Chapter 9: Integrating the Skills of the Exploration Stage

1. Case conceptualization means
   1. Working with one client at a time so that you can be present and mindful
   2. Understanding your motivations for wanting to be a helper
   3. Trying to understand how the client’s problems came about and then deciding what to do to help them with those problems
   4. Acknowledging your hot buttons
2. If you are lost during a session, you should
   1. Center and refocus yourself
   2. Imagine what the client is feeling
   3. Use emotion regulation strategies
   4. All of the above
3. When working with overly talkative clients, helpers should
   1. Not interrupt
   2. Cautiously interrupt
   3. Let clients speak for 10 minutes before interrupting
   4. Interrupt quickly and frequently
4. One of the most important aspects of implementing the helping skills is
   1. Paying attention to the client’s reactions
   2. Not checking in with the client about their reactions
   3. Interrupting the client’s natural exploration process
   4. Being extremely active and directive
5. Helpers should take the following into consideration when conceptualizing the therapeutic relationship
   1. The client’s role in the relationship and the helper’s role in the relationship
   2. The client’s role in the relationship
   3. The helper’s role in the relationship
   4. Previous therapeutic relationships with other clients
6. When a client asks the helper a question, the helper should
   1. Promote the client’s curiosity as to why they asked the question
   2. Answer the question and quickly move on
   3. Actively evade answering the question
   4. Subtly evade answering the question
7. The most important aspect of a treatment plan in the exploration stage is to
   1. Help the client explore change
   2. Accept the client as they are
   3. Give the client behavioral advice
   4. Challenge the client to foster awareness
8. Practicing the helping skills
   1. Is only useful for beginning helpers
   2. Is consistently reported by students as the most helpful way to learn the skills
   3. Cannot be accomplished unless you are in a helping session
   4. Must be done in front of a supervisor or instructor
9. In a helping skills practice session
   1. There are no exceptions to confidentiality
   2. Helpers should not go in with a specific agenda
   3. Helpers should take notes
   4. Helpers should act as experts
10. When working with overly quiet clients, helpers should
    1. Try to assess why the client is being quiet
    2. Adjust to the client’s pace
    3. Let the client open up gradually
    4. All of the above
11. Sometimes the exploration stage can be challenging because
    1. The client is circling rather than exploring
    2. The helper has engaged in too much self-reflection
    3. The therapeutic relationship is too strong
    4. All of the above
12. In the exploration stage, all of the following are advised except
    1. Not giving too much or premature advice
    2. Attending to culture
    3. Being friends with the client
    4. Not asking too many closed questions
13. When it comes to your helping style
    1. You should fit your style precisely to the helping skills model
    2. Modify the skills to fit your style
    3. Modify your style to fit your client
    4. Both B and C
14. Helper self-reflection strategies may include all of the following except
    1. Personal therapy
    2. Supervision
    3. Journaling
    4. Talking out your feelings with your client
15. Self-talk
    1. Does not influence performance in helping sessions
    2. Can positively influence performance if it is positive self-talk
    3. Can negatively influence performance if it is positive self-talk
    4. Can positively influence performance if it is negative self-talk
16. In practice helping sessions, helpers should use
    1. A variety of exploration skills
    2. Exploration skills only
    3. Insight skills only
    4. Action skills only
17. Asking yourself “what would it be like to be the client” is
    1. Advised
    2. Inappropriate
    3. Not inappropriate, but not advised either
    4. Inappropriate, but sometimes advisable
18. Primary goals of the exploration stage include all of the following except
    1. Establishing a relationship
    2. Helping clients experience emotions
    3. Helping clients gain insight into their experiences
    4. Agreeing on goals and tasks
19. When ending the session, helpers might try to
    1. Bring up a new topic
    2. Summarize the session
    3. End the session abruptly
    4. Start exploring underlying reasons for client patterns
20. In developing observations of clients, helpers should consider all of the following except
    1. The client’s presenting problems
    2. The client’s appearance
    3. Their last client’s issues
    4. The client’s expectations for helping