

Ψ227 COUNSELING PROCESS & SKILLS

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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*.
- At the completion of this class, my hope is that you will feel much more confident and skilled as a counselor, and that you will have a conceptual understanding of the change process and therapeutic interventions that enables you to intervene effectively in a broad range of clinical situations.

TEXTS

- Hammond, C. et al. *Improving therapeutic communication*. San Francisco, CA: Jossey-Bass. (only one edition available, printed in different years)
- Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action* (4th ed.). Washington, DC: American Psychological Association.
- Larson, D. *The helper's journey: Working with people facing grief, loss, and life-threatening illness*. Champaign, IL: Research Press (if second edition is available when class begins, you can use that. Chapters are the same, but lots of new material)

REQUIREMENTS (Details and instructions below)

- Class attendance and participation.
- Completion of four assignments to be turned in
- Participation in Interpersonal Process Recall session
- Final paper (due last day of class)

CLASSROOM ETIQUETTE

While in class please show respect to fellow students and the instructor by turning off wireless access for all electronic devices (e.g., laptop, tablet, phone, etc). All devices allow you to do this. You can use *airplane mode* if your device has that setting. For people in caregiving roles who must be available in case of an emergency, cell phones can be set to vibrate. Please advise me if you will need this exception. Also, when in the therapist or client role in any context within the class, avoid chewing gum or eating. Thanks for adhering to these basic guidelines.

GRADING

Participation and attendance: Participation is not graded by the amount you speak in class, but by your presence and active engagement (even if this is simply engaged listening). If you need to miss class, please let me know in advance so we can review materials that will be missed. More than one absence will result in losing all class participation points. 10 points total.

Assignments 1, 2, 3, & 4: 5 points for each successfully (i.e., grade of “Pass”) completed assignment. Each assignment must be completed following instructions in this syllabus. 20 points total.

Final Paper: Full points awarded for organization (20 points), depth of analysis (20 points), accuracy of response classifications and ratings (20 points), quality of alternative responses (5 points), and use of APA style for references and in-text citations (5 points). 70 points total.

IPR and Videotaping Sessions: The IPR session and the videotaped recording in Week 7 are not graded, but they must be completed to receive a grade in this class. If the IPR session or the Week 7 videotaping session are missed, they must be made up before the end of the quarter. I will work with you to make that happen with the least inconvenience to you and our Teaching Assistant.

Course grade by points: (A: 94-100) (A-: 90-93) (B+: 87-89) (B: 84-86) (B-: 80-83) (C+: 77-79) (C: 74-76) (C-: 70-73)

CLASS MEETINGS

Week 1: 1/7
 Week 2 1/14
 Week 3 1/21 Assignments #1 & #2 due
Note: No class on October 15th.
 Week 4 1/28 Assignment #3 due
 Week 5 2/4
 Week 6 2/11

Week 7 2/18 Assignment #4 due. **Meeting in Media Services** (Library)

Week 8: 2/25

Week 9 3/3

Week 10: 3/10 Final paper due

Week 1 OVERVIEW OF THE COURSE

Topics: Introductions; What brought us into this work? Empathy and emotional Involvement as a counselor.

Week 2 THE THERAPIST, THE THERAPY RELATIONSHIP, AND THE FIRST INTERVIEW

Assignments for Today

- Readings: Texts: Hill, Chs. 1,2; Larson, Chs. 1, 2, 5.
Camino: Sommers-Flanagan (read carefully)
- 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 the client in class exercises.
- Read syllabus thoroughly

Suggestions for Enhanced Learning (not required):

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. This journal is not to be handed in, though I welcome conversations about your helping journey and hope you come in to my office hours just to reflect on it.

Week 3 META-MODELS, TRANSDIAGNOSTIC PROCESSES

Topics: 3-Stage Model; Motivational Interviewing (MI); Transtheoretical Model (TTM); Transdiagnostic processes; Self-concealment and covert processes in psychotherapy;
Boundaries and boundary violations

Assignments for Today

- Readings: Text: Larson, Ch.4.
Camino: Miller & Arkowitz (2015); Larson et al. (2015)

- **ASSIGNMENTS #1 AND #2** (see “Details on Assignments” section in this syllabus for instructions)

Suggestions for Enhanced Learning (not required):

- 1) For ASSIGNMENT #1: After making your recording, 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.
- 2) 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 *Camino* (Larson & Hoyt, 2007, “What has become of grief counseling?”)
- 3) 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: Microskills and Microskill Discrimination; Skill-Building Exercises; Control and Directiveness; The Role of Experiencing; Focusing

Films: *The Caring Helper* vignettes; *Coming Home Through Focusing*: Gendlin with Kathleen; Rogers with Gloria; Larson with Pamela

Assignments for Today

- Readings: Texts: Hammond, Chs. 2-3; Hill, Chs. 6-10; Larson, Ch. 6.
 Camino: Recommended: Greenberg; Larson (2013)
- **ASSIGNMENT #3**

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) (a) Take a peek at the Gendlin chapter in *Teaching Psychological Skills* (in *Camino*).

- (b) Practice focusing using the focusing instructions in the Focusing Handouts (in Camino).
- (c) Visit the Focusing Institute's web page at www.focusing.org/.

Week 5 THE EXPLORATION STAGE AND THERAPEUTIC ATTUNEMENT

Topics: 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
Camino: Cardemil;
- 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 skills to the unconscious competence level.

Week 6 ADDITIVE EMPATHY, RESTRUCTURING CORE BELIEFS

Topics: Responding to Implied Feelings and Meaning; Additive Empathy;
Restructuring Maladaptive Core Beliefs

Films: *Three Approaches to Psychotherapy II: Rogers with Kathy* (MS# 04054);
Judith Beck lecture (segment from 24' to 35')

Assignments for Today

- Readings: Texts: Hammond, Chs. 6-8
Camino: Tolin (read **very** carefully); Rice (optional)
Complete Core Beliefs Checklist in Handouts

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! 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**

- Begin doing reading for Week 8
- **ASSIGNMENT #4**

Goals for this Class Meeting: 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. I will let you know whether we are meeting at Media Services or here in Guadalupe Hall.

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. One good way to begin is to say “I don't feel good about how I am...” or

“Something I have been avoiding and don’t feel good about avoiding is” and take it from there. Avoid beginning with a focus on someone else in your life, although talking about your struggles with your own behavior in a relationship can be an excellent starting point.

As a student you will be put in the client role many times during the course of the program. My advice is to not 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.

Your Goals as Therapist: As therapist, don’t feel any urgency to solve anything (the “righting reflex”). Your goal is to facilitate emotional change and you have to accept that the context precludes doing much more than just making a small contribution to the client’s forward movement on this issue. Turn on your *pain compass*. Slow, soft, simple!

Week 8 THE INSIGHT STAGE

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

Film: *Helping Skills in Practice: A Three-Stage Model*, with Clara Hill (her introduction to the insight stage); *Emotion-focused Therapy for Trauma*, Sandra Paivio

Assignments for Today

- Readings: Texts: Hill, Chs. 11-15; Hammond, Chs. 9, 10.
Camino: Recommended: 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 Camino as Week 8 Extra Skill-Building Readings. I strongly encourage you to take a 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*, which is a recommended text for this class, 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 SKILL BUILDING AND INTEGRATION

Assignments for Today

Work on final paper! No reading for this week.

Film: *Carl Rogers Counsels an Individual on the Right to be Desperate*

Week 10 ACTION STAGE: SKILL INTEGRATION (CONTINUED)

Topics: Change-Making Interventions; Working With Resistance using Motivational Interviewing; Continuing Your Growth as a Therapist; Good-byes!

Assignments for Today

- Readings: Texts: Hill, Chs. 16-19 (try to take in as much as you can at this time in the quarter)
- **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 writing all your 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.

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 Academic Technology. 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 module titled “Interpersonal Process Recall (IPR) Method”). There are also multiple IPR films in our Counseling and Therapy in Video database that you can review and learn a lot about IPR as well as 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 phenomena that this experience permits us to access.

DETAILS ON ASSIGNMENTS

ASSIGNMENT #1, 30-MINUTE RECORDING AND MICROSkill TALLY

There are three resources you will need for this assignment:

- 1) An audio or video recording device (e.g., iPhone)

- 2) A form for summarizing the results. You can use the “Assignment # 1 Template” provided in Camino in the Week 3 Module, or you can create your own and maybe even improve on the one provided.
- 3) A microskill classification system to use for your ratings. The Hill classification system is in Camino in the Week 3 module: “Helping skills classification system for Assignment #1 and term paper.” You can also access this online at: <http://supp.apa.org/books/Helping-Skills-Third/student/webformE.pdf> 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 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 recording will be kept in the strictest confidence. Ask this person to talk about something that is problematic for him or her (something that they don't feel good about and that affects their self-esteem is always a good starting point) and try to be helpful as a counselor.

For your analysis, first listen to the recording 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 recording 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. **Hand in a copy of your tally sheet on the day this assignment is due. Do not turn in your recording.**

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

Assignment #1 (Example)

Microskill	Tally	%	Self-Exploration Ratings	<u>M</u>
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%		

ASSIGNMENT #2, REACTION PAPER TO UNCERTAIN BORDERS 1: BOUNDARY ISSUES IN PSYCHOTHERAPY

Write a **one-page** double-spaced reaction paper to the video *Uncertain Borders 1: Boundary Issues in Psychotherapy*. You can view this film by going into Kanopy (a database in our library system). Go to <https://www.scu.edu/library/>, then Databases, then click K, and you will see Kanopy listed. Go into Kanopy and search for "Uncertain Borders" and you will see the video. Respond only to *Uncertain Borders 1*, although I encourage you to view *Uncertain Borders II: Sexual Boundary Violations* when you have time and interest. Both films show some very experienced therapists talking about how to prevent boundary violations and missteps that can hinder therapy and even harm clients. For your paper, discuss what issues the presenters address, and what you see as the takeaways for effective and ethical clinical practice. Please turn in hard copy on day assignment is due.

ASSIGNMENT #3, 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. For this assignment 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. However, people you have an established relationship with will often be unsettled by the change in your communication style and this can complicate things. On the other hand, it is terrific to be able to contrast what happens when an established communication style is modified in this manner. 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. Only one page!** What microskills did you find yourself using? What was happening at a process level in the two interviews? 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. Please turn in hard copy on day assignment is due.

**ASSIGNMENT #4, ANSWER THE "WHAT IS THERAPY
GOING TO BE LIKE?" QUESTION**

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) and to give them a comprehensible, jargon-free description of what will be happening, and an invitation to join in as a collaborator in this process. Write a **one-half to one-page** (double-spaced, typed) description of what therapy with you is likely to (optimally) look like. This is your “elevator speech” on therapy with you. Imagine a client saying “What is therapy with you going to be like?” and then write your response. The response needs to be inviting and give a good description of what will actually be occurring. Write it as a statement about this relationship, with this person, and avoid all jargon. 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.” Here are some technical and jargon terms NOT to use, with their preferred replacements in parentheses: *affect* (feelings); *patient/client* (you); *therapist* (me, I); *unconscious* (things you might be barely aware of, or not aware of at all); *cognition* (thinking); *therapeutic alliance* (our working relationship); *symptoms* (difficult thoughts and feelings relating to some of the issues you are working on); *treatment* (counseling or therapy); *mood states* (feelings); and *unconditional positive regard* (acceptance). Don’t label your approach; however, you can do that in real life if the client specifically asks you what theoretical orientation guides your practice. They might be looking for a specific approach and know quite a bit about it. If you do have some techniques that need to be introduced (e.g., empty-chair work), or if you have a focus that is true for all clients you work with (e.g., *we will be exploring how earlier events in your life might have set the stage for today’s issues*), it could be good to describe these, but I find it can be more anxiety provoking if done at the outset of therapy. It can seem like you have a one-size-fits-all approach, and that can be off-putting. It’s nice to start by thanking them for asking this question, and to end by letting them know you would like them to inquire more whenever they like. Try speaking this out without notes a few times to make it be natural and more engaging.

FINAL PAPER

The Recording

First, make a 30-minute audio or video recording 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 have if you want to contact a student that way. Don't use the same interviewee you had for earlier assignments. Assure your interviewee 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.

The Transcript

Pick a segment of the interview in which you are active. **This segment must include 15-20 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....

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.

The Analysis

There are two parts to the final paper: 1) a 4-page overview of the session, and 2) a within-transcript analysis in which you go through the interview and analyze each of the 15-20 responses you are looking at.

4-Page Analysis

Begin your paper with a 4-page double-spaced analysis of the interview segment you have chosen, making frequent reference to specific therapist and client responses. 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. However, here are some guidelines:

a) 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 provide an objective framework for studying therapy interactions.**

b) Organize your analysis using subheadings for the areas you are focusing on (e.g., microskills, empathy, respect, genuineness, countertransference, areas for improvement, etc.)

c) Do not have your analysis simply track the interview response by response. That is what you will be doing in the within-transcript analysis.

d) Citations and references for Hammond, Hill, and Larson (other resources as well) used in your paper should be added at the end of the 4-page analysis.using APA formatting [e.g., within the text: (Larson, 1993, p. 15); in the reference list: Larson, D. G. (1993). *The helper's journey: Working with people facing grief, loss, and life-threatening illness*. Champaign, IL: Research Press.]

Within-Transcript Analysis

This is the analysis of your transcript, response by response. It is entirely separate from the 4-page analysis, though they should obviously closely interrelate. The within-transcript analysis can be single spaced.

Classify each of your (the therapist's) responses using the Hill system. Indicate your classification after each response, for example: "I NEVER HAVE PROBLEMS LIKE THESE, THANK GOD" Self-disclosure. Responses can include more than one microskill. Also indicate Client Frame of Reference responses. These are not included in the Hill classification system.

Discuss your response. You can comment on your intention with the response, your inner process at that moment, or any other issue or experience that can help elucidate what was happening at this point in the interview.

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 within-transcript analysis.

Indicate Alternative Responses. 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!

Here is an example of a section from a within-transcript analysis to give you an idea for formatting:

CL3 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.

CO4 SO YOU'D RATHER GROW AT YOUR OWN PACE...

Restatement. This client often uses kinesthetic metaphors. In this restatement I consciously use a phrase that matches this preferred style and thus follow her metaphor.

Empathy: 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.

Respect: 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.

Genuineness: 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.

Alternative response: 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."

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 psychonoxious behaviors, propose empathic alternative responses, and show an understanding of how your process led you to make these interventions.

Put your name on all sheets. If you would like the paper returned, include a SAS envelope with enough postage for your paper. If you don't provide a SASE your paper will be shredded for confidentiality reasons. Do not turn in the recording.

SUGGESTIONS AND RESOURCES FOR ENHANCED LEARNING

DEVELOP A THERAPY TOOLKIT

The texts for this class, especially Hammond and Hill, the films, and occasionally my powerpoints and 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. 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.

VIEW THESE FILMS AND READ THESE BOOKS (YOU CAN DO IT AT HOME ☺)

Counseling and Therapy in Video and Kanopy Video Collections

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, John Krumboltz doing career counseling, 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. We also now have access to the **Kanopy** video database (which we are accessing for Assignment #2), which has a terrific set of therapy films. Definitely take a peek at those films by going to Kanopy under Databases and you will get right in. Then search for psychotherapy and all the therapy-related films, or most of them, will appear. Continue searching for special topics to see whatever interests you most.

Some of My Favorite Books

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.

Arkowitz, H., Miller, W. R., Rollnick, S. (2015). *Motivational interviewing in the treatment of psychological problems* (3rd ed.). New York, NY: Guilford Press.

Cooper, M. et al. (Eds.) (2013). *The handbook of person-centred psychotherapy and counselling* (2nd 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* (2nd ed.). Upper Saddle River, NJ: Pearson. I may make this a required book soon. It has a 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.

Eells, T. D. (2015). *Psychotherapy case formulation*. Washington, DC: American Psychological Association.

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.

- Frank, R. I., & Davidson, J. (2014). *The transdiagnostic road map to case formulation and treatment planning: Practical guidance for clinical decision making*. Oakland, CA: New Harbinger.
- 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 (U. Chicago) effort to pull his seminal thinking together, and I think he is successful. If you understand focusing and practice its basic principles you will never go far *off the road*.
- Goldman, R. N., & Greenberg, L. S. (2015). *Case formulation in emotion-focused therapy: Co-creating clinical maps for change*. Washington, DC: American Psychological Association.
- 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 died at a young age and this book is a testament to his brilliance and his commitment to understanding and teaching the core processes in psychotherapy.
- Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: Guilford.
- Paivio, S. C., & Pascual-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.
- Teyber, E., & McClure, F. H. (2011). *Interpersonal process in therapy* (6th 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.
- 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 Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Office of Accessible Education (formerly Disabilities Resources)

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (Benson 1, <http://www.scu.edu/oae>, 408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

Accommodations for Pregnant and Parenting Students

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy-related impairments which impact a major life activity.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through the Office of Student Life <https://www.scu.edu/osl/report/> or anonymously through EthicsPoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

In-Class Recordings

The [Student Conduct Code](#) (p. 13) prohibits students from “(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties,” except in cases of approved disability accommodations. The Student Conduct Code also prohibits the “falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents.” Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade.