

Part I: Overview

Chapter 1: Introduction to Helping

This chapter sets the stage for the textbook by defining helping and what it means to be a helper, as well as explaining facilitative and problematic aspects of helping. It also raises important questions about the efficacy of psychotherapy. Hill describes the three necessary components of being an effective helper: knowing how to properly implement helping skills, self-awareness, and a facilitative attitude. She also reviews the learning process for becoming a helper, emphasizing the importance of practicing the helping skills, and offers helpful advice for preparing to effectively engage in the lab portion of a helping skills class. Hill concludes by discussing the ethical responsibilities mental health professionals, including six basic ethical principles that are common across ethics codes: autonomy, beneficence, nonmaleficence, justice, fidelity, and veracity.

Chapter 2: A Model of the Helping Process

Hill begins this chapter by describing her theory of personality development and change. Then, she discusses variables that contribute to the helping process, including helper, client, and relationship variables. She provides an overview of the entire helping process and highlights the three stages of her helping skills model: exploration, insight, and action. She describes how these stages are interconnected and nonlinear in nature. This is followed by a description of the moment-by-moment interactional sequence between helper and client, including the helper's intentions and helping skills, the client's reactions and behavior, and the helper's reassessment. Hill addresses events that occur in between helping sessions, as well as outcomes of helping.

Chapter 3: Self-Awareness

In Chapter 3, Hill defines self-awareness and explores different types of self-awareness, including self-knowledge and self-insight. The chapter begins with a focus on helper characteristics, motivations for wanting to be a helper, and potential biases as a helper. Next, Hill proposes both in-session and out-of-session strategies to increase self-knowledge and self-insight. The chapter concludes with an exercise to promote self-awareness through visualization of different helping scenarios. Hill encourages helpers to use their inner experiences as a tool for understanding what is happening during helping sessions.

Chapter 4: Cultural Awareness

In this chapter, Hill defines culture and discusses different dimensions of individual and group cultural identities. The chapter then turns to an explanation of cultural issues that can emerge in the helping process, including microaggressions, lack of cultural knowledge, power differentials, and cultural differences. Hill explores what conversations about cultural differences can look like and provides a model for disclosing majority and minority status. The chapter continues with a discussion of ethical behavior related to culture and helping. Hill addresses how one can integrate cultural competence, cultural humility, and critical consciousness into their helping style. Next, she points to difficulties helpers have related to cultural issues and suggestions for

working through them. As a model for exploring cultural self-awareness, Hill describes her own cultural background and the influence it has on her as a helper.

Part II: Exploration Stage

Chapter 5: Overview of the Exploration Stage

This chapter begins by covering the theoretical foundation for the exploration stage: Carl Rogers's client-centered theory. Hill explains Rogers's necessary and sufficient conditions for change to occur within the therapeutic process then connects client-centered theory with the helping skills model, clarifying where they intersect and diverge. The chapter concludes by reviewing the goals of the exploration stage, including developing a relationship, attending and listening, learning about clients, and facilitating exploration of thoughts and emotions. Hill also explains the rationale for each goal. The chapter summarizes the goals and skills of the exploration stage in Exhibit 5.1 (p. 99).

Chapter 6: Skills for Providing Support

Chapter 6 addresses the mostly nonverbal communication skills that are vital for an effective helping session. Hill begins by explaining attending and listening, as well as cultural rules for nonverbal communication. She emphasizes the importance of not judging clients using your own cultural standards and to adapt your style to fit clients' nonverbal styles. The chapter continues with a discussion of nonverbal behaviors that facilitate attending, including kinesics, eye contact, facial expressions, head nods, body posture and movement, and proxemics. Next, Hill addresses paraverbal behaviors that facilitate attending, including tone of voice and grammatical style. The chapter concludes by explaining minimal encouragers, approval–reassurance, and disclosures of similarities, three skills that verbally communicate support and reassurance. Hill advises beginning helpers to “be natural but professional” in sessions and provides initial guidance for coping with in-session anxiety.

Chapter 7: Skills for Exploring Nonaffective Content, Thoughts, Narratives, and Stories

In this chapter, Hill describes the importance of exploration and teaches skills to facilitate exploration of nonaffective content. The chapter begins with restatements, a skill used to paraphrase the nonaffective content or meaning of a client's statements. Hill guides the reader in how to restate, provides suggestions of ways to introduce restatements, and presents examples. She then touches on difficulties helpers may experience in giving restatements, such as being overly repetitive, and offers tips to combat these potential obstacles. The chapter then turns to open questions and probes for thoughts, which are skills used to encourage exploration without a specific answer in mind. Hill offers guidance for using open questions and probes for thoughts, with helpful generic questions to get you started. Lastly, Hill addresses the difference between open and closed questions. She explains the appropriate yet minimal use of closed questions and encouragers helps helpers to transform closed questions into open questions or probes when possible.

Chapter 8: Skills for Exploring Feelings

This chapter explains the purpose of exploring feelings and describes how to implement skills that help facilitate exploration of feelings. Hill discusses the important role that emotions play in helping us understand our internal experience and thus decide how to react. She considers cultural factors that are important when working with feelings, including salient differences in expressing and valuing emotions. Next, Hill introduces reflection of feelings, a statement that explicitly labels the client's feelings. Hill guides the reader in how to reflect feelings, providing potential formats for the skill and suggestions for helpers to utilize it effectively. Then she explains disclosure of feelings, a skill that helpers can use to reveal feelings that the helper has had or might have in a similar situation as the client. Lastly, Hill turns to open questions and probes for feelings, which ask clients to clarify or explore feelings in an open and reflective manner. The chapter includes a list of emotion words (Exhibit 8.2, pp. 161–164) to help you familiarize yourself with a variety of words that can be used to identify clients' positive and negative emotions.

Chapter 9: Integrating the Skills of the Exploration Stage

In Chapter 9, Hill brings the exploration skills together and presents them in a way that you can tailor to each individual client. The chapter begins with guidelines for case conceptualization, a critical part of the helping process in which helpers try to understand their clients' problems and how to resolve them. Hill presents sample case conceptualization that she returns to in Chapters 14 and 17, which review the insight and action stages. Next, she discusses how to choose goals and intentions to facilitate exploration, as well as skills to match those goals and intentions. She continues with a discussion of how to implement the exploration stage skills in practice sessions with volunteer clients. For example, Hill explains how to prepare for and begin a session, facilitate exploration, then end the session. Hill also addresses how to deal with difficult clinical situations, such as overly talkative clients, overly quiet clients, and client questions. The chapter concludes with an explanation of challenges helpers face in the exploration stage as well as coping strategies. This chapter also includes an extensive example of the exploration stage with dialogue between a client and a helper in which specific helping skills are identified and explained.

Part III: Insight Stage

Chapter 10: Overview of the Insight Stage

Chapter 10 begins by defining insight, distinguishing between intellectual and emotional insight, and providing a rationale for cultivating insight in the helping process. Hill writes about possible markers that indicate client readiness, or lack thereof, for insight. The discussion then turns to psychoanalytic, attachment, and existential theories, the theoretical background for the insight stage. Hill describes the relationship between these theories and the three-stage helping skills model. She then summarizes the three main goals of the insight stage: challenging clients to foster awareness, facilitating insight, and processing the therapeutic relationship. Exhibit 10.2 (p. 221) provides a helpful overview the helping skills that can facilitate these goals.

Chapter 11: Skills for Fostering Awareness

This chapter introduces the skill of challenging, through which the helper points out maladaptive thoughts, feelings or behaviors so that clients can become more self-aware. As a precursor to insight, awareness helps clients recognize their behavior and ultimately leads to understanding and change. Hill explains the rationale for challenging clients and the theoretical perspectives on using challenges, including reducing incongruities, helping clients accept themselves, demonstrating clients' resistance, fostering integration, and facilitating effective coping. Next, Hill explains markers of readiness for challenges to assist helpers in determining their timing for when to challenge. The bulk of the chapter focuses on different types of challenges, including challenging discrepancies, challenging irrational thoughts, two-chair work, humor, silence, encouraging clients to take responsibility by changing language, and challenging through questions. Hill provides guidelines for how to challenge discrepancies so that clients feel supported rather than attacked, and she recommends templates that beginner helpers can use. She also covers general guidelines for all challenges, including considerations of timing, culture, transference, and client reactions. After providing an example of using challenges in therapy, Hill addresses difficulties helpers encounter and strategies for addressing them.

Chapter 12: Interpretive Skills

In this chapter, Hill teaches three skills helpers can use to facilitate the interpretive process: open questions and probes for insight, interpretations, and disclosures of insight. Open questions and probes for insight allow clients to explore deeper meanings for thoughts, feelings, or behaviors. The chapter provides examples formats of the skill as well as an example from a helping session. Interpretations go beyond what a client has overtly stated or recognized and present a new meaning, reason, or explanation for behaviors, thoughts, or feelings so that clients can see problems in a new way. Hill describes and provides examples of four types of interpretations, explains the rationale for giving interpretations from different theoretical perspectives, specifies sources of client data that helpers can use to develop interpretations, and covers difficulties helpers may encounter in using interpretations. The chapter concludes with a discussion of disclosures of insight, in which the helper reveals a personal experience in which they gained insight. Hill provides a rationale, explains how to disclose insight, shows an example from a helping session, and elucidates difficulties helpers may face in disclosing insight.

Chapter 13: Skills for Processing the Therapeutic Relationship

Chapter 13 addresses how helpers can work with clients to process the therapeutic relationship through the use of immediacy. This skill involves the helper inquiring about the client's feelings regarding the therapeutic relationship or disclosing how the helper feels about the client, themselves in relation to the client, or the therapeutic relationship. Hill defines immediacy, provides its theoretical underpinnings, and writes about the rationale for using this skill in sessions with clients. Next, she reviews client and helper markers that indicate the readiness and appropriateness to process the relationship. Hill covers four subtypes of immediacy: open questions and probes about the relationship, helper's statement of reactions to client, making the covert overt, and drawing parallels with outside relationships. Finally, Hill provides guidelines for being immediate, an example of how immediacy might be used in a session, difficulties helpers may face trying to use immediacy, and strategies helpers can use to mitigate these challenges.

Chapter 14: Integrating the Skills of the Insight Stage

In Chapter 14, Hill focuses on how to use all of the insight skills in a way that you can tailor to each individual client. The chapter begins with a discussion of case conceptualization in the insight stage, with a particular focus on noticing patterns, defenses, transference, and countertransference. Next, Hill turns to steps for implementing the skills: setting the stage, conceptualizing the client, facilitating insight, returning to exploration and following-up, and asking the client for their current understanding. She provides general guidelines for using the insight skills, as well as difficulties helpers may face and coping strategies. The chapter concludes with an extended example of the insight stage, with a client–helper dialogue in which skills and intentions are identified.

Part IV: Action Stage

Chapter 15: Overview of the Action Stage

Chapter 15 begins with a rationale for action, primarily that clients often seek help to change specific behaviors and taking action is crucial for consolidating new thinking patterns. Hill reviews potential deterrents to action, including the client not understanding the situation completely, lacking motivation, or having limited resources. Hill discusses possible markers that indicate client readiness for action and provides the theoretical background for action in cognitive and behavioral theories. The chapter continues with goals for the action stage and an overview of four types of action: relaxation, behavior change, behavioral rehearsal and assertiveness, and decision-making. Hill provides rationale, guidelines, and examples of the action stage skills: open questions and probes for insight, giving information, giving feedback, process advisement, direct guidance, and disclosure of strategies. Exhibit 15.1 (p. 329) features a useful overview of the goals, the types of action, and the skills of the insight stage.

Chapter 16: Steps for Working With Four Action Tasks

This chapter focuses on using the action skills to work on four action tasks: relaxation or mindfulness, behavior change, behavior rehearsal, and decision making. Hill begins with a rationale for the action tasks as well as a caution to use the steps as possible options rather than rigid requirements. Relaxation or mindfulness is especially helpful for clients who experience stress or anxiety. Hill walks through markers that indicate relaxation or mindfulness training could be helpful and presents potential steps for doing so. Behavior change can be useful when clients have specific behaviors they do too much, not enough, or inappropriately. Hill provides steps and examples for working on behavior change. Behavior rehearsal can help clients respond in more adaptive ways in interpersonal situations. Hill focuses on assertiveness training and provides steps and an example for working through this goal. Lastly, decision-making can help clients articulate options, explore their values, and evaluate options according to their values. Hill provides a model for working through major life decisions, along with clear steps and examples.

Chapter 17: Integrating the Skills of the Action Stage

Chapter 17 brings together the action stage skills and guides helpers in implementing the action stage. Hill first describes case conceptualization in the action stage, in which the helper's observations of the client are revised and a treatment plan to address specific behavioral problems is developed. She then discusses key principles for successfully implementing the action skills, including flexibility and creativity, awareness of the difficulties in changing, and integrating the action skills with specific behavioral tasks. Next, Hill describes the challenges that helpers and clients often encounter in the action stage, which include moving too quickly to action, not being supportive enough, inadequate case conceptualization, acting out on the helper's own needs, having difficulty implementing actions, misunderstandings and ruptures, and failing to attend to culture. She also offers coping strategies to address these challenges.

Part V: Integration

Chapter 18: Putting It All Together: Working with Clients in the Three-Stage Model

The final chapter discusses how to bring all the helping skills together to work in sessions with clients. Hill reminds the reader that there is no "right" way to implement the helping skills model as each helper has a different style and each client has different needs. The chapter outlines Hill's suggestions for conducting intake sessions, working between sessions, and managing subsequent sessions. Hill then provide guidelines for beginning sessions, developing a focus, the working phase, and ending sessions. She turns to termination—that is, ending therapy. Hill explains when and how to terminate and provides guidelines for referring or transferring clients. Next, she discusses how to work with difficult clients and clinical situations, including reluctance, resistance, anger, suicidal ideation, and sexual attraction. The chapter concludes with an elongated example of the three-stage helping skills model, consisting of a detailed client–helper dialogue in which various skills are identified and explained.