimal encouragers and repetitions, even though they are crucial elements of therapeutic communication, because doing so skews the percentages dramatically, making the tallies of responses difficult to interpret.

For the assignment, conduct a 30-minute tape recorded interview outside class. Your "client" can be anyone outside your family and circle of close friends, but I strongly urge you to find a fellow student (ideally someone outside our class who is in our Counseling Psychology Program whom you don't know very well. Assure your client that this tape will be kept in the strictest confidence. Ask this person to talk about something that is problematic for him or her and try to be helpful as a counselor.

For your analysis, first listen to the tape once without stopping. Imagine that you are the client. Ask yourself: What would it be like to have a counselor saying these things in this way to me? Then, listen to the tape again, stopping at each pair of therapist and client responses and for each of your responses, make a tally mark next to one of the microskill categories in the Assignment # 1 Template. Then, listen to the client's response that follows your own and rate it in terms of the amount of self-exploration reflected in the response and record these 1-5 ratings next to the microskill category for the therapist (i.e., your) response immediately preceding the client response. Use the client self-exploration scale provided (below) for these ratings of level of client self-exploration. Then compute the summary statistics for microskills and client self-exploration by microskill. A model completed sample sheet presenting these summary statistics is also included below. That's it! You are not required to transcribe this interview!! The summary statistics for micro-skills and client self-exploration provide a personalized profile of skill usage and effectiveness. Also, think about your session using concepts from class readings. This is not a graded assignment, but you must hand in a copy of your tally sheet on the day this assignment is due. Do not turn in your audiotape.

***SCALE FOR RATINGS OF CLIENT SELF-EXPLORATION, ASSIGNMENT***

***#1***

The Client Self-Exploration scale assesses the extent to which the client is actively searching for new feelings and experiences. Clients are rated on this scale according to the strength of their desire to self-explore.

Level 5

Client actively searching for new feelings and experiences (even if fearful).

Level 4

Client volunteers personally-relevant material with spontaneity and emotional proximity.

Level 3

Client volunteers personally-relevant material but mechanically and with no feeling.

Level 2

Client responds mechanically and with no feeling to personally-relevant material introduced by the counselor.

Level 1  
to

Client avoids all self-expression, is defensive, and provides no opportunity to discuss personally-relevant material.

*Assignment #1 (EXAMPLE)*  
***THERAPIST MICROSKILLS AND CLIENT SELF-  
EXPLORATION***

<b>Microskill</b>	<b>Tally</b>	<b>%</b>	<b>Self- Exploration Ratings</b>	<b><u>M</u></b>
Approval/ Reassurance	3	5%	3,4,4	3.7
Closed Question	4	7.5%	2,2,3,3	2.5
Open Question	7	13%	3,3,2,4,3,3,4	3.1
Restatement/ Paraphrase/ Summarization	17	32%	2,3,4,2,3,3,4,4, 3,4,2,3,4,4,5,4, 4	3.4
Reflection of Feelings	3	5%	4,3,3	3.3
Challenge	2	4%	3,4	3.5
Interpretation	10	19%	3,3,4,4,4,4,3, 5,4,4	3.8
Self- disclosure	1	2%	4	4
Immediacy	1	2%	3	3
Information	0	0%	N/A	N/A
Facts, Data, or Opinions	2	4%	3,4	3.5
Feedback about Client	0	0%	N/A	N/A
Direct Guidance - Process Advisement	0	0%	N/A	N/A
Direct Guidance – Directives	2	4%	3,3	3
Silence	0	0%	N/A	N/A
Other	1	2%	2	2
	53	99.5%		

## ***ASSIGNMENT #2, THE "NO QUESTIONS ASKED" EXERCISE***

This simple but important exercise may seem way beneath your skill level, but I'm confident that all of us have some learning left to do in the area of mastering the use and nonuse of questions. All you have to do for this assignment is have **two** 15-minute interactions in which you do not ask any questions. These interactions can be with family, classmates, or friends, and don't need to have a counseling focus. You can do the exercise whenever you have a continuous 15-minute conversation with someone. If you do tell your partners that you're doing a homework exercise, you can explain that you're "practicing your interviewing skills" but don't reveal that you are attempting to not use questions during the interview. You may record the interviews if you wish (and if your partner approves of this) but you don't need to do that for the assignment. Write a one-page (double-spaced, typed) description of your experiences during these two conversations. What microskills did you find yourself using? What was happening at a process level in the two interviews? This is not a graded assignment, but it must be completed to pass the course. Achieving a question-free interview is not easy, and I would like you to repeat the exercise until you actually accomplish the goal of **no** questions in either interview. Here's a distinction that might prove helpful when you are trying to decide whether questions were in fact asked during the interviews. In my opinion, begging reflections (e.g., "You are really tired of it all?" with the questioning inflection at the end) are not questions, though I would encourage you to reduce the interrogative quality in reflection responses. Also, checking out responses like "Is that it?" or "Am I getting it?" are not true questions. Unlike standard questions, both the begging reflection and the checking-out response aren't really information gathering responses (other than an initial yes or no); they also both leave the conversational ball in the client's court for continued self-exploration and self-disclosure.

## ***ASSIGNMENT #3, "YOUR THEORY OF THERAPY"***

Our clients frequently ask us about psychotherapy; they want to know what they should do and how they will be helped by this encounter. If they don't ask us these questions, it is still usually good to let them know what our view of this change process is (this process is formally called role induction or structuring). Write a **one-half to one-page** (double-spaced, typed) description of your personal theory of how therapy works. What are the "active ingredients" in psychotherapy and counseling? This is a tough assignment. Your theory of therapy might still be somewhat inchoate and unformulated, and there may be several approaches that appeal to you. Nevertheless, you do have beliefs about how therapy works, whether these are firmly rooted in psychological theory or based primarily on your own experiences within or outside counseling. I suggest that you write this **as you would answer a client who asks you the following question: "What is therapy and how does it work?"** The paper will be

returned to redo the assignment if you do not meet this criterion. For example, rather than writing “The therapist creates an environment of trust and safety,” say “I will do my best to create a safe environment and to earn your trust.” Obviously, your paper shouldn't be filled with jargon, but rather with a simple description of what happens in therapy and why it works. This is not a graded assignment, but must be completed to pass this course.

### ***ASSIGNMENT #4 FINAL PAPER TRANSCRIPT***

Bring one copy of the transcript you have made for your final paper. The transcript must be typed and should have your name or initials on every page. This means that you must have a copy of the transcript section from your final paper typed the class meeting before the final paper is due, so plan ahead! This does not include your 4-page analysis or the ratings or within-transcript analysis that are part of the final paper—this is just the transcript, and it is very important that you know it is only the portion of the transcript that you analyze for your final paper. To avoid unnecessary work for you and for the other student, I repeat: the transcript for Assignment #4 is only the section of the interview that you are analyzing for your final paper, and thus should only include 20-25 therapist responses, not counting minimal encouragers. Although you can obviously adjust this later, it is a good idea to leave enough room between responses for you to later write comments, make alternative responses, do ratings, and so forth in your final paper.

After I collect the transcripts I will redistribute them so that each student has the transcript of one other student. Do not privately arrange for exchanges with another student. Sometimes it is uncomfortable to give honest feedback without anonymity. If you find this to be true you can retain your anonymity as a reviewer for this exercise by simply not putting your name on the single-page analysis of the other student's transcript and by putting a removable note on the analysis and transcript telling me that you are the author of the feedback. Your analysis of this other student's transcript is part of your final paper assignment (details provided below). Your own transcript and other student's feedback will be returned to you with your final paper.

### ***FINAL PAPER***

1) First, make a 30-minute tape of an interview with someone discussing an issue of real concern. Work with someone who is not your relative or close friend. I strongly prefer that you do the interview with another student in the Counseling Psychology program you do not know well or at all. You can use the "client roster" I will distribute in class if you want to contact a student that way. Don't use the same interviewee you did for the earlier microskills exercise. Assure your "client" that only one other student and your instructor will review a transcription of a segment of the interview, and that all

identifying information will be removed from the transcript.

2) Pick a segment of the interview in which you are active. This segment must include 20 to 25 responses by you, **not counting minimal encouragers**. Transcribe it **verbatim**, numbering each statement for easy reference:

T1 WHAT'S BEEN ON YOUR MIND?  
C1 Well, not much, except...  
T2 EXCEPT...

Remove or change all identifying data. Leave space between the transcribed responses for the ratings, comments, and alternative responses you will be adding. Type your responses as therapist in all caps (i.e. THE ENTIRE RESPONSE SHOULD BE CAPITALIZED, JUST LIKE THIS). Don't put any other parts of the interview or analysis in this all caps format.

3) Classify each of your responses using the Hill system. Indicate your classification after each response, for example: "I NEVER HAVE PROBLEMS LIKE THESE, THANK GOD" Self-disclosure. I would also like you to indicate when there are Client Frame of Reference responses.

4) Rate each of your responses along Hammond's continua, using the scales for respect, empathy, and genuineness. Consider each response from the perspective of each scale, rating it from 1-5 or not applicable. Briefly give the reason for your rating. Take nonverbal aspects of your response into account. You will find that the genuineness and respect ratings are the most difficult because the rating scales do not have sufficient specificity. Also, I think that the genuineness scale in particular has some biases that we might challenge if we were using the scales for a research project in which we needed to attain inter-rater reliability. Thus, know that I see the issues here and don't get distressed by the rating process. Just explain the ratings you do make and try to develop your own sense for what genuineness and respect really mean in a therapeutic interview. Finally, see the sample transcript analyses (below) to get a better idea of what I want and how to set up your paper.

5) Ask yourself, "Could I have improved any of my responses?" Indicate alternative responses for those you can. Write these out as you would actually say them, e.g., "You were lonely, but now it's a different feeling." Failure to provide alternative responses can lower your grade, so don't forget to do this, and do it quite often!

6) Begin your paper with a 4-page analysis of the interview segment you have chosen, making frequent reference to specific therapist and client responses. In this analysis apply concepts from the Hammond, Hill, and Larson texts, and from class lectures and readings wherever appropriate. Your main task here is to make sense of the interaction by interrelating the phenomena of the interview with theoretical constructs that (hopefully)

provide an objective framework for studying therapy interactions. You may refer to other portions of the interview whenever necessary to clarify your analysis. Citations for Hammond, Hill, and Larson should be added using APA formatting [e.g., (Larson, 1993, p. 15)]. This analysis is followed by the within-transcript analysis. Do not merely provide a blow-by-blow description of the interview: integrate, summarize, synthesize! In your four-page analysis be sure to use subheadings (e.g., microskill usage; empathy in the interview; respect in the interview; barriers to therapeutic communication; areas for improvement; countertransference experiences, etc.). I do not give you a fixed template for this 4-page section because I want you to think about which concepts contribute the most to an understanding of what happened in the interview and to how you can improve your interviewing style. I encourage you to read these instructions more than once.

7) Your grade is based on the quality of your analysis of the interview, not on the quality (i.e., therapeutic efficacy) of the interview. For example, you could ask 10 closed questions in a row, interrupt your client repeatedly, give advice prematurely, and convey a judgmental attitude, and still get an A on the paper, **if** you identify these psychotoxic behaviors, propose alternative responses, and show an understanding of how your process led you to make these interventions.

8) Analysis of Other Student's Transcript: Here's what you need to do with the other student's transcript: In one page (no more!), do a brief (typed) analysis of the interview segment applying concepts from Hammond and/or Hill, just like you did in your own paper. Then, go through the transcript and rate each response on the empathy scale only, giving reasons (a single sentence or do will do) for your ratings. You can type these out on a separate sheet of paper or you can write them in on the transcript. That's all! Turn this one-page analysis and the other student's transcript in with your paper. It counts as part of your final paper assignment; i.e., the quality of your feedback affects your grade. When I return the final papers, I will put the feedback (from the student analyzing your interview) for you with your paper. The intent of this assignment is to maximize feedback for everyone and to help develop our ability to discriminate elements of therapeutic interaction. As noted above, if you feel uncomfortable making your identity known to the other student, simply omit your name in the feedback, but be sure to firmly attach the other student's transcript to your own final paper so that I know who did the analysis. The removable post-it with your name on it is a good idea.

9) Here are some additional suggestions: 1) For this paper and all others you write at SCU, I suggest you read Strunk & White's *The Elements of Style*, and the *APA Publication Manual* (6<sup>th</sup> ed.). Your references at the end of your paper and your citations of references within the text of the paper must be in APA style (i.e., no first names, no book titles in caps, etc.). Although there will be very few references for this paper (usually just for the texts in the class, or some of the Canvas readings), it is essential for you to learn this very simple aspect of professional writing as part of your professional development, and you will be relieved once you do because you will see that every possible question about how to format your paper is answered in a precise way in the *Manual*. The *Manual* also has lots of good ideas on how to make your writing more effective. Buy a copy of the *Manual* and read it at least once. You will return to it again and again throughout your career. 2) Before typing your final draft, read your paper out loud to yourself. Does each sentence make sense when you hear it? If it doesn't sound clear to you, it will be even less clear to others. 3) Three simple rules for good writing: a) one idea per sentence, and the first four or five words of each sentence should clearly link to the previous sentence; b) the first sentence of a paragraph should tell the reader what the entire paragraph is about, and elements not relating to the topic sentence should not be in that paragraph; and c) use subheadings to help orient the reader. Most people can dramatically improve the quality of their written products by following these three (actually four) rules.

10) Put your name on all sheets, and **make an extra copy for yourself** (keep it somewhere safe!). This is extremely important. You are responsible for having an extra copy. If you would like the paper returned, include a heavy duty SAS envelope with enough postage for your paper plus the transcript analysis by the other student, which would include a second copy of your transcript. If you don't provide a SASE your paper and the other student's feedback will be shredded for confidentiality reasons. Do not turn in the recording. Make a backup of your file each time you finish working on it and

keep your backup in a safe place. GOOD LUCK!

A FINAL SUGGESTION FOR ENHANCING YOUR LEARNING IN THIS COURSE

The texts for this class, especially Hammond and Hill, the films, and occasionally my lectures, contain many excellent modeled therapy responses (for example: *It seems like part of you is feeling ..., while another part is feeling...; This is the kind of very personal problem I couldn't possibly answer for you, but I certainly will help you find your own answers; I can help you steer the boat, but you have to pull the oars; You are moving from seeing things in black and white to seeing the grey as well; I don't know where we are going but I know how to get there; You really feel both ways, don't you? What does it make here (said while touching your midsection)? It's like you want it more than anything but can't stand the thought of having it; Your job is to explore whatever is on your mind. It doesn't all have to fit together before you say it--just explore. And my job is to help you do that exploring.*).

If you study these modeled responses closely, understand the general kinds of therapy situations they fit with, and then make them your own by finding ways to communicate the same thing in your own voice adapted to the specific situations you face, your counseling style can benefit greatly. I suggest that whenever you encounter a model response you particularly like you write it out on a note card. At the end of the class you might have one hundred or more such responses on note cards. The next step would be to work on how you could say essentially the same thing with whatever changes (if any) are necessary for you to say it with genuineness and appropriateness, and as I will emphasize in class, say it in a way that is slow, soft, and simple. The goal here is not become an obsessive imitation of the great counselor, but rather to internalize linguistic schema for communicating about recurring issues and content areas in psychotherapy. Each client and each issue in therapy is unique, but at the same time they have universal qualities; similarly, some responses we make have both unique and universal qualities. I think you will find this collection of note cards to be an invaluable asset in your evolution as a therapist. Your internalized repertoire of responses can grow as you read other books and see other films in the years ahead and continue expanding your therapeutic repertoire.



## *EXAMPLES OF FINAL PAPER TRANSCRIPT ANALYSES*

### Student A's Transcript Analysis

1.

CL

It's like they're saying hurry up and grow up so you're better. For me it's so I can make all those mistakes, and I see our age as having a lot more opportunities. So it's like just leave me alone so I can maximize on that instead of telling me to rush toward the finish line.

1.

CO

SO YOU'D RATHER GROW AT YOUR OWN PACE...

This client often uses kinesthetic metaphors. In this RESTATEMENT I consciously use a phrase that matches this preferred style and thus follow her metaphor. This response neither detracts nor adds to what was expressed. It hints at feeling demands about growing at her own pace when the preference is stated via "you'd rather" but fails to zone in on anything explicit. Nonetheless, it does seem to capture the important aspects of her content. Thus, I would rate this response 2.5 in empathy.

Focusing on respect, I consider this a 2.0 response. For I am aware at this point that my client uses many words in expressing her present experience, in a story-telling fashion. I am feeling frustrated about this and uncertain about how to deal with it. Thus, I am less present than I would like to be, though I am concerned that I understand where she is leading me.

I do not hear the client's feelings about her situation, and also shy away from stating my own reactions about his interaction. Therefore, a 2.0 in genuineness seems fitting.

A confrontation may have been an option here had I wanted to pursue her story-telling pattern. However, at this point it did not seem appropriate. A stronger response might have been: "I get the sense that it's important for you to grow at your own pace, and still you feel a lot of pressures to hurry up... and that really frustrates you."

2

CL:

Right...

2

CO:

AND BE 24, BECAUSE THAT'S WHAT'S YOU ARE, AND YOU DON'T LIKE IT...WHAT THEY TELL YOU.

In this REFLECTION I would like to have been more explicit in naming the client's feeling rather than implying it in the phrase underlined above. Thus, I would rate this response a 2.5 in empathy, as I am still not hearing much of the client's feeling, nor do I indicate any interest in exploring this further. (Respect = 2.0) My reflective response keeps the focus on the client, which seems appropriate. (...) Still, I wonder if more risk on my part would have set the stage for a more direct and richer response by the client. I could have said: "It seems as though you like where you are at this stage in your life and you feel frustrated by demands to grow up." This would have tested out the implied message that she feels frustrated by those demands.

Excerpt from Student B's Transcript Analysis

15 CL:

Oh yeah, oh yeah. So it's like I need to take care of it then...in some way...for myself. And yet what I keep coming up with is: "You can't forgive this person. Why can't you forgive them?" And so then I'm thinking, well, there's something wrong with me. But I know there's nothing wrong with me. I know it's not my problem. I know it. I mean I know it and yet it's like I'm almost giving the person an out again, the benefit of the doubt. Maybe I'm the one...

15 CO:

THIS WOUND, HE WON'T LOOK AT IT EITHER.

Restatement

E: 1.5 Shifts focus and avoids client's feelings.

R: 2.0 In an attempt to facilitate her looking at the wound, I put my agenda ahead of her current feelings.

G: 1.0 Shallow response that masks my growing impatience and perplexity with the issue of forgiveness.

Alternative: I lost her because I was still fascinated by that wound imagery, which I could disclose; though as long as it's gone by I think it's better for the client to bring it up again. A more accurate feeling response for this moment could be: "It seems like you feel you're to blame sometimes and so you get quite critical of yourself."

16 CL:

I don't think so. He's not willing to go in and really look at it, I don't think. To me he's not, he's not willing to do that. He's willing to say what is easy to say and address and...uh...so it's like he's saying, "Yes I admit this, yes I admit this, yes I admit this." But when I say, "Well, look, look at the role, look at the role you had in this. Look at it. You know, I'm willing to look at it, to call it what it is, and you're not willing to do that."

16 CO: SO THERE'S A WHOLE LOT OF FRUSTRATION THERE...AND ANGER.

Reflection

E: 3.5 I stay with her frustration and accurately reflect the implied anger, which deepens the ensuing self-exploration.

R: 3.0 I stay with her, valuing her feelings, and suggesting the possibility of anger that she may wish to acknowledge or explore.

G: 4.0 I take the risk of finally naming the anger that accompanies the hurt and frustration that have been already named, and that I've sensed for awhile.

Alternative: I think this response is basically good, but could be enhanced by adding some reasons for the feelings. I might preface the above response with: "He won't look at his role and he won't look at your wound, two things you really want to do, so..."

17 CL:

Oh yeah. I'm really angry. I'm still angry. And every time I think I'm over the anger, I'm fine, then something happens. It's a phone call or a note in the mail. Like for Valentine's Day I got a thing in the mail and I wanted to tear it up and say, "What is this garbage?" The other person is going, "I want the relationship deeply. I value it and in this period of transitioning..." And I want to say, "What are you talking about...transitioning? Transition from what to what?"

17 CO: THE CORE ISSUE IS STILL BEING AVOIDED.

Restatement

E: 2.0 I reflect some of the meaning, but fail to include feelings in my response, though in voice tone I am with her on the feeling level.

R: 3.0 I indicate an understanding of her feelings and their specific roots in her experience by using the same expression, "core issue," as she used earlier in the interview.

G: 3.0 An honest, spontaneous response, but covering a twinge of reluctance I have about getting into a intellectualizing discussion of transitioning.

Alternative: A better response would include feelings. In retrospect, I think the core issue was being avoided not only with her mate, but also in our interview. However, I'm not sure what that issue is. I would change my response to: "Sounds as if you keep getting mixed messages which leave you feeling troubled and annoyed."

*BOOKS THAT COULD HELP YOU BECOME A MASTER THERAPIST*

- Abramovitz, J. S. et al. (2011). *Exposure therapy for anxiety*. New York, NY: Guilford.  
You need to see the range of things that are done under this rubric, some of which you might need with certain clients.
- Bednar, R., & Peterson, S. R. (1995). *Self-esteem: Paradoxes and innovations in clinical theory and practice* (2<sup>nd</sup> ed.). Washington, D. C.: American Psychological Association. The basic distinction between avoiding and confronting experience, and their relation to self-esteem, are the central focus of this book.
- Conte, C. (2009). *Advanced techniques for counseling and psychotherapy*. New York: Springer.
- Cooper, M. et al. (Eds.) (2013). *The handbook of person-centred psychotherapy and counselling* (2<sup>nd</sup> ed.). New York, NY: Palgrave. I have a chapter in this handbook, so I am biased, but it has lots of wonderful and useful ideas that can guide your thinking and practice.
- Erford, B. T. (2015). *40 techniques every counselor should know* (2<sup>nd</sup> Ed). Upper Saddle River, NJ: Pearson. I may make this a required book soon. It has a really nice description of some key techniques across orientations. If we created a video with demonstrations of all of them we could fund a trip for the entire class to Hawaii, or maybe just learn a lot.
- Fosha, D. (2000). *The transforming power of affect: A model for accelerated change*. New York: Basic Books. She is a skilled therapist. I use a video of a session by her in CPSY228 that is stunning.
- Engle, D. E. & Arkowitz, H. (2006). *Ambivalence in psychotherapy: Facilitating readiness to change*. New York, NY: Guilford. This is a fantastic book. Very practical and with excellent illustrations of two-chair work. I would also like to require this because I think every student in the program should read it.
- Gendlin, E. (1996). *Focusing-oriented psychotherapy: A manual of the experiential method*. New York, NY: Guilford. This is my old instructor's effort to pull his seminal thinking together,

and I think he is successful. If you understand focusing you will never go off the road.

Greenberg, L. S. (2002). *Emotion focused therapy: Coaching clients to work through their feelings*. Washington, D. C.: American Psychological Association. A great book that coaches you as an experiential therapist.

Jones, E. E. (2000). *Therapeutic action: A guide to psychoanalytic therapy*. Northvale, NJ: J. Aronson. An integrative approach to psychoanalytic work. Rico Jones was a dear friend of mine who has passed away and this book is a testament to his brilliance and his commitment to understanding and teaching the core processes in psychotherapy.

Paivio, S. C., & Pasucal-Leone, A. (Eds.). (2010). *Emotion-focused therapy for complex trauma: An integrative approach*. Washington, DC: American Psychological Association. This is an amazing book, one of my favorites. It brings together so much I cannot begin to describe all that it achieves.

Persons, J. B. et al. (2001). *Essential components of cognitive-behavior therapy for depression*. Washington, DC: American Psychological Association. You need to know this.

Teyber, E., & McClure, F. H. (2011). *Interpersonal process in therapy* (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole. This is one of two primary texts in my CPSY 228 class. I think it is required reading. If you don't take 228, definitely get it and read it before graduating. It will help you integrate and apply all that you learn in our program.

Wallin, D. J. (2007). *Attachment in psychotherapy*. New York, NY: Guilford. David is brilliant.

Weiss, J. (1993). *How psychotherapy works: Process and technique*. New York: Guilford Press. Old but still the class text on the control-mastery approach.

Willer, J. (2014). *The beginning psychotherapist's companion* (2<sup>nd</sup> ed.). New York, NY: Oxford University Press.

Yalom, I. D. (2002). *The gift of therapy*. New York, NY: HarperCollins. Many great principles gleaned from a long and brilliant clinical career.

Young, J. E. et al. (2003). *Schema therapy: A practitioner's guide*. New York, NY: Guilford Press. Integrates cognitive-behavioral and experiential approaches. This is a complex model with lots of great ideas and interventions.

## **POLICY ON SELF-DISCLOSURE**

*As per 2004 APA ethics standards, a policy statement on Student self-disclosure is necessary. The following statement is the SCU statement on self-disclosure in our program.*

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law). It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

## **ACADEMIC HONESTY**

Santa Clara University insists on honesty and integrity from all members of its community. The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data.

A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University. In particular, it is each student's responsibility to understand the serious nature of plagiarism and the consequences of such activity.

Plagiarism is the practice of claiming, or implying, original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution. see: [HYPERLINK "http://www.scu.edu/studentlife/resources/academicintegrity/"](http://www.scu.edu/studentlife/resources/academicintegrity/)

## **DISABILITY ACCOMMODATIONS PROCEDURE**

To request academic accommodations for a disability, students must contact Disabilities Resources located in Benson, Room 216. Phone numbers is (408) 554-4109. Students must register and provide documentation of a disability to Disabilities Resources prior to receiving academic accommodations.

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