

## **Lab 7: Integration of Exploration Skills**

*Goal:* For helpers to have an opportunity to integrate the skills of the exploration stage.

### **Exercise 1: Helping Exchange**

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

1. Each helper pairs up with a volunteer client selected from outside the class.
2. Helpers bring the necessary forms with them to the session: 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 bring an audio- or videotape recorder (tested ahead of time to ensure it works) and a tape. They turn on the recorder at the beginning of the session.
4. Helpers introduce themselves, inform clients about confidentiality, and indicate whether sessions will be recorded and observed.
5. Each helper conducts a 20-minute session with a client who talks about any easy topic (see Exhibit 1.1). The helper should be as helpful as possible, using all the exploration skills. Watch for the client's reactions to each of your interventions and modify subsequent interventions when appropriate.
6. Watch the time carefully. About 2 minutes before the end of the session, let the client know that time is almost up. At the end, let the client know when time is up by saying something like, "We need to stop now. Thank you for helping me practice my helping skills."

### *Supervisor's Tasks During the Session*

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

### *Postsession*

1. Both helper and client complete the Session Process and Outcome Measures (Web Form I). Each helper also completes the Self-Awareness and Management Strategies Survey (Web Form J).
2. After the session, each helper reviews the tape with the client (review of a 20-minute session takes about 40 to 60 minutes). Helpers stop the tape after each intervention (except minimal acknowledgments such as “um-hmm” and “yeah”). Helpers write down the key words on the Session Review Form (Web Form A) so the exact spot on the tape can be located later for transcription.
3. Helpers rate the helpfulness of the intervention and record the numbers of up to three intentions (responding according to how they felt *during* the session). Use the whole range of the helpfulness scale and as many categories as possible on the intentions list. Do not complete these ratings collaboratively with clients.
4. 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 use the whole range of the helpfulness scale and as many categories as possible on the reactions system (helpers learn more from honest feedback than from “nice” statements that are not genuine). Do not collaborate with helpers to complete the ratings.
5. Helpers and clients record the most helpful and least helpful event in the session.

6. Supervisors give feedback to helpers based on the Supervisor Rating Form (Web Form B).

### *Lab Report*

1. Helpers should type a transcript of their 20-minute session (see the sample in Web Form C).  
Skip minimal utterances such as “okay,” “you know,” “er,” and “uh.”
2. Divide the helper speech into response units (essentially grammatical sentences), using the directions provided in Web Form F.
3. Using the Helping Skills System (see Web Form E), determine which skill was used for each response unit (grammatical sentence) in your transcript.
4. Indicate on the transcript which different words you would use for each intervention if you could do it again. Use the Helping Skills System (Web Form E) to indicate which skill fits for each response unit of what you would say differently.
5. Erase the tape. Make sure no identifying information is on the transcript.
6. Compare the skills used in this session with the skills in the initial session (Lab 2).
7. Compare the helper and client scores on the Session Process and Outcome Measures and the Self-Awareness and Management Strategies Survey to those of other students (see Web Forms I and J).

### Exercise 2: Watching the Exploration Stage in the DVD

The leader plays the exploration 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, and about conceptualizing the client.

### Personal Reflections

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