

Lab 11: Integration of Exploration and Insight Skills

You are ready to integrate exploration and insight skills. In this lab, you will meet with a volunteer client. You will first use exploration skills to help the client explore and use both exploration and insight skills to help the client gain insight.

Goal: For helpers to integrate exploration and insight skills.

Exercise 1: Helping Interchange

Helper's and Client's Tasks During the Helping Exchange

1. Each helper will pair up with a volunteer client whom they do not know.
2. Helpers bring copies of the following forms to the session: The Session Review Form (Web Form A), the Helper Intentions List (Web Form D), and Client Reactions System (Web Form G). The observer brings the Supervisor Rating Form (Web Form B).
3. Helpers bring an audio- or videotape recorder (tested ahead of time to ensure that it works) and a tape. They turn the recorder on at the beginning of the session.
4. Helpers introduce themselves and remind clients that whatever they say is confidential (except if the client intends to harm self or others, or if childhood abuse is revealed). Helpers also indicate exactly who will be observing or listening to the session (e.g., peer, supervisor).
5. Each helper conducts a 40-minute session with a client, being as helpful as possible. Use exploration skills to help the client explore for about 20 minutes, and then move to combining exploration and insight skills to help the client gain insight for about 20 minutes.

Watch the client's reactions to each of your interventions and modify subsequent interventions when appropriate.

6. Watch the time carefully. About 5 minutes before the time is up, let the client know that you need to stop soon. Spend the remaining time asking the client about what they liked most and least about the session. When the time is up, say something like, "We need to stop now. Thank you for helping me practice my helping skills."

Supervisor's Tasks During Session

Supervisors use the Supervisor Rating Form (Web Form B) to record their observations and evaluations.

Postsession

1. After the session, the helper goes over the tape with the client. (Review of a 40-minute session takes about 90 minutes. Alternatively, helpers might just review 10 minutes of each stage.) Helpers stop the tape after each helper intervention (except minimal acknowledgments such as "um-hmm" and "yeah") and write the key words on the Session Review Form (Web Form A) so the exact spot on the tape can be located later for transcribing the session.
2. Helpers rate the helpfulness of the intervention and write down the numbers (from the Helper Intentions List, Web Form D) of up to three intentions that they had for the intervention, responding according to how they felt during the session rather than when listening to the tape of the session. Use the whole range of the helpfulness scale and as many categories as

possible on the Helper Intentions List. Do not complete these ratings collaboratively with clients.

3. Clients rate the helpfulness of each intervention and write down the numbers of up to three reactions (from the Client Reactions System, Web Form G). Clients respond according to how they felt during the session rather than how they feel listening to the tape and use the whole range of the helpfulness scale and as many categories as possible on the Client Reactions System (remember that helpers learn more from honest feedback than from "nice" statements that are not genuine). Clients should not collaborate with helpers in doing the ratings.
4. Helpers and clients write down the most and least helpful event in the session.
5. The supervisor gives feedback to the helper.
6. Helpers type a transcript of their 40-minute session (see Web Form C), skipping minimal utterances such as "okay," "you know," "er," "uh."
 - a. Divide the helper speech into response units (see Web Form F).
 - b. Using the Helping Skills System (Web Form E), determine which skill was used for each response unit (grammatical sentence) in your transcript.
 - c. Indicate on the transcript what you would say differently for each intervention if you could do it again.
 - d. Erase the tape. Make sure no identifying information is on the transcript.

Exercise 2: Watching the Insight Stage in the DVD

The leader plays the insight stage portion of the DVD that accompanies this book, *Helping Skills in Practice: A Three-Stage Model*. After all the participants have viewed this portion of the

DVD, the leader facilitates a discussion about what was helpful and not helpful. The leader also asks students to think about what they have learned about the client and her dynamics.

Personal Reflections

- What are your strengths in the insight stage?
- What do you still need to work on?