

## **Lab 13: Integrating the Exploration, Insight, and Action Skills**

### **Exercise 1: Integration of Exploration, Insight, and Action Skills**

*Goal:* For helpers to participate in a 50-minute helping session using all of the helping skills. In this lab, you meet with a client and first use exploration skills to help the client explore. Next, you use exploration and insight skills to facilitate the client gaining insight. Then you use exploration and action skills to assist the client in deciding what type of action to take.

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

1. Each helper should be paired with a volunteer client whom they do not know.
2. Helpers should bring the following forms with them to the session: the Session Review Form (Web Form A), Helper Intentions List (Web Form D), Client Reactions System (Web Form G), Session Process and Outcome Measures (Web Form I), and Self-Awareness and Management Strategies Survey (Web Form J). Supervisors bring the Supervisor Rating Form (Web Form B).
3. Helpers should bring an audio- or videotape recorder (tested ahead of time to ensure that it works) and a tape. They should turn the recorder on at the beginning of the session.
4. Helpers should introduce themselves and remind clients that everything they say will be kept confidential. Helpers should indicate exactly who will be listening to the session (e.g., peer, supervisor).
5. Each helper should conduct a 50-minute session (about 20 minutes of exploration, 15 minutes of insight, 15 minutes of action) with the client. Be as helpful to your client as

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

6. Watch your time carefully. About two minutes before the end of the session, let the client know you need to stop soon (e.g., "We need to stop soon. Did you have any reactions to the session?")

### *Supervisor's Tasks During Session*

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

### *Postsession*

1. Both helper and client complete the Session Process and Outcome Measures (Web Form I); helper also completes the Self-Awareness and Management Strategies Survey (Web Form J).
2. After the session, each helper reviews the tape with his or her client (review of a 50-minute session takes about 90–120 minutes); alternatively, helpers might just review ten minutes of each stage. Helpers should stop the tape after each helper intervention (except minimal acknowledgments such as "um-hmm," and "yeah"). Helpers should *write* down the key words on the Session Review Form (Web Form A) to enable locating the exact spot on the tape later.
3. Helpers rate the helpfulness of each intervention and write down the numbers of up to three intentions for that 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 intentions as possible. Do not collaborate with the client in completing ratings.

4. Clients rate the helpfulness of each intervention and write down the numbers of up to three reactions, circling any reactions that they hid from helpers during the session. Clients should respond according to how they felt during session rather than how they feel listening to the tape of the session. Use the whole range of the Helpfulness Scale and as many categories as possible on the reactions system. Do not collaborate with helpers in doing the ratings.
5. Helpers and clients write down the most and least helpful event.
6. Supervisors give feedback to helpers based on the Supervisor Rating Form (Web Form B).
7. Helpers should type a transcript of their session. Skip minimal utterances such as “okay,” “you know,” “er,” and “uh.”
  - a. Divide the helper speech into response units
  - b. Using the Helping Skills System (Web Form E) determine which skill was used for each response unit in your transcript.
  - c. Indicate what you would say if you could do each intervention again.
  - d. Erase the tape. Make sure the transcript has no identifying information.

### Exercise 2: Conceptualizing Clients

*Goal:* To teach helpers about how to conceptualize clients and to think more about the timing of interventions.

This lab is meant for advanced students who are seeing “real” clients. Within a classroom setting of five to ten students, one student should role-play a client that he or she is seeing. The student

who is doing the role-playing should provide a very brief description of the client (age, gender, occupation, involvement in relationship with significant other, presenting problem); the rest will be learned through the role-play. Another student should begin taking the role of the helper doing the exploration stage. Other students can take over the role of helper whenever necessary to continue the exploration.

When the leader determines that enough exploration has occurred (about 10-15 minutes), he or she can stop the process and ask the students to conceptualize the client's problems. They can talk about what they have learned so far about the client and what they do not know.

All the students can take turns being helpers and try using challenge, interpretation, self-disclosure, or immediacy. Each helper can interact with the client for two or three exchanges to see how the interaction works. The "client" should stay in the role and refrain from talking about interventions that he or she used with the real client or providing more information about the real client.

When the leader determines that an adequate amount of time has been spent in the insight stage, she or he can stop the process and ask the students to conceptualize the client's problems again. Helpers can discuss what they have learned through the insight stage. Helpers can talk about the theories that they think best explain how the client developed and maintains his or her problems. Furthermore, the leader can ask helpers to share what feelings and reactions were evoked in them by the client (e.g., boredom, anger, irritation, sexual attraction, deep empathy). Helpers can then turn their attention to discussing the action stage. Do they think the client is ready for action? If not, why not? What else needs to be done? If yes, what actions might be appropriate? How could the helper implement the desired interventions?

Again, one helper can begin the action stage with the “client,” going through the steps outlined in Chapter 15 for one of the types of action. Other helpers can take over when the helper needs assistance.

### *Processing the Exchange*

The “client” can talk about what the experience was like and about what he or she learned that will help in working with the real client.

### Exercise 3: Watching the Action Stage in the DVD

The leader plays the action 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 about client dynamics and the possibility of other action strategies.

### Personal Reflections

- What did you learn about yourself in this session as compared with the other sessions you did during the course?
- What problems did you have getting the client to think about action?
- Were you able to move smoothly from exploration to insight to action?
- What are your strengths and weaknesses in terms of conceptualizing clients?
- What specific issues tend to “hook” you most and make it difficult for you to respond objectively to clients (e.g., hostility, sexuality, passivity, dependency)?