

*Instructor's Resource Manual and Test Bank
for*

**The Professional Counselor:
A Process Guide to Helping
7th Edition**

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Introduction

This Instructor's Manual is written to accompany *The Professional Counselor: A Process Guide to Helping, 7th Edition* (2012). The purpose in writing this manual is to provide suggestions for organizing a course around the content of the text. You have some latitude in the type of course that you may wish to design for presentation of this content. One type of course would treat the material as a conceptual guide for how to conduct counseling. This would be presented more as a classroom-based course. The other type might be a laboratory course in which the various skills and interventions are rehearsed, critiqued, and practiced until competency is achieved. Many instructors, who have used earlier editions of the text, have designed a course that is a combination of classroom and laboratory presentations.

Our intent in writing this text is to provide students both with a conceptual map of what is involved in the counseling process, and a set of interventions they may use as they navigate that conceptual map. **Chapter One** sets the general parameters of the course, including factors that affect the nature of counseling and the effectiveness of the counselor. **Chapter Two** describes the communication skills that are foundational to the counseling process. **Chapter Three** conceptualizes counseling as a developmental process that begins with the relationship, moves through three action stages, and concludes with a plan for termination and follow-up. This and subsequent chapters also discuss the effect upon the client of specific material. **Chapters Four through Seven** are in depth examinations of the action stages. In each chapter we provide numerous examples from counseling cases that both illustrate and provide material for discussion of the particular activity in question.

Chapters Eight through Eleven are "intervention" chapters. Each addresses a specific category of counseling interventions, including affective, cognitive, behavioral, and concluding with systemic interventions. These chapters offer many opportunities for discussion as well as rehearsal. We find that students are particularly responsive to this content for it provides them with some understanding of the tools of counseling. Finally, **Chapter Twelve** returns to the final action stage, and provides both the rationale and strategies that are helpful in carrying out termination of counseling.

If the course you will be teaching is classroom-contained, you may still use exercises and demonstrations to illustrate the processes and interventions that are part of the counseling relationship. We have found that a classroom-based course might begin with a review of the assigned content, identification of concepts, discussion of the particular process(es) that might be involved, and then move into exercises. When doing an exercise, the triad model seems to be particularly effective. One person is the counselor, a second person is the client, and a third person is the observer (of course, you could also ask the entire class to be the feedback-observer. The observer assumes a non-participating role until the enactment is completed. Then the observer provides feedback, both to the counselor and client.

If you intend to teach a laboratory-type course, then you will need a setting in which students can practice, record, and review their performance with each of the interventions. The ideal physical arrangement for the laboratory includes a series of individual counseling rooms, each equipped with a two-way mirror, mounted closed circuit TV camera, and mounted multi-directional microphone. A control room which shares the two-way mirrors with the counseling rooms should include controls for the audio and video equipment, monitors indicating what video signal is being received from each counseling room, and A-V recorders for each counseling room. In addition to these facilities, an adjacent large group instruction room, equipped with video playback facilities, can be used by the class for instruction and discussion of lessons. Many students learn best when they can observe the skills being used by another counselor. We have added a new web-site (Video Resource Library on Counseling) which includes video samples of specific skills. This web-site is available through our publisher and instructions for accessing the site are included in the book. In addition, references to the American Counseling Association Ethical Code have been included when appropriate.

This manual is intended to be an aid to your construction of a meaningful course. Discussion questions, exercises, and web resources are included for each chapter, and they may be tailored as you deem fit. This manual may be a point of departure, an outline that you may use to structure your own ideas and exercises.

Harold Hackney
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Chapter 1

The Context for Counseling

The major goal of Chapter One is to provide a context for studying the counseling process. Beginning with an examination of the philosophical, theoretical, and cultural origins of the act of helping, the first chapter also examines the characteristics or qualities of a counseling relationship that make it different from other forms of relationship. This discussion should provoke questions about the necessity for a *theory*, or the role that *culture* plays in different relationships. In addition, the student may wish to examine her/his own philosophical assumptions about human nature, or her/his cultural assumptions about self and others. These properties define the context in which counseling may occur.

Class Discussion: The Context for Counseling

1. When we use the term *professional counseling*, what are we trying to communicate about the process that is different from other forms of counseling that the public may also have encountered?
2. What factors contribute to a person's decision to seek counseling? What may make them resistant?
3. At this point in your studies, friends and family have likely asked you what you are studying. How do you explain counseling to them? What about your explanation do they understand? What do they not understand?
4. Divide the class into three groups. Assign each group the task of coming up with a definition of one of the following three types of counseling:
 - a. Remedial counseling
 - b. Preventive counseling
 - c. Enhancement counseling

In their definitions, they should include:

- (1) what clients might benefit from this type of counseling, taking into account age, gender, and culture;
- (2) what types of concerns might arise in this type of counseling; and
- (3) how long such counseling might occur.

Once the three groups have completed their task (about 10 minutes), ask each group to share their definition with the class. Follow this with a discussion of how the three types of counseling are similar or different.

5. How counselors view the issues of human change and adaptation will affect how they conduct their counseling. How do you think people change?
6. What is *normal* functioning, *normal* behavior, and *normal* feelings? How might your perceptions and judgments of these concepts influence how you approach clients and what they bring to your sessions?
7. Ecological Theory (create your own sphere using Bronfenbrenner model)

Exercise 1-1:
Personal Style Preferences -Preparing to Go Food Shopping (or other types of shopping)

This exercise gives people who like structure and those who like to be free from structure an opportunity to identify their preferences. Those who are structured are likely to prefer: a, b, d, f, g, while those who are unstructured are likely to prefer: c, e, h, i, j.

How would you prepare to go food shopping? Think about your preferences when you are neither rushed nor focused on a particular meal. As I read the following list of possibilities, write on a sheet of paper those activities that fit you.

- a. Make a list of items to be purchased.
- b. List items according to which section of the store they may be found.
- c. Do not make a list but take time to wander through the store looking for ideas.
- d. List items according to the menu for each meal (or activity).
- e. Look for sale items first.
- f. Start at a certain part of the store and end at a certain place.
- g. Limit your shopping to a certain amount of time.
- h. Shop until you have seen everything of interest
- i. Wander through the store as your mood would dictate.
- j. Let your menu be determined what appeals to you as you walk through each aisle.

Class Discussion: Personal Style Preferences and Theory Preferences

How one approaches life tasks can be revealing in terms of one's counseling theory preferences. After students have compiled their lists, ask how many preferred a structured approach to shopping. How many preferred an unstructured approach? Next, the notion of structured may be extended to include cognitive structuring or behavioral structuring.

- How many students prefer thinking out the plan (list, cookbook) for shopping before they go to the store? (Cognitive)
- How many students find that they structure their shopping by force of habit (always beginning at the front left part of the store and ending at the right rear section). (Behavioral)
- How many students prefer to be inspired by visual displays or aromas? (Experiential/cultural)
- How many students prefer to be inspired by a “type” of menu (Mexican, Chinese)? (Experiential/cultural)

Encourage discussion of the differences expressed by students as they consider different options for food shopping.

- How did they get to be so different? Is any one shopping method better than others?
- How easy would it be for them to change from one shopping approach to another?
- Does a person's shopping preferences reveal anything more about a person's style or preferences for dealing with tasks, lifestyle?
- Might a person's lifestyle preferences also show up in how that person prefers to help other people analyze their problems?
- Can you see how you might also have counseling theory preferences that complement your lifestyle preferences?

Class Discussion: Philosophy and Counseling

Few people would call themselves philosophers. But most, perhaps all people, live out their lives within recognizable philosophical patterns. These patterns also influence how we prefer to view client problems, and ultimately, how we prefer to practice counseling. The chapter identifies three basically different philosophical

approaches. In the following exercise, students are asked to consider how they would prefer to see a particular problem resolved. Then they are asked to analyze their preferences from a philosophical perspective.

Exercise 1-2: **Maintaining a Campus Honor Code**

Bill Matthews, a college sophomore, has been elected to the college's Judicial Board. He will be one of seven students who review and decide how campus disciplinary matters will be treated. At the first judicial hearing, a case was presented involving a senior who was accused of violating the honor code. The student reputedly stole a copy of an engineering exam and sold it to other students. The charged student was not even enrolled in the course. After all of the information had been presented, the accused student acknowledged taking the exam but claimed that someone had then stolen it from his room. He asked the Judicial Board for lenience.

In its deliberations, the Board discussed its mandate to suspend students for one semester when a serious violation of the Honor code occurs. The vote to impose this penalty split, three in favor, and three opposed. Bill Matthews' vote would be the deciding vote. How do you think Bill should vote?

1. What are the choices that Bill has?
2. What might be the rationale for each of his choices?
3. Do any of these reasons reflect:
 - a. The logic of the accused student's explanation that he stole but did not sell the test. What must he have been thinking?
 - b. What specific evidence exists to justify any decision; or
 - c. What kind of person is the accused student and how could he have ended up in such a situation? What's his background?
4. How do each of these three choices reflect:
 - a. An *essentialist* approach?
 - b. The *progressive* philosophical position?
 - c. Existential thinking, reflecting meaning?

Class Discussion: Counseling and Culture

1. Pederson's definition of *multicultural* is very broad, encompassing almost all demographic, status, affiliative, and ethnographic variables. Invite the class to discuss this position.
2. Has Pederson defined culture so broadly as to make it meaningless?
3. How do you think culture should be defined?
4. Who or what would be excluded from your definition?
5. What would be the effect of these exclusions?
6. How common is Wrenn's concept of *cultural encapsulation*?
7. What can be done to help counselor trainees overcome a tendency toward cultural encapsulation?

Class Discussion: The Case of Janet

In this initial presentation of Janet, what kinds of insights might be generated through class discussions of:

- How Janet's life could be affected by her habits and personal preferences?
- How Janet's life could be affected by her view of life and what life has to offer?
- How Janet's life could be affected by cultural factors such as her parents' socioeconomic status, her ethnographic characteristics, etc.?

Exercise 1-3: Rating My Personal Characteristics

	<i>LOW</i>				<i>HIGH</i>
My self-awareness & understanding of how and why I think the way I do.	1	2	3	4	5
My own psychological health	1	2	3	4	5
My sensitivity to cultural differences of persons different from me.	1	2	3	4	5
My open-mindedness to people who are different or situations that are unusual.	1	2	3	4	5
My ability to be objective in emotional or stressful situations.	1	2	3	4	5
My drive to be a competent person.	1	2	3	4	5
How trustworthy others think I am.	1	2	3	4	5
How attractive or approachable others think I am.	1	2	3	4	5

After students complete the scale, have them consider the following questions:

- What would it mean if I gave myself all "5's" on this exercise?
- What would it mean if I gave myself all threes? Or all ones and twos?
- Am I satisfied with the results of this self-appraisal?
- To what extent can a training program help me to improve these qualities?
- What are my other options for improving some of these qualities?
- How "good" do I want to be, or should I be?

Integrating Technology In The Classroom

Kiersey Temperament Sorter—www.kiersey.com

This link provides students with an option to take the Kiersey, a self-assessed personality questionnaire designed to help individuals better understand themselves. It is closely aligned with the Myers-Briggs Type Indicator (MBTI). You can use it to encourage students to explore how their individual differences may impact how they approach the counseling process.

Do I need therapy quiz—www.psychcentral.com/therapy

This brief questionnaire, developed by Dr. John Grohol, asks 12 questions to determine whether a person should seek counseling from a mental health professional. Students may use it to increase understanding of what may bring clients to them.

Key Terms in This Chapter

professional counselor
preventive counseling
normal
psychodynamic
existential-humanistic
eclectic
progressivism
culture
Eurocentric
trustworthiness
interpersonal attractiveness
etic and emic
ethical standards

remedial counseling
enhancement counseling
theory
cognitive-behavioral
multicultural
essentialism
existentialism
cultural encapsulation
self-awareness
countertransference
psychological health
empathy
competence

Chapter 2

The Language of Counseling

This chapter is focused on the communication skills that are used by professional counselors. Counselors-in-training will begin their graduate studies with some kind of preconception of the counseling process and the counselor's role. Many of their ideas may be from the media or from their own personal counseling, and many of these ideas may be misconceptions. It is necessary for students to understand the broad and powerful communication skills that are foundational of the counseling process. Verbal and non-verbal skills are discussed in this chapter as they contribute to the overall helping skills repertoire.

Class Discussion: The Effects of Communication Skills on the Counseling Relationship

The primary purpose of this chapter is to describe the communication skills that contribute to the counseling process. Some of these skills may come naturally, while others will require more intense practice. Building these communication skills are of utmost importance as they create the foundation of the counseling process.

1. Many counselors-in-training describe themselves as natural helpers, and many have never formally learned communication skills. How would you describe your ability to communicate? How would you describe what it is like to talk with someone who does not have good communication skills?
2. Suppose a client is resistant to coming to counseling. How might your communication skills help or hinder your client's engagement?
3. Birdwhistell (1970) found that 2/3 of the meaning of any social situation is derived from non-verbal cues. How often do we pay attention to what our non-verbal behaviors are "saying"?
4. To what extent can the counselor be intentional about their communication skills? Can a counselor be too distracted by trying to say the "right" thing? What might this communicate to the client?

Exercise 2-1:

You Only Have One Chance to Make a Good First Impression

The counseling relationship begins during the first interaction between the counselor and client, whether that is on the phone or when the client first steps into the counseling office. However, it is rare that we ever find out what others' first impressions of us are.

For this exercise, divide the class into groups of approximately 8-10 individuals per group. In the groups, instruct individuals to form a circle with their chairs. Next, one person will volunteer to go first. Every member in the group will describe their first impression of the person who volunteered to go first. Try to be as honest as possible. Rotate until each person in the group has had a chance to hear how other members of the group perceived them upon their first meeting. Then, go around the group again, so that each person can hear whether or not their first impressions have changed since the first meeting. After all individuals have heard from their group members about their first impressions and whether or not these impressions have changed, come back together as a class. Ask students to process the activity.

1. What was it like to hear about how you make a first impression? Is this the impression that you want to make?
2. What was it like to share your experiences of your group members? Was it difficult to be honest?
3. What verbal interactions contributed to your first impressions, either for yourself or for other people? What non-verbal factors contributed to it?
4. Do you only get one chance to make a first impression? How did your impressions change?

Class Discussion – Being Aware of Non-verbal Cues

In this chapter, the importance of non-verbal skills was emphasized. However, many people are not aware of what their non-verbal cues communicate. They may not pay attention to how much they communicate by what they do not say. They may not recognize how facial expressions impact an interaction. Yet, a great deal of research has been conducted on how our non-verbal behavior affects communication and relationships.

1. Consider your personal space (e.g. bedroom) and physical arrangement of furniture and belongings in your home. What does this communicate about you? Is this consistent with what you intend to communicate?
2. Try to remember a time that you experienced an awkward interaction with someone. What non-verbal factors may have made this interaction uncomfortable?
3. Often, people demonstrate non-verbal behaviors that they are nervous or anxious. What do you do when you are nervous? Do you talk fast? Blush? Fidget? What if you communicate this to a client?
4. Is there such thing as “ideal” or “appropriate” non-verbal behaviors? Can these be learned? How might they differ cross-culturally?

Exercise 2-2:

Experiencing What it is Like to Talk and to Listen With Intention

In the text, communication skills are described as being either verbal or non-verbal. Communication occurs when messages are encoded and decoded. During an interaction, communicating and receiving can be equally difficult. Yet, the communication process of encoding and decoding is the hallmark of the counseling process.

In dyads, have one student be the “talker” and one student be the “listener”. The talker is instructed to talk about whatever s/he wishes for 10 minutes. The listener is not to say anything but may provide minimal responses (e.g., “mmm,” “mm-hmm,” etc.). Both the listener and talker are instructed to pay attention to nonverbal behaviors as well as the content of the talker’s narrative. Then have the dyads switch roles. After both have had a chance to be the talker and the listener, ask them to discuss their experience.

Which role was more difficult? What was difficult?

What non-verbal behaviors were observed?

Were you able to pay attention to content as well as non-verbal behaviors?

Class Discussion: The Over-use of Verbal Responses

Although the verbal skills described in Chapter 2 are used throughout the counseling process, they are often over-used. For example, one common trap of early counselors is that they use too many questions, which typically results in frustration for both the counselor and the client. Using Table 2.1 in the text, have students discuss how each counselor response can be overused.

1. What are examples of the overuse of each counselor response?
2. How does the overuse of each counselor response impact the counseling relationship and the client’s ability to share their narrative?
3. Non-verbal skills can be overused as well. Smiling can be a difficult skill. Do you think that it is possible to smile too much? What might be the negative effect of this?

Integrating Technology In The Classroom

Body Language-- <http://www-usr.rider.edu/~suler/bodylang.html>

This webpage, created by Dr. John Suler of Rider University, describes 5 in-class exercises that can be utilized to help students learn the subtleties of body language and non-verbal behavior.

Cross-Cultural Communication-- http://www.beyondintractability.org/essay/cross-cultural_communication/

Individuals may have communication styles that are consistent with their cultures. It is important for students to recognize that there are cross-cultural differences with regard to communication. This article was written by Michelle LeBaron (2003) for Beyond Intractability: A Free Knowledge Base on More Constructive Approaches to Destructive Conflict. It discusses that all communication is embedded in culture.

Communication Awareness—Three modules (Adlerian, Person-centered, Integrative) are suggested in an exercise at the end of Chapter 2. Ask students to review all three and then draw comparisons between them. What similar threads can be identified? How is each different from the other two? Which feels more comfortable? What is it that makes it more comfortable?

Key Terms in This Chapter

communication
decoding
nonverbal communication
body language
pause
non-contact culture
reflection
clarification
closed question
probe
summary of feeling
encouraging response
therapeutic challenge
interpretive request
informative response

encoding
verbal communication
psychological barrier
silence
contact culture
minimal response
paraphrase
miscommunication
open-ended question
summary statement
summary of content
confrontation
interpretation response
directive response

Appendix II

Test Items

Test Items

Chapter 1

- ___ 1. The role of counseling may be described as:
- Preventive
 - Remedial
 - Enhancing
 - All of the above.
- ___ 2. The best use of counseling theory is to provide:
- A specific guide for what the counselor should do
 - A sense of what the client should do
 - A roadmap for what routes the counseling process should take
 - None of the above.
- ___ 3. Psychodynamic theories tend to focus upon:
- Cognitive-behavioral issues
 - Existential issues
 - Multicultural issues
 - Intrapsychic issues.
- ___ 4. Common to all counseling theory approaches is:
- A focus upon past events
 - A focus upon the client's future
 - A focus upon the present moment
 - A focus upon confidentiality and privacy.
- ___ 5. When the counselor uses only his/her unique cultural lens to understand the client, it is referred to as:
- Cultural encapsulation
 - Cultural sensitivity
 - Cultural intrusion
 - None of the above.
- ___ 6. The notion of "owning one's problems" is a:
- Major objective of counseling
 - A Eurocentric objective
 - Precondition to change
 - Meaningless goal in some cultures.
- ___ 7. Which of the following might be a desirable counseling outcome?
- Viewing one's problems from a different context.
 - Developing useful understandings of problems and issues.
 - Acquiring new responses to old issues.
 - All of the above.
- ___ 8. Which of the following would most likely alter the counselor's effectiveness?
- The counselor's sex.
 - The counselor's age.
 - The counselor's self-awareness.
 - The counselor's cultural background.

- ___ 9. Which of the following is found in most professional ethical standards?
- a. The need to be objective in counseling.
 - b. The need to be competent in counseling.
 - c. The need to be open-minded in counseling.
 - d. The need to be psychologically healthy.

- ___ 10. According to the text, multicultural counseling theory derives, in part, from:
- a. Liberation pedagogy and feminist theory.
 - b. Thought pattern analytic approaches.
 - c. Phenomenological approaches.
 - d. Reality-based approaches to problems.

-
- T F 1. The client's cultural background is an essential part of the client's expression of his/her problem.
- T F 2. Counseling usually results in more than one single outcome for clients.
- T F 3. It is essential that the counselor resolve his/her personal issues before trying to help others.
- T F 4. It is essential that the counselor try to understand his/her racial/cultural/ethnic context before trying to help others.
- T F 5. Clients frequently compare themselves to the counselor.
- T F 6. The counselor's worldview refers to how he/she thinks the client's world ought to be.
- T F 7. It is more desirable for clients to be functional than normal.
- T F 8. Theories that emphasize the here-and-now or present moment probably derive from a behavioral theory.
- T F 9. Theories that emphasize a client-focus in the session probably derive from existential-humanistic theories.
- T F 10. Counseling can be defined as a process that views clients as basically healthy individuals whose problems are essentially developmental in nature.
-
-

Test Items

Chapter 2

- ___ 1. What is true about verbal communication?
- Verbal communication is more important than non-verbal communication
 - It can help or hinder the counseling process
 - Client participation is not required
 - None of the above
- ___ 2. Which communication skills contribute to forming good rapport with the client?
- Non-verbal skills
 - Active listening
 - Both of the above
 - Neither of the above
- ___ 3. What might be the effect of having a table between you and the client?
- It might create a psychological barrier
 - It allows you to sit closer to the client
 - It helps to assure that counseling is safe
 - It will decrease the client's anxiety
- ___ 4. Body Language is important to counseling because:
- It helps the counselor communicate comfort.
 - It helps the counselor to communicate interest.
 - It helps communicate acceptance and understanding
 - All of the above.
- ___ 5. Which of the following is not a non-verbal skill in counseling?
- Eating
 - Cultural understanding
 - Silence
 - Open posture
- ___ 6. What is the purpose of using pauses in the counseling session?
- to give the client time to think
 - to communicate to the client the importance of taking some responsibility in the counseling relationship
 - to encourage self-exploration on the part of the client
 - All of the above
- ___ 7. What is the purpose of using reflection?
- To help the client know how long counseling will take
 - To emphasize a thought
 - To fill time.
 - None of the above.
- ___ 8. When a counselor asks too many questions, the concern is that:
- responsibility is shifted entirely to the client
 - the client will give too much information
 - the client may feel like s/he is being interrogated
 - None of the above.

- ___ 9. What counseling technique involves giving an assignment or to think in a specified manner?
- Open-ended question
 - Summary of feeling
 - Informative response
 - Directive response
- ___ 10. What counseling technique involves asking the client to assign meaning to an event or experience?
- Summary of content
 - Paraphrase
 - Directive response
 - Interpretation response
-
- T F 1. Advice giving is an important aspect of the counseling process.
- T F 2. One of the counselor's tasks is to be mindful of how verbal and non-verbal cues are communicated to the client.
- T F 3. The informative response is not frequently used in counseling because it sets the counselor up as an authoritative source.
- T F 4. Cultural differences can make the likelihood of miscommunication greater.
- T F 5. It is unethical to give clients assignments between sessions.
- T F 6. Interpretations may be used by the counselor to help enhance the client's awareness of a situation, person, or process.
- T F 7. One advanced communication response is the use of closed questions.
- T F 8. It is not the counselor's responsibility to help the client become aware of blind spots.
- T F 9. It is a mistake to allow moments of silence in the counseling session.
- T F 10. The most overused response made by beginning counselors is the closed question.

Test Items

Chapter 3

- ___ 1. What distinguishes the counseling relationship from other types of relationship is:
- The client's investment
 - The counselor's focus on the client
 - The mutual sharing of feelings
 - None of the above
- ___ 2. Which counselor skills contribute to forming good rapport with the client?
- Social skills
 - Active listening
 - Both of the above
 - Neither of the above
- ___ 3. What can the counselor do to help ease the client's initial anxiety to counseling?
- Tell the client what to expect
 - Sit closer to the client
 - Assure the client that counseling is safe
 - Not call attention to the client's anxiety
- ___ 4. Goal-setting is important to counseling because:
- It helps the counselor and client know when counseling should end.
 - It helps the counselor know what types of interventions to use with the client.
 - It helps the client focus on alternatives
 - All of the above.
- ___ 5. Which of the counseling stages is not a shared responsibility of the counselor and client?
- The relationship/rapport building stage
 - The assessment stage
 - The goal-setting stage
 - The termination stage
- ___ 6. Which of the following stages tends to be the most difficult for beginning counselors when the client is really making progress?
- The assessment stage
 - The goal-setting stage
 - The intervention stage
 - The termination stage
- ___ 7. Perhaps the best use of a counseling stages model is:
- To help the client know how long counseling will take
 - To help the counselor know where he/she is in the process
 - To provide some insight into how quickly the client adapts
 - None of the above.
- ___ 8. When counseling ends unsuccessfully, the critical issue is:
- Who was responsible for the failure
 - How will the counselor deal with the failure
 - Who made the decision to terminate
 - None of the above.

- ___ 9. When is client dependence appropriate in counseling?
- a. It is never appropriate
 - b. It is appropriate only after goals have been established
 - c. It is appropriate at all times
 - d. It is appropriate in the early stages.
- ___ 10. When the client is of a different ethnic origin than the counselor, why might rapport-building be a greater challenge?
- a. The counselor might not understand the context of the client's problems
 - b. Transference or countertransference might occur
 - c. The client might find it more difficult to trust the counselor
 - d. All of the above
-

- T F 1. It is inevitable that some gains will be lost when the counselor initiates termination of counseling.
- T F 2. One of the counselor's tasks is teaching the client how to think realistically about immediate and intermediate goals.
- T F 3. Skilled counselors develop a personal style that reflects both the counselor's personal qualities and skills.
- T F 4. Cultural differences can be a factor in the establishment of rapport with the client.
- T F 5. Client problems tend to be associated mostly with emotional sources.
- T F 6. Problem identification in counseling tends to occur in the assessment stage.
- T F 7. Sensitivity to counseling termination issues is as important as sensitivity to rapport-building issues.
- T F 8. Client dependency upon the counselor is a serious matter that should be corrected.
- T F 9. It is a mistake to try and conceptualize client problems in more than one way.
- T F 10. Client assessment should reflect any client cultural factors that may be present.
-
-

Answer Key

Chapter One

1. d

2. c

3. d

4. d

5. a

6. b

7. d

8. c

9. d

10. a

1. t

2. f

3. t

4. t

5. f

6. t

7. f

8. t

9. t

10. t

Chapter Two

1. b

2. c

3. a

4. d

5. a

6. d

7. b

8. c

9. d

10. d

1. f

2. t

3. t

4. t

5. f

6. t

7. t

8. f

9. f

10. t

Chapter Three

1. b

2. c

3. a

4. d

5. a

6. d

7. b

8. c

9. d

10. d

1. f

2. t

3. t

4. t

5. f

6. t

7. t

8. f

9. f

10. t

