

Chapter Five

The Helping Interview: Skills, Process, and Case Management

Learning Objectives

- LO 1: Learn how to create an effective helping environment
- LO 2: Examine a wide range of counseling techniques used for clients
- LO 3: Discover the stages of the helping relationship
- LO 4: Learn about the many aspects of case management and its importance to the helping relationship
- LO 5: Examine a number of ethical and professional issues, such as where is one's primary obligation— to client, agency, or to society; confidentiality of records; and security of case notes
- LO 6: Understand that the effective human service professional constantly seeks feedback from others

It Is Not Enough to Be a Good Listener

- ✧ One is not born with the ability to counsel; helping skills can and must be learned, and time, practice, and training will improve your skills
- ✧ Practicing these skills may be sensitive and awkward
- ✧ Think of this training as an ongoing journey, not a destination; No one ever “gets there”

Creating the Helping Environment

✧ **The office environment**

- ✧ The arrangement of the office can communicate welcoming messages and elicit positivity
- ✧ Lighting, seating, avoiding unnecessary obstructions

✧ **Personal characteristics of the helper from Chapter 1:**

- ✧ Relationship building; empathy; genuineness; acceptance; cognitive complexity; wellness; competence; and cross-cultural sensitivity

✧ **The importance of nonverbal behavior**

- ✧ Mehrabian: 7% words, 38% voice intonation, 55% body language
- ✧ Posture, eye contact, tone of voice, personal space, touch, other?
- ✧ Cross-cultural differences must be taken into consideration

Counseling Techniques (slide 1 of 7)

Listening Skills

“Effective listening helps to build trust, convinces the client you understand him or her, encourages the client to reflect on what he or she has just said, ensures that you are on track with your understanding of the client, and can facilitate gathering information from your client.” (p. 103)

- ✧ Do Reflection Exercise 5.2 “Listen to Me”
- ✧ Do Activity 5.1—Hindrances to Effective listening
- ✧ List of barriers to effective listening (pp. 103-104)

Counseling Techniques (slide 2 of 7)

Empathy

- ✧ Rogers definition: “to perceive the internal frame of reference of another with accuracy and with the emotional components and meanings which pertain thereto as if one were the person”
- ✧ The Carkhuff Scale to measure empathy
 - ✧ Moves from detracting from what a person is saying (levels 1 and 2) to adding meaning to a person’s outward expressions (levels 4 and 5)
- ✧ Different from active listening and reflection of feelings

Counseling Techniques (slide 3 of 7)

- ✧ **Silence** — a powerful tool that allows
 - ✧ Clients to reflect on what they said
 - ✧ Helpers to process what has been said and formulate an appropriate response

- ✧ **Affirmation** reinforces a client's existing way of being and helps the client feel supported and worthwhile.

- ✧ **Encouragement** reinforces a client's ability to perform a task and helps to build self-worth and self-esteem.

Counseling Techniques (slide 4 of 7)

✧ **Modeling**

- ✧ Subtle modeling — the client learns new ways to interact with others as a by-product of the helping relationship
- ✧ Intentional modeling — deliberate assistance to establish new behaviors

✧ **Self-disclosure**

- ✧ Do very carefully, if at all
- ✧ Rule of thumb: if it feels good to self-disclose, don't— you're probably doing it for you needs

Counseling Techniques (slide 5 of 7)

Use of questions

- ✧ Which questions are useful and which questions are harmful?
 - ✧ *Open questions vs closed questions*
 - ✧ *Tentative questions* (almost like an empathic response)
 - ✧ *Solution-based questions*
 - ✧ Preferred goals questions
 - ✧ Evaluative questions
 - ✧ Coping questions
 - ✧ Exception-seeking questions
 - ✧ Solution-oriented questions
- ✧ *Why questions*: Make people defensive. When might they be helpful?
 - ✧ Try substituting “what” or “how” for “why” questions

Counseling Techniques (slide 6 of 7)

✧ Offering Alternatives, Information Giving, and Advice Giving

✧ *Offering Alternatives* — helper offers several solutions to the client. Least destructive because the helper is not an expert; the client feels in control; avoid being prescriptive

✧ *Information Giving* — helper gives the client information to facilitate understanding. Often comes across as judgmental; client feels dependent on the helper

✧ *Advice Giving* — helper acts as the expert. Client sometimes feels dependent as if he or she must follow the advice

Counseling Techniques (slide 7 of 7)

✧ **Confrontation: Support with Challenge**

- ✧ Not about yelling or telling other people what to do
- ✧ Types: higher-level empathy, suggesting alternatives, pointing out discrepancies

✧ **Collaboration**

- ✧ Shows clients you respect their opinions
- ✧ Feedback from the client about progress and willingness to hear criticism
- ✧ Willingness to adjust the direction of the helping relationship
- ✧ Summarize what has been discussed so far

The Stages of the Helping Relationship

Stage 1: Building Rapport and Trust

- ✧ Professional Disclose Statement

 - ✧ See list on p. 115

- ✧ Informed consent

Stage 2: Problem Identification

Stage 3: Deepening Understanding and Goal Setting

Stage 4: Work

Stage 5: Closure

Case Management (slide 1 of 2)

- ✧ **Treatment planning:** Accurate assessment of clients

- ✧ **Diagnosis**
 - ✧ DSM-5 is the most widespread diagnostic classification system

- ✧ **Psychotropic medications:** antipsychotics, mood stabilizing drugs, antidepressants, antianxiety agents, stimulants.

- ✧ **Case report writing**
 - ✧ Used in course to show adequate client care has taken place
 - ✧ For case conceptualization
 - ✧ To determine if progress has been made
 - ✧ Useful when obtaining supervision
 - ✧ Help remember what was said
 - ✧ Used by insurance companies and government agencies to approve treatment being given to client
 - ✧ Used to show accountability
 - ✧ Commonly uses the SOAP format

Case Management (slide 2 of 2)

- ✧ **Managing and documenting client contact hours**
- ✧ **Monitoring, evaluating, and documenting progress toward client goals**
- ✧ **Making referrals**
 - ✧ Discuss with client what would happen if a referral is needed
 - ✧ Discuss the reasons for making a referral and obtain client's approval
 - ✧ Obtain in writing permission to discuss with the person the client is being referred to
 - ✧ Monitor client's progress with other professional
 - ✧ Ensure confidentiality in referral process
- ✧ **Follow up**
- ✧ **Time management**

Ethical, Professional, and Legal Issues

- ✧ **Primary Obligation: Client, Agency, or Society?**
 - ✧ Read scenario, middle of p. 122...Where is your responsibility?
 - ✧ Discuss Tarasoff case, Reflection Exercise 5.4...Where is your responsibility?

- ✧ **Confidentiality of Records and Clients' Rights to View Their Records**
 - ✧ Clients generally have a right to view their records
 - ✧ Clients probably don't have the right to see case notes (notes to jog your memory about what you talked about)
 - ✧ Laws that support their rights to view all other records besides case notes:
 - ✧ HIPAA
 - ✧ Freedom of Information Act
 - ✧ FERPA
 - ✧ Privileged communication: HS professionals rarely have this
 - ✧ Parents generally have a right to view the records of their children
 - ✧ Before you share records with clients, ascertain why they want to see them
 - ✧ Keep case notes in a secure place—locked cabinets, password protected computers

The Effective Human Service Professional

- ✧ Welcomes feedback
- ✧ Is willing to try out new approaches
- ✧ Seeks supervision and consultation with experts

Summary

- ✧ Creating a conducive environment
- ✧ The foundations of good helping skills
- ✧ The stages of the helping relationship
- ✧ Case management
- ✧ Ethical, professional, and legal issues