Cultivating “Rogerian” Style Skills

1) Communicate through actions and statements the desire to understand the “World” of the client.

2) Direct “active listening” responses toward the client.

3) Avoid the provision of interpretation of advice when asked.

4) Communicate belief in the clients’s ability to discover their own answers.

5) Display congruence via the appropriate sharing of your own feelings.

6) Display unconditional positive regard when the client reports weaknesses and issues.

7) Approach the client as an equal partner in the therapeutic relationship.

8) Recognize client strengths and assets.

9) Communicate that personal growth is an active, ongoing and never ending process.

10) Focus on the client’s “Here and Now” experience.

11) Focus on helping the person becoming a better person rather than “fixing” their “problem”.

12) Encourage the client to take the “risk” of being themselves. (More self-accepting and less dependent on social acceptance).

13) Monitor the quality of the therapeutic relationships.
Cultivating “Cognitive” Style Skills

1) Describe the role of “thinking” as it relates to enhancement of negative emotions (Depression, anger and anxiety).

2) Describe the R.E.T. approach as it related to the linkage between an Activating Event, Irrational Belief and Emotional Consequence.

3) Describe the classroom oriented/educational approach of R.E.T.

4) Describe the absolutistic and “mustabatory” thinking being displayed by the client and confront it.

5) Identify the “negative” language and “self-attacks” which are not supported by evidence.

6) Point out instances of over-generalization, arbitrary inference and selective abstraction.

7) Train the client to observe and record inaccurate cognitions. (Distorted or dysfunctional ones).

8) Identify, Explore and Confront mistaken goals, faulty assumptions, faulty values and denial of self worth.

9) Teach the client about the role of re-indoctrination in contributing to one’s difficulties.

10) Teach the client how to recognize and confront irrational beliefs while integrating accurate beliefs.

11) Teach the client that blaming oneself or others for current problem is a futile strategy for eliminating problems.

12) Encourage the client to work toward living in the presence rather than in the Past or Future.

13) Encourage client toward specific goals involving self-interest, social interest, self-direction, flexibility, acceptance of uncertainty, rational thinking, self-acceptance, risk taking, non-utopianism and self-responsibility for disturbance.

14) Assignment Cognitive Homework.
Appendix D

Techniques of Counseling and Psychotherapy

PSY 742

Cultivating “Behavioral” Style Skills

1) Identify specific behaviors that may be maladaptive and which the client wants to change.

2) Identify specific goal behaviors and subgoal behaviors that the client would like to achieve.

3) Develop a tracking_RECORDING method involving maladaptive behaviors and goal behaviors.

4) Identify with the client the reinforcers they want to receive in exchange for their work.

5) Obtain a baseline rate of frequency for maladaptive behaviors.

6) Identify with the client which consequence(s) will be received in response to maladaptive behaviors displayed by the client.

7) Arrange for reinforcers to be received consistently and in close proximity to the display of goal behaviors.

8) When possible combine use of positive reinforcement with the use of punitive consequences.

9) Identify any contextual favors which may impact on goal behaviors or maladaptive behaviors.

10) Utilize Behavioral Rehearsal/Role Play in order to practice goal behaviors.

11) Teach the client relaxation techniques if utilizing systematic desensitization.

12) Develop an anxiety hierarchy with the client if utilizing systematic desensitization.
Appendix D

Techniques of Counseling and Psychotherapy

PSY 742

First Interview

1) Share with the client what you know about the client and your initial understanding as to why they are here to see you.

2) Extend an invitation to the client to elaborate and refine your awareness of the presenting problem.

3) Signal via questions and comments the various characteristics of relationship building advocated by Rogers – Empathy, Genuineness and Unconditional Positive Regard.

4) Develop treatment goals, as specific as possible based upon the clients input.

5) Develop an agreement to work on the goals (not problems) during the course of treatment that is of a specified length.

6) Inquire about the clients understanding of the therapy process.

7) Clarify and Educate about the process and responsibilities.
   A) Length of Sessions
   B) Cancellation Policy
   C) Process of therapy in general ways <Exploration <Understanding <Action
   D) Use of Role Play and Behavioral Rehearsal
   E) Use of Homework Assignment

8) Ask client if any content of today’s session was disturbing.

9) Develop a homework assignment linked to client’s reported problems/goals.

10) Schedule next appointment.