LEARNING THE ART OF HELPING
BUILDING BLOCKS AND TECHNIQUES

Seventh Edition

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ABOUT THE AUTHOR

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PREFACE

HOW IS THIS BOOK DIFFERENT FROM OTHER BOOKS ABOUT HELPING SKILLS?

This book is unique in five ways. First, it is based on lessons learned through years of practice and supervision. I have tried to infuse what I learned from my clients, students, and teachers about the practical aspects of helping. For example, we will talk about what a therapeutic office environment should look like and how to appropriately terminate a client. My work with students has helped me understand the common problems in learning the art of helping and how to overcome them.

Second, the most important innovation of this book is that it involves you personally in your learning. Throughout the book you are asked to “Stop and Reflect,” to consider thorny issues and challenges that you will face. If you wish, you can journal using Journal Starters or do outside homework to deepen your interaction with the material. In addition, you will have the opportunity to practice on your own by watching videos of helpers and clients and then identify the best helping responses. Every chapter contains Application Exercises in which you can follow the steps of a particular technique and get feedback on your answers.

Third, this book emphasizes that the relationship between helper and client is the most powerful ingredient for success. The relationship (vitamin R) potentiates all the basic techniques that you will learn. If you and the client are on the same wavelength, progress is possible. When the relationship fails, the helping process falters. In this book, I talk about how to develop a therapeutic relationship and how to repair ruptures that threaten it.

Fourth, I have tried to incorporate the latest research on effective treatments. Staying close to the research can be called “evidence-based practice.” At the same time, we must recognize that there is such a thing as clinical wisdom or “practice-based evidence.” Not every method, technique, or client problem has been researched or even discovered. Thus helpers-in-training need to learn from their clients about what is working for that specific person. I suggest that in every session, the helper should elicit feedback from the client about the relationship and progress toward goals.

Finally, this is a book with an integrative perspective. That means that I have drawn from the techniques of many different theories rather than presenting a purely person-centered or cognitive behavioral approach. At first this may sound like chaos. How can we possibly learn to arrange treatment by blending so many competing theories? In this book, we do not blend theories but instead take a common factors approach to organizing the techniques using the REPLAN method. Common factors are those therapeutic effects that underlie the various theories. REPLAN is an acronym that describes each of the healing factors. R stands for establishing and maintaining a therapeutic Relationship, E is Enhancing efficacy and self-esteem, P means Practicing new behaviors, L is Lowering and raising emotional arousal, A is Activating expectations, hope, and motivation, and N is providing New learning experiences. Every theory emphasizes one or more of these common factors, and even advanced therapeutic techniques tend to fall into one of these categories. We have found that categorizing the techniques in this way provides a rational basis for
deciding what kind of help the client needs. Is it more important to raise self-esteem or practice new behaviors? This forms the skeleton of our treatment plan and is guided by the goals that are collaboratively formed between helper and client. This approach can incorporate both time-honored methods and cutting-edge techniques.

**WHAT IS NEW IN THE SEVENTH EDITION?**

- The seventh edition of *Learning the Art of Helping* has additional coverage of cultural issues. Throughout the book are Culture Check sections that highlight issues of culture in research and personal experiences as they relate to helping skills.
- In addition, a new chapter, Chapter 3, moves this material to the beginning of the text and includes coverage of religion/spirituality and gender dimensions.
- Chapter 2 now contains expanded coverage on the therapeutic relationship and new research that supports maintaining and monitoring the client/helper alliance.
- In Chapter 10, there is an additional coverage of the section on using basic helping skills with children.
- The text is supplemented with more than 100 new references for further reading and to update and promote evidence-based helping techniques.
- In addition to the end-of-chapter activities, such as homework, activities, exercises, self-assessments, and journal starters, we now identify specific points of practice. In the e-text, you can watch a video of the skill you are learning or complete written exercises and receive feedback on your answers. You can now access these ancillary materials at the same time you are reading about them.

**Also Available with MyLab Counseling**

This title is also available with MyLab Counseling, an online homework, tutorial, and assessment program designed to work with the text to engage students and improve results. Within its structured environment, students see key concepts demonstrated through video clips, practice what they learn, test their understanding, and receive feedback to guide their learning and ensure they master key learning outcomes.

- Learning Outcomes and Standards measure student results. MyLab Counseling organizes all assignments around essential learning outcomes and national standards for counselors.
- Video- and Case-Based Exercises develop decision-making skills. Video- and Case-based Exercises introduce students to a broader range of clients, and therefore a broader range of presenting problems, than they will encounter in their own pre-professional clinical experiences. Students watch videos of actual client–therapist sessions or high-quality role-play scenarios featuring expert counselors. They are then guided in their analysis of the videos through a series of short-answer questions. These exercises help students develop the techniques and decision-making skills they need to be effective counselors before they are in a critical situation with a real client.
- Licensure Quizzes help students prepare for certification. Automatically graded, multiple-choice Licensure Quizzes help students prepare for their certification examinations, master foundational course content, and improve their performance in the course.
• Video Library offers a wealth of observation opportunities. The Video Library provides more than 400 video clips of actual client–therapist sessions and high-quality role plays in a database organized by topic and searchable by keyword. The Video Library includes every video clip from the MyLab Counseling courses plus additional videos from Pearson’s extensive library of footage. Instructors can create additional assignments around the videos or use them for in-class activities. Students can expand their observation experiences to include other course areas and increase the amount of time they spend watching expert counselors in action.

ACKNOWLEDGMENTS

In my own journey, there have been many who have taught and inspired me to be a better person and a better helper. I must acknowledge my teachers Rajinder Singh, J. Melvin Witmer, Harry Dewire, and James Pinnell, my first supervisor, who took me as a raw recruit in a mental health clinic, sacrificing his time and talent to teach me as an apprentice. We shared a zeal and passion for the profession, and his wisdom infuses every chapter of this book. I must also mention those who have encouraged me in my writing, Sam Gladding, Gerald Corey, Jeffrey Kottler, Adam Blatner, James Framo, John Norcross, and Jerome Frank. I appreciate those who contributed to this edition: Daniel Gutierrez at the College of William and Mary, John Super at the University of Central Florida and Michelle Mitchell at Wake Forest University. In addition, the following reviewers supplied insightful feedback for updating this edition: Elizabeth O Brien, University of Tennessee at Chattanooga; Jessica Martin, Lamar University; Melissa Zeligman, University of Central Florida; Zarus Watson, University of New Orleans.

I would like to thank my editor, Rebecca Fox-Gieg, for her unwavering encouragement. Finally, I recognize the contribution of my wife, Jora, who remains my most demanding critic and my staunchest supporter.
BRIEF CONTENTS

Chapter 1  Helping as a Personal Journey  1
Chapter 2  The Therapeutic Relationship  33
Chapter 3  The Cultural Climate and the Therapeutic Relationship  62
Chapter 4  Invitational Skills  76
Chapter 5  Reflecting Skills: Paraphrasing  101
Chapter 6  Reflecting Skills: Reflecting Feelings  116
Chapter 7  Advanced Reflecting Skills: Reflecting Meaning and Summarizing  136
Chapter 8  Challenging Skills  162
Chapter 9  Assessment and Goal Setting  190
Chapter 10  Change Techniques, Part I  224
Chapter 11  Intervention and Action: Change Techniques, Part II  265
Chapter 12  Outcome Evaluation and Termination Skills  299

Glossary  320
References  328
Name Index  360
Subject Index  370
# CONTENTS

## Chapter 1 HELPING AS A PERSONAL JOURNEY  1

- The Demands of the Journey  1

- Becoming a Reflective Practitioner  2
  - Using Reflection to Help You Overcome Challenging Situations and Enhance Your Learning  4
  - Using Reflection to Help Clients with Backgrounds Different from Your Own  4
  - Using Reflection to Accommodate New Information About Yourself  5
  - Learning to Reflect Through Exercises in This Book  6

- What is Helping?  7
  - Psychological Helping  7
  - Interviewing  9
  - What Are Counseling and Psychotherapy?  10
  - Coaching  11

- Challenges You Will Face in Learning the Art of Helping  12
  - The Challenge of Development  12
  - How a Helper Develops: Perry's Three Stages  13
  - Taking Responsibility for Your Own Learning  16
  - Finding a Mentor  16
  - Finding the Perfect Technique  17
  - In Limbo  17
  - Accepting Feedback and Being Perfect  17
  - Following Ethical Guidelines  18
  - Individual Differences  19

- Who Can Be an Effective Helper?  20
  - What Can You Bring to a Client?  21

- The Nuts and Bolts of Helping  23
  - Learning Building Blocks and Common Therapeutic Factors  23
  - Therapeutic Building Blocks  24
  - Change Techniques  26
  - The Importance of the Building Blocks  26

- The Stages of the Helping Process: A Road Map  27

- Summary  29
The Skill of Cultural Study and Cultural Immersion  66
A Tutorial Stance: The Skill of Understanding the Client’s Culture by Listening  67
Tapping Cultural Support Systems  67
Achieving Credibility and Trust  67

Culturally Adapting Treatment: Tailoring Your Approach to the Client  68
Acknowledging Differences Through the Skill of Broaching  69

Skills for Dealing with Gender Issues  69
Challenges Caused by Differences in Gender  69
Skills for Addressing Gender Issues  70
When the Difference Between Helper and Client Is Gender  71

Religion and Spirituality  73

Exercises  73
Group Exercises  73
Small Group Discussions  74
Self-Assessment  74
Homework  75
Journal Starters  75

Chapter 4 INVITATIONAL SKILLS  76
Opening Up  76
Listening to the Client’s Story  77
Nonverbal Communication Between Helper and Client  80
Regulation  80
Intimacy  81
Persuasion  81

Nonverbal Skills in the Helping Relationship  81
Eye Contact  81
Body Position  82
Attentive Silence  83
Voice Tone  83
Facial Expressions and Gestures  83
Physical Distance  84
Touching and Warmth  85

Opening Skills: How to Invite  86
Saying Hello: How to Start the First Session  88
How to Start the Next Session  89
Chapter 5  REFLECTING SKILLS: PARAPHRASING  101

Reasons for Reflecting  102
Reflecting Content and Thoughts, Reflecting Feelings, and Reflecting Meaning  102
The Skill of Paraphrasing: Reflecting Content and Thoughts  105
   How to Paraphrase  105
   Paraphrasing: What It Is and What It Isn’t  106
   When to Paraphrase and the Nonjudgmental Listening Cycle  107
Common Problems in Paraphrasing  109
   Simply Reciting the Facts  109
   Difficulty Listening to the Story Because of “Noise”  110
   Worrying About What to Say Next  110
   Being Judgmental and Taking the Client’s Side  111
   Being Judgmental of the Client  111
   Turning a Paraphrase into a Question  112
Summary  112
Exercises  113
   Group Exercises  113
   Small Group Discussions  114
   Written Exercises  114
   Self-Assessment  115
   Homework  115
   Journal Starters  115

Chapter 6  REFLECTING SKILLS: REFLECTING FEELINGS  116

The Importance of Understanding Emotions  116
The Skill of Reflecting Feelings  117
   Benefits of Reflecting Feelings  117
### Contents

**Chapter 7** ADVANCED REFLECTING SKILLS: REFLECTING MEANING AND SUMMARIZING  

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why It Is Difficult to Reflect Feelings</td>
<td>118</td>
</tr>
<tr>
<td><strong>How to Reflect Feelings</strong></td>
<td>119</td>
</tr>
<tr>
<td>Step 1: Identifying the Feeling or Feelings</td>
<td>119</td>
</tr>
<tr>
<td>Step 2: Putting the Emotion into Words</td>
<td>119</td>
</tr>
<tr>
<td>A Formula for Reflecting Feelings</td>
<td>122</td>
</tr>
<tr>
<td>A Formula That Connects Feelings and Content</td>
<td>122</td>
</tr>
<tr>
<td>Improving Your Feeling Vocabulary</td>
<td>124</td>
</tr>
<tr>
<td>Reflecting Multiple Feelings Instead of Struggling to Find the Right Word</td>
<td>124</td>
</tr>
<tr>
<td><strong>Common Problems in Reflecting Feelings and Their Antidotes</strong></td>
<td>127</td>
</tr>
<tr>
<td>Asking the Client, “How Did You Feel?” or “How Did That Make You Feel?”</td>
<td>127</td>
</tr>
<tr>
<td>Waiting Too Long to Reflect</td>
<td>127</td>
</tr>
<tr>
<td>Making Your Reflection a Question</td>
<td>127</td>
</tr>
<tr>
<td>Combining a Reflection and a Question: The Error of the Compound Response</td>
<td>128</td>
</tr>
<tr>
<td>Focusing on the Client, Not Other People</td>
<td>128</td>
</tr>
<tr>
<td>Interrupting Too Soon and Letting the Client Talk Too Long</td>
<td>129</td>
</tr>
<tr>
<td>Confusing the Words <em>Feel</em> and <em>Think</em></td>
<td>130</td>
</tr>
<tr>
<td>Missing the Mark: Overshooting and Undershooting</td>
<td>130</td>
</tr>
<tr>
<td>Letting Your Reflecting Statements Go on Too Long</td>
<td>131</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>132</td>
</tr>
<tr>
<td><strong>Exercises</strong></td>
<td>132</td>
</tr>
<tr>
<td>Group Exercises</td>
<td>132</td>
</tr>
<tr>
<td>Written Exercises</td>
<td>134</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>135</td>
</tr>
<tr>
<td>Homework</td>
<td>135</td>
</tr>
<tr>
<td>Journal Starters</td>
<td>135</td>
</tr>
</tbody>
</table>

**Chapter 7** ADVANCED REFLECTING SKILLS: REFLECTING MEANING AND SUMMARIZING  

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning, Uncovering the Next Layer</td>
<td>137</td>
</tr>
<tr>
<td>Why Reflect Meaning?</td>
<td>139</td>
</tr>
<tr>
<td>Challenging the Client to Go Deeper: The Inner Circle Strategy</td>
<td>141</td>
</tr>
<tr>
<td>Worldview: Meanings Are Personal</td>
<td>143</td>
</tr>
<tr>
<td><strong>How to Uncover Meaning in the Story</strong></td>
<td>145</td>
</tr>
<tr>
<td>Reflecting Meaning</td>
<td>146</td>
</tr>
<tr>
<td>Using Open Questions to Uncover Meaning</td>
<td>148</td>
</tr>
<tr>
<td><strong>Summarizing</strong></td>
<td>149</td>
</tr>
<tr>
<td>Focusing Summaries</td>
<td>150</td>
</tr>
</tbody>
</table>
Signal Summaries 150
Thematic Summaries 151
Planning Summaries 152

The Nonjudgmental Listening Cycle Ends with Summarizing 152
What Happens After the Nonjudgmental Listening Cycle? 153
A Questioning Cycle Typically Found Early in Training 153

Summary 155
Exercises 156
Group Exercises 156
Small Group Discussions 157
Written Exercises 158
Self-Assessment 160
Homework 160
Journal Starters 161

Chapter 8 CHALLENGING SKILLS 162
When Should We Use the Challenging Skills? 164
Giving Feedback 165
Why Is Feedback Important? 165
How to Give Feedback 166
Confrontation 168
What Is a Discrepancy? 169
Why Should Discrepancies Be Confronted? 169
Cognitive Dissonance and Confrontation: Why Confrontation Works 170
Types of Discrepancies and Some Examples 171
How to Confront 173
Steps to Confrontation 174
Common Problems in Confrontation and Their Antidotes 175
Final Cautions About Confrontation 177
Other Ways of Challenging 177
Relationship Immediacy 178
Teaching the Client Self-Confrontation 179
Challenging Irrational Beliefs 179
Humor as Challenge 180

Summary 182
Exercises 182
Group Exercises 182
Small Group Discussions 184
Written Exercises 184
Chapter 9 ASSESSMENT AND GOAL SETTING  190

Why Assessment?  191
   Assessment Is a Critical Part of Helping  192
   Reasons to Spend Time in the Assessment Stage  193

Two Informal Methods of Assessment That Every Helper Uses:
Observation and Questioning  196
   Observation  196
   Questioning  198

Conducting an Intake Interview: What to Assess?  199
   A. Affective Assessment  199
   B. Behavioral Assessment  199
   C. Cognitive Assessment  199
      1. Developmental Issues  199
      2. Family History  201
      3. Cultural and Religious/Spiritual Background  201
      4. Physical Challenges and Strengths  201

Categorizing Clients and Their Problems  202
   Organizing the Flood of Information: Making a Diagnosis  202

Goal-Setting Skills  203
   Where Do I Go from Here? Set Goals!  203
   Why Must We Set Goals?  205
   When to Set Goals  206

What Are the Characteristics of Constructive Goals?  207
   Goals Should Be Simple and Specific  207
   Goals Should Be Stated Positively  209
   Goals Should Be Important to the Client  210
   Goals Should Be Collaboration Between Helper and Client  210
   Goals Should Be Realistic  211

Resources for Identifying and Clarifying Goals  212
The Technique of Using Questions to Identify a Goal  212
   Questions That Help Make the Goal More Specific  213
   Questions That Help Turn a Problem into a Goal  214
   Questions to Determine a Goal’s Importance  214
   Questions to Enhance Collaboration on Goal Setting  214
| The Technique of Boiling Down the Problem | 215 |
| Constructing Behavioral Objectives Goals | 217 |
| **Summary** | 218 |
| **Exercises** | 219 |
| Group Exercises | 219 |
| Small Group Discussions | 220 |
| Written Exercises | 221 |
| Self-Assessment | 222 |
| Homework | 222 |
| Journal Starters | 223 |

**Chapter 10 CHANGE TECHNIQUES, PART I** 224

| How to Select Change Techniques | 224 |
| **Replan and the Therapeutic Factors** | 226 |
| The Parts of REPLAN | 226 |
| How the REPLAN System Helps You Plan Treatment | 227 |
| Using the Therapeutic Factors | 228 |
| Steps in Treatment Planning Using the REPLAN Model | 228 |
| **Enhancing Efficacy and Self-Esteem** | 230 |
| Sources of Low Self-Esteem | 232 |
| Silencing the Internal Critic: The Technique of Countering | 234 |
| **Practicing New Behaviors** | 237 |
| Role-Playing | 238 |
| Giving Homework Assignments as Practice | 242 |
| **Lowering and Raising Emotional Arousal** | 246 |
| Reducing Negative Emotions | 246 |
| Reducing Anxiety and Stress | 247 |
| Raising Emotional Arousal and Facilitating Expression | 250 |
| Creating Positive Emotions | 252 |
| **Skills for Helping Children** | 253 |
| Identifying Helping Skills for Working with Children | 254 |
| Using Foundational Skills as a Guideline for Working with Children | 258 |
| The Case for Play Therapy | 259 |
| **Summary** | 259 |
| **Exercises** | 260 |
| Group Exercises | 260 |
| Small Group Discussions | 262 |
Contents

How to Prepare a Client for Termination 309
Dealing with Loss at Termination 309
The Helper’s Reaction to Termination 309

How to Maintain Therapeutic Gains and Prevent Relapse Following Termination 310
Follow-Up 310
Booster Sessions 311
Engaging Paraprofessionals 311
Self-Help Groups 311
Continue Self-Monitoring Activities 311
Role-Playing for Relapse Prevention 311
Letter Writing 312

Summary 312

Exercises 312
Group Exercises 312
Small Group Discussions 313
Written Exercises 313
Self-Assessment 314
Homework 314
Journal Starters 319

Glossary 320
References 328
Name Index 360
Subject Index 370