CHAPTER 10: SKILLS FOR FOSTERING AWARENESS

Multiple-Choice Questions

10.01. Samantha is talking about how much she likes her mother-in-law, but she seems to always have an excuse for why she cannot see her or speak with her on the telephone. Her helper says, “I wonder if you really like her. It seems that if you did, you would make some time in your schedule.” The helper’s response is:

   a. a challenge *
   b. a reflection
   c. an immediacy intervention
   d. an interpretation
   e. none of the above

10.02. Challenges can involve:

   a. discrepancies
   b. contradictions
   c. irrational ideas
   d. humor
   e. all of the above *
10.03. Select the best challenge from the following responses.

   a. “You say you want to come to counseling, but you are late for every session.” *
   b. “You crack me up, coming in late all the time.”
   c. “Perhaps you could be on time next week, if at all possible?”
   d. “I think we need to talk about termination, because you don’t seem invested in our work.”
   e. “On the one hand, you are running late, but on the other hand, you really want to sleep in on Tuesday mornings.”

10.04. Intentions for using challenges include all but which one(s) of the following?

   a. challenge clients
   b. alter their thinking
   c. point out discrepancies
   d. make them change their irrational beliefs *
   e. all of the above are true

10.05. Historically, challenges have been referred to as confrontations.

   a. true *
   b. false

10.06. When giving a challenge, a helper should

   a. be fairly assertive so the client takes the helper seriously.
   b. point out several examples to provide support for the challenge.
   c. attend to the cultural background of the client.*
   d. all of the above
   e. a and b only
10.07. Select the best challenge from the following responses:

a. “I appreciate your feedback, but you might want to look at how you deliver it.”

b. “I know you’re going to be able to change because you’ve been working very hard.”

c. “Maybe you are so critical of others because you feel very insecure about yourself.”

d. “I’m hearing you say that you aren’t mad at him, but your voice sounds angry.”*

e. “You are feeling angry, and you are feeling alienated.”

10.08. Which of the following is NOT an example of two things a challenge can be between?

a. two verbal statements

b. words and actions

c. one’s ideal and broken self *

d. values and feelings

e. two behaviors

10.09. Research shows that on average helpers use challenges or confrontations:

a. about 0–1% of all helper statements.

b. about 2–3% of all helper statements.

c. about 1–5% of all helper statements.*

d. about 5–10% of all helper statements.

e. none of the above
10.10. Which of the following is NOT a reason for using challenges?
   a. They can help clients become aware of ambivalent feelings.
   b. They can help clients take responsibility for their actions.
   c. They can help nudge clients out of denial.
   d. They can help clients become aware of their defenses.
   e. None of the above apply.*

10.11. Markers indicating client readiness to receive a challenge include:
   a. expressions of ambivalence, contradictions, confusion *
   b. being in a stage of contemplation
   c. a client’s asking for advice
   d. a client’s being too passive
   e. a helper being aware of client dissatisfaction

10.12. Which of the following skills is NOT typically used for fostering awareness?
   a. challenge
   b. immediacy *
   c. humor
   d. cognitive restructuring
   e. two-chair technique
10.13. The two major theorists in cognitive therapy are:

a. Ellis and Beck *
b. Ellis and Watson
c. Ellis and Skinner
d. Watson and Skinner
e. Beck and Skinner

10.14. To enable clients to recognize their maladaptive thoughts, Ellis:

a. used persuasion
b. used challenges
c. attacked the irrational thoughts
d. all of the above *
e. b and c

10.15. In Ellis’s cognitive therapy, ABC stands for:

a. A is the action, B is bargaining, C is cultural beliefs
b. A is the action, B is irrational beliefs, C is the consequent negative emotional reactions or behaviors
c. A is the activating event, B is irrational beliefs, C is the consequent negative emotional reactions or behaviors *
d. A is the activating event, B is bargaining, C is the consequent negative emotional reactions or behaviors
e. A is the activating event, B is irrational beliefs, C is cultural beliefs
10.16. Beck and colleagues postulated which of the following?
   
a. Automatic thoughts and dysfunctional interpretations are the major sources of problems.

b. Clients misconstrue events on the basis of faulty logic.

c. We must replace irrational beliefs (B) with more rational cognitions (D).

d. Clients often view themselves as having high self-efficacy.

e. a and b*

10.17. The two-chair technique comes from:
   
a. psychodynamic therapy

b. process-experiential therapy *

c. client-centered therapy

d. state of mind therapy

e. existential therapy

10.18. The two-chair technique can be very useful when there is a marker of a major conflict.
   
a. true

b. false

10.19. Humor is useful as long as:
   
a. the client feels that the helper is laughing with rather than laughing at *

b. the client has a good sense of humor

c. the client does not have an avoidant attachment style

d. all of the above

e. a and c
10.20. Ways to help clients own responsibility include

   a. asking them to say “I” rather than “you” or “everyone.”
   b. asking them to say “can’t” rather than “won’t.”
   c. asking them to say “I choose not to” rather than “I shouldn’t.”
   d. all of the above *
   e. b and c

**Essay Questions**

10.21. Discuss possible benefits and drawbacks to using challenges.

10.22. Discuss how humor can be used therapeutically.

10.23. Discuss at least two different theoretical perspectives on using challenges in helping.

10.24. Describe how a helper could challenge without making the client defensive.

10.25. Discuss some cultural considerations in using challenges.

10.26. How would you evaluate the effects of challenge?

10.27. Compare the advantages and disadvantages of using challenges versus cognitive restructuring.