

Chapter 2: A Model of the Helping Process

1. The following factors influence personality development
 - a. Biological/genetic predispositions
 - b. Environment
 - c. Biological/genetic predispositions, environment, early experiences, and culture
 - d. Biological/genetic predispositions and environment
2. A helper's theoretical orientation is
 - a. Ideology about evolution and the creation of the world
 - b. Beliefs about how personality develops and how change occurs
 - c. A personality factor they were born with
 - d. How they understand the difference between helping a friend and helping a client
3. The action stage of the three-stage helping skills model
 - a. Focuses on change
 - b. Emphasizes the therapeutic relationship
 - c. Encourages the client to recognize defenses
 - d. Helps the client develop a cohesive narrative
4. Countertransference involves
 - a. Client distortions of the helper
 - b. Helper distortions of the client
 - c. Helper distortions of the supervisor
 - d. Client distortions of significant others
5. According to Prochaska, Norcross, and DiClemente (2005), clients are aware of and accept responsibility for their problems but have not yet actively decided to change in this stage of change
 - a. Precontemplation
 - b. Contemplation
 - c. Preparation
 - d. Action
6. Empathy means
 - a. Using an effective helping skill with a client
 - b. Feeling sorry for the client
 - c. Being gentle in how you approach the client
 - d. Genuinely caring about the client and nonjudgmentally accepting them
7. Unconditional positive regard involves
 - a. Accepting a person regardless of conditions
 - b. Feeling positively toward another
 - c. Maintaining an optimistic approach
 - d. Being kind
8. Skills of the insight stage include
 - a. Restatements and open questions/probes for thoughts
 - b. Challenges and immediacy
 - c. Process advisement and direct guidance
 - d. Disclosures of feelings and minimal encouragers
9. Transference involves
 - a. Client distortions of the helper

- b. Helper distortions of the client
 - c. An agreement on fees and scheduling
 - d. Setting therapeutic boundaries
10. Helping may not always be successful because
- a. We might not match well with our clients
 - b. Clients may experience external factors, unrelated to therapy
 - c. We might not be self-aware enough to recognize our mistakes
 - d. All of the above
11. In the action stage of change (Prochaska, Norcross, & DiClemente, 2005), clients
- a. Try to consolidate their changes and deal with lapses
 - b. Prepare themselves to begin the change process
 - c. Begin to modify their behaviors and their surroundings
 - d. Are unaware of the need to change
12. Our role as helpers is to
- a. Judge clients
 - b. Figure out how we can help our clients
 - c. Make our clients act and think like we do
 - d. B and C
13. The goal of the exploration stage is to
- a. Foster awareness
 - b. Facilitate insight into relationships
 - c. Facilitate clients in talking about their thoughts and feelings
 - d. Promote action
14. Compassion means
- a. Feeling aware of and open to suffering without judgment
 - b. Being empathic toward the client
 - c. Showing kindness to the client
 - d. Expressing sympathy
15. Helpers should attempt to be
- a. Eloquent and persuasive
 - b. Rigid and formal
 - c. Genuine and authentic
 - d. Deceptive and mysterious
16. According to Gelso and Carter (1985, 1994), the therapeutic relationship is made up of the following three parts:
- a. The working alliance, the real relationship, and the transference/countertransference configuration
 - b. The working alliance, the therapeutic alliance, and the transference/countertransference configuration
 - c. The real relationship, transference, and countertransference
 - d. The working alliance, transference, and countertransference
17. The three-stage model of helping is based on the following approach(es)
- a. Client-centered therapy
 - b. Psychodynamic therapy
 - c. Behavioral therapy
 - d. All of the above

18. The working alliance involves
 - a. Bond and agreement on goals
 - b. Bond and agreement on tasks
 - c. Bond, agreement on tasks, and agreement on goals
 - d. Agreement on tasks and agreement on goals
19. In between sessions
 - a. Helpers and clients sometimes form internal representations of each other
 - b. Helpers should not think about their clients
 - c. Clients should just live their lives and not think about therapy
 - d. Clients should focus on cognitions and behavior as opposed to emotions
20. When helpers formulate intentions, they should be
 - a. The same for every client
 - b. Consistent throughout the session
 - c. Responsive to client needs and reactions
 - d. Matched to only one helping skill