

THE DOCTOR IS IN, 5 CENTS PLEASE: COUNSELING TECHNIQUES EVEN LUCY WOULD LOVE

**2009 NALP Annual Education Conference
April 2, 2009**

Presenters:

David M. Diamond, Northwestern University School of Law

Elizabeth K. Peck, Cornell Law School

Elaine T. Petrossian, Villanova University School of Law

PRESENTATION OVERVIEW

- I. Introduction and Disclaimers
- II. Overview of General Counseling Techniques
 - A. Approaches to Career Counseling
 - B. Building a Strong Relationship
 - C. Important Elements of Initial Meeting
 - D. What to Avoid
 - E. Goal Setting and Maintaining an Ongoing Relationship
- III. Motivational Interviewing
 - A. Unpacking the Definition of Motivational Interviewing
 - B. General Principles of the MI Process
 - C. How to Elicit Self-Motivational Statements
 - D. Be Prepared for Challenges
- IV. Solution Focused Brief Therapy
 - A. Keys Concepts: Help People Get Unstuck, Future Oriented, Find Exceptions and Strengths, If It Works, Do More Of It.
 - B. Techniques For Putting The Solution Focused Approach Into Practice.
- V. Practicing the Techniques (Role Play)
- VI. Processing the Role Play/Group Discussion

The Doctor Is In, 5 Cents Please: Counseling Techniques Even Lucy Would Love



David M. Diamond, Northwestern
University School of Law

Elizabeth K. Peck, Cornell Law
School

Elaine T. Petrossian, Villanova
University School of Law

NALP Annual Education Conference, April 2, 2009

Presentation Overview

- Introduction and Disclaimers
- General Counseling Overview
- Motivational Interviewing
- Solution Focused Therapy
- Practicing the Theories

Introduction and Disclaimers

- Never forget – unless you are a trained counselor, you are not a trained counselor
 - Know when and where to refer
- Program will not make you an expert
 - Provide grounding in basic concepts
 - Exposure to theories and techniques to explore on your own
 - Opportunity to practice

General Counseling Overview



General Counseling Overview

- Multiple approaches to career counseling
 - Person-environment
 - Developmental
 - Person-centered
 - Goal-directed

General Counseling Overview

- This program focuses largely on the last three
- Ultimately, need to determine what fits you and best addresses the client's needs

General Counseling Overview

- Building a Strong Relationship
 - Starts with the initial meeting, which is what we will primarily focus on in this section
 - Remember, most counseling relationships do not last very long

General Counseling Overview

- Building a Strong Relationship
 - Your role is very important
 - Genuineness
 - Unconditional positive regard
 - Empathic listening
 - Seeking a collaborative partnership to address client's problem

General Counseling Overview

- Important Elements of Initial Meeting
 - Questions
 - Observing
 - Encouragement
 - Empathy

General Counseling Overview

- Empathy
 - Understanding the situation from the client's point of view
 - Can actually help reduce anxiety/distress
 - Validate the experience through identifying and articulating central meaning
 - More than just parroting back what you have heard, drawing quick conclusions, or relating to your own experience
 - Need to **demonstrate** that you understand what they are feeling

General Counseling Overview

- Avoid
 - Viewing personally through and/or inserting your experiences
 - Giving opinions
 - Letting your feelings about the client influence the counseling

General Counseling Overview

- Other Modalities
 - Motivational Interviewing
 - Solution Focused

Motivational Interviewing

Confrontational

Statements
Conclusions
Solutions
Judgmental

Motivational

Questions
Options
Pros and Cons
Neutral

Motivational Interviewing

THE BIG IDEA:

The way in which you talk to your clients about their actions can substantially influence their personal motivation for behavior change.

Motivational Interviewing

DEFINITION:

Motivational interviewing is a **directive, client-centered** counseling style for eliciting **behavior** change by helping clients to explore and resolve **ambivalence**.
(Rollnick and Miller)

Motivational Interviewing

DEFINITION UNPACKED

- Behavior: wide range of possibilities
- Explore Ambivalence
 - “I want to change, but I don't want to change.”
- Resolve Ambivalence: Focus on values
- Client centered: Client is the expert
- Directive: Guide client through process

Motivational Interviewing

1. ASSESS READINESS FOR CHANGE

- Stages of Change Model
- Stage of Change Matters

Motivational Interviewing Stages of Change Model

- Pre-contemplative: “I won't talk about it”
- Contemplative: “OK, I'll think about it.”
- Preparation: “How do I change it?”
- Action: “I'm giving it a try.”
- Maintenance: “I'm sticking with it.”
- Relapse: “I've lost my way.”
- Recycling: “I need to try again” **or**
- Termination: “I can't try again now”

Motivational Interviewing

STAGE OF CHANGE MATTERS

- If out of phase, more resistance
- Meet client where they are
- Look at your perspective: do you want client at a different stage?

Motivational Interviewing

2. DEVELOP AMBIVALENCE

- Discuss pros and cons of behavior
- OK to discuss pros of "bad" behavior

Motivational Interviewing

3. ACCEPT CHOICES

- Do not advocate the "con"
- Acceptance not agreement/approval
- Acceptance minimizes resistance

Motivational Interviewing

4. ELICIT VALUES

- Open-ended questions
- Explore conflict between values and behavior

Motivational Interviewing

5. MONITOR STAGE OF CHANGE

- Resistance indicates you are out of phase
- Re-evaluate and meet client where s/he is

Motivational Interviewing

6. CONTRIBUTE TO MENU OF OPTIONS

- Client drives options with counselor guidance
- Collaboration empowers client
- If one choice fails, options still available

Motivational Interviewing

7. SUPPORT SELF EFFICACY

- Client's belief s/he can carry out and succeed with a certain task
- Explores client's strengths and resources
- Use ideas from past successes
- Counselor sincerity key

Motivational Interviewing

SELF-MOTIVATIONAL STATEMENTS

- Demonstrate problem recognition
- Express concern about problem
- Show an intention to change; and
- Reflect optimism about change.

Motivational Interviewing

OARS: the power to move

- Open-ended questions
- Affirming the client
- Reflective listening
- Summarizing

Motivational Interviewing

AVOID ARGUMENTATION

- Do not tell client s/he needs to change
- Counselor: "You can't" / Client: "I will"
- Argumentation breeds resistance

Motivational Interviewing

ROLL WITH RESISTANCE

- Resistance occurs when counselor/client out of synch re: stage of change
- Resistance signals strategy change needed
- Options
 - Reflection
 - Go around obstacle
 - Emphasize power and choice

Solution Focused – Key Points

Traditional Approach

Focus is on client's

- *deficits
- *weaknesses
- *limitations
- *problems

Talk is focused on

- *client's problems
- *client's past & present
- *stability

Solution Focused

Focus is on client's

- *competence
- *strengths
- *possibilities
- *attempted solutions

Talk is focused on

- *possible solutions
- *client's future
- *change & goals

Solution Focused: Flow of Meeting

1. Let CLIENT describe the problem.

- Traditional questions
 - “What [PROBLEM] brought you here today?”
 - “Tell me what happened”
- Solution Focused question
 - “How can I help you today?”
 - “What would be helpful to discuss today so you can see you’re making progress?”

Solution Focused: Flow of Meeting

2. Partner EARLY with client to set goals.

- People can set goals and achieve them.
- “What would you like to see change?”
- “What will be different when this is no longer a difficulty?”

Solution Focused: Flow of Meeting

2. Goal Setting - Continued

- The Miracle Question.
 - When client is STUCK, imagination frees the mind.
 - “Suppose a miracle happens overnight. You wake up and the problem has magically disappeared.”
 - “How would you know? What would be different?”

Solution Focused: Flow of Meeting

2. Goal Setting - Continued

• The Nightmare Question.

- Helps when client is overwhelmed by **SCARY UNKNOWN**s, "the monster under the bed"
- "Imagine you have a nightmare about your worst case scenario coming true."
- "What does it look like? What do you do?"

Solution Focused: Flow of Meeting

3. Search for strengths & exceptions.

- The "problem" does not happen all the time.
- Search for **strengths**
 - "How do you keep going in spite of your difficulties?"
 - "What seems to be helping?"
- **Exceptions** = issue is absent or less troublesome.
 - "Tell me about a time when this wasn't a burden for you? What did that look like?"
 - "Nowadays, when do you feel like things aren't as bad?"

Solution Focused: Flow of Meeting

4. Provide encouragement & feedback.

- Help client see her strengths and coping abilities.
- **Compliment** the client and **reinforce** proactive behaviors.
- Focus on what is **right** and what is **working**.
- **Small** changes lead to **bigger** changes.

If it's working, do more of it.
If it's not working, try something new.

Solution Focused: Flow of Meeting

5. Identify next steps.

- **Scaling Questions**

- "On a scale of 1 to 10, with 1 being this issue at its worst, and 10 being as if the issue disappeared, like after the miracle, where are you RIGHT NOW?"
- "What would have to be *different* for you to get one or two steps higher? "How will you know you're making progress?"

- **PEN & PAPER – "to do list"**

- What CLIENT said needed to be done to move up scale
- "What's ONE thing you can do today to move up the scale?"

Practicing the Theories

Interactive Role Play and Discussion



**THE DOCTOR IS IN, 5 CENTS PLEASE:
COUNSELING TECHNIQUES EVEN LUCY WOULD LOVE**

**2009 NALP Annual Education Conference
April 2, 2009**

ANNOTATED BIBLIOGRAPHY

General Counseling

Kidd, J.M. (1996). *The career counseling interview*. In A.G. Watts, B. Law, J. Killeen, J.M. Kidd & R. Hawthorn, *Rethinking careers education and guidance: Theory, policy and practice*. London: Routledge, pp. 189-209.

This article provides a high-level overview of various approaches to career counseling, identifying similarities, differences, and areas of overlap, as well as highlighting how the theories are practically applied. This article, and others like this, can be very useful in helping identify your counseling style and ways to reach your students.

Leong, F. (Ed.). (1995). *Career development and vocational behavior of racial and ethnic minorities*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Every student with whom you meet enters the counseling process from a different starting point, though research shows that certain career behavior may have a strong correlation with ethnic or racial identity. While a little dated, this book is a great starting point in identifying and understanding potential considerations in seeking to provide guidance and assistance with students of varying ethnic and racial backgrounds.

Sharf, R.S. (2006). *Applying career development theory to counseling* (4th Ed.). Belmont, CA: Thompson Wadsworth

This book helps bridge the gap between basic counseling skills and various career development theories to help you better understand how personal development can impact career decisions. Illustrating points through sample counselor/client dialogues, the book is very helpful in modeling how to put the skills and theories into practice.

Teyber, E. (1999). *Interpersonal Process in Psychotherapy: A Relational Approach* (4th Ed.). Belmont, California: Wadsworth/Thomson Learning.

Focused on emotional counseling, this easy to read book provides a fantastic overview of all elements of the therapist-client relationship and is very transferable to a career counseling setting. The book is organized to follow treatment from initial contact to termination and integrates cognitive-behavioral, family systems, and psychodynamic theories.

Motivational Interviewing

Botelho, R. J. (2004). *Motivate healthy habits: Stepping stones to lasting change*. Rochester, NY: MHH Publications.

With a subtitle of “A Guidebook for Yourself, Family and Friends,” this book is meant to be a classic self-help guide, complete with charts and blanks to fill in. Many exercises are very broadly drawn, so they could easily be adapted to non-health-care settings.

Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing, second edition: Preparing people for change*. New York: The Guilford Press.

This is the second edition of the book that started it all. While it may be too in-depth for the merely curious, it is a very interesting read for those drawn to psychological practice. Even though it is written for therapists, it is not overly technical or jargon filled.

Motivational interviewing: Resources for clinicians, researchers, and trainers at <http://www.motivationalinterview.org>.

This is an essential resource, containing fundamental principles of MI and links to additional materials and practitioners. Start with the “Background” link to refresh your understanding of the technique. Click the “Library” link for connections to further reading. If you would like to attend training on MI, check out the “Training” link.

Motivate healthy habits at <http://www.motivatehealthyhabits.com>.

This is a user-friendly site written by a family practitioner, Dr. Rick Botelho. Here, he presents an introduction to using MI to make better health choices. While in some ways this is an extended advertisement for his books, there are good, practical, free resources.

Muscat, A.C. (2007). Ready, set, go: the transtheoretical model of change and motivational interviewing for “fringe” clients. *Journal of Employment Counseling*, 42, 179-191. Explores applicability of MI as collaborative approach in career counseling with “resistant” or ambivalent clients. Practical and relevant career counseling examples.

Rollnick, S., Miller, W. R., & Butler, C. C. (2007). *Motivational interviewing in health care: Helping patients change behavior*. New York: The Guilford Press.

This is very modern and readable application of MI to the health-care setting. With many practical examples of MI “talk” and concrete suggestions, much of the book’s wisdom can be translated into other settings, such as the law.

Stephen Rollnick at <http://www.stephenrollnick.com>.

Dr. Stephen Rollnick is one of two originators of this method. He describes his website as follows, “This website has a modest purpose: to offer training and consultancy and to promote contact between people interested in the practical side of encouraging behaviour change in health and social care settings. The discussion forum is for practitioners and other interested people, and its goal is to improve practice. I also list my own privately run training workshops.”

Solution Focused Therapy

Bezanson, B. (2004). The application of solution focused work in employment counseling. *Journal of Employment Counseling*, 41, 183-191. Explores applicability of SFT model to employment counseling, provides great practical examples for meetings. “The future oriented focus on solutions and the client’s strength encourages action and movement toward a preferred future. The proactive approach not only addresses the current crisis or transition, but prepares the client for the future by developing goal setting skills.”

Burwell, R., & Chen, C. P. Applying the principles and techniques of solution-focused therapy to career counseling. *Counseling Psychology Quarterly*, 19(2), 189-203(15). Authors outline ways in which SFT “provides useful principles in helping clients cope with various issues in their work life in general and in their career planning and decision making in particular.”

de Shazer, S., Dolan, Y., Korman, H., Trepper, T., McCollum, E., & Berg, I. K. (2007). *More than miracles: The state of the art of solution-focused brief therapy*. New York: Haworth Press. Book contains updated research and techniques that bring the SFT approach to life in many practical counseling settings.

Jong P., & Berg, I. K. (2002). *Interviewing for Solutions 2nd Ed*. London: Wadsworth. Classic text on Solution Focused Brief Therapy model of counseling.

Lewis, T, & Osborn, C. (2004). Solution-focused counseling and motivational interview: A consideration of confluence. *Journal of Counseling & Development*, 82, 38-48. Great article that compares and contrasts the two modalities we present in today’s session.

McKenna, J. & Mackey Jones, W. (2004). How solution focused support helps women through work-home conflict. *Health Education*, 104, 132-142. Interesting and short discussion about how SFT can be used in many other career related discussions we may encounter frequently. Author asserts that SFT approach proved to be very helpful to women in this group.

Solution Focused Brief Therapy Association at <http://www.sfbta.org/>.

Includes excellent downloadable manuals, guides, and instructional tools to learn more about the SFBT approach in varied settings. Also links to conference offerings, research citations, training media, and other materials

“Cheat Sheet”

GENERAL COUNSELING SKILLS	MOTIVATIONAL INTERVIEWING	SOLUTION FOCUSED
<u>The Process</u> 1. Initiate rapport / structuring the session 2. Learn information from the client --attending behaviors & non verbals --questions – open ended and/or clarifying --active listening & observation --encouraging, paraphrasing, reflection of feeling 3. Mutual goal setting 4. Working on alternatives 5. Wrap up / terminate session --summarize, --identify steps for application in life <u>Key Concepts</u> Rapport - unconditional positive regard Person-centered Empathy Active listening	<u>The Process:</u> 1. Assess Readiness for Change 2. Develop Ambivalence: explore pros/cons 3. Accept Choices: “Cons” are OK 4. Elicit Values: How do choices interact w/values? 5. Monitor Stages of Change: Are you in synch? 6. Contribute to a Menu of Options: client-driven with counselor guidance 7. Support Self Efficacy: explore strengths and past success <u>OARS</u> Open-ended questions Affirming the client Reflective Listening Summarizing <u>Be Prepared!</u> Avoid Argumentation Roll with Resistance	<u>The Process</u> 1. Approach each session as if it was the last. 2. Let client describe problem and set goals. (“How can I help?”) 3. Questions encourage imagination and goals. 4. Search for exceptions and strengths: if it works, do more. If not, do something different. 5. Offer feedback, encouragement, homework. 6. Use scaling questions to assess progress. <u>Key Concepts</u> Positive orientation – people are competent Future oriented – needn’t dwell in past events Exceptions to every problem – never “all bad” Solution-talk shows client coping & strengths Small changes lead to larger changes <u>Techniques</u> Questions: miracle, exception, scaling Homework Compliments

THE DOCTOR IS IN, 5 CENTS PLEASE: COUNSELING TECHNIQUES EVEN LUCY WOULD LOVE

**2009 NALP Annual Education Conference
April 2, 2009**

Scenarios for Counseling Role Plays

Student

1. It is the last semester of your third year of law school and you do not have a job. You will graduate with over \$100,000 of debt, would like to work in New York, but have not settled on any particular type of practice (you worked at a small litigation firm in Boston last summer but have enjoyed the estate planning courses you took this year). You have not visited the Career Center since last Spring because the challenges ahead seem so daunting.
2. You just finished your first year of law school and are working as a legal intern for a local prosecutor's office. Your grades are average and you are not enjoying your summer job. You are beginning to wonder if you should remain in law school.
3. On-campus interviews have ended and you have not received a single callback interview. While you really enjoy law school, it has been your goal since high school to work at a large "AmLaw" firm and you are now very concerned about what your future legal career will look like.

Junior Associate

1. An attorney told you that the work you handed in last week went off the rails, that you answered the wrong question, and that you were off the project. You are at a loss as to how this could be your fault and you are upset that you are being treated so unfairly.
2. For the third consecutive month your billables are under 100 hours. While work across the firm is slow, the other associates in your corporate practice group are consistently billing over 150 hours per month, mostly by seeking projects in other practice groups. You are uninspired by the idea of doing non-corporate work, have avoided seeking outside projects and feel like so doing sidetracks your career goals.
3. Your primary source of work comes from one partner, with whom you have increasingly grown frustrated. You do not feel that you get proper guidance at the start of assignments and in turn, feel that his feedback borders on abusive. Lately you have snapped back, which the partner has not received well. You carry significant law school debt and despite your recent behavior are concerned about losing your job.