

## **Lab 2: Initial Session**

*Goal:* To get a baseline of what skills are used in a 20-minute session prior to training. Having this baseline will allow students to examine changes over the course of training.

### *Helper's and Client's Tasks during the Helping Interchange*

1. Students take turns being helper, client, and observer for 20-minute sessions.
2. Helpers bring copies of the Session Review Form (Web Form A), Helper Intentions List (Web Form D), Client Reactions System (Web Form G), and Session Process and Outcome Measures (Web Form I) to the session. Observers bring copies of the Supervisor Rating Form (Web Form B).
3. Helpers bring an audio- or videotape recorder (tested ahead of time to ensure it works) and a tape and turn the recorder on at the beginning of the session.
4. Helpers introduce themselves and assure clients of confidentiality.
5. Each helper conducts a 20-minute session with his or her client, being as helpful as possible. Clients talk about an easy topic (See Exhibit 1.1 in Chapter 1). Observers record what they thought was the most and least helpful thing the helper did.
6. While watching the session, the observer completes the Supervisor Rating Form.
7. Helper and client complete the Session Process and Outcome Measures.
8. The observer and client give feedback to the helper.

### *Helper's and Client's Tasks during the Post-session Review of the Tape*

1. After the session, the helper and client review the tape (takes about 40–60 minutes). Helpers stop the tape after each helper intervention (except minimal utterances such as "um-hmm")

and "yeah") and write the key words on the Session Review Form (so the exact spot on the tape can be located later for transcribing the session).

2. Helpers rate the helpfulness and record the numbers of up to three intentions (using the Helper Intentions List) for each intervention, responding according to how they felt *during* the session rather than while listening to the tape. Helpers should try to use the whole range of the helpfulness scale and as many intentions as possible. Do not complete these ratings in collaboration with clients.
3. Clients rate the helpfulness of each intervention and record the numbers of up to three reactions, responding according to how they felt *during* the session. Clients should try to use the whole range of the helpfulness scale and as many reactions as possible (helpers learn more from honest feedback than from "nice" statements that are not genuine). Clients should not collaborate with helpers in doing the ratings.

### *Lab Report*

1. Helpers should type a transcript of their 20-minute session (see the sample transcript in Web Form C). Skip minimal utterances (e.g., "okay," "you know," "er," "uh").
2. Divide the helper speech into response units (see Web Form F).
3. Using the Helping Skills System (Web Form E), determine which skill was used for each response unit (i.e., grammatical sentence) in your transcript.
4. Erase the tape. Make sure no identifying information is on the transcript.
5. Compare the helper and client scores on the Helping Skills Measure, Relationship Scale, and Session Evaluation Scale with those of other students (see Web Form I; Session Process and Outcome Measures), where all these measures are included.

### Personal Reflections

- What did you learn about yourself from this experience?
- What was it like for you to be a helper?
- What was it like for you to be a client?