TRAINING HELPERS

A Trainer's Manual for
Workshops in Interpersonal
Helping Skills

Revised Edition

By Art Turock

TABLE OF CONTENTS

ACKNOWLEDGMENTS

This manual was originally developed as a resource for the training staff of the Interpersonal Skills Training Project. It was developed during the final year of a three-year federal training grant and contains substantial revisions and expansions in training methods and exercises from the first edition. The creativity and hard work of many individuals has contributed to this revised training design.

Bob Griffin, Director of Gryphon Assoicates, was a planner and presenter in the training of trainers course for the Interpersonal Skills Training Project. His contributions in preparing the 22 project trainers is reflected in their ability to implement a workshop design which demands a broad range of trainer skills. Bob also designed exercise modules (2 and 16) dealing with "overt and underlying feelings" and "paradoxical strength orientation" and is the developer of process consultation techniques used in several other exercises. I recognize Bob as my primary teacher and role model in becoming a trainer and helper.

Kevin Kelley and Jay Curren have been my research assistants for the past year. They have taken major responsibility for the evaluation of training process and outcomes. Their dependability in delivering on commitments, feedback on training evaluations and ever present humor are qualities I have come to respect and enjoy.

This training design has undergone many changes during the past year. These beneficial modifications were largely stimulated by the Project's training staff who were sensitive to trainee's needs, pointed out weaknesses in the design, and provided creative suggestions for improving the design. My deepest thanks and appreciation are extended to the Project trainers: Marilyn Baker, Jerry Christensen, Barbara Florke, Rose Marie Friedrich, Barbara Gano, Jean Hines, Chuck Hodges, Bob Jackson, Lyle Kelley, Nancy Knudson, Ralph Knudson, Mike Luttrell, Jack Pauley, Sharon Scandrett, Paul Schroeder, Scott Shafer, Tim Shea, Bob Solum, Bill Swim, Bob Wall and Susan Wall.

Perhaps more than anyone else, Terri Fanning recognizes the substantial re-designing and modifications which this training program has undergone. She has demonstrated patience and dependability in typing and preparing this manuscript.

As a consultant on writing style and layout, Diana Turock's suggestions have been extremely helpful. As my wife and best friend, she is a constant source of love, happiness, and constant source of nourishment to my own personal growth.

<div align="right">

Art Turock, Training Project Coordinator
Iowa City, Iowa

</div>

INTRODUCTION

"In our agency's orientation, they told me how to fill out forms, the rules for patients, and how to enforce those rules. They never mentioned anything about what to do when a patient has a problem and wants to talk about it. I don't know what I have to offer as a helper."

"I want to be more direct and immediate in communication but often I am sloppy and don't know how. If I want to confront, I get wrapped up in anxiety, have a hard time thinking about what I want to say and get bogged down. I usually end up blasting someone to get my point across."

"I can spout theory with anyone, but when it comes down to actually meeting with a client, I really have vague ideas of what I should be doing beyond reflecting a few feelings."

These three quotes are a sampling of opinions made by nearly 1100 helpers who I have trained in the past 30 months. I don't feel these comments are sensational admissions or exceptional cases. On the contrary, these statements are representative of the "average" helper and convey the basic message -- the average helper lacks the basic tools for doing his/her job. Helpers have fuzzy notions of what they ought to be doing and no well-defined understanding of goals and therapeutic procedures. This mysterious picture of their role results in impulsive decisions and random, trial-and-error approaches with the hope of eventually finding some strategy that works. Since many helpers have no systematic technology (knowing what to do) or the behavioral repertoire (doing what is called for) for responding to clients' needs, there is no means of accounting for the effects of helping, whether the outcome is beneficial or destructive.

This picture of a helper who has external trimmings (i.e., certainly a recognized role and title and perhaps even a degree or license) but has limited skills for the job, is a frightening prospect when one considers the implications for people in crisis. The origin of this problem in service delivery probably stems from deficiencies in the training received by many helpers. Most training programs depict helping as some assortment of nonspecific qualities or characteristics, difficult to describe in terms of actual helper behaviors with a sequence of tasks. There are few definitive statements of the helping process, limited criteria for evaluation, and no reliable technology for skills acquisition. Two essential steps seem needed to upgrade the quality of care received by clients: (1) development of a helping model which is practical, understandable, and results in beneficial effects on clients and (2) development of a training program for effective dissemination of skills.

Robert R. Carkhuff and his associates have responded to the need for a systematic approach to helping by operationalizing the skills, goals, and process of a "developmental helping model". This model represents a major advance toward demystifying the helping process. It provides a cognitive map to guide helper interventions as well as criteria for evaluating the process and outcome of helping. Rather than a "hit-or-miss" affair, helping is presented as a systematic and goal-oriented process. While Carkhuff's model is not a cure-all-method or the only useful approach to helping, it is described in behavior-specific terms and its effectiveness with clients is documented by research (Carkhuff, 1969).

Besides a useful model for helping, there is need for a method of teaching the skills of the model to service providers. Some of the essential criteria for an effective training program are:

Application. It should increase the helping skills of a broad range of trainees (holding different educational backgrounds cultural backgrounds, service responsibilities, years of experienc and learning needs).

Reliability. It should consistently result in skill gains.

Retention. It should produce enduring changes in behavior. The learned skills should be maintained even after training ends.

Replication. It should have concrete procedures which can be implemented consistently by trainers.

Immediacy. It should be designed to upgrade skills within a short period of time.

This trainer's manual is a response to the need for training programs which can effectively accomplish the teaching of functiona skills to helpers. The purpose of the manual is to provide "qualified" trainers with a systematic, short-term training package for disseminating some of the core skills of the developmental helping model. Procedures described in this manual have been used with a variety of helper populations (e.g., psychiatric nurses, alcoholism counselors, corrections specialists, telephone counselors, and clergy) and for a range of service functions (training service providers, treatment of helpees, and prevention of problems in living). The detailed description of training method is intended to promote replication of a field-tested training model and to stimulate design modifications which address the learning needs of specific trainee populations.

Origins of the workshop design

The workshop design evolved from the planning and training activities of the Interpersonal Skills Training Project. The purpose of the Project is to provide systematic training programs which aim to increase the interpersonal skills of professional and nonprofessional helpers in a statewide service delivery system. Funded through a three-year grant from the National Institute of Mental Health (Continuing Education Branch) to the Iowa Mental Health Authority, the Project is a pioneering venture in developing a cohesive continuing education program for diverse groups of helpers in a widespread geographic region.

The plan for extensive dissemination of interpersonal skills involves a "training of trainers" approach, whereby a select group of clinical practitioners and educators receive intensive training in methods for teaching interpersonal skills. The Project enlists a corp of 22 trainers who work in community mental health centers (N=7), psychiatric hospitals (N=6), university and college settings (N=5), and other human service agencies (N=4). All trainers participate in a five-day (50 hour) training of trainers (TOT) course which enables tnem to: 1) refine their interpersonal skills; 2) develop a consistent base of knowledge about the therapy process and requisite skills; and 3) acquire specialized training skills (supervision, consultation, evaluative feedback, planning and workshop design, values clarification strategies, training group facilitation). After preservice training, each trainer is involved in presenting at least six three-day workshops (about 180 hours of training over 2½ years). Involvement in the planning and delivery of workshops constitutes an "internship" for professional development in a trainer role as well as an opportunity to provide essential training to service providers.

The project's training staff delivered this three-day workshop (or substantially similar versions) 45 times, from December, 1976, through April, 1979. Evaluation, in terms of pre- and post-testing, trainee and trainer feedback, and data analyses were applied to these workshops. The workshops were attended by approximately 1100 participants and accounted for nearly 23,000 hours of training. General findings derived from the collected validation data reveals:

1. The workshop was stimulating for trainees, valuable in improving their helping skills, and relevant for their work with clients.

2. Trainees found small group skill practice sessions to be the most valuable learning experience.

3. There was no single module which received consistently low ratings.

4. Trainee self-reports of their degree of gain on the designated learning goals indicate consistent ratings of "some" and "great" gain.

5. Rater evaluations of trainee pre- and post-training demonstration interviews consistently show significant change for skills of empathy, respect, and genuineness (data available for twelve training groups).

Workshop content and objectives

The specific skills presented are:

Empathy: communicating accurate understanding of feelings and causes of feelings expressed by a helpee.

Additive empathy: communicating accurate understanding of the underlying feelings, assumptions, behavior patterns, and consequences which a helpee may imply but not express directly.

Interpersonal feedback: providing information which describes some aspect of another person's behavior and its impact on you, the sender of feedback.

Confrontation: challenging the helpee to examine specific discrepancies in their behavior.

Respect: communicating deep caring and valuing for another person's unique feelings, experiences, and potentials.

Genuineness: openly sharing the feelings and thoughts which you, as a helper/listener, are experiencing during an interaction.

Problem-solving: assisting the helpee in resolving a problematic concern by defining the problem and goal, choosing a preferred course of action, and planning a program for behavior change.

Self-disclosure: sharing past life experiences and feelings which may be similar to the helpee's feelings and conflicts to encourage deeper self-exploration by the helpee.

Concreteness: using purposeful questions and summary statements to enable helpees to express themselves in specific and concrete terms.

Immediacy: exposing and examining unverbalized messages which the helpee has for the helper.

The primary objective of the entire program is to enable trainees to systematically learn and identify their inter-personal strengths as well as areas for improvement.

Training methods

The workshop involves three consecutive days (22 hours) of training. The size of the training groups ranges from fifteen to thirty participants. There is generally one trainer assigned for every seven participants.

The training format emphasizes a practical "how to" approach Each skills is described and demonstrated by trainers before being practiced by participants. While brief time is devoted to lectures, the training experience emphasizes an active learning approach (e.g., role play simulations, supervised practice, discussion and reaction groups). More detailed information about specialized training methods is contained in the preliminary readings section.

Trainer qualifications

The success of this training program is highly dependent upon the skills, attitudes, and knowledge of the trainers who implement the design. It is assumed the trainers presenting this interpersonal skills training workshop will meet the following conditions:

1. The trainer must be able to effectively demonstrate s/he will be teaching others.

2. The trainer should have successfully completed a training of trainers course specific to methods of this training model.

3. The trainer should have access to training design consultants and supervisors.

4. The trainer should value the interpersonal skills and helping model which comprise the basic content of the workshops.

5. Since this training program is designed for delivery by a team of trainers, it is also assumed the entire training staff will be consistent in their imparting of course content and in their implementation of the exercise modules.

How to use the manual

The manual consists primarily of a series of competency-based modules. Each module contains a description of purpose, outline of training procedures, and brief instructional suggestions for delivery (Training Tips). Samples of questionnaires and other printed materials used in training are also presented. Modules requiring specialized trainer skills (e.g., trainer feedback, process consultation, role play facilitation) are supplemented by discussion papers in the preliminary readings section.

The three-day interpersonal skills training program has a definite flow and sequence which is reflected in this manual. Content areas and discrete skills are arranged according to the three stages of the developmental helping model: relationship-building skills on Day 1, challenging skills on Day 2, and problem-solving skills on Day 3. To develop a sense of the progression of events, readers should examine the training schedule and table of contents before reading the delivery instructions for each module. Optional modules for the skills of self-disclosure and immediacy are contained for trainers who might wish to teach these skills.

Readers who desire an overview of the interpersonal skills comprising the developmental helping model should carefully study relevant sections in the appendix (Workshop Participants Manual, Overview of the Developmental Helping Model). A topical list of reading materials is also provided as a resource in preparing didactic presentations and for more intensive study of helping and training procedures. In addition, sample lecture outlines for some of the more complex interpersonal skills are included within the training modules.

TRANSLATION OF TRAINING JARGON

Warm-up - an exercise used at the beginning of a training
    session to arouse trainees' interest and attention to the
    training material; usually involves some interaction between
    group members.

Role-play - an exercise whereby two or more trainees are involved
    in acting out imaginary roles in a simulated interpersonal
    experience.

Modeling - an exercise in which two or more individuals (usually
    trainers) are involved in demonstrating interpersonal
    skills and applying them to a real interpersonal experience.

Behavioral rehearsal/skill practice - an exercise in which
    trainees practice skills and then receive feedback from
    observers and trainers.

Debriefing - a portion of a training exercise which is intended
    to enable trainees to explore and discuss their experiences
    and learnings within an exercise which has just been
    completed; can occur after a role-play, modeling, or behavior-
    al rehearsal.

Training design feedback - feedback which relates to the overall
    training program (content, methods, materials, performance
    of the team of trainers).

Individual feedback - feedback given to an individual trainee
    or trainer which assesses proficiency in use of interpersonal
    skills being trained as well as other aspects of his/her
    interpersonal style.

Fishbowl - a physical placement of workshop participants,
    involving two concentric circles; usually a small inner
    circle of participants surrounded by a larger outer circle.

Training team - individuals responsible for planning and
    presenting a training program/workshop

Workshop coordinator - a member of a training team who has primary
    responsibility for coordinating planning sessions and makes
    final decisions regarding content and training method when
    the training team cannot reach a satisfactory group decision.

Lead trainer - a member of a training team who has primary
    responsibility for presenting a specific module (e.g., lecturi
    instructing the large group, facilitating group discussion,
    timing of exercises).

Small group/home base - a designated sub-group within the large
    training group which is assembled for all skill practice modul
    and other exercises. The use of consistent groups encourages
    the development of trust and provides members with a broader
    base of observations for providing feedback to each other.

Sample Time Schedule of Events (3-Day Workshop)

Day 1

8:00	Workshop Overview and Goal-setting
9:30	Break
9:40	Distinguishing Surface and Underlying Feelings
10:40	Break
10:50	Empathy
12:00	Lunch
1:00	Developmental Helping Model/Stage I Skills
1:55	Break
2:05	Skill Practice #1
4:30	Adjournment

Day 2

8:00	Risk-taking Pairs (risk commitment)
8:25	Break
8:35	Additive Empathy
9:40	Break
9:50	Skill Practice #2
10:50	Break
11:00	Peer-to-Peer Feedback
12:00	Lunch
1:00	Confrontation
3:20	Break
3:30	Skill Practice #3
4:15	Risk-taking Pairs (risk assessment)

4:30	Adjournment

Day 3

8:00	Warm-up/Goal-setting
8:25	Problem-solving
9:30	Break
9:40	Skill Practice #4
12:00	Lunch
1:00	Paradoxical Strength Orientation
1:50	Workshop Evaluation
2:45	Individual Feedback
4:30	Adjournment

Note: This time schedule gives some idea of the time required for each module. An extra ten minutes is provided at the very beginning of each day to allow for late arrivals or preliminary announcements. You should also anticipate taking longer time for modules when you are working with a large group (more than 25 trainees) or when you are implementing the program for the first time. Optional exercises for self-disclosure and immediacy (see Appendix) can be substituted for any of the modules on Day 2 depending on the learning needs of the particular trainees.

EXPECTATIONS OF TRAINING TEAMS

The following list of expectations of training teams is intended to develop guidelines which will promote effective implementation of interpersonal skills training workshops. The expectations are based on careful study of the problems which haveoccured in earlier training events. By learning from previous problems, future training teams will be able to anticipate difficulties and by following these guidelines may actually avoid them entirely. The expectations are divided into three sections: planning, exercise delivery, and post-workshop debriefing.

Planning

Many of the problems and successes of earlier workshops have been substantially accounted for by the quality of the planning sessions among the training team members. A general rule to follow in conducting planning sessions is to assume that the training team is being introduced to each exercise for the first time and has no prior knowledge of the exact tasks to be enacted. Operating under this assumption, the training team must then review all exercise steps, wording of the instructions and role plays, specific criteria for modeling tasks, and content of lectures. By reviewing each detailed step of a training design during planning, the members of the training team don't have to wonder what their colleagues will be doing while in the process of actually delivering training. The training staff should also recognize that the training design developed in planning sessions constitutes a contract that each member of the team has agreed upon. Therefore, the planning sessions offer an opportunity to discuss areas of dissonance in regard to the content and method of training. Once a planning session is terminated, the training team will assume that each member is in agreement with what material will be covered and how it will be presented.

Exercise delivery

For each exercise, one member of the training staff should serve as a "design consultant" who assists the "lead trainer" in the delivery of the exercise. The consultant sits or stands close by the lead trainer and can answer his/her questions about the design, request clarification of instructions (especially when trainees appear confused), or make direct interventions when the lead trainer has left out a step or is inconsistent in delivering the exercise. Availability of the design consultant is not an excuse for insufficient planning. Instead the consultant's task is to be a resource when unanticipated problems occur in presenting an exercise. While the consultant has primary responsibility for intervening if the lead trainer appears to be off task, the workshop coordinator should make the intervention if the consultant fails to act promptly.

Post-workshop debriefing

The end of the 3-day workshop and dismissal of the participants may invite the training team to prepare to relax, admit to physical fatigue, rejoice in positive feedback, or think about returning to their homes. Despite these potential distractions, the post-workshop

debriefing should be seen as a tremendously valuable opportunity
for promoting professional growth. During these sessions, the
training team should carefully review the training design and the
participants' feedback (both written and verbal), while considering
the productive and unproductive exercises and changes which should
have been made. They should also examine their style of functioning
as a training staff. Finally, each trainer should receive feedback
on his/her demonstrated strengths and need areas. If each training
involvement is to be a viable opportunity for professional growth,
each member of the training staff should support and identify
strengths and actively challenge deficits in their colleague's
performance. This process of providing comprehensive feedback
represents the same kind of risks, caring, and involvement that the
training team would expect of participants and should demand from
each other.

GUIDELINES FOR PLANNING SESSIONS

In presenting 3-day workshops, trainers are routinely involved in three types of planning procedures: 1) pre-workshop planning; 2) post-training daily planning sessions; and 3) spontaneous planning. These guidelines serve primarily to review the style of planning which has characterized our involvements in earlier training ventures.

Pre-workshop planning. Refers to planning which takes place just prior to the workshop.

While there have been several planning sessions earlier, pre-workshop planning involves final review and troubleshooting of a training design (assumes that a tentative design has been developed prior to this meeting; this is no time to start from scratch in major design of a 3-day workshop).

1. Plan to spend at least three hours for pre-workshop planning.

2. Specify the goals of the planning session at the very outset. The goals of the planning sessions usually involve the following areas: a) trainer introductions and assessment of training staff resources; b) assessing training needs of the workshop participants and assignments of small groups; c) review of the training design and troubleshooting; and d) trainer statements of personal learning objectives for the workshop.

3. Trainer introductions and resource assessment. Since the cohesiveness of the training staff is critical to the success of a training program, the staff needs to exchange information in regard to professional experiences, with emphasis on discussing personal strengths and need areas in regard to trainer role behaviors. For instance, each trainer might share a self assessment statement so that all members of the team develop an idea of their available resources. The trainers should also consider how these resources can be used during specific situations which may emerge during the delivery of training.

4. Needs assessment of the trainee population. The trainer who has previously been in contact with the trainee population is responsible for presenting some of the specific training needs which should be addressed in the training design and for providing input in assigning of the small "home team" groups. It is also very useful for all trainers to empathize with the trainee population to consider potential frustrations in a particular agency setting.

5. Design review and troubleshooting goals. Probably the most important activity in pre-workshop planning involves the review and troubleshooting of a proposed training design. The basic task for planners involves assessing the tentative design and seeing how it will "fit" with the specific workshop participants. During the review process, the lead trainer for each content area should describe each exercise in specific detail so that all trainers are in agreement with the procedures to be

implemented. When procedures are publicized, no one has to
guess or assume that the task will be enacted during the actual
delivery process. Be sure that all trainers are clear on the
various sub-tasks within each exercise and their individual
responsibilities. The timing of each exercise, and the exact
instructions should also be reviewed.

6. Trainer statements of personal learning objectives. It is
   very useful to use your fellow trainers as resources for your
   own professional development. One way of doing this is to
   specify what your objectives are so that colleagues can provide
   feedback on your performance in those significant areas.

7. A training design constitutes a contract that each member of
   the training team has agreed upon. Once agreement has been
   reached, any modifications in the design (timing, instructions,
   sequence of procedures) should be checked out with all training
   staff.

   Post-training daily planning. Refers to planning which takes
place at the end of each day of the training event.

1. On the average, we usually spend 1 to 1½ hours for this
   planning activity.

2. The goals of this planning session are: a) to review written
   evaluation forms or verbal feedback by workshop participants;
   b) to discuss trainers' observations of the training design;
   c) to develop interventions for dealing with difficult problems
   with individual trainees; and d) exchange of feedback among
   the training staff.

   Spontaneous planning. Refers to planning activities which occ
in the process of delivering a training event or during break perio

1. If you need to make changes in the training design while presen
   the program be sure to assemble all trainers so that they are
   clear on the intended changes.

2. These discussions should be held only among the training staff
   are not to involve trainees.

3. Spontaneous planning should not involve major changes in the
   design but should include modifications in timing, and considera
   of excluding certain exercise segments or offering additional
   information as a result of the trainees' performance in an activ:

SPECIALIZED INTERVENTION METHODS

The hallmark of a systematic training program is a progressive series of tasks which enables trainees to acquire some well defined goals, including skills, knowledge, and attitudes. Since training is a directionful process with publicized outcomes, the trainer is accountable for achieving the intended learning outcomes. As a trainer, you do not have the "luxury" of attributing lack of skill gains to "dumb", "resistant", "unmotivated" trainees. If a significant percentage of your training population is not achieving the desired level of skill proficiency, then the training design needs to be carefully examined and revised.

One important measure of effective trainer functioning is the ability to facilitate the growth of trainees who initially express strong disagreement with the program content or who enact behaviors which deviate from the norms operating in the training group. The following suggested intervention methods may be useful in dealing with trainees and training groups who may initally disagree with the workshop content and procedures.

1. Confront your own labels. When you find yourself attaching terms like "resistant" or "uncooperative" to trainees, you should carefully define the specific behaviors which they are demonstrating and for which you are reacting negatively. A behavior-specific reference leads to interventions (such as feedback and confrontation) which assist trainees in changing their behavior rather than casting an evaluative label on the trainee as a person.

2. Examine your zone of acceptance. After identifying specific behaviors, a trainer needs to examine his/her own frame of reference to identify why the behavior is bothersome. For instance, I sometimes find that my own personal investment and valuing of the helping model causes me to feel angry with trainees who express strong disagreement with my values. I need to challenge myself to recognize that such participants have a right to disagree and express their differences and that I have a responsibility to at least acknowledge that these differences exist and perhaps commit myself to examining the alternative beliefs of another person. In addition to examining my own reactions to others' behaviors, I also need to consider the purpose which a "resistant/disagreeing" posture serves for the trainee. In adopting this paradoxical strength orientation, I often find myself admiring the conviction and skills that are needed to express differences in a group setting where most of the other participants are in agreement with the designated leaders. I deliberately attempt to admire the different coping strategies that trainees adopt rather than condemning them for failing to agree with my content or to conform to my expectations.

In examining my own frame of reference, I often discover that my interpretation of another's behavior (i.e., sabatouging, avoiding) is the real problem and I then work to adjust my own attitudes toward that individual. On the other hand, I may note that these behaviors have a self-defeating consequence for the trainees and I then recognize my responsibility for challenging them to examine

the consequences of their behavior. In particular, if the behavior of certain trainees disrupts the learning process for other participants, I will work with them to assess their effect on the total training group and perhaps develop some strategies which enable them to meet their needs without violating the learning needs of others.

3. Determine the extent of dissonance. In determining an intervention, I find it helpful to assess whether I am reacting to the behavior of an individual, the entire group, or a majority of group members. By assessing the source of my feelings, I can then determine the appropriate target for intervention. For instance, if a majority of the training group disagrees or has difficulty in acquiring the skills, I may need to make changes in the total training design (more modeling, simplified tasks, introduce new concepts). However, if isolated individuals are having trouble with training, then private consultation with those specific individuals may be the preferred intervention. I think it is highly inappropriate for a trainer to involve a whole group in a intervention which should really be focused on a few individuals.

4. Model the skills which you value. One of the best ways of influencing those who disagree with your values about helping is to behave in a manner consistent with your expressed values in relationships with those individuals. By modeling the skills in interactions with trainees, they have the opportunity to experience the impact of the skills on a very personal basis rather than simply adhering to what they have heard or read. Furthermore, a trainer can earn the respect and trust of trainees by putting his/her own skills on-the-line.

Arnold Goldstein, the founder of Structered Learning Therapy has devised an intervention method which he calls "Empathic Encouragement" in which the trainer first empathizes with the trainees and then offers a suggestion or rationale for alternative behaviors. The empathic encouragement method involves the following steps:

Step 1: Offer the resistent trainee the opportunity to describ their disagreement with the information presented or their reluctance to engage in behaviors consistent with the publicized group norms, and listen nondefensi

Step 2: Empathize with the trainee's feelings and causes of feelings.

Step 3: If appropriate, respond that the trainee's view is a viable alternative.

Step 4: Present your own view in greater detail with both supportive reasons and probable outcomes.

Step 5: Encourage the trainee to tentatively try to consider your frame of reference or to attempt alternative behaviors.

Example: "When you try out these new skills, you feel frustrated and discouraged when your initial attempts are not exactly correct. It also sounds like these skills matter to you and you want to be able to use them effectively. I really hope that you can recognize that you are in the process of learning new behaviors and that it's usually difficult to perform them right on your first try. Effective helping is a difficult task which just doesn't come automatically. I want to encourage you not to get disappointed with yourself because of problems in your initial attempts to use the skills. I suggest you give yourself several chances to practice and receive feedback. You may not get them perfect the first time but there is a good chance you will be able to improve your skills, the more attempts you make to practice them."

5. Redesign training to respond to emerging needs. If you sense that an entire group or a large proportion of your participants is having difficulty with the proposed helping model, I would suggest that you make an intervention that enables them to express their differences. For instance, you might gather the group together and develop a needs assessment strategy which enables them to express the frustrations and difficulties which they encounter with their clients (i.e.. the kinds of interventions they attempt and which fail). By enabling trainees to identify what doesn't work for them you let them know that you recognize their frustrations (maybe that's an immediacy message that they're trying to get across to you anyway) and you also hook them into a position of searching for interventions that will be more productive (i.e., the elements of the developmental helping model).

When groups doubt whether the skills will work with their particular client population, I often wonder whether the model is at fault or whether the helpers' attempt to implement the model are ineffective. In order to assess this issue, it may be useful to design a session where participants can role play their toughest clients and then receive feedback on their attempts to implement skills of the developmental helping model.

PROCESS CONSULTATION (PC) [1]

Overview of the Training Method

Process consultation (PC) is a training method which enables trainees to learn about their own process as a helper while they are involved in a live counseling interaction. The PC teaching strategy assumes most helpers can benefit from learning how to effectively sort and organize their inner thoughts, feelings, perceptions, and intentions which are stimulated during interaction with a helpee. More specifically, PC enables helpers to increase their awareness of what is going on during an interaction, decide what they want to do, and then formulate a response which achieves their intended purpose.

Process consultation aims to integrate three elements of a helper's process: awareness, intentions, and actions. Awareness refers to a helper's experiencing of the helpee as well as experiencing of self. Since helpers are constantly receiving the helpee's material and, in turn, are reacting to this material, they cannot possibly be conscious of all that is happening in any given moment. Process consultation enables helpers to disengage from an interaction in order to organize what they are experiencing. By deliberately focusing on their immediate awareness, helpers can sort and organize material and then determine their intentions-- the effect they want to have on the helpee and the intervention they want to make to elicit that desired effect. In considering intentions, helpers determine the type of response (e.g., questions, empathy, summary, immediacy, confrontation) which seems to be called for by the immediate situation. Finally, helpers must act on their intentions. In process consultation, the helper can develop the proper words and phrases to include in their message to a helpee.

Methodology

PC occurs during the immediate moments of a helper-helpee interaction at any time when the helper wishes to temporarily disengage from listening and responding to the helpee in order to seek assistance from the process consultant. The helper might wish consultation for any number of reasons: 1) to help in developing an organized understanding of the helpee's expressed material; 2) to decide what to do when lost or indecisive as to the direction to take in an interview; and 3) to process understandings of the helpee's material in preparing for use of stage II challenging skills (e.g., additive empathy, confrontations, immediacy). During consultation periods, the helper works with the process consultant (while the helpee simply listens in) in gaining a clearer grasp of what s/he is experiencing in the immediate interaction and what s/he intends to do.

Process Consultant's Role and Function

The consultant's primary function is to focus and organize the helper's experience of what is going on in the here-and-now

of a counseling interaction. When helpers depart from the give and take of relating to helpees to explore their own experience, they can become more aware of what they are sensing and understanding. Futhermore, the consultant's questions and responses are intended to aid helpers in formulating strategy (<u>what</u> to do) and responses (how to say it). The consultant is <u>not</u> an expert advisor who supplies the "right" responses to the <u>helper</u>. Instead, s/he serves as a facilitator of learning who enables helpers to publicize their data and to constructively struggle to find their own direction. As by-product of this teaching strategy, helpers learn more than just a way to respond -- they actually learn to conduct immediate process consultation for themselves. Process consultation provides the opportunity to discover and practice self-trouble-shooting procedures for application in situations outside of training where the luxury of a consultant as an expert resource is usually not available.

Guidelines for Process Consultation

The process consultant functions are accomplished by practicing these basic guidelines:

1. Physical positioning. Position yourself in a space which is not obtrusive to the trainees yet enables the helper to easily gain your assistance (e.g., sitting to either side of the helper and facing them).

2. Instructions. Provide clear instructions on the purpose of process consultation, and when and how the consultant can be used.

3. Listen closely to the helper. The best way to develop functional questions is to listen to the helper's comments (during consultation periods) and to then develop questions to address any areas of concern. A consultant's questions should be based on feedback from the helper rather than repeating a rigid interrogation style or by hit-or-miss questions.

4. Ask open-ended questions which increase the helper's awareness of what s/he is experiencing and what s/he wants to do when the interview resumes.

5. Focus on the here-and-now and not the there-and-then.

6. Question without investment. Avoid making leading questions which suggest the direction which you would like the helper to pursue.

7. Encourage the helper to rehearse responses with you prior to sharing with the helpee.

8. Model responses if the helper is having great difficulty in finding words for what s/he wants to say.

9. Use analogies and imagery to stimulate creative thinking. For instance, the helper might be encouraged to access feeling words through the following analogy: "How would you feel if I told you that you would find a 80 pound weight on your back and you would never know when it was going to be there and you have had lots of experience with that happening?"

10. Consultation sessions should be brief (1½ - 2 minutes) to avoid diverting focus from the helper-helpee interaction.

The process consultant's role consists of <u>three</u> major activities: instructing, consulting, and debriefing.

<u>Instructing.</u> To prepare trainees for their tasks during process consultation, clear instructions need to be provided prior to the interaction. These instructions should approximate the following example in content and sequence:

"Whenever you are counseling someone, your mind is working very fast to make sense of what the other person is saying, to decide what help is needed, to formulate what to say next, and to consciously recognize your own feelings and impressions. With all this activity going on, it is useful for a helper to disengage from the active give and take of relating to a helpee in order to sort through and organize the thoughts, perceptions, and feelings s/he may be experiencing. Process consultation provides that kind of opportunity. As a helper, you may stop the interaction whenever you feel stuck and don't know what to do next <u>or</u> when you have a number of alternative approaches to take and want to decide on a preferred approach <u>or</u> simply when you might want to sort out your own understanding of the helpee's material. On those occasions, simply signal the helpee that you are stopping the interaction, face me (the process consultant) and describe what you are thinking, feeling, or perceiving at that moment which has caused you to stop the interaction. As consultant, I will ask you some questions to enable you to explore and order your experience. I will use these questions to help you develop your own strategy about what to do next and how you want to respond. We may even rehearse the response. I will not be an advisor who tells you what to do. Our consultations will be fairly brief and then you will resume the interview by picking up from right where you left off. The helpee should silently listen in during consultations and make use of any material discussed which seems to be productive. Any questions on what I'm asking you to do?"

Consulting. The following open-ended questions can be used during process consultation periods:

1. Questions for focusing helper understanding:

    What do you understand the helpee to be saying?

    What feelings is s/he expressing?

    What is the helpee saying about the importance of this event/experience?

2. Questions for exploring helper "roundblocks":

    What is causing you to be stuck/tentative?

    What is preventing you from saying that?

    How do they imagine the helpee will react?

    What risks are involved for you in sharing that perception?

3. Questions for facilitating additive empathy responses:

    How does the helpee feel toward him/herself?

    What does the helpee avoid doing which might contribute to the problem?

    What does the helpee want to be able to do?

    How is the helpee's behavior maintaining the problem?

    What might be some feelings that the helpee hasn't expressed but which might be expected in this situation?

    What patterns of behavior are evident?

    What events trigger this patterned behavior?

    What are the consequences for the helpee?

    What assumptions/impressions does the helpee have about him/herself?

4. Questions for facilitating immediacy responses:

    What is the helpee trying to tell you that s/he can't say directly?

    How is the helpee's behavior effecting you?

    What are you prompted to do/say/feel?

    What does the helpee gain if you feel/act this way?

    What do you sense the helpee wants from you?

Debriefing. A brief period for debriefing (immediately following the interaction) enables the helper to consolidate any new learnings. In debriefing, the helper can review and clarify any valuable learnings which developed during consultations. The intent of debriefing is to capsulize any learnings which have taken place and to consider applications in future helping interactions.

Questions to use in debriefing:

What have you learned or relearned?

How do you intend to use what you have learned?

What do you like or dislike about your work in this interaction?

1   This particular method of process consultation was developed by Bob Griffin.

ELEMENTS OF TRAINER-TO-TRAINEE FEEDBACK

Trainer-to-trainee feedback is used primarily in the context of training (e.g., assertion training, parent effectiveness training, interpersonal skills training) where one person, a trainer, is responsible for influencing the behavior of another person, a trainee, toward a specific direction. This style of feedback assesses the degree to which a trainee's behavior matches or departs from a set of mastery performance criteria. Trainer-to-trainee feedback evaluates a trainee's performance in comparison to some reference point with the intent of maintaining, increasing, decreasing, or modifying the behavior. The reference criteria should describe specific goal behaviors which can be observed and assessed and should be presented to trainees prior to their skill implementation attempts. When these conditions are met, the trainee has a clear idea of what actions to initiate and what yardstick observers will be using for their feedback.

An effective format for giving trainer-to-trainee feedback contains the following elements: (a) categorizing the general skill area, (b) describing specific strengths and need areas, and (c) suggesting alternative behaviors. The following feedback statements illustrates elements a-c:

> (a) "During large group presentations, I observed your skills in responding to our questions. (b) I liked your ability to accurately rephrase and clarify questions and to provide concise answers which contained lots of examples. However, I was bothered when you frequently used hypothetical situations as examples instead of your own life experiences or instances from this workshop. On one occasion when you mentioned your personal encounter with a child abusing mother, I noticed we maintained closer eye contact, leaned toward you, and responded with more comments. (c) I would like you to try sharing more of your own personal experiences when illustrating concepts."

Categorizing the general skill area. A trainer's first task in giving feedback involves reporting when observations were made and what behaviors were assessed. When the performance conditions and the broad category of behavior are clearly identified, the receiver of feedback is better oriented to weigh the trainer's evaluations.

Describe specific strengths and need areas. A behavior is classified as a strength when it approximates mastery level criteria and achieves intended outcomes. Need areas are distinguished by behaviors which deviate from established criteria and result in unproductive outcomes. The comprehensive

assessment of strengths and need areas assumes people learn from finding out what they do well and what they can improve upon.

Irregardless of whether feedback is supportive or corrective in content, the behavioral focus must be maintained (Goldstein, Sprafkin, & Gershaw, 1976). Comments must point to the presence of absence of specific, concrete behaviors and not take the form of broad generalities. For instance, a trainee gains very little information for replicating behavior when s/he is described as "warm," "caring," or "involved". Instead, observable behaviors such as maintaining eye contact, offering verbal praise, and responding to feelings of others (empathy), should be reported to encourage a repeat performance. Similarly, corrective feedback is more likely to be used when trainees understand how their actions deviate from established performance guidelines.

Suggesting alternative behaviors. When identifying strengths, the trainer generally encourages maintenance of behavior. However, when pointing out deficits, the trainer is responsible for suggesting more effective actions. It makes little sense to tell someone their skills need improvement if you can't tell them how to accomplish their tasks more effectively. Suggestions may involve a description of possible corrective actions or direct modeling of behaviors representative of mastery level criter

The trainer's goal in providing feedback is to make it understandable and useful to the trainee. To achieve this objective, the trainer enacts the following progression of tasks:

1. Observe the trainee in performance of the designated skill.
2. Identify instances where the trainee's performance matches and deviates from mastery level criteria.
3. Identify the effects of the trainee's behavior on others (i.e., recipients of skills).
4. Determine the trainee's relative strengths and need areas.
5. Order the elements of feedback into an appropriate sequence.

The following sentence stems can be used in delivering feedback:

"During (describe performance conditions)
I observed (describe categories of behavior)
I liked (examples of strengths)
I was bothered by (examples of need areas)
I noticed (effects of the behavior on others)
I would like you to try (suggestions)"

6. Request the receiver to summarize his/her understanding of your feedback.
7. Listen to the receiver's summary statement.
8. Correct any misunderstanding of your feedback.

ROLE-PLAY SIMULATIONS

In role-play simulations, two or more "actors" are involved
in an imaginary interpersonal situation. Each actor receives a
brief verbal or written description of their particular character
and the immediate context for interaction. Prior to enacting a
role, each actor determines the predominant feeling tone(s) to be
expressed and information they might want to introduce. There are
no "right" or "wrong" ways to role-play other than being authentic
to the role guidelines and the situational context. Role-play
simulations may involve all participants as actors or persons may
be designated as "observers" (who report their observations of
actor's behaviors) and "alter egos" (who try to identify emotionally
with particular actors). Once the role-play is completed, group
members examine their experiences, with actors describing the
personal impact of their role and observers reporting observations
of the communication process. The group processing of a role-play
is the primary source of consolidating learnings as unique and
recurring responses to the interaction are expressed. Role-plays
serve a variety of purposes including: studying the psychological
effects of particular response modes, exposing hidden agendas and
potential underlying feelings, analyzing themes and patterns of
behavior, and identifying possible intervention strategies. Transfe
of training is increased as trainees reach learnings through
experiential, self-discovery which is more impactful than being told
by someone else (as through lecture).

Guidelines for facilitating role-plays

1. Stage setting

    a. Describe the method and purpose for role-plays
    b. Divide the training group into various character roles
    c. Offer brief character role descriptions. Basic facts
       to include are: approximate age and sex, relevant
       history of the existing relationships between characte
       purpose of the immediate interaction, and the amount
       of time for the role-play
    d. Identify characters and describe the purpose of the
       immediate interaction for observers. Assign observer
       specific actions to watch for during the role-play

2. Role-playing

    a. Listen to various actors to assess their ability to en
       the role-play. You may need to clarify questions, repe
       parts of instructions, or model responses to facilitat
       active involvement in the role-play

3. Debriefing

    a. Offer open questions which enable actors to describe
       their experiences during the completed role-play
    b. Offer open questions which enable observers to descri
       their observations of the completed role-play
    c. Summarize the information reported by actors and obser
    d. Discuss application of general learnings from the role
       to other interpersonal experiences (e.g., work settin
       family life).

Module 1: Workshop Overview and Goal-setting

Purpose:

This session will enable participants to:

1. Learn about training group norms/expectations and strategies for maximizing learning opportunities

2. Learn about the sequence of training events for the three-day workshop

3. Write responses to a pre-training questionnaire which assesses:

    (a) perceived strengths and need areas as a helper;
    (b) rank ordering of personal learning objectives for the workshop;
    (c) description of enabling behaviors necessary for achievement of personal goals

4. Practice self disclosure by sharing personal information with other group members

5. Practice listening skills by summarizing personal information shared by another participant during a brief dydadic interaction

Procedure:

A. Trainer's fishbowl interaction

    1. Assemble the group into a fishbowl arrangement, with trainees forming an outer circle and trainers forming an inner circle

    2. Give role instructions

        a. Trainers - discuss the personal significance of the workshop; e.g., describing expectations of trainers and trainees, anticipating trainee's reactions to the training experience and suggesting strategies for maximizing learning; empathizing with the likely difficulties trainees have in their customary work settings

        b. Trainees - listen to the trainer's interaction, note reactions to their statements, and share those reactions once the interaction ends

    3. Trainer's interaction (5-10 minutes)

    4. Solicit trainees' reactions

        a. Empathize with their concerns and hopes

        b. Offer suggestions for dealing with emerging needs

B. Goal setting

1. Describe briefly workshop content, sequence of events and training methods (e.g., IPR, feedback)

2. Lead trainees in completion of form for "self-study and personal goals"

   a. Self-assessment of helping and training skills: trainees consider their recent activities as helper and write descriptions of their primary strengths and limitations

   b. Personal goals statement: trainees review a list of potential goals and rank order at least three goals in terms of personal significance

   c. Enabling behaviors: trainees consider their goals and the training format and then describe what personal risks or actions they need to implement to achieve a successful workshop outcome

3. Assemble participarts in small groups/home teams

4. Within small groups, assemble members in dyads and describe tasks:

   a. Talker - expresses what they want to gain in the workshop and what they need to do (as a participant-learner) to achieve those gains

   b. Listener - helps the talker to be clear and specific about his/her objectives and learning tasks

5. After 5 minute interactions, all dyads are terminated and roles are switched

6. Re-assemble dyads into small groups and describe tasks:

   a. Each listener-talker pair will move to the middle of the circle and exchange brief summary statements of the most significant information they heard about their partner's workshop goals and learning tasks

   b. Summary statements are delivered to their partner rather than to the general group (e.g., use of the word "you" instead of "he" or "she")

7. Monitor summarizations by making interventions which encourage specificity, conciseness, and direct communication (first person pronouns)

Training Tips

1. Establish behavioral expectations and group norms at the outset

    Since the training experience involves a relatively brief
    contact, it is critical to define normative behaviors and
    expectations which facilitate efficient accomplishment
    of program objectives. By letting participants know the
    kinds of behaviors which enable them to get the most out of
    training, they can make necessary adjustments in their
    customary style of learning/participating in workshops.

    The trainer's fishbowl interaction is an excellent procedure
    for expressing behavioral expectations. Some expectations
    inherent to the workshop are:

    a. Experimentation - participants should use the laboratory
        setting to suspend reliance on established behaviors and
        thoroughly practice new skills.

    b. Contracting - participants should recognize that they will
        frequently be "unfinished" in their interactions due to
        time restrictions for exercises. If they need to complete
        their interaction to resolve any interpersonal issues
        precipitated, they should state their intention to other
        involved participants. Closure for personal issues is not
        always achieved during formal training hours and trainees
        need to be responsible for setting off their own time for
        resolution of concerns.

    c. Challenging is a way of caring - appropriate confrontation
        and feedback should be used to encourage productive examination
        of one's interpersonal style. Participants should be open
        to receiving as well as initiating responsible challenges.
        When training is an opportunity for learning and changing,
        it involves the mutual sharing and processing of alternative
        frames of reference (not through constant supporting or
        flight from challenge).

    d. Goal - orientation - participants should clarify skills they
        wish to upgrade and monitor their progress in specific areas.

Name _____   Group _____

SS# _____

Self - Study and Personal Goals

During the workshop sessions, you will be involved in small group exercises which will enable you to 1) refine present counseling skills and develop additional skil and 2) engage in study of your own style of listening and responding. In order to achieve these general goals, it is important for you to carefully assess your present counseling skills and to clearly define what you want to gain from these training sessions. By specifying what changes you want to achieve, you increase th probability of deriving a successful outcome from this experience.

A. Self assessment of counseling skills

   1. What do you think are your greatest strengths as a helper? Describe briefl

   2. What do you think are your greatest limitations as a helper? Describe brie

B. Personal goals

    1. Please number (1,2,3, etc.) the following goals, according to how important they are to you (with "1" being most important". Rank at least three goals.

    2. Fill in brief descriptions where necessary to insure specific goal definitio

    3. Spaces h through j are reserved for you to write your own personal goals which may not be included in this list (a - g).

_____ (a) I would like to receive feedback from other people regarding my   (a) _____
counseling skills _____

_____ ___ _____

_____ (b) I would like to improve my ability to recognize and respond to   (b)' _____
the underlying feelings and themes expressed by clients _____

_____

_____

_____ (c) I would like to be able to study my own counseling style to   (c) _____
learn about my personal strengths and limitations _____

_____

_____

_____ (d) I would like to better able to develop constructive confronta-
tion responses _____   (d) _____

_____

_____ (e) I would like to be better able to effectively share my own   (e) _____
personal feelings and thoughts with a client _____

_____

___ _____ (f) I would like to be better able to offer more constructive feed-   (f) _____
back responses _____

_____

_____ (g) I would like to learn about training methods and small group   (g) _____
exercises used in training of therapists _____

_____

_____ (h) _____   (h) _____

_____

_____ (i) _____   (i) _____

_____

_____ (j) _____   (j) _____

_____

C. Enabling behaviors

What do you need to do during training to achieve your personally successful outcome?

(To be completed at the end of training)

Overall Assessment of the Workshop

1   2   3   4   5

No gain   Some gain   Grea
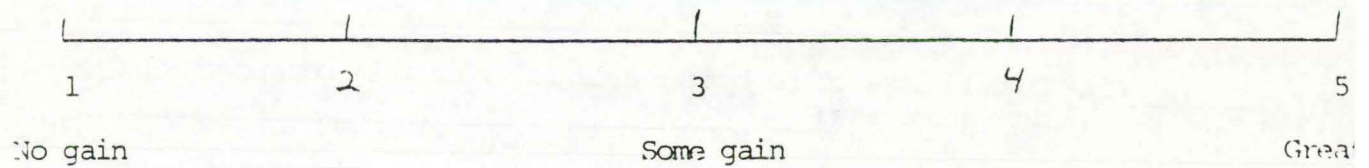
Module 2: Distinguishing Overt and Underlying Feelings

Purpose:

This session will enable participants to:

1. Identify overt and underlying feelings which are contained in a role play interaction

2. Describe the effects of feeling expression on a communication process

Procedure:

A. Didactic presentation

1. What is a role play?

a. Role plays involve two or more "actors" enacting an imaginary situation

b. Actors are provided with a brief description of their role and the situation for interaction

c. Actors decide on the dominant emotions they will express prior to playing the role

d. Actors play out the role being authentic to the role guidelines and situational context. There is no "right" or "wrong" way to play a role

e. At the end of the role play, actors will describe their feelings and thoughts which transpired during the role play. By examining the differences and similarities of actors' experiences, the group can develop a series of general learning points about interpersonal communcation.

B. Guided role play sequence

1. Divide the group into dyads

2. Request members of each dyad to assume the role of parent (mother or father) and a teenager respectively

3. Describe the following roles:

a) Teenager - "You are a chronic runaway. You have run away from home six times in the past year. Right now, in your most recent escape, you've been gone for three months. You decide to call home and your parents say things are O.K. and they want you to come home. You return home, only to find the police waiting in your driveway prepared to take you to the Youth Detention Center. You've spent the night at the shelter, and in a few minutes you'll be meeting with your parents."

b) Parents - "Your child is a chronic runaway. You wanted him/Her home. For whatever reason, you called the police. Now you're about to meet with your child. Take a few minutes to get a feel for your role and then start the role play."

4. Encourage participants to play the role authentically.

C. Following a brief role playing sequence, participants are requested to describe the dominant feelings expressed by their counterpart. Example: If a teenager, how did your parents respond to you? What feelings did they express?

D. List feelings supplied by both parent and teenager. These lists are designated as "overt/surface/expressed" feelings.

E. Ask participants to make hunches and to imagine underlying or covert feelings which their counterpart did not express during the completed interaction

F. Use the following mental imagery suggestions to encourage identification of underlying feelings:

1. Teenagers - picture a parent looking into their child's bedroom and recogrizing that the room will again be empty. Imagine how that parent might be feeling.

2. Parents - picture your child tossing and turning on a hard bed in a locked ward at the detention center. Imagine how that child might be feeling

G. Prepare a second list of feelings delineated by participants. These are designated as "covert" or "unshared" feelings:

Parent (overt)	Youth (overt)	Parent (covert)	Youth (covert)

H. Instruct participants to engage in a second role play of their original parent-youth interaction. Within each dyad, the actors retain their same roles and are dealing with the same conflict situation (as if the first role play had not taken place). Howe both actors should attempt to express covert feelings which were not shared in the original role play.

I. Model sample responses which could be used in the second role pla

Example(s):

Youth - "It really hurts when I can't trust you."
Parent - "The choices you make just terrify me."

J. Manage open discussion dealing with the following questions:

1. In which situation was there a greater possibility for resolution?

2. What differences did you notice in the two interactions? Differences in nonverbal behavior? Differences in voice tone? Differences in physical distance?

3. Which role was riskier for you to play?

4. In which situation did you feel more vulnerable?

5. What were the differences in your motives for interaction during each role play?

K. Summarize a major learning point: The feelings which are shared in the second interaction are feelings which are often underlying and often go unexpressed by clients. Recognition and expression of these feelings facilitates a transition from "fighting" posture to "resolution posture.

Training Tips:

1. Variations of the role play. The real emotional potency of the role play involves the issue of trust and betrayal. Any variation of the adolescent runaway role play which contains similar issure and relationship dynamics can be developed.
   One variation follows:

College student - "You have just completed your freshman year of college, the first time you've been away from your parents for an extended period of time. Prior to going to school, you and your parents would have frequent heated arguments involving your life style (curfews, use of the family car, choice of friends). You've enjoyed the independence afforded by a year away from home and now have the choice of returning home or spending summer at a friend's house. Your parents coaxed you into coming home, promising that you were to have freedom and independence and they would not interfere with your affairs. You are now waking up on the Monday morning after your first weekend home and your younger brother tells you that your father/mother discovered some dope in the glove compartment of the family car which you used last night. You are now about to meet with your parent in the living room of your home."

Parents - "You coaxed your son/daughter to come home for the summer with strong promises to respect his/her life style. You found the dope in your family car after your son/daughter used it. You are now about to meet with your child on this issue. Take a few minutes to get a feel for your role and then begin the role play."

Module 3: Empathy

Purpose:

This session will enable participants to :

1. Discriminate and communicate the feelings and causes of feelings expressed in a single statement

2. Describe the behavioral tasks involved in accurate empathic responding

3. Identify personal strengths and difficulties in implementing the skill of empathic responding

Procedure:

A. Trainer didactic presentation on empathy

   1. Definition and examples of empathy

   2. Purposes of empathy

   3. Guidelines for skill practice

   4. Sentence stem for empathy: "You feel (feeling) because (cause of feeling)."

B. Modeling

   1. Describe roles for co-trainers and for participants/ observers

      a. Trainer 1 (speaker) - speak about a problem area or positive experience in an interaction of about 3 minutes.

      b. Trainer 2 (helper) - use empathic responses, acknowledge the speaker's expressed feelings and cau

      c. Observers - watch the demonstration to notice the behaviors of both the speaker and helper; What responses does the helper offer? What effects do th responses have on the speaker?

   2. After the demonstration, solicit participants' observati

   3. Both trainers involved in modeling should recall their inner processes (e.g., feeling, thoughts) which transpi during the brief interaction.

C. Small group practice (discrimination of feeling and causes)

   1. Divide group into roles and identify tasks

      a. Talker - speak about problem area or positive experience in a single statement of about 15 seconds duration; later inform discriminators on their accuracy/ inaccuracy in identifying feelings and causes.

      b. Discriminator of feelings - listen to talker and then identify one or two of the dominant feelings expressed.

      c. Discriminator of causes - listen to talker and then identify causes of feelings which were expressed.

      d. Coach - assists discriminators when they are unable to provide descriptions acceptable to the talker; uses the "feeling work vocabulary" handout (see pages 95-96

   2. Model the exercise with a single group of four trainees.

   3. During the two practice rounds, help the group accomplish their tasks, offer feedback to discriminators, and model accurate descriptions of feelings and causes.

   4. Within each foursome, participants switch roles after each round of discrimination practice.

D. Dyadic practice (communication of feelings and causes)

   1. Separate foursomes into pairs and provide the following role instructions.

      a. Speaker

         1) Determine a problem area or positive experience to share briefly with the listener.

         2) Make a statement of about 15 seconds in length.

         3) Remember the content of the original message and style of expression.

         4) Confirm the listener's accurate empathy, or clarify an inaccurate response, but do not change or add to the original message.

      b. Helper

         1) Responds empathically to identify the speaker's expressed feelings and causes using the "You feel _____ because _____" format.

2) Empathizes with the speaker's statements, including clarifications, until the speaker confirms the accuracy of a response.

2. Speaker-helper pairs have one minute to achieve an accurate empathic communication

3. After one minute, stop the entire group. Instruct speakers to describe what the helper said when s/he was "on target/accurate" and when s/he was "off target/ innaccurate" in communicating empathy. Two minutes are provided for speaker descriptions.

4. After one complete sequence of the exercise (steps 1-3) members of each dyad switch roles and repeat the preceeding steps.

E. Discussion group

1. Assemble trainees into their original small group (home teams).

2. Manage group discussion in the following sequence of topics:

a. Statement of learnings and self-assessments about personal performance as an empathic listener (e.g., strengths recognized, difficulties encountered

b. Discussion of personal learning objectives/goals.

Training Tips

1. Announce the intent of each exercise. Before enacting a particular exercise, inform participants of the purpose of the task they are being asked to perform. The discrimination tasks are designed to help trainees improve their use of incisive and concrete works in identifying feelings and causes. The dyadic communication tasks are intended to help trainees communicate accurate empathic understanding of a single stimulus expression (rather than facilitating extended interaction). Finally, the discussion group is an opportunity for self-assessing strengths and deficiencies in empathy skills.

Module 4:   Developmental Helping Model/Stage I Skills

Purpose:

This lecture will enable participants to:

1.   Describe the helper's goals during each of the three
     stages of the developmental helping model

2.   Describe the attitudes and behaviors involved in the
     skills of empathy, respect, genuineness, and concreteness

Procedure:

A.   Didactic presentation – The following points should be
     covered as described in the "Overview of the Developmental
     Helping Model" (see Appendix) and other references.

     1.   Explain the need for a practical working model of
          helping: To be consistently effective in working
          with helpees, helpers need to know the goals, skills,
          and process of helping.

     2.   Describe the helper's primary goals at each stage of
          the helping process.

          a.   Stage 1: Relationship-building – support and
               acknowledgement of the helpee's world view

          b.   Stage 2: Focused Exploration – challenging the
               helpee to examine novel and perhaps stressful
               material which was not presented in his/her
               original view of the problem

          c.   Stage 3: Problem-solving – collaborating with
               the helpee to define problems and goals, evaluate
               alternative courses of action, and design action
               plans

     3.   Describe the attitudes and behaviors involved in the
          skills of empathy, respect, genuineness, and concreteness
          (see lecture outline on "Concreteness").

B.   Modeling of Stage I skills

     1.   Instruct trainers in their roles

          a.   Speaker – presents a real concern.

          b.   Helper – uses Stage I skills to acknowledge the
               speaker's feelings and thoughts about his/her concern.

2. Instruct participants on their tasks

    a. Observe the helper's use of Stage I skills and their effects on the speaker.

3. Sequence of tasks in modeling

    a. Instructions to trainers and observers - 2 minutes

    b. Helper-speaker interaction - 5 minutes

    c. Participants share observations - 10 minutes

References for didactic presentation

Egan, G. The skilled helper: A model for systematic helping and interpersonal relating. Monterey, Calif.: Brooks/Cole Publishing Co., 1975

Carkhuff, R.R. The art of helping III. Amherst, Mass.: Human Resource Development Press, 1977

Turock, A. Concreteness: Getting at specifics in client problems. American Mental Health Counselors Association Journal, 1979, in press.

Concreteness
Sample Lecture Outline

I. Present group with a list of vague helpee expressions.

    Examples: "Things sure have changed."

                "I have a beautiful relationship with my wife."

                "You are uncooperative and resistant."

                "I want to be more self-confident."

                "My boss just rides me all the time."

    A. Indicate to the group that the common quality of all
        of these expressions is vagueness, or use of non-
        specific words.

    B. Many helpees come to counseling because they have a
        very limited or vague awareness of their problem.

II. One of the helper's main goals is to expand and clarify the
    helpee's unique model of the world.

    A. To reach this goal, a helper needs to be sensitive to
        kinds of information which needs to be clarified.

    B. The "sensitivity menu" is a model which helps to organize
        the helpee's material.

    C. Categories of the sensitivity menu include;

        1. Feelings - spontaneous emotional responses

            a) Many clients use vague or global feeling words.

            b) Concreteness enables clients to see how they are
                responding emotionally to a particular situation.

        2. Thoughts - the personal meanings we attach to sensory
            data to help us understand our life experiences;
            thoughts include impressions, assumptions, values,
            rules, expectations, and reasons.

            a) Many clients are not fully aware of the under-
                lying thoughts which strongly influence their
                behaviors.

            b) Once thoughts are specified, the client can
                examine the consequences of holding those
                thoughts.

3. <u>Intentions</u> - immediate and long-term wants and desires, or simply, what you would like to have happen; intentions include wanting recognition, revenge, affection, sympathy.

   a) Intentions may be unclear because:

      1) You are unaware of them.

      2) You are aware of them but you feel unjustified for having them or feel they are not important enough to express.

      3) You deliberately choose to hide your intentions.

   b) Once intentions are made concrete, clients can decide what they want and then explore alternative ways of satisfying their desires.

4. <u>Actions</u> - what we see and hear in others' behavior (sensations) and what we notice about our own behavior (what we are doing now, in the past, or will do in the future).

   a) Many helpees use vague labels (e.g., sensitive, aggressive, authoritative) to describe their perceptions.

   b) Concreteness enables clients to describe behaviors which produce problems and actions to remedy difficulties.

III. <u>Skills</u> of concreteness

A. <u>Definition</u> - concreteness refers to a helper's responses which enable a client to express feelings and experiences in specific and concise terms.

B. <u>Exploratory questions</u> --

1. Questions should be used to clarify and expand the helpee's world view not to keep a conversation going or to distract the helpee from stressful topics.

2. Questions beginning with "how" and "what" are open-ended and encourage concrete self-exploration by clients; "why" questions usually lead to justifications and explanations.

3. Questions should be consistently followed by a sequence of empathy statements.

C. <u>Summarization</u> --

    1. Summarization is similar to empathy except that it covers a longer period of time and contains a broader range of feelings and meanings.

    2. Summarizations should use specific and concise language.

    3. Summarizations capture the most relevant feelings and issues.

    4. Lengthy "story-telling" is discouraged.

Note: At the end of the lecture section on exploratory questions, it is very helpful to have the group re-examine the list of vague helpee expressions (Item I) and then to formulate open-ended questions beginning with "what" or "how".

Module 5:   Skill Practice #1

Purpose:

This session will enable participants to:

1.   Practice designated helping skills in brief dyadic interaction

2.   Receive feedback on their helping skills from a trainer and other group participants

3.   Self-assess personal strengths and need areas in executing the designated helping skills

Procedure:

A.   Assemble the training group into home teams

B.   Describe the format of the practice session

    1.   Interview between helper and speaker (5 minutes)

    2.   Self-assessment by the helper and feedback from trainer and observers (10 minutes)

C.   Describe the helper and speaker roles

    1.   Helper - applies skills already presented in the workshop (empathy and concreteness); primary task is to enable the speaker to explore and clarify problem areas

    2.   Speaker - shares a real concern; not something requiring immediate resolution but something s/he is willing to explore and would like to understand better

D.   Solicit volunteers for these roles, beginning with the helper first

E.   Instruct remaining participants for their tasks as observers. The assigned tasks include the skills already presented in the workshop and designated for practice. Observers watch the interaction, make notes, and then describe their observat to the helper.   Refer observers to the handout "Observer Directions for Skill Practice Sessions"

F.   Inform the helper and speaker they will be given a 1 minute warning before the interview will be stopped. In the final minute, they should summarize/review what was said earlier rather than introducing new topics for discussion

G.   Debriefing procedures

1.   Helper - self-assess personal strengths and need areas from the completed interactions.

2.   Observers - provide feedback to helper

3.   Trainer - provides feedback to helper

4.   Speaker - shares personal experience of the interaction and the helper's work

H.   Conduct additional skill practice rounds by repeating steps C-G

Training Tips

1.   Encourage involvement and useful feedback from observers.
One measure of trainer effectiveness is the ability to
involve the entire group as a learning community, whereby
trainees can be effective teaching agents for each other.
To achieve this goal, the following suggestions are offered:

a.   Give trainees concrete assignments regarding what they should observe during an interview.

b.   Trainees' feedback should assess the areas of consistency and discrepancy between the helper's performance and the mastery level of skill implementation described in the training session. The feedback should not be based on individual criteria or preferences of the particular observer.

c.   Encourage trainees to write down specific examples of responses in the interaction since concrete feedback is most helpful to the helper.

d.   Feedback should be addressed directly to the helper rather than to the speaker or the trainer. The speaker may disagree with feedback (given to helper) which contradicts his/her own experience during the interaction.

e.   Reinforce observers for feedback which is accurate, specific and given directly to the helper.

2.   Choose a helper before the speaker. In soliciting volunteers
for practice sessions, the helper should be acknowledged
first. This sequence enables the helpee to have some choice
to select a topic which would be "appropriate" for the
particular helper (e.g., they could consider their level
of trust for the helper or whether the helper has had common
life experiences)

3. <u>Use concrete, open-ended questions in debriefing.</u>

To the helper:

* What did you like/dislike about your work in the inter-action?

* What seemed to get in your way of being more effective?

* What did you do which helped you to be effective?

To the speaker (to be shared with helper):

* What was your experience of the interaction? the helper?

* What things did the helper do that were helpful to you?

* What things did the helper do that you found as unhelpful or interfering?

4. <u>Maintain a skill-building emphasis.</u> During debriefing, training groups will sometimes depart from giving feedback to the helper into offering additional counseling or inquiries to the speaker. A simple recognition of group process ("We've seemed to have left feedback and moved into counseling the speaker") and a suggestion to return to feedback is usually sufficient to regain the skill-building emphasis in training.

Module   6 :   Risk-taking Pairs

This exercise consists of two sessions - a risk commitment (morning) and a risk assessment (afternoon).

Purpose:

These sessions will enable participants to:

1.   State a primary learning objective for the day of training.

2.   State a risk commitment to be pursued and assessed during the day of training

3.   Practice skills of empathy and concreteness.

4.   Practice confrontation and validation skills

Procedure:

I.   Risk commitment

   A.   Describe content and procedures for the day's training sessions

   B.   Within small ("home base") groups, instruct members to form dyads

   C.   Describe the following roles which pairs will alternate during successive five minute periods

      1.   Sender - describes a risk commitment (i.e., some task which offers a challenge and would enable the participant to better accomplish his/her workshop goals and/or improve a personal relationship with a fellow participant or trainer) to be attempted during the day's training session.

      2.   Receiver - uses listening skills to clarify the sender's risk commitment; after five minutes, summarizes his/her partner's risk commitment (1 minute for summary)

   D.   Exercise delivery involves the following tasks:

      1.   Provide role instructions

      2.   Five minute interaction

      3.   One minute summary

      4.   Reverse roles and repeat the interaction and summary periods.

E. Inform participants that dyads will be reconvened at the end of the day for the purpose of mutual assessment of the risk commitment. Therefore, the risk commitment should be defined in behavior-specific terms to permit observations and evaluations as to instances when the risk was/was not accomplished.

II. Risk assessment

A. Re-assemble dyads from the morning risk commitment exercise

B. Describe the following roles which pairs will alternate during a 15 minute period.

1. Assessor:

   a. Initiate the interaction by reviewing the origina risk commitment and describing specific actions which achieved or departed from the risk commitment. Basically, the assessor responds to the question: In what ways did you reach/ not reach your risk commitment?

   b. Later, reacts to partner's validating or confronting statements.

2. Facilitator:

   a. Listens and clarifies partner's risk assessment.

   b. Responds to the assessment by either validating partner's assessment, confronting discrepancies between the partners assessment and one's own observations, or both validating and confronting specific parts of the assessment. Validating and confronting statements should be based on specific behaviors observed during the day's training session.

   c. Listens and clarifies partner's response to the validating or confronting statements.

C. Instruct participants to monitor their own time during the exercise. They should work at least until the closing time for the workshop.

Module 7: Additive Empathy

Purpose:

This session will enable participants to:

1. Describe the elements of additive empathy, purposes of the skill, and guidelines for use of additive empathy in counseling.

2. Practice writing additive empathy responses and receive feedback on the accuracy of the response.

Procedure:

A. Didactic presentation - Additive Empathy (see "Sample Lecture Outline" and other references)

   1. Description of elements of additive empathy

   2. Processing questions and sentence stems for additive empathy

   3. Examples of additive empathy

   4. Method for implementing additive empathy

B. Modeling of additive empathy

   1. Instruct trainers in their roles

      a. Speaker - presents a real concern

      b. Helper - uses skills of empathy, concreteness, and additive empathy to enable speaker to develop a deeper understanding of his/her concern. When processing speaker material in formulating an additive empathy response, the helper should temporarily leave the interview and then describe his/her "processing" to the process consultant.

      c. Process consultant - asks open-ended questions (during consultation periods) which enable the helper to process speaker material related to the elements of additive empathy.

   2. Instruct participants on their tasks

      a. During the interaction:

         1) Observe the helper's responses (particularly additive empathy) and their effects on the speaker.

2) Observe the helper's process of formulating additive empathy statements during consultation periods.

b. After the interaction: Write an additive empathy response you could give the speaker using any one of the sentence stems for additive empathy.

3. Sequence of tasks on modeling

a. Instructions to trainers and observers - 5 minutes

b. Helper-speaker interaction (with process consultation - 12 minutes

c. Participants write additive empathy responses - 3 minutes

d. Participants share observations - 10 minutes

e. Participants read additive empathy statements to the speaker (who comments on their accuracy) - 5 minutes

Training Tips:

1. Make good use of the process consultant. The most important instructional component of the modeling sequence often involves the consultation between helper and process consultant. During these consultations, the helper openly shares his/her processing of speaker material into the development of an additive empathy response. By making public an internal thought process, trainees will gain a better understanding of how a helper can be a valuable resource in expanding a speaker's awareness of his/her concern.

Additive Empathy
Sample Lecture Outline

I. Levels of empathic responding

.A. In Stage I, the helper acknowledges feelings and causes
which are expressed by the helpee. This is called
"interchangeable empathy".

B. In Stage II, the helper goes beyond the client's
expressed material and presents underlying feelings,
behavioral themes, and personalized descriptions of
problems and goals.

II. Elements of additive empathy (AE)

A. AE supplements gaps in the helpee's self-exploration;
provides the helpee with a bigger picture of his/her
problem.

B. In formulating additive responses, the helper sorts out
client data from stage I and begins to filter out some
specific elements; underlying feelings, behavioral themes,
personalized definitions of problems and goals.

C. Underlying feelings

1. Clients may be unaware of their feelings, unable to
discriminate emotions accurately, or simply deny
more vulnerable emotions: e.g., anger often masks
hurt; depression often covers anger.

2. AE identifies the unexpressed but implied feelings

D. Themes or universal patterns

1. Clients repeatedly act to survive their immediate
problems without noticing the recurring dynamics
in a problem situation.

2. Recurring elements in themes

a) Triggering event - e.g., someone refuses to do
what I ask them to do when I desperately need
their support.

b) Recurring thematic behavior - e.g., I yell and
threaten and command others to do what I want.

c) Consequences - psychological costs and gains
resulting from my actions (e.g., gains - I get
gratification by expressing anger and avoid
having to recognize that I'm powerless and
unable to gain support; cost - people avoid
contact with me and ignore my commands).

E. Personalizing problems and goals

    1. Clients may dismiss, ignore, misrepresent, or be unaware of their role in creating or maintaining a problem and instead see their difficulties as caused by other people or uncontrollable external factors (i.e. poor family background, institutional rules, social conditions). This is "externalizing".

    2. Personalizing places ownership of problems and responsibility for initiating change with the client.

    3. Personalizing involves several elements:

        a) Feelings toward self

        b) Self-defeating behavior--what the client is unable to do or avoids doing.

        c) Goal behavior--what the client wants to be able to do; frequently the opposite of the self-defeating behavior.

F. Method for implementing additive empathy

    1. Establish an interchangeable base of communication

    2. Identify elements of AE

    3. Assess client's readiness for AE

    4. Deliver AE response

    5. Respond to the client's reaction to AE

References for didactic presentation

Carkhuff, R.R. The art of helping III. Amherst, Mass: Human Resource Development Press, 1977.

Egan, G. The skilled helper: A model for systematic helping and interpersonal relating. Monterey, Calif.: Brooks/Cole Publishing Co., 1975

Means, B.L. Levels of empathic response. Personnel and Guidance Journal, 1973, 52, 23-28.

Turock, A. Effective challenging through additive empathy. Personnel and Guidance Journal, 1978, 57, 144-149.

ADDITIVE EMPATHY (AE)

Processing questions are used to help you sort out the
clients material to identify elements of AE. Once the elements
are determined, sentence stems can be used in formulating AE
responses.

Processing Questions	Sentence Stems
1. Underlying feelings. What might be some feelings that are not being expressed by the helpee but which might be expected in this situation?	1. Underlying feelings. "While you say feel (expressed feeling), it sounds like you also feel (unexpressed feeling) because (cause of feeling).
2. Universalizing thematic behavior. What patterns seem to be shown in his/her behavior? What are the consequences of his/her actions? What events seem to trigger this pattern of behavior?	2. Universalizing thematic behavior. "When (triggering event) you (recurring thematic behavior) and it leaves you (consequences)."
3. Personalizing problems and goals. How does s/he feel toward him/herself? What does s/he avoid doing which might contribute to the problem? What does s/he want to be able to do? How is his/her behavior helping to maintain the problem?	3. Personalizing problems and goals. "You feel (feeling toward self) with yourself because you do not (self-defeating behavior) and you want to (goal behavior)

Module 8 : Skill Practice #2

Purpose:

This session will enable participants to:

1. Practice designated helping skills in brief dyadic inter-
    actions

2. Receive feedback on their helping skills from a trainer
    and other group participants

3. Self-assess personal strengths and need areas in executing
    the designated helping skills

Procedure:

A. Assemble the training group into home teams

B. Describe format of the practice session

    1. Interview between helper and speaker (10 minutes)

    2. Self-assessment by the helper and feedback from trainer
        and observers (10 minutes)

C. Describe the helper and speaker roles

    1. Helper - applies skills already presented in the work-
        shop (additive empathy, empathy, and concreteness).
        The helper should stop the interaction for process
        consultation when s/he wants to process understandings
        for additive empathy or when s/he is uncertain as to
        what to say or what direction to take.

    2. Speaker - shares a real concern; not something requiring
        immediate resolution but something s/he is willing to
        explore and would like to understand better. During
        process consultation, the speaker should listen to the
        helper and consultant, and then resume the interaction
        from the point at which it was stopped.

D. Explain trainer's role as process consultant

    1. Consultant's function is to increase the helper's
        awareness of how s/he is understanding the helpee
        and to assist in formulating strategy (what to do)
        and responses (how to say it).

    2. Consultant will ask open-ended questions and facilitate
        the helper's own discoveries rather than offering advice.

E. Solicit volunteers for roles, beginning with the helper first.

F. Instruct remaining participants for their tasks as observers. The assigned tasks include the skills already presented in the workshop and designated for practice. Observers will watch the interaction, make notes, and then describe their observations to the helper. Refer observers to the handout "Observer Directions for Skill Practice Sessions".

G. Inform the helper and speaker they will be given a 1 minute warning before the interview will be stopped. In the final minute, they should summarize/review what was said earlier rather than introducing new topics for discussion.

H. Debriefing procedures

    1. Helper - self-assess personal strengths and need areas from the completed interactions.

    2. Observers - provide feedback to helper.

    3. Trainer - provides feedback to helper.

    4. Speaker - shares personal experience of the interaction and the helper's work.

I. Conduct additional skill practice rounds by repeating steps C-G.

Module ?: Interpersonal Feedback/Peer-to-Peer Feedback

Purpose:

This session will enable participants to:

1. Describe basic guidelines and formats for giving and receiving feedback

2. Recognize the difference between labeling and behavior descriptions

3. Practice giving feedback following brief role-play interaction

4. Write a piece of feedback they might give to a significant person outside of the workshop

5. Practice giving feedback to other participants based on observations made during the workshop

Procedure:

A. Didactic presentation on peer-to-peer feedback

1. Definition of feedback

2. Examples of feedback

3. Purposes for giving feedback

4. Guidelines for giving and receiving feedback (see page 99)

5. Format for giving feedback (see page 98)

B. Modeling of ineffective and effective feedback

1. Instruct participants to observe a series of four feedback exchanges between two trainers. While observing the exchanges, participants write down behaviors (verbal and nonverbal) demonstrated by both trainers.

2. Trainers roles as senders and receivers of feedback (not publicized to participnats)

a. Exchange #1 - sender gives vague, and undisciplined positive feedback to the receiver. E.g.' "You're a warm and caring person."

b. Exchange #2 - sender gives behavior-specific, disciplined feedback to the receiver regarding a positive behavior. E.g.: "I'd like to give you some feedback When we are planning a workshop and you repeatedly ask for my opinions about a problem, I feel respected. I want to give you a hug. Right now, I want to let you know how pleased I am."

        c.   Exchange #3 - sender gives vague and undisciplined negative feedback to the receiver. E.g.: "You're so thick and dumb and you don't want to be involved in our work."

        d.   Exchange #4 - sender gives behavior-specific and disciplined feedback to the receiver regarding a negative behavior. E.g.: "I'd like to share some feedback with you. When we are planning a workshop and I see you reclining back in your chair, scratching your head, and looking all around the room, I feel distant and frustrated. I want to grab your chair, pull it forward, and shout for you to pay attention. Instead, I want to talk with you about what happens when you and I are planning together."

    3.   After each sender message, the receiver should share an aside comment with the observers which describes his/her feelings and thoughts generated by the feedback. E.g.: "He said I'm warm and caring. That feels good but I don't really know what he's refering to. What did I do anyway?"

    4.   Solicit participants' observation of sender and receiver behaviors in the four feedback exchanges: What behaviors does the sender use in giving feedback? What impact does the particular feedback have on the receiver?

C.   Behavior rehearsal #1

    1.   Divide home team groups into dyads with talker and listener roles

        a.   Talker is given topic to discuss for 1½ minutes (e.g., aspects of your job you like/dislike). Afterwards, the talker gives feedback describing one of the listener's behaviors during the interaction which left him/her (the talker) feeling particularly close or distant (to the listener)

        b.   Listener is given an index card with instructions for performance in a listening role. Each card describes verbal (e.g., criticize the talker) and nonverbal behaviors (e.g., shake your head from side to side) to be enacted (see examples)

    2.   Within each small group, coach each portion of the feedback stems in a step-by-step fashion. Ten minutes of coaching time is used to accomplish steps a-g. Trainees in talker role:

        a.   Identify to themselves a specific behavior they will be giving feedback on

        b.   Describe their statement of purpose

        c.   Describe a specific behavior enacted by the listener

        d.   Describe their dominant feeling

        e.   Describe their considered action

        f.   Describe their immediate intentions

        g.   Deliver a full feedback statement which includes all five steps

    3.   Role reversal - collect cards from listeners and then distribute to talkers; roles are reversed for second role play covering the same topic

    4.   Repeat step 2 (step-by-step coaching)

D. Written practice

    1.   Instruct participants to write a feedback statement they could give to someone they interact with outside of the workshop (home, job, etc.). The feedback should describe one of the person's behaviors which results in closeness or distance. Participants write the words they would say to the person who the feedback is intended for.

    2.   Within home teams, encourage participants to read their written feedback and offer consultation on the form, content, and sequence of the feedback statement.

E. Behavior rehearsal #2

    1.   Within home teams, participants select one person to whom they will give feedback. Feedback should describe one positive action the person has taken during the workshop and the positive effect it had (on the sender of the feedback).

    2.   After each statement, offer consultation on the form, content, and sequence of the feedback.

Training Tips:

1. <u>Capitalize on learning oportunities</u>. In behavioral rehearsal rounds, it is preferable to consult with one pair at a time and to allow other group members to listen to practice efforts and the trainer's coaching and teaching. By listening to each other's work, trainees can see common errors in usage of feedback and can also hear the trainer's corrections and suggestions

2. <u>Select exercises to meet trainee's learning needs</u>. The
   three practice exercises in this module are presented
   according to increasing complexity of performance: step-by-
   step development of feedback, written feedback statements, and
   "live" delivery of feedback to another trainee. In deciding
   which exercises to include for practice, consider the
   group's skill proficiency as well as their ability to
   comprehend new concepts. If a group is highly skilled and
   highly trainable, they may not need any exposure to step-
   by-step feedback development (item C).

Samples of Listener Roles

AS YOU LISTEN

1) Cut off or interrupt the talker and briefly
   speak about unrelated topics (as the weather
   in Plains, Georgia; the weak battery in your
   John Deere tractor). Do this throughout
   the interaction

AND

2) Raise your hand in front of the talker's
   face just as you begin to interrupt him/her.

AS YOU LISTEN

1) Encourage the talker to continue talking
   (use phrases like "go on", "tell me more")

AND

2) Look away from the talker to other persons
   and objects in the room.

AS YOU LISTEN

1) Criticize the talker's feelings and opinions
   (as "I really don't think you should feel
   that way because...")

AND

2) Shake your head from side to side
   (to express disagreement)

Module 10: Confrontation

Purpose:

This session will enable participants to:

1. Explore personal definitions, assumptions, and feelings about confrontation

2. Describe different types of confrontation

3. Practice confrontation within a dyadic role playing exercise

4. Receive feedback on confrontation skills.

Procedure:

A. Awareness exercise

   1. Assemble participants in groups of three.

   2. Provide participants with a set of questions which they will discuss within their small groups. Encourage participants to share their own personal feelings, situations, and opinions rather than trying to find an absolute 'right" or "wrong" answer. Examples of questions are:

      a. When you are a helper, when do you use confrontation?

      b. When you are a helper, how do you usually feel when you use or consider using confrontation?

      c. How do you usually feel when you expect to be confronted by someone?

   3. Following small group discussion, encourage participants to share highlights of their discussions with the entire training group.

B. Didactic presentation on confrontation

   1. Definition of confrontation (i.e., involves identification of discrepancies)

   2. Explain perversions and misuses of confrontation

   3. Examples of confrontation (particularly strength, weakness, and experiential confrontation)

   4. Purposes of confrontation

5. Sentence stems for confrontation

    a. "On the one hand you feel/say/do _____ and on the other hand you feel/say/do _____."

    b. "You feel/say/do _____ but it looks to me like you feel/say/do _____."

C. Written exercise in formulating confrontation responses

1. Read to participants a hypothetical situation involving clear discrepancies in behavior.

2. Instruct participants to listen to the situation and then write a confrontation statement in accordance with the sentence stems for confrontation.

    a. Situation for confrontation: "During a counseling session with a child abusing parent, she repeatedly tells you: 'I'm a worthless person. I can't control myself or my children. I don't deserve to be a mother.' Prior to the session, you saw the woman was playing and reading to her two children in the waiting room. During the session, you observed she was able to assertively request that her child stop knocking on your office door. After her assertive request, the child stopped interrupting the counseling session."

3. Consult with participants on their writing task.

4. Request several confrontation statements be read aloud to the group.

5. Give feedback to participants volunteering their confrontation statements.

D. Didactic lecture on method and guidelines for confrontation should include pre-confrontation, delivery, and post-confrontation tasks.

E. Modeling (trainer role play)

1. Instruct trainers in their roles:

    a. Client-role plays a prepared client role which contains some discrepancies (samples of role plays are contained at the end of the delivery instructions).

    b. Helper-attempt to use pre-confrontation, delivery, and post-confrontation tasks.

2. Role play lasts a total of eight minutes. Role players are notified when four minutes have expired.

3. Instruct participants to observe the helping process
to notice the use of pre-confrontation, delivery, and post-con-
frontation skills. After the role play, they write a con-
frontation response for the client using the sentence
stems.

4. Sequence of activities

a. Helper-client   role play - 8 minutes

b. Participants write confrontation statement - 2
minutes

c. Debriefing between role players, involving questions
such as: 1) Helper - describe the discrepancy you
were trying to communicate. 2) Client - describe
how clearly the discrepancy was presented and the
impact of the statement on you.

d. Encourage participants to read confrontation response
and provide feedback on the form and content of
their confrontation responses.

F. First role play (skill practice)

1. Assemble participants in pairs and have them select the
helper or client role (without describing the roles).
Members taking each of the roles should assemble with a
trainer who will provide separate instructions to each
group. Each small group should also be briefed on the
purposes of their role (confronter or receiver) in the
role play (see Training Tips).

2. Read participants instructions concerning their roles
(as confronters and receivers of confrontation) in the
upcoming 8 minute interview. Examples of role play
instructions are included at the end of the outline of
procedures.

3. After the role play, instruct participants to conduct a
three-minute debriefing session within their dyads.

a. Confronter - describe the discrepancy you were attempt-
ing to communicate.

b. Receivers - describe how clearly the discrepancy was
presented by the confronter and the impact of the
statement on you.

4. Circulate among dyads and offer consultation and feedback.

5. Large group debriefing-

   a. Elicit participants' experiences as confronters and receivers.

      1) What discrepancies were identified?

      2) What happened when discrepancies were shared?

   b. Assist participants in defining discrepancies and in offering suggested strategies for following up confrontation.

G. Second role play (skill practice)

   1. Divide the group into new dyads so participants alternate roles they enacted in the first role play.

   2. Provide separate instructions to the groups of confronters and receivers.

   3. Participants engage in the eight minute role play.

   4. Repeat item F, Steps 3-5 (debriefing within dyads, trainers offer consultation and feedback, large group debriefing).

H. Learning rounds

   1. Instruct group members to respond to the sentence stem "I learned _____" "I relearned _____" in summarizing learnings about confrontation.

Training Tips

1. Define purposes of the role play. The primary intent of the role plays is to give the confronters a chance to identify discrepancies and then respond to clients' reactions to the confrontation. Confronters should not set any rigid expectations for resolving issues or finishing problem-solving in the role play. The receiver's of confrontation (clients) should be consistent with their role in sharing discrepant information in the two 4-minute role segments. They should avoid getting hung up on bringing up every detail within the role description but should use the background information as a stimulus for developing the role.

CLIENT ROLE #1.

Middle aged person, married with one teenage daughter. Employment: high school science teacher. Your are currently considering divorce from your second spouse. You are constantly fighting over how to raise your child and how to manage finances. In these fights you yell, throw objects, and sometimes strike your spouse. Your spouse has cut off sexual involvement and you have sought out several extramarital affairs. Despite a limited income, you arrange to go on vacations (which you can't afford) as a means of escaping the dismal home situation. You also consume large amounts of alcohol when you return home from work. You are also concerned about your daughter who spends most of her time at home locked in her bedroom.

PRESENTING PROBLEM:

How to save your marriage, concern for daughter.

AFFECT: Anger, self-doubt, failure.

OPENING STATEMENT:

"I've had all I can take from my husband/wife. Either he/she changes or our marriage is finished."

FIRST FOUR MINUTES:

Expressions of anger toward spouse, blame him/her for your marriage problems; criticize spouse for spending too much money; describe how you try to preserve the marriage by taking vacations; mention that your spouse only criticizes you but never wants to talk openly or do anything really "constructive" about improving the marriage. You're the only one trying to improve the marriage.

LAST FOUR MINUTES:

Expressions of self-doubt, guilt, failure. Recognize that your second marriage may also end up in divorce; question your adequacy as a spouse and parent (e.g.; your children have always avoided you. You've also had violent arguments with your former spouse). Mention that you drink at night to escape your spouse's constant complaining; mention that your vacations give only temporary relief from the problems.

CLIENT ROLE #2

Middle aged parent of 20 year old son. Employed as a real estate agent. You are constantly fighting with your child who you see as "totally irresponsible." You describe your son as the black sheep of the family; he is the only child who dropped out of college (after one year), who has been arrested (for driving a vehicle while intoxicated); he's employed as a janitor which you see as a dead-end job. Since you suspect he is pushing drugs, you've placed restrictions on his curfew hours. However, he now refuses to complete his regular chores at home.

PRESENTING PROBLEM:

How to get your son to be more responsible.

AFFECT: Anger, resentment

OPENING STATEMENT:

"My son is 20 years old but I can't trust him. He's totally irresponsible."

FIRST FOUR MINUTES:

Expressions of anger at your son for being irresponsible; he's not doing his home chores, has a dead-end job; suspect he's pushing drugs, smashed up his car after getting drunk.

LAST FOUR MINUTES:

Describe how you are a caring parent to your son. You worry about him when he's out late at night. You give him the keys to your car so he can get to work even though his license was suspended. You allow him to stay at home without charging for rent as many of your neighbors do.

CLIENT ROLE #?

Prison inmate, minimum security setting; 25 years old; convicted for pushing drugs. On work release, you have been taking classes at a community college to become a drug counselor. You are about to be placed on parole.

PRESENTING PROBLEM:

Mixed feelings about leaving prison.

AFFECT: Excitement, fear, resentment.

OPENING STATEMENT:

"I've got only 30 more days left. I can't believe it's almost over."

FIRST FOUR MINUTES:

Expressions of excitement for leaving prison; confidence in being able to get a drug counseling job. You are proud of your ability to relate to people. You expect no difficulties when you leave prison. Mention how popular you were in your old neighborhood where you will be returning.

LAST FOUR MINUTES:

Expressions of fear about being able to develop friendships outside of prison. You've held back expressing feelings with inmates in prison and are afraid of staying a loner when you leave. Recognize that you used to be popular but you're not sure if you will still be popular. Mention that most of your old friends were people who bought drugs from you.

HELPER'S ROLE:

Begin this interaction using empathy and concreteness to
acknowledge the client's material. When you hear discrepancies
you may confront the client. You will be notified by a trainer
when four minutes (half of the interaction) is completed.

Confrontation

Sample Lecture Outline

I. Perspective on confrontation

A. Confrontation is a powerful skill for producing changes in a helpee's behavior - for better or for worse.

B. Misconceptions of the meaning and purpose of confrontation have led some helpers to eliminate confrontation in their helping style and have given others a freedom for launching punitive attacks.

II. Definition of confrontation

A. Confrontation responses invite the helpee to explore specific discrepancies in their behavior.

1. Discrepancies can be evident between what we say and what we do, what we are now and what we wish to be (real vs. ideal self), and our own self-image and how other's see us.

2. Five types of confrontation (Berenson and Mitchell, 1974):

Experiential: identifying discrepancies between the confrontee's expressions about himself and the confronter's own experience of the confrontee.

Strength: identifying the confrontee's resources which are misused, underdeveloped or unrecognized.

Weakness: identifying personal liabilities and need areas which the confrontee has not recognized or assessed.

Didactic: clarifying the confrontee's misinformation or lack of information about relatively objective aspects of their world or the therapeutic relationship (e.g., information about test data, laws and rules, details about the structure and function of therapy).

Encouragement to action: pressing the confrontee to act in some constructive manner and discouraging a passive stance toward life.

B. Perversions or misused forms of confrontation include; commanding, judging, name-calling, threatening, proclaiming another's motivations, and blaming.

1. These responses are mostly frequently used to take care of the helper's needs rather than the helpee's needs. They may be used for venting frustrations, seeking revenge, showing the client who is right, showing off perceptiveness, warding off conflict, or for keeping the helpee in place (one-upmanship).

III. Purposes of confrontation

    A. Responsible unmasking of discrepancies and distortions in the helpee's self-understanding.

    B. Inviting the helpee to explore defenses that block self-understanding and action.

    C. Exploring areas the helpee has been reluctant to explore.

    D. Pointing out self-defeating behaviors

    E. Challenging undeveloped, misused, and unrecognized strengths and potentials.

IV. Method/guidelines for confrontation

    A. Confrontation should not be a specialized form of therapy but needs to be integrated with the other interpersonal skills.

    B. Pre-confrontation tasks

        1. Use stage I skills to establish a base of understanding with a helpee.

        2. Reflect upon the helpee's verbal expressions and behaviors (observable actions and/or reported actions) and identify possible discrepancies.

        3. Examine your own motives for confronting (consider whether you are willing to become more deeply involved with the helpee or whether some of your own needs are being served).

        4. Assess the helpee's readiness to hear and explore your confrontation in the immediate moment.

    C. Delivery of confrontation tasks

        1. Describe discrepancies in terms of verifiable behaviors and facts (as opposed to accusing the helpee of having certain motives or intentions).

        2. Phrase confrontations tentatively (rather than demanding the helpee agree with your interpretation).

        3. Strength confrontations should be used with greater frequency than weakness confrontations.

    D. Post-confrontation tasks

        1. Assess the helpee's style of responding to the confrontation:

a. Defensive responses – distort the meaning of the confrontation; ignore, deny, or reject it; discredit the confronter; persuade the confronter to change his/her view; agree with the confronter but fail to explore the meaning of the confrontation.

b. Growthful responses – uses the confrontation to engage in deeper self-understanding; using questions or clarifying responses to seek clear understanding of the confrontation.

2. Helper interventions when the helpee responds defensively:

a. First, be sure the helpee accurately understands the discrepancy being presented. The helper may need to repeat the confrontation or check out the helpee's understanding ("what do you hear me saying?").

b. Since confrontation may present material which was not previously recognized, the helpee may be threatened or fearful. The helper should return to stage I skills to explore the meaning of the confrontation (discrepancy) to the helpee.

c. Since confrontation implies some disagreement with the helpee's way of seeing things, the confrontation may be wrongly interpreted as a put-down, judgement, or criticism. When the helpee misperceives the helper's intentions in offering confrontation s/he may have strong feelings (anger, fear, rejection, betrayal, disappointment) toward the helper. In these instances, the helper may want to use immediacy responses to expose these feelings and to re-establish closeness in the helper-helpee relationship.

3. When the helpee responds growthfully, the helper can use empathy, concreteness, and additive empathy responses to expand the helpee's self-understanding and lead into problem-solving procedures.

Module 11:   Skill Practice #3

Purpose:

This session will enable participants to:

1.   Practice designated helping skills in brief dyadic interactions

2.   Receive feedback on their helping skills from a trainer and other group participants

3.   Self-assess personal strengths and need areas in executing the designated helping skills

Procedure:

A.   Assemble the training group into home teams

B.   Describe format of the practice session

1.   Interview between helper and speaker (10 minutes)

2.   Self-assessment by the helper and feedback from trainer, speaker and observers (10 minutes)

C.   Describe the helper and speaker roles

1.   Helper - applies skills already presented in the workshop (additive empathy, empathy, concreteness, confrontation). The helper should stop the inter-action for process consultation when s/he wants to process understandings for additive empathy, confrontation when s/he is uncertain as to what to say or what direction to take.

2.   Speaker - shares a real concern; not something re-quiring immediate resolution but something s/he is willing to explore and would like to understand better. During process consultation, the speaker should listen to the helper and consultant, and then resume the interaction from the point at which it was stopped.

D.   Explain trainer's role as process consultant

1.   Consultant's function is to increase the helper's awareness of how s/he is understanding the helpee and to assist in formulating strategy (what to do) and responses (how to say it).

2.   Consultant will ask open-ended questions and facilitate the helper's own discoveries rather than offering advice.

E. Solicit volunteers for roles, beginning with the helper first.

F. Instruct remaining participants for their tasks as observers. The assigned tasks include the skills already presented in the workshop and designated for practice. Observers will watch the interaction, make notes, and then describe their observations to the helper. Refer observers to the handout "Observer Directions for Skill Practice Sessions".

G. Inform the helper and speaker they will be given a 1 minute warning before the interview will be stopped. In the final minute, they should summarize/review what was said earlier rather than introducing new topics for discussion.

H. Debriefing procedures

    1. Helper - self-assess personal strengths and need areas from the completed interactions.

    2. Observers - provide feedback to helper.

    3. Trainer - provides feedback to helper.

    4. Speaker - shares personal experience of the interaction and the helper's work.

I. Conduct additional skill practice rounds by repeating steps C-G.

Module 12: Goal-Setting

Purpose:

This session will enable participants to:

1. Discuss personal learning objectives for the final day of training .

2. Practice interpersonal skills (particularly empathy and concreteness)

Procedure:

A. Describe content and procedures for the day's training session

B. Within small ("home base") groups, instruct members to form dyads

C. Describe the following roles which pairs will alternate during successive five minute periods

   1. Speaker - discusses several personal learning objectives based on material to be presented in Day 3 or based on learnings from earlier workshop sessions. Speakers also consider goals they need to accomplish in order to transfer/apply the skills in their home agency settings or other interpersonal situations

   2. Receiver - uses interpersonal skills, especially empathy and concreteness, to help the speaker clarify his/her personal objectives

D. Instruct participants to choose "speaker" and "listener" roles and to conduct a five minute interaction. After the first five minutes, roles are reversed

Training Tips:

1. Variations of goal-setting. The primary purpose of any opening warm-up exercise is to prepare participants to become involved in the training process. While the goal-setting exercise is usually a serious task, it may be useful to initiate a more humorous and emotional beginning to the session by asking trainees to relate "war stories". For instance, speakers might be asked to relate the most embarrassing, humorous, surprising, or memorable experience they have encountered in their work. In this case, the receivers should use empathy and concreteness skills to acknowledge the speaker's feelings and the personal significance of the particular event.

Module 13 :   Problem-Solving

Purpose:

This session will enable participants to:

1. List and describe the steps in systematic problem solving

2. Describe the helper's goals and skills with each of the 3 stages
    of the developmental helping model

3. Observe and assess the execution of skills of the developmental
    model after watching a ten minute demonstration interview
    conducted by a trainer.

Procedure:

A. Trainer's didactic presentation - summary of the first two stages
    of the developmental helping model (relationship building, focused
    exploration) with emphasis on the helper's goals and needed skills

B. Trainer's didactic presentation - describe the steps involves in
    stage III (problem-solving skills)

C. Solicit questions and comments from trainees

D. Demonstration interview (10 minutes)

    1. Request a volunteer for the speaker role; the speaker presents
        a real concern which they can explore and seek greater under-
        standing but which does not require immediate resolution

    2. Describe the helper's role; the helper will attempt to demon-
        strate some of the skills covered in training and has a
        primary objective of assisting the speaker to define their
        problem and goal

    3. Instruct observers to watch and listen to the interview and
        to note instances where skills were used and what effect the
        response(s) had on the speaker

    4. Conduct 10 minute interview (the trainer involved in modeling
        should be notified when 2 minutes remain)

E. After the interview, the speaker and helper engage in a brief
    spontaneous recall session; each describes his/her memories
    (feelings, thoughts) which occured during the actual interview.

F. Observer's comments and questions; caution the observers not to
    become involved in further counseling of the speaker but to focus
    their attention to the previous interview.

Training Tips

1. Demonstrate the consistency with the model being trained. At this point in the workshop, the trainee's primary learning need is to conceptualize how the numerous skills should be integrated in a helping process. Consequently, the trainer's main task is a consistent demonstration of the helping process previously described rather than pushing for immediate resolution of the presenting problem.

2. Encourage the speaker to organize their material. Since the demonstration interview is brief, the speaker should be encouraged to introduce material which they feel will be most relevant and productive to explore. By instilling this guideline the speaker will not compelled to discuss past history of the problem at length.

3. Receive feedback openly. When observers comment on the interview the helper should work hard to clarify their feedback and request specific examples if necessary. If the feedback seems valid and useful it should be acknowledged. The trainer should also offer a rationale in cases where his/her chosen response differed from the suggestions offered by observers.

Module 14:   Skill Practice #4

Purpose:

This session will enable participants to:

1.   Practice designated helping skills in brief dyadic interactions

2.   Receive feedback on their helping skills from a trainer and other group participants.

3.   Self-assess personal strengths and need areas in executing the designated helping skills.

Procedure:

A.   Assemble the training group into home teams

B.   Describe format of the practice session

  1.   Interview between helper and speaker (12 minutes)

  2.   Self-assessment by helper and feedback from trainer, speaker, and observers (10 minutes)

C.   Describe the helper and speaker roles.

  1.   Helper - applies skills already presented in the workshop which include confrontation and problem-solving; primary task is to enable the speaker to gain a clearer definition of their problem and goal; may not accomplish all of the steps of problem-solving

  2.   Speaker - shares a real concern; not something requiring immediate resolution but something s/he is willing to explore and would like to understand better

D.   Solicit volunteers for these roles, beginning with the helper first

E.   Instruct remaining participants for their tasks as observers. The assigned tasks include the skills already presented in the workshop and designated for practice. Observers watch the interaction, make notes, and then describe their observations to the helper. Refer observers to the handout "Observer Directions for Skill Practice Sessions".

F.   Inform the helper and speaker they will be given a 1 minute warning before the interview will be stopped. In the final minute, they should summarize/review what was said earlier rather than introducing new topics for discussion.

G. Debriefing procedures

   1. Helper - self-assess personal strengths and need areas from the completed interactions.

   2. Observers - provide feedback to helper

   3. Trainer - provides feedback to helper

   4. Speaker - shares personal experience of the interaction and the helper's work

H. Conduct additional skill practice rounds by repeating steps C-G.

Module 15:   Paradoxical Strength Orientation

Purpose:

This session will enable participants to:

1. Practice identifying the problem areas demonstrated by a
    client in a written case study

2. Practice re-examining previously listed weaknesses/problem
    areas in assessing underlying strengths

3. Discuss the use of the paradoxical strength orientation
    for their future work in a helper role

Procedure:

A. Problem assessment

    1. Instruct participants to read a prepared case study (see
        example) and to identify areas of weakness/problems/
        symptoms

    2. Participants develop a list of weaknesses which are
        written on a black board

B. Strength assessment

    1. Participants re-read the case study and identify
        potential strengths/skills/abilities. The recognized
        strengths are presented in large group discussion

C. Re-examining weaknesses

    1. Select some of the identified weaknesses previously
        listed and ask the group to search for and describe
        potential strengths

D. Large group discussion

    1. Request participants to share their reactions to the
        paradoxical strength orientation (i.e., implications
        for their future work as a helper)

    2. Describe how the paradoxical strength orientation is
        used within the skills of the developmental helping
        model (e.g., respect, strength confrontation)

Training Tips

1. In soliciting strengths from the participants (steps B & C),
    complex behaviors and roles should be operationalized. For

CASE STUDY: CHILD ABUSE

Lynn Y. is a low-income, 26-year-old white female with a chronic history of physically abusing her six-year-old son. Several months ago, a protective services worker referred Lynn and her family to the Child Psychiatry Outpatient Unit at the University. After several unproductive therapy sessions, the clinic's team of psychologists terminated treatment as they considered the family to be "uncooperative" and "unworkable". Upon learning of the family's unsuccessful involvement in therapy, the protective services worker in charge of the case threatened to remove the children from Lynn's custody. Lynn now calls the crisis center afraid of losing the children and asking for help in easing the pressure so she can get some rest tonight.

Lynn is married, the mother of two young boys, ages six and two. She was first married at age 17 but divorce followed soon after the birth of the second child. Lynn's relationship with her present husband, Jerry, is fraught with hostility. They argue constantly over money, how to handle the children, and maintenance of the home environment. Jerry constantly complains about Lynn's poor performance as a mother and homemaker. Lynn resents Jerry's attempts to dominate her - he decides how things will run without consideration of Lynn's needs. Lynn responds to Jerry's griping and controlling tactics with passive-aggressive behavior patterns either through withdrawing from the conflict or through furiously protesting and attacking.

Lynn and her children enjoy periods of playing together; however, she often has great difficulty in disciplining them. For several weeks Lynn implemented a successful behavior modification plan, but soon found her efforts sabotogued by Jerry, who preferred to administer spankings following misbehavior. Frequently, Lynn's in-laws and siblings call on her to care for their children for short periods. While Lynn is sometimes overwhelmed by her own family situation, she sees her relatives involved in poor marital relationships and wants to rescue their children from painful experiences. Despite her efforts to respond to others' needs, she ends up feeling unloved and disrespected.

On the phone, Lynn sounded fatigued and depressed. Unable to slee at night, she is too exhausted to complete daily household chores. Tranquilizers serve as her most reliable means for achieving relaxation. Lynn indicated that only a total breakdown requiring hospitalization would provide her an extended release from daily pressures.

Lynn perceives herself as a very weak and incompetent person. She is disgusted by the control which others seem to have over her. Lynn regrets that she has experienced only one brief period in her life (after her divorce, prior to her second marriage) during which she was able to make her own decisions and function independently. Now Lynn struggles to take charge of her own life, but she can't seem to find a way to assert her needs effectively.

Module 16: Workshop Evaluation and Individual Feedback

Purpose:

This session will enable participants to:

1. Self-assess the degree to which they have achieved their personal workshop objectives.

2. Write evaluation of the training design

3. Provide feedback to the training staff concerning a) their functioning as a training team and b) the overall design of the workshop

4. Share individual feedback with other participants and small group trainer

5. Receive individual feedback from other participants and small group trainer

Procedure:

A. Distribute questionnaire on "Self-study and Personal Goals" (completed by participants on Day 1 of the workshop)

 1. Trainees rate all of the suggested personal goals based on their perceived degree of gain in each area. Ratings are based on a 5 point scale (1 = no gain; 3 = some gain; 5 = great gain)

B. Distribute questionnaire on "Interpersonal Skills Training Workshop

C. Training design feedback/Workshop evaluation

 1. Group rounds

  a. Each participant shares a statement with the total group. The statement should address: 1) personal significance/ meaning of the workshop (e.g., valuable learnings achieved, intention to apply skills) and 2) feedback on the training design (valuable experiences, least valuable experiences, suggested modifications) and the functioning of the staff of trainers

  b. After the first respondent shares his/her statement, the order of sharing proceeds in a clockwise direction until all participants have had opportunity to address the group

  c. Trainer statements to participants should address: 1) personal significance/meaning of the workshop and 2) feedback on the group's performance (strengths, need areas, suggestions and challenges).

D. Individual Feedback

1. Assemble all participants in small groups (home teams)

2. Announce the purpose of the exercise: to enable participant
   to provide and receive feedback which is personal and skill-
   specific

3. Describe instructions for the exercise:

   a. All members in the circled group are senders of feedback
      The feedback they provide may involve personal qualities
      and identified skills in any of the following areas:
      strengths and resources to be maintained and enhanced;
      need areas which require improvement and modification;
      wishes or suggestions for future behaviors and courses c
      action

   b. When any single participant is prepared to receive feedb
      s/he should move to the center to signal the group of th
      readiness to listen. Receivers do not comment on the
      feedback but concentrate on identifying themes and patte
      in others' perceptions. If a receiver is unclear or desi
      closer examination of feedback, s/he should contract wit
      the sender to spend time together at the close of the
      personal feedback exercise

4. Senders of feedback are not required to deliver a feedback
   statement to each participant

5. All participants and trainers should have an opportunity to
   to the center of the circle to receive feedback (trainers
   receive feedback last)

6. Monitor the exercise to promote consistent exchanging and
   receiving of feedback (rather than in-depth processing of
   relationships)

Interpersonal Skills Training Workshop

To provide the trainers with feedback about your experience in the workshop, the following scales have been devised. Please circle the number on each of the following scales which **best** indicates the level of your experience for the total training program.

1. Bored: no personal involvement in training   1   2   3   4   5   Stimulating: Highly involved in training

2. Session was not valuable in improving helping skills   1   2   3   4   5   Session was extremely valuable in improving helping skills

3. Irrelevant: Skills and knowledge are likely to have no use in my work with clients   1   2   3   4   5   Relevant: Skills and knowledge are likely to have strong effect on my work with clients

— —

4. What was the <u>most</u> valuable experience for you in the workshop?

5. What was the <u>least</u> valuable experience for you in the workshop?

6. List any ways training might have been made more understandable or improved.

7. One of my behaviors which I plan to change as a result of this workshop is:

8. One of my behaviors which I plan to continue to see as a strength:

9. Additional comments:

INTRODUCTION TO INTERPERSONAL SKILLS TRAINING WORKSHOPS

The training program you are about to begin is appropriately call a "workshop" because learning and refining interpersonal skill is hard work. Being an effective helper is not something we natura inherit or learn automatically, but instead requires disciplined and committed work. In learning any new behavior (whether it involves learning to drive a car, hit a golf ball, or operate a sewing machine), most people feel very unnatural at first because there seem to be so many complex things to do. Learning the interpersonal skills of an effective helper is a similar experience

In planning this workshop, the trainers have recognized the difficulties that confront learners as they attempt to acquire new skills. We've developed an approach to training which may be very different from other workshops, courses, classes, or supervision which you may have received previously. Training involves a "tell" "show"-"do" method, whereby skills are explained, then demonstrated by the trainers, and then are practiced by participants. The train program is also systematic because we present the skills one at a time and then describe how they all fit together in a model for helping. On the other hand, training is not simply listening to lectures or a group therapy experience.

Goals of training

The general goal of this workshop is to enable participants to upgrade a core of interpersonal skills which are considered useful in a variety of situations (e.g., friendship, marriage, teaching, parenting, counseling). Some of the specific skills to be covered include:

1. Empathy: communicating accurate understanding of feelings and causes of feelings expressed by a helpee (i.e., person seeking

2. Additive empathy: communicating accurate understanding of the underlying feelings, assumptions, behavior patterns, and conseq which a helpee may not fully recognize or express directly.

3. Feedback: telling another person what effect their behavior ha on you, the sender of feedback

4. Confrontation: challenging the helpee to examine specific discrepancies in their behavior

5. Respect: communicating deep caring and valuing of the helpee's unique feelings, experiences, and potentials

6. Genuineness: openly sharing the feelings and thoughts which you, as a helper/listener, are experiencing during an interacti

7. Problem solving: assisting the helpee to resolve a problem (i.e., deciding what to do and taking action)

8. Self disclosure: sharing life experience during which you felt emotions and issues similar to the helpee

Suggestions for increasing your learning

Our research studies of similar workshops have consistently shown that most participants are able to upgrade their skills. We have carefully studied the actions taken by successful graduates (i.e., participants demonstrating the greatest skill gains) and have developed the following guidelines for participants.

1. Experiment with new behaviors - use the workshop setting to thoroughly practice, test out, and experience new skills. While it's sometimes risky to try out new styles of relating, you probably won't benefit very much if you simply duplicate behaviors which you have already mastered.

2. Suspend quick judgments of the model's effectiveness - use the three days of the workshop to gain a clear understanding of the model and to improve your ability to implement its component skills. As a scientist collects full data before drawing conclusions to an experiment, workshop participants should attempt to gain accurate and comprehensive information about the model before evaluating it's relevancy and utility in professional work or other relationships.

3. Exchange feedback - use each other as resources to gain information about your skills and your impact on others. One of the best ways to convey your caring for another person is to provide feedback which describes their strengths as well as areas for improvement.

4. Speak about real concerns - use your opportunities as a "speaker" to examine your own style of helping/relating to others. Effective helpers not only need knowledge and skills but should also be aware of how they choose to act in a variety of stressful interpersonal conditions (e.g., when they are being confronted, or when they feel lonely and unsupported).

5. Contracting to complete unfinished interactions - gain your partner's agreement to finish interactions which you would like to continue (i.e., interactions producing new learnings or requiring resolution of relationship issues). Time restrictions in the workshop will terminate some interactions before their full completion.

6. Establish clear goals - define what you want to gain from training, and frequently assess your progress toward accomplishing your personal objectives.

7. Believe in your own ability to learn the skills - give yourself a full three days of training to assess your skills. Remember that this workshop was designed to challenge you. There may be moments when you feel confused or discouraged but if you stay involved in training activities you'll probably increase your skills and also get a more specific sense of direction for further growth as a helper.

DEVELOPMENTAL HELPING MODEL

STAGE I: RELATIONSHIP BUILDING

      HELPER'S GOAL: RESPONDING

      HELPER'S SKILLS: EMPATHY

                    RESPECT

                    GENUINENESS

                    CONCRETENESS

      CLIENT'S SKILLS: SELF-EXPLORATION

STAGE II: FOCUSED EXPLORATION

      HELPER'S GOAL: INTEGRATING UNDERSTANDING

      HELPER'S SKILLS: ADDITIVE EMPATHY

                    SELF-DISCLOSURE

                    CONFRONTATION

                    IMMEDIACY

      CLIENT'S SKILLS: NON-DEFENSIVE LISTENING

                    DYNAMIC SELF UNDERSTANDING

STAGE III: IMPLEMENTATION

      HELPER'S GOAL - FACILITATING ACTION

      HELPER'S SKILLS - PROBLEM-SOLVING

                    SUPPORT

                    ACTION PROGRAMS

      CLIENT'S SKILLS - COLLABORATION

                    RISK

                    ACTING

Adapted from G. Egan, The Skilled He
1975.

Empathy

1. In an empathic response the listener communicates to the speaker that he understands and accepts the speaker's feelings and the reasons for those feelings.

2. To communicate empathically, the listener must go through the following tasks:

    a) attending tasks

        1. avoid your own inner distractions
        2. listen to what is said and how it is said
        3. repeat what the helpee says to yourself

    b) processing tasks

        4. identify the dominant feeling
        5. consider reasons for the helpee's feelings
        6. consider why the event is so important to the helpee

    c) responding tasks

        7. respond with incisive feeing words (see feeling word vocabulary list)
        8. respond with specific and concise terms
        9. rephrase the content using fresh words which describe the meaning of the event as the helpee sees it

3. To begin to respond empathically, use the following structured format:

    You feel_____because_____.
            feeling word   content

    Example: "You feel sad because your best friend has moved to another city."

FEELING WORD VOCABULARY

Happy

Levels of Intensity				
Strong ----	Excited	Ecstatic	Energized	
	Elated	Terrific	Enthusiastic	Thrilled
	Exuberant	Jubilant	Loved	Uplifted
	Marvelous			
Mild ----	Justified	Joyful	Grateful	Accepted
	Resolved	Proud	Appreciated	Amused
	Valued	Cheerful	Confident	Delighted
	Gratified	Relieved	Respected	Alive
	Encouraged	Assured	Admired	Fulfilled
	Optimistic	Determined		
Weak ----	Tranquil	Glad	Peaceful	Pleased
	Content	Good	Hopeful	Flattered
	Relaxed	Satisfied	Fortunate	

Scared

Strong ----	Fearful	Overwhelmed	Terrified	Appalled
	Panicky	Intimidated	Vulnerable	Dread
	Afraid	Desperate	Horrified	Tormented
	Shocked	Frantic	Petrified	
Mild ----	Tense	Insecure	Alarmed	Guarded
	Threatened	Skeptical	Shaken	Stunned
	Uneasy	Apprehensive	Swamped	Awed
	Defensive	Suspicious	Startled	
Weak ----	Reluctant	Shy	Timid	Perplexed
	Anxious	Nervous	Concerned	Doubtful
	Impatient	Unsure		

Confused

Strong ----	Bewildered	Immobilized	Directionless	Baffled
	Trapped	Stagnant	Flustered	Constrict
Mild ----	Foggy	Misunderstood	Ambivalent	
	Perplexed	Doubt	Awkward	
	Hesitant	Troubled	Puzzled	
	Torn	Disorganized		
Weak ----	Surprised	Distracted	Uncomfortable	
	Unsettled	Bothered	Uncertain	
	Unsure	Undecided		

Sad

Levels of Intensity				
Strong ----	Devastated	Exhausted	Empty	Terrible
	Hopeless	Helpless	Miserable	Unwanted
	Sorrowful	Crushed	Distraught	Unloved
	Depressed	Worthless	Deserted	Mournful
	Wounded	Uncared for	Grievous	Pitiful
	Hurt	Dejected	Burdened	Discarded
	Drained	Rejected	Demoralized	Disgraced
	Defeated	Humbled	Condemned	
Mild ----	Lonely	Resigned	Disheartened	Unappreciated
	Neglected	Drained	Despised	Discouraged
	Isolated	Slighted	Disappointed	Ashamed
	Alienated	Degraded	Upset	Distressed
	Abandoned	Deprived	Inadequate	Distant
	Regretful	Wasted	Dismal	Disillusioned
	Islanded			
Weak ----	Sorry Bad		Deflated	Disturbed
	Lost Disenchanted		Apathetic	

Angry

Strong ----	Strangled	Abused	Rebellious	Mad
	Furious	Hateful	Pissed Off	Spiteful
	Seething	Humiliated	Outraged	Patronized
	Enraged	Sabatogued	Fuming	Vindictive
	Hostile	Betrayed	Exploited	Used
	Vengeful	Repulsed	Throttled	Repulsed
	Incensed			
Mild ----	Ridiculed	Offended	Irritated	Perturbed
	Resentful	Infantilized	Exasperated	Provoked
	Disgusted	Controlled	Harassed	Dominated
	Smothered	Peeved	Anguished	Coerced
	Frustrated	Annoyed	Deceived	Cheated
	Stiffled	Agitated	Aggravated	
Weak ----	Uptight Dismayed Tolerant Displeased			

Homework (Empathy)

1. Review the definition and steps of responding with empathy, the categories and words presented in the feeling word vocabulary list.

2a. To practice your empathy skills, write responses to the followi: helpee statements with the "You feel____because_____" forma: make your responses short and concrete:

a) I just don't know what I'm going to do. My parents want me to stay and live at home, but I'm not sure. They say they only want what's best for me, but they never seem to hear what I say.

b) I'm really worried. My girlfriend called up today and said that she thinks she's pregnant. She cried and sounded real scared. I didn't know what to say or anything. She's thin: about running away. You know, I really love her, and I don want her to do anything to hurt herself.

c) I've been sober for a couple of months now and I believe I': in control of my drinking. But everyone who knows me can't give up the protective "kid-gloves" treatment. They hide t. booze from me as if I'm about to go off on a binge at any moment. I take a day off from work and they assume I'm hun over. They make me so mad. I'd just like to tell them all off but I'm afraid to let go with what I really feel.

2b. Now write a response that includes your understanding of both feelings and causes of feeling which is cast in your own langua and style. Try to find other ways of communicating empathy bes the structured format: "You feel____because_____".

I really don't think my parents love me. They always put me do when I try to talk with them. It makes me angry, but then I th there might be something wrong with me too. I just don't know wrong.

2c. To see the direct effects and benefits of empathic responding, making deliberate efforts to respond empathically to your spous family members, friends and colleagues. Note the differences i their responses to you.

Feedback

The five steps of giving helpful feedback are:

1. Statement of purpose or intention

   e.g., "I need to share some feedback with you."

2. Behavioral description

   identify the behavior (which has impact on you, as the sender)
   provide a nonjudgmental lead statement which describes the
   interpersonal situation and the other person's behavior

   e.g., "When I am talking and suddenly I see your back turned
   toward me..."

3. Ownership of feelings

   identify feelings which you (as the sender) hold -- not just
   surface feelings
   develop an ownership statement (use "I feel" instead of "you
   made me feel")

   e.g., "I feel hurt, cut off, and uncared for."

4. Describe your considered course of action

   develop an ownership statement that describes what you want to
   do (as a result of the receiver's earlier behavior and your
   own immediate feelings)

   e.g., "I want to cry and run out of the room."

5. Describe your preferred course of action

   state your intent to share information about the other person's
   behavior or invite mutual examination of the relationships

   e.g., "Right now, I'll stay here and let you know that I want
   you to know that I need not be shut out."

The format for practicing the delivery of initial feedback responses
can be outlined as:

   "I need to (state purpose)."
   "When I (describe specific behavior)."
   "I feel (feeling elicited)."
   "I want to (describe considered action)."
   "Right now I/Instead I (describe preferred action)."

Guidelines for giving feedback

1. Feedback should be solicited by the receiver.

2. When feedback is initiated by the sender, s/he should gain th receiver's approval to deliver the feedback.

3. Feedback should describe specific behaviors rather than makin global evaluations or attaching labels (e.g., stupid, incompe to a person.

4. Feedback does not have to be given at the immediate moment -- but as soon as possible after an impactful behavior has occur

5. Feedback should be given directly, not hinted at or filtered through third party.

6. The motivation for providing feedback should be to help the receiver be more effective in his/her interpersonal contacts.

7. Feedback does not involve assumptions or interpretations as t the reasons which underlie a behavior.

8. Feedback should convey the impact of another's behavior on yo the sender. It should be delivered in a style which in congr to the emotions or feelings which you are expressing.

Guidelines for receiving feedback

1. Avoid distractions which might block your full attention to t feedback you are about to hear.

2. Listen carefully to what the sender has to say.

3. Consider the form of the sender's feedback; is the feedback c and specific enough so that you understand the behavior which the sender is responding to and his/her reaction.

4. Use the sender as a resource - seek clarification for pieces the feedback (e.g., behavioral description, feelings elicited in sender) which are unclear to you.

5. Check out your understanding of the feedback by clarifying it with the sender.

6. Process the feedback by examining its consistency (or inconsi tency) with your own self-assessment of your behaviors and/or the interpersonal situation.

7. Share new learnings achieved from processing of feedback.

8. State what you intend to do (or not do) as a result of the fe back.

Homework (Feedback)

1. Review the steps and format for giving feedback.

2. To improve your skill of giving feedback write responses to
    the following items using the format for feedback provided
    in this workbook:

    a) Feedback you could give to someone you interact with outside
        of the workshop (home, job, etc.) which describes one of
        their behaviors which leaves you feeling close to them.

        _____

        _____

        _____

        _____

    b) Feedback you could give to someone you interact with outside
        of the workshop which describes one of their behaviors which
        leaves you feeling distant to them.

        _____

        _____

        _____

        _____

ADDITIVE EMPATHY: listening for and describing underlying feelings and
behavioral themes (which may be implied but are never
shared explicitly by the helpee).

DO's	DON'Ts
Empathize with the helpee's expressed feelings and causes prior to offering additive responses.	1. Move promptly into interpretati
Listen for and identify underlying feelings which are implied from the helpee's expressions.	2. Respond only to stated and obvi feelings.
Listen for and identify patterns of consistencies in behavior.	3. Respond to specific situations; behaviors as isolated, and unre events.
Listen for and identify ways in which the helpee's behavior keeps him/her in a problem situation.	4. Allow the helpee to consistentl view other people and/or uncont able factors as causing their t
Share your additive responses with some tentativeness.	5. Dogmatically assert your pearls insight; demand agreement from helpee.

Suggested sentence stems for additive empathy.

1. Transitional responses (to underlying feelings):

    "While you say you're feeling (expressed feeling), it sounds like yo
    also feeling (underlying feeling) because (cause of feeling)."

2. Universalizing (responding to patterns and behavioral themes):

    "When faced with (recurring interpersonal conditions), you choose to
    (recurring self defeating behavior), and it leaves you (recurring
    consequences of the behavior)."

3. Personalizing (problems and goals)

    "You feel (feelings toward self) with yourself because you do not
    (deficit behavior) and you want to (goal behavior)."

CONFRONTATION: inviting the helpee to examine discrepancies in their
                 behavior

DO's

Use confrontation to invite
helpee self examination.

Confront verifiable behaviors
and facts.

Describe discrepancies clearly.

Confront helpee strengths which
are unused, misused, or unrecognized.

Followup confrontations by
responding to the helpee's
reactions to the confrontation.

DON'Ts

1. Use confrontation to punish the
    helpee or create greater distance
    in the relationship.

2. Confront assumed motives and
    intentions.

3. Be vague in describing dis-
    crepancies.

4. Confront only weaknesses or
    deficiencies.

5. Be dogmatic in demanding that
    the helpee deal with the
    confrontation.

Suggested sentence stems for confrontation

Mild confrontation - "On the one hand you feel/say/do_____and on the other
                     hand you feel/say/do_____."

Direct confrontation - "You feel/say/do_____but it looks to me like you
                       feel/say/do_____."

In the space below, write confrontation statements for each of the hypothetical
situations presented by the trainers in the workshop/

Response #1: _____

_____

_____

Response #2: _____

_____

_____

Problem Solving

1. Problem solving is a systematic way of achieving a desired goal; clients can sometimes state what they want to change, but seldom do they know how to go about changing or achieving a goal. A helper's problem solving skills help clients to chan

2. The steps of problem solving are:

   a) defining the problem and goal

      -what is it specifically that the person wants to change? What does s/he want to be doing differently?

   b) brainstorming alternatives

      -what are some of the possible ways the goal could be achie

   c) evaluating alternatives

      -which alternatives are the most appealing or workable to t client?

   d) planning for change

      -reaching for a goal is hard work and can best be achieved by planning specific actions steps leading to the final go

   e) troubleshooting

      -think about (and plan to overcome) the rough spots in achieving goals; where might the client fail and how might failures be avoided? What are the rewards for failing to change? If the plan doesn't work as expected, how can the client then respond?

Homework (Problem Solving)

1. Now that you have completed the interpersonal skills training program, you have a problem before you - How will you maintain and transfer the new skills you have learned in the workshop to your future work activities and interpersonal relationships (friendships; family)?

2. To answer this question let's approach it through problem solvi

   a) Step #1: Defining the Problem - what is one main concern o problem you might have in applying these skills in situatio outside the workshop? (Be very specific)

   _____

   _____

   _____

b) Step #2: Brainstorming - what are at least three possible ways you could achieve your goal or approach solving the problem stated in #1? (ask yourself the questions of How? When? Where? How often?)

_____

_____

_____

_____

d) Step #3: Evaluating alternatives - which ways of achieving the goal or solving the problem are realistic, practical, and satisfying to you? Pick the best of the three (or combine several alternatives) and clarify for yourself why it is the most appealing.

_____

_____

_____

_____

e) Step #4: Planning - what are the steps you need to take (remember to make them small and order them in a step-by-step fashion) to achieve your goal?

_____

_____

_____

_____

f) Step #5: Troubleshooting - what are the possible ways you will avoid achieving this goal? What will you sacrifice for solving this problem? What gains will you make? What are the rewards for not solving the problem or achieving the goal?

_____

_____

_____

_____

3. Now that you have gone through these steps I sincerely hope you achieve your goal! Try using the steps of problem solving to achieve other goals.

IV. Readings on helping skills and the Development Helping Model

1. Carkhuff, R.R. The Art of Helping.
    Human Resources Development Press
    Box 863, Dept. M10
    Amherst, Mass. 01002

    Order directly or from a bookstore; $5.95

2. Egan, G. The Skilled Helper

    Wadsworth Publishing Co., Inc.
    10 Davis Drive
    Belmont, CA 94002

    Order directly or from bookstore; $8.95

OBSERVER DIRECTIONS FOR SKILL PRACTICE SESSIONS

When you are an observer, you can play an important role
in helping other workshop participants to improve their
interpersonal skills. The following guidelines will enable
you to be a helpful observer.

Directions:

A. During the interaction: Watch the helper and helpee.
    You will choose or be assigned (by your trainer) a
    specific skill to observe. Use the following skill
    performance guidelines in observing and evaluating
    the helper's responses.

B. After the interaction: When reporting your observations
    to the helper, you will want to be as specific and
    objective as possible. Try to describe what you saw
    and heard--almost like what a camera or tape recorder
    would pick up. Take notes on what behaviors/words
    the helper did or did not do/say in relation to the
    guidelines you were watching for.

Skill Performance Guidelines

Empathy

1. Uses accurate and incisive words to describe feelings
2. Uses fresh feeling words not previously mentioned by the helpee.
3. Describes causes of feelings accurately; avoids interpretations.
4. Uses short, concise responses; avoids lengthy statements.
5. Responds frequently; does not remain passive or ignore important material

Concreteness

Concreteness involves two primary skills: purposeful questioning and summarization.

Questions:
1. Enable the helpee to be more specific in describing his/her situation (i.e., feelings, thoughts, actions, intentions).
2. Begin with "how" and "what", not "why".
3. Followed up by frequent empathy statements.

Summarization:
1. Covers the most important feelings and causes expressed over an extended interaction.
2. Uses short, concise statements; avoids lengthy, long long-winded statements.
3. Uses specific terms, avoids vagueness.

Confrontation

1. Uses confrontation to point out discrepancies; does not remain passive or ignore important discrepancies.
2. Describes discrepancies by clearly presenting behaviors and facts; avoids interpreting motives.
3. Follows up on confrontation by using empathy and concreteness to acknowledge the helpee's reaction.

Additive Empathy

1. Uses empathy and concreteness skills prior to using additive empathy; avoids premature interpretations.
2. Identifies underlying feelings which are implied by the helpee
3. Describes ways in which the helpee's behavior may create or maintain a problem situation
4. Describes patterns/repeated behaviors of the helpee and recurring consequences.
5. Shares additive empathy responses tentatively; avoids demanding acceptance from the helpee.

Self-Disclosure

1. Uses empathy and concreteness prior to self-disclosure statements, avoids premature self-disclosure.
2. Self-disclosure statements describe a personal life experience and feelings associated with the experience.
3. Self-disclosure statements invite the helpee to explore the accuracy of the feelings described by the helper.
4. Uses short, concise self-disclosures, avoids lengthy statements.

Problem-Solving

1. Problems and goals are defined in behavioral terms; e.g., what does the helpee want to be doing differently?
2. Uses brainstorming to solicit alternative solutions.
3. Explores rewards and costs of each alternative.
4. Develops a step-by-step plan of action.
5. Develops strategies for handling potential difficulties in implementing the action steps.

Optional Module: Self-disclosure

Purpose:

This session will enable participants to:

1. Identify and develop examples of some modes of self-expression
    which frequently block understanding and intimacy in inter-
    personal contact.

2. Practice accessing past life experiences which are associated
    with particular emotional states.

3. Describe the purposes of self-disclosure and guidelines for us
    of the skill in a helping relationship.

4. Develop self-disclosure statements and receive feedback on
    the form and content of the statements.

5. Observe and discuss a brief demonstration interaction which
    models the skill of self-disclosure.

6. Describe differences between self-disclosure and other less
    effective modes of self-expression.

Procedure:

A. Didactic presentation - description of modes of self-expressioı
    which are frequently misused for self-disclosure.

    1. Sympathy - expressing sorrow or pity; e.g., "I feel so
        sorry for you; "You poor thing"; "Life is rotten".

    2. Assurance of understanding - indicating a common experience
        (without sharing the specific experience) or assuring
        your ability to understand (without demonstrating
        empathy); e.g., "I know what that's like"; "I've been
        there before"; "I can really relate to that".

    3. Story telling - describing the lengthy, factual details
        (without the accompanying emotions) of a past life
        experience.

    4. Advice - describing what you did when faced with the
        "same" problem as the helpee; e.g., "When I got a call
        from my child's teacher, I pulled out a strap and gave
        him a good whipping. That got him to shape up. You've
        just got to be tougher with your kid."

B. Discuss the likely effects of these modes on a person sharing
    a problem (e.g., feel misunderstood, cut off, ignored,
    resentful) and possible motives of the sender (e.g., to avoid
    intimacy, interupt expression of a heavy problem they don't
    want to handle, trying to be "nice").

C. Didactic presentation - self-disclosure

1. Definition of self-disclosure

2. Purposes of self-disclosure

3. Describe the process of accessing past experiences associated with particular emotional states

4. Provide sentence stems for self-disclosure; "When I (describe past life experience), I felt (past feelings elicited), I wonder how that fits for you."

D. Practice in accessing life experiences

a. Give participants several stimulus situations from which to access two life experiences (for each stimulus). Participants write brief notes to describe the experience and associated feelings.

b. Sample stimulus situations:

A time when I lost control

A time when I was taken for granted

A time when I wasn't understood

A time when I really blew it

E. Practice in developing self-disclosure statements (in pairs)

a. Describe participants' roles:

1) Sender - refers to sentence stems for self-disclosure and written work on life experiences and develops a self-disclosure statement which might be delivered to a helpee.

2) Trainer - refers to "Observer Directions for Skill Practice Sessions" (criteria for self-disclosure) and gives trainer feedback to the sender on the content and form of the self-disclosure statement.

b. Participants should alternate roles so each member of a pair has the chance to be sender and trainer at least once.

F. Didactic presentation on guidelines for using self-disclosure. The sequence of steps in self-disclosure are:

1. Acknowledge the helpee's feelings and causes through empathy

2. Identify a "common" life experience; i.e., an experience in which you felt the same emotions

3. Share a self-disclosure statement which describes your experience and feelings and invites the helpee to engage in self-exploration

4. Follow-up self-disclosure with empathy

C. Trainer demonstration of self-disclosure (3-5 minute interview)

1. Lead trainer instructs co-trainers involved in a modeling sequence

   a. Speaker - shares a real personal concern

   b. Helper - provides 3-4 empathy responses, a self-disclosure statement, and then   follow-up empathy responses

2. Instruct participants to observe the modeling and to report effects the responses had on the speaker

Optional Module - Immediacy

Purpose:

This module will enable trainees to:

1. Describe the purpose of immediacy and guidelines for use of the skill

2. Practice writing immediacy statements after observing a brief role-play

3. Practice implementing immediacy in a role-play interaction and receive feedback on immediacy skills.

Procedures:

A. Didactic presentation - Immediacy

    1. Definition of immediacy

    2. Conceptual model - helping relationship as a mutual influence process

    3. Personal examples of immediacy

    4. Occasions for immediacy

    5. Purposes of immediacy

    6. Risks for the helper and helpee

    7. Sentence stems for immediacy

        a. "Right now you feel (feelings toward helper) because (cause of feeling)"

        b. "Right now I sense you expect/want (desired action or role)."

B. Formulating immediacy responses

    1. Select two individuals (participants or trainers) to role-play a husband-wife interaction (see cartoon from Ms. magazine).

    2. Stage-setting - tell observers they will be viewing a frequent bedtime scene of this husband and wife.

    3. Instruct observers to watch the interaction and then write down immediacy statements that could be used by either husband or wife. They should use the designated sentence stems in writing their responses.

4. Circulate among trainees and consult in the preparation of written immediacy responses.

5. Several trainees read their written responses aloud and receive feedback from trainers.

C. Didactic presentation - guidelines/method for implementing immediacy

D. Modeling by 4 trainers

1. Role instructions to trainers

a. Helpee - role play a troublesome client (e.e., client who evokes strong feelings of anger or fear; or who evokes a repetitive pattern of communication). This role should be prepared earlier as a homework assignment (see "Homework - Immediacy").

b. Helper - demonstrate all helping skills, with particula sensitivity to immediacy issues; stop for consultation whenever you have feelings or impressions about the helpee or some sense of what the helpee may want you to do/say/feel

c. Process consultant - use process consultation questions to assist the helper in ordering data and formulating responses (questions are on a highly visable list). Consultation occurs during the interview (by helper's request) and during debriefing at the end of the role play. Examples of process consultation questions are:

1) What impressions/images do you have of the helpee? of yourself?

2) How do you feel toward the helpee?

3) What do you sense the helpee wants you to do/sa

4) What would be the risk for you in pointing that out?

5) What is the helpee doing or saying that is stimulating your feelings and impressions of them?

d. Feedbacker - during debriefing period, provide description of: a) any repetitive communication patterns or moments of impasse (describe behaviors of helper and helpee) and/or b) any immediacy responses and their effects. An "impasse" is any situation where immediacy might have been used.

2. Role instructions to participants: Observe responses of helper and effects on helpee; observe work of the consultant; observations will be discussed after interview is completed.

3. Progression of modeling tasks for trainers

   a. Stage setting - describe the client's sex, age, and situation for seeing the helper (e.g., protective services investigation, calling a crisis hotline, outpatient counseling); done by the helpee.

   b. Interview lasts about 7 minutes (including any consultation periods)

   c. Debriefing period

      1) Process consultation with the helper - explore any immediacy issues which were or were not talked about during the interview

      2) Feedback to helper

      3) Helper's summary of learnings and intended actions/ strategies: What did you learn and what do you intend to do differently?

4. Observers report what they noticed about the work of the process consultant and the helper.

E. Small group practice

   1. Divide into foursomes

   2. Each member of a foursome takes on roles modeled by trainers (see role instructions in item D above) with one additional task for the helpee. During debriefing period I, the helpee leaves the foursome and writes answers to designated questions in private. Examples of questions are:

      a. What impressions do you have of the helper? Impressions of yourself?

      b. How do you feel toward the helper?

      c. What do you want the helper to do/say/feel?

   3. Progression of tasks for small group practice

      a. Stage-setting

      b. Interaction I - 5 minutes

c. Debriefing period 1 (helpee is absent) - 6 minutes

d. Interaction II - helpee plays same client again, using similar style of expressing problem; helper uses learnings gained from debriefing to offer more effective immediacy responses (5 minutes).

e. Debriefing period II (helpee is present)

1) Helper self-assessment - describe differences noticed in your own responses and their effects on the helpee (Interaction I vs. Interaction II).

2) Helpee - describe differences noticed in responses of helper and their effects on you; use written information on Interaction I as a basis for comparison to Interaction II.

3) Feedbacker - describe observed differences in communication patterns (Interaction I vs. Interaction II); point out any immediacy responses and their effects.

4. When tasks 1-4 are completed, roles are alternated and the practice round is repeated. Completion of 4 full practice rounds enables each group member to take on all roles.

F. Summary of learnings

1. Subgroup consultation: Members of foursomes discuss highlights (moments of immediate communication) and difficulties in using immediacy which occurred in the 4 rounds of group practice. One member serves as recorder who keeps a log of comments.

2. Large group summary

a. Recorders from each foursome have 2 minutes to report learnings about immediacy from their group experiences.

b. Trainers summarize the recorder's input.

Training Tips:

1. Describe the purpose of stage-setting. Stage-setting involves only a short description of the client's age, sex, and the situation for being in counseling. Caution role players not to disclose how they feel about the client (e.g., frustrated, scared) as this kind of information might influence or bias the helper's response. The primary purpose of the exercise is to give the helper a good opportunity to practice immediacy skills and to experience a client's influence attempts without anyone else's interpretation.

2. <u>Homework vs. prepared roles</u>. In developing client roles
    for skill practice, helpees can take on roles of actual
    clients from their cases loads or prepared client roles
    can be distributed. The advantage of allowing trainees
    to use homework for selecting and studying an actual
    client is the potential for making discoveries about the
    client's indirect influencing style which might be beneficial
    in their future counseling work. In assigning homework, it
    is helpful to inform the trainees how their homework will
    be used during training. This information will help decrease
    any false expectations as to how the homework will be used.
    The advantage of using prepared roles is that the trainer's
    have greater control of the nature of the immediacy issues
    to be shared. Prepared roles are probably preferable in
    working with groups having limited client contact or
    having limited experience as role players.

    Samples of prepared client roles and homework assignment
    sheets are contained on page 124.

Client Role #1

Stage setting (share with your helper):

30 year old, male/female patient. You are about to be admitted
to the hospital for surgery to remove your gall bladder. You
are meeting with the M.D. to learn about the surgery procedure.

The rest of the story (not to be shared):

You are extremely fearful of the operation and have been putting
off treatment and surgery for months (e.g., shopping around for
extra medical opinions). You have never met this doctor before
and don't trust him/her. You are very anxious about admitting to
your fears about the surgery and distrust of the M.D. directly.
Instead, you speak about your history of bad treatment from
M.D.'s and this hospital.

Client Role #2

Stage setting (share with your helper):

40 year old, married, male/female. You and your family have
been going to this counselor for several years and s/he knows
a lot about your family history. You asked to see the counselor
to get information about his/her agency for a paper you are
writing for school.

The rest of the story (not to be shared):

During casual conversation tell the counselor that you've
noticed your spouse has been consuming much more alcohol than
ever before (starts drinking upon return from work and continues
to evening hours). You suspect your spouse is an alcoholic.
You aren't sure what to say to your spouse. Try to get the
counselor to talk to your spouse, without directly asking or
requesting it. Mention how much your spouse respects and trusts
the counselor. Mention how the counselor has always been helpful
to you in the past when problems arose.
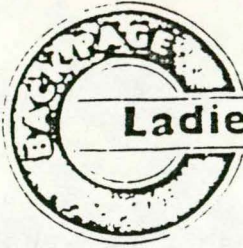
Ladies and Gentlemen

by Claire Bretécher
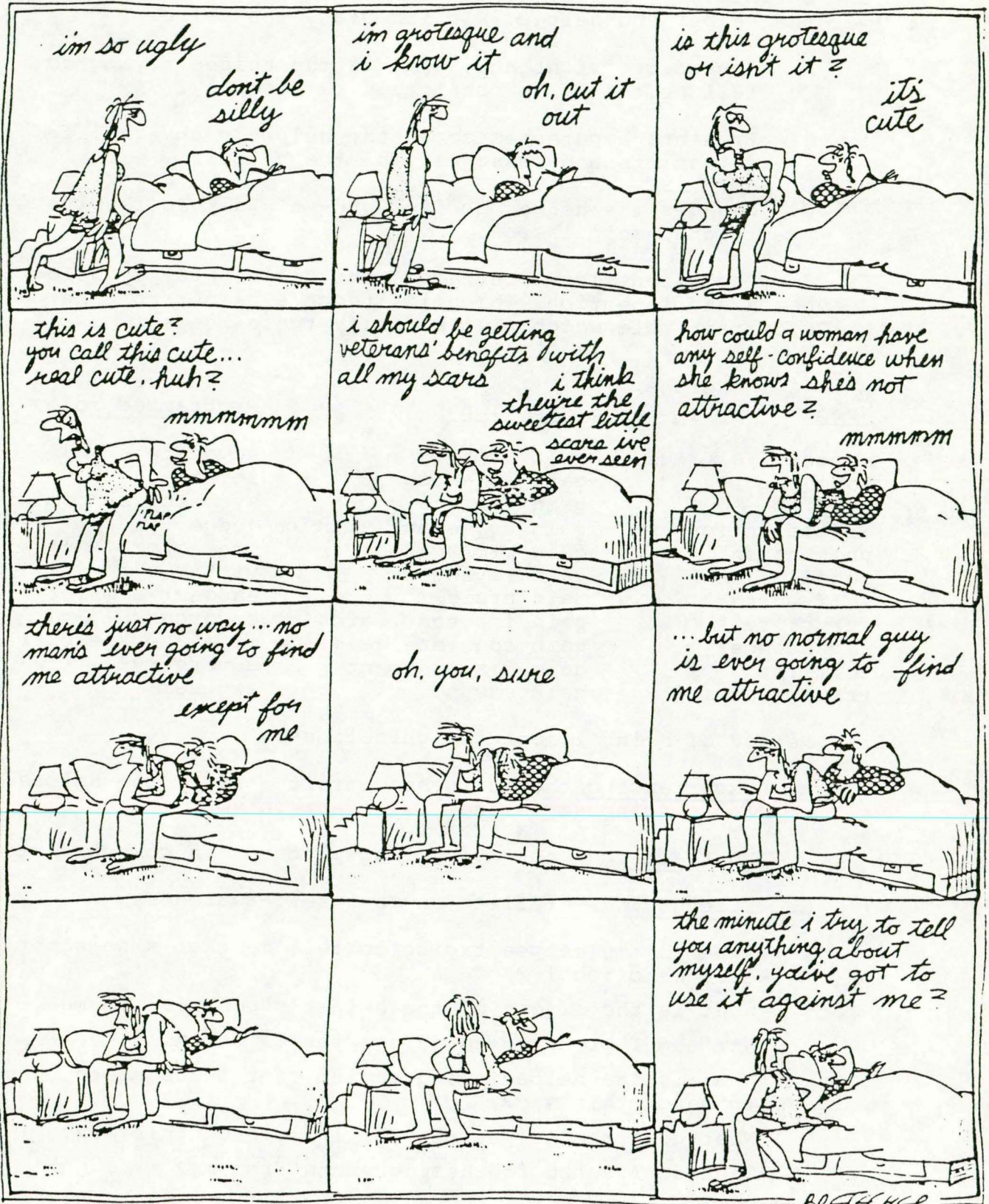
Immediacy
Sample Lecture Outline

I. Definition - exploring the immediate relationship between the helper and helpee. In immediacy the helper:

   A. Considers "right now, what is the helpee trying to tell me that s/he can't tell me directly?"

   B. Presents hypotheses about the helpee's unverbalized intentions and messages (for the helper)

   C. Engages the helpee in "you-and-me" talk to resolve relationship issues

II. Some occasions for immediacy: The helpee has psychological needs and intentions which influence a helper to take on a certain role which will satisify those needs

Helpee		Helper
Needs	Intentions	Programmed role
support	gain support	advocate
love	gain affection	lover
pity	gain sympathy	sympathizer/comforter
justification	gain agreement/sanction	judge
protection	gain protection	protector
retaliation	gain revenge	victim
self-worth	gain praise	endoser/admirer
structure	gain imposed limits	enforcer
dependence	gain concrete help	caretaker/resouer
conflict	gain disagreement	adversary
irresponsibility	gain excuse	excuser

III. Method of being immediate (guidelines)

   A. <u>Experiencing</u> the influence effort - study the helpee's <u>influencing</u> style and its effect on you

   B. <u>Abstracting</u> - note recycling patterns in communication

   C. <u>Disengaging</u> - reflect on your self-awareness.

What is the helpee trying to tell me that s/he can't tell me directly?

What is the effect of the helpee's behavior on me?

What am I prompted to do/say/feel?

What is the helpee doing/saying that leads me to choose to react this way?

What does the helpee gain if I feel/act this way?

What do I sense the helpee wants from me?

D. <u>Identifying self as target</u> - recognizing the helpee's "unverbalized" message is for you

E. <u>Asserting/publicizing</u> the hidden message

"Even right now you feel (<u>feelings toward helper</u>) because (<u>cause of feelings</u>)."

"Right now I sense you expect/want me (<u>desired action or role</u>)."

F. <u>Examining</u> immediacy issues

1. Offering documentation

2. Generalization

3. Role negotiation

4. Personalizing problems and goals (additive empathy)

IV. Risks in using immediacy (for the helper)

A. Fear of misinterpreting

B. Fear of unpredictable outcomes

C. Fear of losing the relationship

Homework - Immediacy

In counseling situations, clients often have feedback, personal needs, expectations or other messages they want to share with a helper but which are too risky to express in a direct and open way. These unverbalized messages are conveyed through the client's style of expression as well as through their choice of content. The purpose of this exercise is to help you to learn about the controlling effects which a client's behavior can have on you, as a helper. Once you can recognize the ways in which you are most easily influenced, you will be able to make immediate interventions which will encourage clients to publicize their messages to you rather than employing covert influencing strategies.

Directions:

1. Recall two or more recent experiences when you were counseling someone and found yourself frightened or fearful. For each recall experience, write answers to the following questions:

   a. What did you fear might happen?

   b. What was your client doing/saying that stimulated/ triggered your fear?

   c. What did you want to do/say but chose not to do/say?

   d. What did you end up doing/saying?

2. Recall two or more recent experiences when you were counseling someone and found yourself angry. For each recall experience write answers to the following questions:

   a. What was the source of your anger?

   b. What did you want to do/say but chose not to do/say?

   c. What did you end up doing/saying?

3.   Recall one or more recent experiences when you were interacting
     with someone (family member, co-worker, client) when you
     recognize a familiar recurring pattern of communicating ("here
     we go again"). For each experience write answers to the following
     questions.

     a.   What was your partner doing/saying/feeling?

     b.   What were you doing/saying/feeling in response to your
          partner's actions?

     c.   What common roles do you and your partner take?

     d.   What did you want to do/say but chose not to do/say?

     e.   What do you sense that s/he wants from you?

OVERVIEW OF THE DEVELOPMENTAL HELPING MODEL

THE ROOTS OF INTERPERSONAL SKILLS TRAINING

My early experiences in graduate school in preparing
for future work as a professional helper were extremely
frustrating. While participating in counseling theory
courses and laboratory exercises (supposedly experiences
which would prepare me for face-to-face encounters with
clients) I found psychotherapy being depicted as a sequence
of nonspecific qualities, difficult to describe in terms
of actual behavior and skills. When I would raise
questions such as 'what are my goals as a helper?" and
"what do I need to do to achieve such goals?", I
received vague answers such as "just be yourself" and
"develop your personal style." I was troubled by such
responses: If one could simply trust their personality
and natural response style to be helpful, there seemed
to be little practical need for extended periods of professional
training. I was struck by the immense contradiction posed
by professional training. On the one hand, training promises
unique contributions to one's development as a professional
helper, yet on the other hand, there are few definitive
statements of therapy process, limited criteria for
evaluation, and no reliable technology for skill acquistion.

I suspect my frustrations are probably not unique
and may even represent a recurring developmental crisis
for most helpers-in-training. Certainly my recent
experiences in training professional helpers (psychiatrists,
psychologists, social workers, nurses, etc.) suggests
many practitioners-in-the-field operate without well-defined
and systematic treatment procedures. The helping professions
can no longer operate as an elitist group exempt from
accountability to consumers. As a profession, we no longer
have the "luxury" of describing therapy as a vague, mysterious,
or magical process; not when the lives of helpees are at
stake.

The "developmental helping model" is an attempt to de-
mystify the helping process. It provides a cognitive map
to guide therapeutic interventions as well as criteria for
evaluating therapy process and outcome. The model identifies
discrete helper skills and helpee skills, and describes
how the skills are integrated within the therapy process.
Rather than "hit-or-miss" affair, therapy is presented as
a systematic and goal-oriented process. The developmental
helping model is based on extensive research studies of
the helping process conducted primarily by Dr. Robert R.
Carkhuff and his associates. A detailed description of
the model is offered by Dr. Gerard Egan in his book The
Skilled Helper.

The following discussion of the model is organized according to several main topics. First, there is a presentation of general assumptions of helpees' psychological needs when they begin the therapy process. Second, an overview of the model distinguishes three interlocking stages of the helping process and the specific skills and goals of helpers and helpees during each stage. Finally, there is a description of the intended impact of the therapy process on a helpee. It is essential to understand first where a helpee enters the therapy process, what they need to be able to do to achieve a successful outcome, and the kind of help they need to receive to accomplish their goals.

Helpee Dynamics: Early Stages of Helping

The developmental model assumes there are some consistent skill deficits which characterize helpee self-exploration at the outset of therapy. These deficits in certain self-help skills prevent helpees from resolving their own problems and create the need for a helper who possesses the needed resources. Some of the specific helpee need areas are:

Feeling identification and expression. Many helpees fail to recognize their feelings elicited by stressful life experiences. They may be unaware of the full range of their emotions or simply lack a vocabulary for describing feelings. Often, helpees deny or ignore deeper, underlying feelings because such recognitions would invite personal vulnerability and threat.

Thematic perspective. Many helpees act to survive their immediate circumstances without noticing patterns in their behavior (i.e., ways in which they repeatedly respond to recurring problem situations without achieving constructive resolution).

Goal-setting skills. Many helpees conceptualize and describe their problems in vague and unworkable terms. They portray their situation as one in which change is extremely difficult or impossible and without mention of goals or desired outcomes.

Personalizing skills. Many helpees see themselves as victims of other's behavior. They dismiss or ignore their own role in creating or maintaining a problem situation and instead attribute difficulties to the actions of significant others.

Self-confrontation skills. Many helpees do not articulate discrepancies in their interpersonal style.

They may deny or fail to recognize inconsistencies in what they say and how they act.

Overview of the Developmental Helping Model

Effective therapy involves a disciplined approach, which is goal-specific and skill-based and can be reliably implemented by a practitioner. The developmental helping model presents a practical framework for doing counseling. The model is not a specialized theory of counseling but instead integrates a diverse set of skills which are common to many different theoretical approaches. The model, while primarily practical, is not atheoretical. It is based on learning theory, social-influence theory, behavior modification principles, and skills training and problem-solving methodologies (Egan, 1975). There is substantial evidence which suggests that the skillful use of this model increases the reliability and effectiveness of the helping process.

The model distinguishes three principal stages in the helping process and the skills required for proper implementation of each stage (see Figure 1). It is called "developmental" because the stages need to be implemented in a progressive fashion. Accordingly, the helping process has clear direction -- a movement through the stages in contingent upon completion of preceeding stages.

The three stages have specific goals:

Stage 1 - Relationship-building: The helper acknowledges and affirms the helpee's unique experiences and feelings in order to encourage deeper self-exploration and understanding.

Stage 2 - Focused exploration: The helper provides the helpee with a more complete picture of his/her problematic concerns and challenges the helpee to examine novel and perhaps stressful material.

Stage 3 - Implementation/Action: The helper assists the helpee in defining problems and goals, deciding on a course of action, and then implementing constructive behavior change.

While the stages are described as distinct units, the actual execution of the helping process is far less regimented. Rather than rigidly adhering to a fixed sequence of stage progressions, the helping process often involves a recycling of the stages. For instance, a helpee may begin implementing an action program and then discover new issues resulting from changes in his/her

behavior and thereby recycling the process to deal with these emerging difficulties. The skilled helper's **actions** are not model-dependent but rather are helpee-dependent. It is useless to predetermine the amount of time to be spent in any given stage, since stage transitions are related to the helpee's level of functioning. As a general guideline, the helper should move through stages as quickly as the resources of the helpee and the helping relationship permit. For example, once a helpee feels accepted and understood by a helper (stage 1), a greater portion of each session can be spent in focused exploration and action (stages 2 and 3).

The developmental model can be applied in any period of interaction. In working with a client for only ten minutes or for an hour, each of the stages is implemented in proper sequence. Restrictions imposed by time duration should be recognized in setting goals and defining the purpose for a session.

Relationship-building

The helper's initial goal is to communicate acceptance and understanding of the helpee's world view. Correspondingly, the helpee's objective is to initiate self-exploration in examining experiences, behaviors, and feelings comprising problem areas. These mutual goals are accomplished through the implementation of skills such as empathy, respect, genuineness, and concreteness.

Empathy/Responding to meaning

Carl Rogers describes the "process" of empathy as follows:

> The way of being with another person which is termed empathic has several facets. It means entering the private perceptual world of the other and becoming thoroughly at home in it. It involves being sensitive, moment to moment, to the changing felt meanings which flow in this other person, to the fear or rage or tenderness or confusion or whatever, that he/she is experiencing. It means temporarily living in his/her life, moving about in it delicately without making judgments, sensing meanings of which he/she is scarcely aware, but not trying to uncover feelings of which the person is totally unaware, since this would be too threatening. It includes communicating your sensings of his/her world as you look with fresh and unfrightened eyes at elements of which the individual is fearful. It means frequently checking with him/her

as to the accuracy of your sensing, and being
guided by the responses you receive. You are
a confident companion to the person in his/her
inner world. By pointing to the possible
meanings in the flow of his/her experiencing
you help the person to focus on this useful
type of referent, to experience the meanings
more fully, and to move forward in the experiencing
(1975, p. 4).

Carkhuff supplies a useful conceptual framework for opera-
tionalizing the elements of empathy (he uses the term
"responding to meaning"). He states that an empathic
response communicates both how the helpee feels (e.g., lonely,
disappointed) as well as the cause of the feeling (e.g., you
can't share your fears with your parents) and can be
formulated in the format of "you feel (feeling word or
phrase) because cause of feeling)." In providing an empathic
responses, a helper listens closely to the helpee's words
and style of expression, discriminates the dominant emotions
and the personal meaning of an experience (the reason for
the helpee's feelings), and then communicates his/her under-
standing. An empathic response should be concise, use incisive
language, and be non-interpretative. Instead of imposing
psychological theories or interpreting underlying feelings
and causes, the helper's intent is to acknowledge the helpee's
expressed feelings and meanings.

Empathy achieves a number of valuable functions and effects:

1. The helper can regularly check out the accuracy of
    his/her understanding.

2. The helpee gains a clearer perception of his/her
    feelings and meaningful reasons for them.

3. The helper develops a broader base of knowledge
    about the helpee, from which to initiate the challenging
    skills of stage 2 and problem-solving skills of stage 3.

4. As the helpee experiences his/her experiences being
    valued and affirmed, s/he feels increased trust
    for the helper and will take greater risks to
    share more intimate material and be more receptive
    to processing the helper's challenges.

In summary, empathy helps to establish the relationship
conditions which are necessary for implementation of the
advanced stages of the helping process.

Respect

Respect refers to the helper's verbal responses and other behaviors which communicate a basic attitude of deep caring and valuing of the helpee's unique feelings, experiences and potentials. In stage 1, these attitudes underlie the dimension of respect:

Unconditional positive regard. The helpee is seen as someone who is to be valued and cared for simply because s/he is a human being seeking assistance in resolving certain problems in living. All judgments or evaluations of the worthiness of the helpee are suspended. More conditional criteria are invoked in advanced stages of the helping process as the helper and helpee come to know each other better and have defined the goals of their relationship.

Regard for self-determination. Change is a difficult process for most people. There are individual differences in terms of receptivity to change and the rate at which change occurs. The respectful helper recognizes the helpee's right and responsibility for making choices and taking action. Even when a helpee decides not to change, the helper respects that decision and then facilitates examination of the consequences.

Assuming helpees know what they need. Even when helpees initiate therapy in a disorganized state, the helper still assumes they have some sense of what they need to achieve more satisfying conditions for living. The respectful helper believes that helpees can assess their emerging needs and also assert what changes they want.

Assuming helpees want to change. Even with helpees who continually enact self-defeating behaviors, the helper recognizes their potential for wanting to do things differently.

These attitudes of respect can be enacted for the following counselor behaviors:

Monitoring changes in behavior. A respectful helper recognizes the helpee's baseline of behaviors as they begin therapy and acknowledges changes in behavior. The helper can reinforce helpees' verbal reports of change in extra-therapy environments as well as their style of relating during the actual therapy session. For instance, if the helpee increases his/her frequency and depth of self-confrontation, the helper may share feedback which identifies this change in self-exploration skills. Many times, the helpee's ineffective style of interpersonal relating (e.g., how they process problems, make decisions,

assert needs, etc.) is manifested within the helping relationship and immediate interventions can consolidate or initiate productive changes.

Willingness to deal with immediate, pressing issues. Respectful helping involves a commitment to meeting the helpee's emerging needs rather than directing the therapy session toward topics the helper is comfortable in dealing with. As an indication of respect, the helpee should be given primary responsibility for identifying problem areas. requiring immediate attention. Helping becomes a dangerous process of containment and pacification unless the helpee has the freedom to prioritize problem areas and explore meaningful issues.

Labeling and reinforcing resources. Many helpees receive treatment because they have constantly been bombarded with condemning messages and come to see themselves as "losers". Due to the predominance of a weakness orientation within our society (and also the helping professions), many helpees fail to recognize their strengths and resources. A respectful helper constantly recognizes the potential for strength and carefully examines behaviors in terms of their ultimate consequences served in meeting needs and having impact on significant others.

Responsibility for closure. The respectful helper is sensitive to the helpee's psychological state and doesn't terminate an interaction while the helpee exists in a state of crisis. The close of a helping interaction should involve some summary or recognition of what learnings have transpired and what needs to be accomplished.

Genuineness

One description of genuineness in therapy is provided by Rogers and Truax (1967) who state:

> "In relation to therapy, genuineness means that the therapist is what he is during the encounter with the client. He is without front or facade, openingly being the feelings and attitudes which at the moment are flowing in him. It involves the element of self-awareness, meaning that the feelings that the therapist is experiencing are available to him, available to his awareness, and also that he is able to live these feelings, to be them in the relationship, and able to communicate them if appropriate. It means that he comes into a direct personal encounter with his clients, meeting him on a person-to-person basis. It means that he is being himself, not denying himself." (p. 101)

In operationalizing this descriptive passage, four primary behavioral components of genuineness are delineated:

Freedom from role. Professional helpers are generally granted substantial prestige and credibility from their clients. These positive qualities and expectations are initially attributed by virtue of a credentialed role or title (e.g., psychiatrist, psychologist, social worker) rather than proficiency in providing services. The helper role generates a personal power base which can be misused and abused. While recognizing rights and restrictions associated with role functions, the genuine helper does not hide behind a title but rather uses the role as a means of expressing authentic human qualities.

Non-defensive. While therapy sessions primarily involve helpee exploration of personal concerns, a genuine helper is willing to introduce and examine areas of personal vulnerability which are relevant to the helping relationship. For instance, rather than dismissing a helpee's confrontation or negative feedback, a genuine helper receives and examines the validity and usefulness of such messages.

Self-expression skills. When a helper has feelings of deep concern, boredom, fear or anger toward the helpee, s/he can introspectively process those feelings, document the behaviors of the helpee which generate them, and then assert such recognitions.

Discrimination skills - sharing what is helpful. Genuineness is not seen as permission to "dump" or "unload" one's immediate reactions on a helpee. Instead it involves sensitive consideration of the helpee's emerging needs and the probable effects of a particular disclosure in meeting such needs. The effective helper is neither abusingly blunt or timid in self-expression but uses good judgments in both style of expression and timing of disclosures.

Concreteness

The dimension of concreteness refers to a constellation of helper behaviors which facilitate the helpee's sharing of feelings, experiences, and problem areas in more specific and concrete terms.

Using incisive and concise terms. In demonstrating concreteness, the helper uses a broad range of incisive words to describe feelings instead of global and vague feeling words (e.g., "anxious", "concerned", "comfortable", "uncomfortable") which are used so frequently they have limited impact on the client. In addition, a concrete

helper can economically use a few descriptive phrases to crystallize the essential message contained in a lengthy disclosure.

Purposeful questioning. Questions can be used most effectively to enable helpees to: (a) provide examples of problem situations, (b) describe the personal meaning attached to a term, (c) clarify needs and the desired goals for the helping process, and (d) identify specific feelings attached to life experiences.

Clarification. Clarification responses describe the parameters of a conflict situation. Conflict occurs because there is no clearly preferred course of action: either the available options are equally attractive (approach - approach conflict), equally unattractive (avoidance - avoidance conflict), or offer both attractive and unattractive aspects (approach - avoidance conflict). Through clarification, the helper sorts the helpee's initial data, presents the available options clearly and concisely, thereby enabling the helpee to begin more careful evaluation of the potential courses of action.

Summarization of cohesive material. Summarization condenses the dominant message conveyed in a extended series of helpee expressions. A summarization statement is very similar to an empathic response except that it covers a longer period of time and entails a broader range of feelings and meanings. Summarization involves an integration of several affective and content areas from the helpee's extended communications, enabling both interactants to check out their accuracy of understanding.

Facilitate self-examination rather than story-telling. Some helpers allow or encourage helpees to simply ramble in presenting their problems under the rationale that "interruptions are disrespectful" or "catharsis is therapeutic". An alternative viewpoint is to conceive of each minute of therapy contact as valuable and contributing to problem resolution. Proponents of the latter position monitor helpee self-exploration and judge the significance of shared material in relation to the goals of treatment. When the helpee's communications are lengthy or unfocused, direct and indirect interventions can be used to channel the disclosures. As an indirect approach, a helper may listen to lengthy passages and then demonstrate concrete responses which capture the basic message. By modeling specificity in communication the helper demonstrates a more concrete style of self-disclosure which the helpee can learn. A more overt technique might involve contracting with the helpee. For instance, an agreement might be reached whereby the helper would interrupt unproductive

disclosures, describe the helpee's behavior which led to termination of the interaction, and then request the helpee to rephrase his/her message more concretely.

Shifting from stage 1 to stage 2. The decision to shift activity from relationship building to focused exploration is largely dependent upon the helpee's style of functioning within the therapy session and the state of the relationship between the helper and the helpee. Skilled helpers neither dawdle in stage 1 nor abruptly shift gears into more advanced stages, but gauge their actions on demonstrated helpee behaviors.

The primary indicator of helpee readiness for stage 2 helper interventions involves establishment of an interchangeable base of communication. A mutual base of understanding occurs: (a) when the helper's communications about feelings, behaviors, and experiences essentially match material which the helpee has presented and (b) when the helpee can describe a problem area with approximately the same clarity as the helper has previously done. Once an interchangeable base is established, the helper can use this information as a basis for challenging the helpee to work toward a more growthful life style. Furthermore, the helpee is prepared to process helper challenges because these interventions flow logically from the preceeding interactions in stage 1.

Focused Exploration

Entry into stage 2 marks a transition within the therapy process from being primarily helpee-centered toward greater dependence on helper-initiated direction. Using available data and learnings achieved in stage 1, the helper formulates a bigger picture of the issues at hand and offers an alternative frame of reference to the helpee. The helper may point out discrepancies in behavior (confrontations), encourage processing of the helper-helpee relationship (immediacy), identify underlying emotions, (additive empathy), and expose recurring self-defeating behavior (additive empathy). These challenging skills are likely to have strong impact on the helpee as they present information which is unfamiliar and novel. Aware of the high change potency of stage 2 skills, the skilled helper uses such action-oriented interventions sparingly and for specific calculated effects.

The helpee in stage 2 needs to learn and apply skills such as non-defensive listening and self-examination as a growthful response to such challenges. The helpee must be open to hearing the helper's responses without distorting content. Even more important than receiving

communication, the helpee needs to actively process what the helper says by determining its accuracy and searching out new meanings and implications.

Additive empathy

In formulating additive empathic responses, a helper integrates pieces of data which seem to fit cohesively and points out implications the helpee may not have yet recognized or has deliberately chosen not to express. Through additive empathy, the helper supplements deficits in the helpee's exploratory process; enabling the helpee to personalize problems and goals, examine feelings in areas of vulnerability, and develop a thematic view of their behavior. The "bigger picture" conveyed through additive empathy gives the helpee a deeper and more comprehensive perspective for assessing situations and then acting.

Additive empathy includes three primary elements/ responses:

Responding to implied or mislabeled feelings. Additive responses identify deeper, underlying feelings which the helpee has not been aware of or has chosen not to express.

Universalizing. Instead of seeing events as isolated entities, the skillful helper is sensitive to the cyclical and repetitive nature of a helpee's behavior in problematic situations. In additive responses, the helper describes the interpersonal stimuli which elicit recurring behaviors (interpersonal conditions), recurring behaviors which create and maintain difficulties (self-defeating behaviors) as well as the consequences which accompany repetitive behavior (cost-gain analysis).

Personalizing problems and goals. Many helpees have lost a sense of being an active change agent and see themselves as victims of others' actions. A critical ingredient in facilitating behavior change is to enable helpees to recognize ways in which their own behaviors contribute to problems and unresolved relationship issues. When problems are defined in terms of behaviors the helpee has some control over (personalizing), there is greater probability that constructive change can occur. Personalizing modifies the helpee's original externalized view of a problem by identifying: (a) feelings toward self, (b) deficits or self-defeating behaviors, and (c) goal direction.

Confrontation

Confrontation is a powerful tool which can be either growth-producing or harmful to the receiver. Misconceptions

of the meaning and purpose of confrontation have led some
helpers to eliminate the skill from their interventions
(for fear of inflicting pain) and have given other helpers
a license for vicious attacks which degrade and defeat
their helpees (Berenson & Mitchell, 1974).

Rather than a punitive blast, confrontation should be
seen as a means of inviting the helpee to carefully examine
discrepancies in his/her behavior as well as committing
the helper to a deeper interpersonal involvement. Discrepancies
can be evident between what we say and what we do, our own
self-image and others' views of us, what we are and what
we hope to be, and what we experience ourselves to be and
what we really are (Egan, 1975). Confrontation involves
description of discrepancies in terms of verifiable behaviors
and facts as opposed to accusations and judgments about a
person's underlying motivations and intentions.

Berenson and Mitchell (1974) have distinguished five
types of confrontation:

Experiential: identifying discrepancies between the
confrontee's expressions about his/her self-image and world
view and the confronter's own experience of the confrontee.

Strength: identifying the confrontee's resources which
are misused, underdeveloped or unrecognized.

Weakness: identifying personal liabilities and need
areas which the confrontee has not recognized or assessed.

Didactic: clarifying the confrontee's misinformation
or lack of information about relatively objective aspects
of their world or the therapeutic relationship (e.g.,
information about test data, laws and rules, details
about the structure and function of therapy).

Encouragement to action: pressing the confrontee to
act in some constructive manner and discouraging a passive
stance toward life.

Since confrontation may present material which was not
previously integrated by the helpee, these new recognitions
may be very threatening and precipitate some level of
crisis. Sensitive to the possibility of crisis induction,
the responsible confronter also assists the helpee in a
thorough processing of reactions generated by confrontation.
It is therefore recognized that one who challenges another
also makes a commitment to further work in reaching some
degree of resolution or closure.

Self-disclosure

Self-disclosure involves the helper's sharing of personal information about ideas, feelings, and life experiences in keeping with the helpee's interests and needs. In formulating self-disclosing responses, the helper identifies previous experiences from his/her own life which contained similar emotions and issues to those expressed by the helpee. Helper self-disclosure is intended to accomplish the following effects:

1. Increase the quantity and depth of the helpee's self-disclosure.

2. Heighten the credibility of the helper's statements of accurate empathy by letting the helpee know that the helper's understanding is drawn from a similar life experience.

3. Increase the helpee's trust level by demonstrating the helper trusts the helpee enough to take the risk of revealing personal information.

4. Encourage the helpee to see the helper as a role model who has survived, resolved, or perhaps grown from a similar life experience.

To accomplish these effects, self-disclosure should not be burdensome or distracting to the helpee. Before self-disclosing, the helper should first determine whether his/her disclosure will enable the helpee to achieve greater self-exploration and self-awareness.

Immediacy

In counseling situations, helpees often have personal needs, intentions and expectations which they want to share with their helper but which are too risky to express in a direct and open way. Perhaps fearing the helper would not satisfy their immediate needs if such needs were openly publicized, helpees attempt more subtle influencing strategies to gain what they really want. The covert communication of vulnerable needs and intentions (e.g., need for support, pity, justification, protection, self-abuse, punish) programs the helper into taking on an appropriate role (e.g., advocate, rescuer, judge, protector, attacker, victim) which will satisfy the need.

Immediacy responses present the helper's hypotheses about the helpee's unexpressed intentions and needs. First, the helper considers the question "what is the helpee trying to tell me that s/he can't tell me directly?" Later, the

helper exposes the underlying message (e.g., "Right now, you're not sure whether you can trust me with your feelings or whether l'll exploit you as other have") and collaborates with the helpee to process their immediate relationship.

Immediacy involves a departure from the original task of resolving the helpee's problems in living to a more spontaneous exploration of emerging relationship issues between the helper and helpee. The basic assumption in implementing immediacy is that effective problem-solving cannot take place unless the helpee is willing to take risks and express needs with the helper. The specific purposes of immediacy are:

1. Increases the helpee's self-understanding. The helpee can identify his/her psychological needs, characteristic ways of expressing vulnerable intentions, imagined risks involved in publicizing such needs, and the costs incurred from indirect expression of needs.

2. Redefines the programmed roles of the helper and helpee. Once the helpee's hidden agenda is exposed, a communication stalemate is broken. By recognizing the existing roles and interaction patterns, the helper and helpee are free to redefine their relationship and to explore more constructive alternative behaviors.

3. Enables the helpee to learn new skills. The helping relationship provides an excellent environment for the learning of immediate and direct communication (skills which helpees rarely experience in their customary interactions). When the helper offers immediacy, s/he provides a model for proper execution of the skill. Furthermore, the helpee can experience the interpersonal effects of being more direct in expressing intentions. The helpee also has a chance to practice a complex and risky skill within the "safe" confines of a helping relationship.

4. Generalizes learnings from therapy. Very often, a helpee demonstrates recurring self-defeating behaviors within a therapy session. Through immediacy interventions, the helper exposes the self-defeating behavior while it is occuring, examines its consequences with the helpee, and enables the helpee to change their behavior (i.e., being more direct in expressing needs). Ultimately, the helpee can transfer these newly-acquired skills to their inter-personal contacts outside of therapy.

Shifting from stage 2 to stage 3. Stage 2 interventions prepare the helpee to take action. As the helper's responses deepen and enlarge the helpee's original viewpoint, the initial problem is redefined in a way which leaves the helpee responsible for initiating change. Movement into stage 3 involves developing a personalized definition of problems and goals which describes behaviors maintaining present difficulties and points out a direction for change. The transition into extended problem-solving occurs when the helpee sees himself/herself as a viable change agent who can take actions toward resolving crises and difficulties.

Implementation/Action

The goal of stage 3 and the ultimate goal of the helping process is action or constructive behavioral change. The helper assists the helpee in using new learnings and self-understanding (achieved in stage 2) toward designing specific action programs. The helpee not only collaborates in planning an action program but must also take the risks required in initiating new behaviors.

The developmental model does not presume behavior change is a simple matter which occurs spontaneously once the helpee achieves sufficient self-knowledge. Instead, the model assumes the need for systematic steps in problem-solving. While the helpee ultimately determines the form and rate of behavior change, the helper provides a systematic framework (problem-solving) which enables the helpee to order his/her thoughts and resources in searching out viable courses of action. The implementation stage consists of five primary problem-solving steps:

1. Defining problems and goals
2. Brainstorming alternatives
3. Evaluating alternatives
4. Planning for change
5. Troubleshooting action plans

Defining

Helpees frequently externalize the causes of their problems. They attribute their difficulties in living to a variety of controlling factors (e.g., bad genes, physical ailments, poor family background, religious convictions, institutional rules) and most often see another person's actions as the major source of their troubles. A critical ingredient in successful problem-solving involves revamping the helpee's view of a problem into a form which is both "personalized" and "behavior-specific". Personalizing forces the helpee to own the problem rather than shifting blame to other peoples' failings, corrupt systems, or other sources of adversity. Behavioral definitions of problems

offer concrete illustrations of the helpee's self-defeating actions: what s/he does to perpetuate a destructive situation (e.g., a husband blames his wife for her abuse of alcohol) or what s/he fails to do (e.g., a husband ignores his wife's invitation to become involved in marital counseling).

When problems are defined as behaviors the helpee has control over, action-oriented goals are more easily established. In most cases, goals are simply the reverse of the problem: the helpee needs to stop doing what s/he is doing poorly and start doing what s/he should do. For instance, if someone feels lonely and lacks contacts with friends, they might want to develop social skills for initiating and maintaining friendships. Similarly, when someone is depressed because his/her need for appreciation is not recognized by family members, the goal might be to develop ways of gaining appreciation. Goals must be specified so the helper and helpee both understand the outcome they are working toward. Phrases such as "resocialize the patient", "improve the self-concept", or "become more disciplined" need to be operationalized as behavioral goals so both parties can assess the degree of goal attainment. Unless goals are well-defined, there is no way of documenting success or failure or for being accountable.

Brainstorming

Once it is clear what the helpee wants to be doing differently, it is necessary to determine ways to reach the desired goal. In "brainstorming", the helper and helpee collaborate in suggesting alternative courses of action without evaluating their effectiveness. The purpose in suspending judgments is to encourage maximum listing of potential action strategies.

While brainstorming procedures are an appropriate time for the helper's advice-giving, the initial source of courses of action should be the helpee. The helpee gains several benefits when given the responsibility for generating alternatives: (a) the helpee may uncover alternatives which the helper would not think of, (b) the helpee is probably more likely to act on his/her own suggestions, and (c) the helpee learns brainstorming skills.

Evaluating

After a broad range of avenues for change are delineated, it is necessary to carefully examine the effectiveness of each option and to determine a preferred course of action or combination of strategies. Generally, the

most effective alternative is in keeping with the helpee's own value system and is likely to achieve a successful outcome.

Values are verbal statements or internal thoughts which assess the rewarding or punishing aspects of particular event (i.e., objects, situations, other people and their behaviors) and exert a strong impact on a person's behavior (i.e., we repeat behaviors we expect will produce positive gains). Values clarification in stage 3 enables the helpee to decide how much time and energy to invest in a particular course of action. Since values provide a sense of priority and commitment, the helpee should select those courses of action which are consistent with his/her highest values.

While the helpee's values are one evaluative criteria, consideration of environmental forces should also be made in choosing a course of action. In adopting a very practical and functional approach, the helper and helpee should determine the probable environmental responses to the helpee's proposed actions. For instance, if an employer has repeatedly demonstrated sexist policies by never promoting women who apply for managerial positions, then a helpee seeking this experience should probably look for employment at another firm which is more receptive to women in managerial roles. By using past responses to predict future responses, the helpee can examine the realistic obstacles in his/her environment and then determine whether it would be more profitable to challenge the opposing force or avoid it altogether.

Planning

Helpers sometimes complain about "unmotivated" and "resistant" helpees. While there is sometimes truth in such assessment (helpees may decide not to change after examining their available options), failure to achieve established goals can also result from the helpee's pursuit of unreasonable tasks. In such instances, the real pitfall may be the helper's inability to design an action plan which offers a gradual and systematic approach to intended goals.

Instead of encouraging an immediate, one-shot approach to behavior change, the helper first assesses the helpee's existing strengths and need areas in relation to how the helpee would like to be living. Afterwards, the helper creates a program to reduce the discrepancy between the helpee's baseline behaviors and preferred goal behaviors. Effective planning involves breaking down terminal goals into a stepwise progression of managable tasks. Each step in an action plan is achievable in view of the helpee's available physical, emotional, and intellectual skills.

There are a number of advantages derived from systematic planning:

1. In increases the probability of achieving the desired outcome.

2. It offers tangible and concrete actions which the helpee has committed to implement between counseling sessions.

3. It establishes a basis for reviewing and evaluating progress, stagnation, or deterioration by the helpee.

4. It offers the helpee an opportunity for experiencing success in working on a problem.

5. It changes the helpee's view of the problem and ultimate goals. Breaking down a problem makes it seem less formidable and encourages consistent pursuit of small steps.

6. It offers the helper an opportunity to monitor the helpee's behavior and to establish a schedule for reinforcing goal-oriented actions.

Troubleshooting

There is no guarantee any action plan, regardless of how carefully developed, will work as expected. Since there is probably no fail-safe course of action, trouble-shooting procedures should take into account ways the helpee might sabatogue his/her own problem-solving efforts and ways in which significant others might impede behavior change.

While many helpees can articulate their intentions in the secure atmosphere of a helper's office, they may feel strong fears and pressures when it comes time to take action in their real world. To decrease the possibility of flight from change, the helper and helpee should identify ways the helpee might avoid his/her commitment and then develop strategies for preventing a retreat from action. Since significant others may actively block the helpee's efforts to change, their possible reactions (predicted feelings and actions) should also be assessed and contingency plans developed to subvert anticipated resistence. In summary, the purpose of troubleshooting is to support the helpee's intentions to take action by equiping him/her with a range of responses to deal with resistance, flight, or failure to achieve goals.

Stage considerations: Recycling or termination. Acting upon the world is not the end point of the problem-solving process. Whether a helpee has been successful or unsuccessful, acting elicits feedback and provides new material for consideration in the helping process. If a specific action fails to accomplish its intended outcome, the helping process is recycled to earlier stages in order to: (a) explore the helpee's feelings about not achieving an intended goal, (b) redefine the problem and goal, (c) discover additional courses of action, and (d) revise the action plan. Even when helpees' actions are successful, it is important to identify what they did well and what they learned through constructive action. Recognition of a helpee's demonstrated strengths rewards the behavior and promotes its continued usage.

The strong goal-oriented emphasis of the developmental helping model offers specific criteria for deciding whether to terminate or continue therapy. Since movement toward goals is consistently monitored, the helpee and helper always know how far the helpee has gone toward accomplishing intended goals. Throughout the helping process, helpees must decide whether they have achieved what they originally wanted to gain from therapy. Termination is not pre-determined by a fixed number of meetings but instead is based on a more functional criteria--the helpee's actions.

Helpee Skills: Later Stages of Therapy

Certain qualitative differences in helpee self-exploration occur over the course of a successful helping relationship (Carkhuff, 1969; Egan, 1975). These changes constitute a transfer of skills whereby the helpee comes to implement some of the same skills the helper has modeled. The following self-help skills are often developed by helpees.

Feeling recognition and expression. Helpees enrich their vocabulary of feeling words, learn to accurately discriminate their feelings, and become more receptive to exploring deeper-level feelings.

Universalizing skills. Helpees come to recognize their patterned styles of dealing with stress along with the recurring consequences of such attempts.

Personalizing skills. Helpees identify their own self-defeating behaviors and skill deficits which create, perpetuate, or intensify their problems in living.

Self-confrontation skills. Helpees challenge discrepancies
in their own life style: between how they wish to be and
how they really are, between their public image and their
private self-image, between their verbal proclamation of
values and commitments and their actual actions.

Needs assessment skills. Helpees discriminate their
strengths and need areas and assert what they wish to
accomplish through involvement in therapy.

Summarizing skills. Helpees review the range of
feelings, content, and learnings covered in a helping
interaction and can then abstract and describe the
most salient material.

In summary, the successful helping process provides
multiple gains for helpees. First, there is resolution
of the issues which caused them to initially seek help.
Helping enables helpees to carefully examine their
problem areas, view alternative courses of action,
make decisions, and then take action. A simultaneous
benefit is the acquisition of a core of self-help skills
which can accelerate the helping process and can be
applied in other interpersonal experiences. Within the
developmental model, helping involves elements of both
training (in self-help skills) as well as treatment.

Summary

Understanding what you want to achieve and how to
reach your goals is essential knowledge for the helping
agent who intends to promote behavior change in others.
While a helpee ultimately decides how and when to take
action, the helper offers expertise in relationship-
building, challenging, problem-solving, and behavior
change to maximize the likelihood of constructive
choices and behaviors. Above all, the helper's expertise
is not simply at a cognitive or knowledge level but must
be translated into concrete actions which have beneficial
effects on helpees.

BIBLIOGRAPHY

I. Developmental Helping Model

Berenson, B.G. & Mitchell, K.M. Confrontation: For better or for worse. Amherst, Mass.: Human Resource Development Press, 1974.

Carkhuff, R.R. The art of helping III. Amherst, Mass.: Human Resource Development Press, 1977.

Carkhuff, R.R. The art of problem-solving. Amherst, Mass.: Human Resource Development Press, 1977.

Carkhuff, R.R. & Berenson, B.G. Beyond counseling and therapy. New York: Holt, Rinehart & Winston, 1967.

Egan, G. Interpersonal living: A skills/contract approach to human-relations training in groups. Monterey, Calif.: Brooks/Cole Publishing Co., 1976.

Egan, G. The skilled helper: A model for systematic helping and interpersonal relating. Monterey, Calif.: Brooks/Cole Publishing Co., 1975.

Kurtz, R.R. & Jones, J.E. Confrontation: Types, conditions and outcomes. In W. Pfeifer and J. Jones (Eds.), The 1973 annual handbook for group facilitators. San Diego, Calif.: University Associates, 135-138.

Means, B.L. Levels of empathic response. Personnel and Guidance Journal, 1973, 52, 23-28.

Rogers, C.R. Empathic: An unappreciated way of being. The Counseling Psychologist, 1975, 5, 2-10.

Rogers, C.R. The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology, 1957, 22, 95-103.

Truax, C.G. & Carkhuff, R.R. Toward effective counseling and psychotherapy. Chicago: Aldine, 1967.

Turock, A. Effective challenging through additive empathy. Personnel and Guidance Journal, 1978, 57, 144-149.

Turock, A. Exchanging feedback: Benefits of disciplined skill usuage. Unpublished manuscript, 1978.

Turock, A. Concreteness: Getting at specifics in client problems. American Mental Health Counselors Association Journal, 1979, in press.

II. Training Model

Calia, V.F. Systematic human relations training: Appraisal and status. Counselor Education and Supervision, 1974, 14, 85-9~

Carkhuff, R.R. The development and generalization of a systematic resource training model. Journal of Research and Development in Higher Education, 1976, 4, 3-16.

Carkhuff, R.R. Trainer's guide: The art of helping. Amherst: Human Resource Development Press, 1975.

Carkhuff, R.R. New directions in training for the helping professions: Toward a technology for human and community resource development. The Counseling Psychologist, 1972, 3, 12-30.

Carkhuff, R.R. Helping and human relations, Vol. I: Selection and training. New York: Holt, Rinehart & Winston, 1969.

Egan, G. Interpersonal living: A skills/contract approach to human relations training in groups. Monterey, Calif.: Brooks/Cole, 1976.

Egan, G. A two-phase approach to human relations training. In J. Jones & W. Pfeiffer (Eds.), The 1973 annual handbook for group facilitators. San Diego, Calif.: University Associates Press, 1973. p.p.

Goldstein, A.P., Sprafkin, R.P. & Gershaw, N.J. Skill training for community living: Applying structured learning therapy. New York: Pergamon Press/Structured Learning Associates, 1976

Gordon, T. Parent effectiveness training. New York: Wyden, 1970.

Ivey, A.E. Intentionality: A process-outcome view of behavioral psychology. The Counseling Psychologist, 1969, 1, 56-60.

Ivey, A.E. Microcounseling: Innovations in interviewing trainin Springfield, Ill.: Charles E. Thomas, 1971.

Ivey, A.E. Microcounseling and media therapy: The state of the art. Counselor Education and Supervision, 1974, 13, 172-183.

Jacobs, B.A., Buschman, R.K. et al. Counselor training: Short-term client systems (manual for trainers). Arlington, Va.: National Drug Abuse Center for Training and Resource Development, 1975.

Kagan, N Interpersonal process recall: A method of influencing human interaction. East Lansing: Michigan State University, 1975. (Available by author/title from Mason Media, Box C, Mason Mich., 48854)

Kagan, N Influencing human interaction - Eleven years of IPR. The Canadian Counselor, 1975, 9, 74-97.

Mahon, B.R. & Altmann, H.A. Skill training: Cautions and recommendations. Counselor Education and Supervision, 1977, 17, 4 ~50

Miller, S. Nunnally, E.W., and Wackman, D.B. Alive and awar
    Minneapolis, Minn.: Interpersonal Communication Program,
    1975.

Danish, S.J. and Hauer, A.E. Helping skills: A basic trair
    program. New York: Behavioral Publications, 1973.

Danish, S.J. and D'Augelli, A.R. Rationale and implementati
    of a training program for paraprofessionals. Profession;
    Psychology, 1976, 1, 38-46.