CHAPTER 2: AN OVERVIEW OF HELPING

Multiple-Choice Questions

2.01. An assumption underlying the Hill three-stage model of helping is that
   a. emotions, cognitions, and behaviors are all key components of personality.*
   b. people can discard their past learning or biological predispositions to learn to live
      with and accept themselves.
   c. early experiences of attachment and self-esteem are insignificant in terms of
      laying the foundation for personality.
   d. the environment plays no role in people’s innate movement toward survival and
      development.
   e. a and b.

2.02. Major goals of the Hill three-stage model of helping include which of the following?
   a. helping clients adjust to reality
   b. helping clients gain new understandings
   c. helping clients make positive changes in their lives
   d. helping clients learn about their inner child
   e. only b and c apply *

2.03. Which of the following is NOT true about the three-stage model:
   a. insight usually precedes action
   b. action is the most important stage *
   c. some exploration is usually necessary before moving on to insight and action
   d. sometimes insight follows action
   e. none of the above
2.04. The relationship between the three stages of the Hill three-stage model is:

a. The three stages build on one another, making the action stage most important.

b. The three stages build on one another, making the insight stage most important.

c. The three stages are all equally important.*

d. Once a client advances to a higher stage, he or she should not go back.

e. a and d

2.05. The three-stage model is influenced by all but which one of the following theories?

a. psychoanalytic theory

b. client-centered theory

c. Freudian theory

d. reality therapy *

e. behavioral theory

2.06. Exploration entails learning about clients, whereas action involves telling clients what to do.

a. true

b. false *

2.07. When clients have some understanding, it is usually easier for them to change.

a. true *

b. false
2.08. Working through problems in the therapeutic relationship usually occurs in the
   a. action stage
   b. insight stage *
   c. exploration stage
   d. mediation stage
   e. preparation stage

2.09. The goals of the insight stage are to:
   a. build a supportive and nurturing relationship, give advice
   b. foster awareness, facilitate insight, work on the therapeutic relationship *
   c. attend nonverbally, build rapport, explore thoughts, explore feelings
   d. help the client decide what his or her problem is; work on relaxation
   e. build rapport, help the client decide what to do differently is his or her life

2.10. The insight stage is crucial to give clients the opportunity to express their emotions and to
   think through their problems.
   a. true
   b. false *

2.11. __________ allows the helper to connect with who the client is as a person, and may
   enable the helper to connect with and identify the client’s needs.
   a. Conceptualizing ability
   b. Self-insight
   c. Anxiety management
   d. Empathy *
   e. Countertransference
2.12. Which of the following is (are) true regarding empathy?

a. It involves understanding clients and their perspectives from both an affective and cognitive level.

b. It is not necessarily a skill, but more of a way of being with the client.

c. It is similar to sympathy for the client.

d. It means having the same feelings as the client.

e. Only a and b apply *

2.13. An important goal of empathy is to

a. make the client like the therapist, which will make for a more comfortable therapeutic situation.

b. let the client know that the helper sympathizes with her or him.

c. help the client adjust to life.

d. communicate understanding.*

e. only a and d apply.

2.14. Observation of the client’s reactions to the helper’s intervention is

a. important mostly in the exploration stage.

b. not possible because clients hide reactions.

c. important in all three stages.*

d. less important than attending to the client’s feelings.

e. less important than conceptualizing the client.
2.15. Helpers can examine the outcome of the helping process for the client in terms of which of the following areas?
   a. interpersonal, intrapersonal, and social role performance *
   b. differentiation and integration
   c. dramatic and spiritual functioning
   d. enlightenment and organismic valuing process
   e. all of the above

2.16. Prochaska et al. (2005) identified five stages that are characterized as important in determining client readiness for change. Which of the following is NOT a stage covered by Prochaska’s theory?
   a. maintenance
   b. action
   c. contemplation
   d. integration *
   e. presentation

2.17. A client who has made a commitment to change and is readying her or himself to change is in which stage of change suggested by Prochaska et al. (2005)?
   a. contemplation
   b. action
   c. maintenance
   d. preparation *
   e. insight
2.18. As a client, Maria is aware of and accepts responsibility for her problems. Furthermore, she is thinking about changing but has not actively decided to change. It seems as if fear of failure is keeping her stuck in this stage. What stage of client readiness for change, as described by Prochaska et al. (2005), is Maria in?
   a. precontemplation
   b. maintenance
   c. contemplation *
   d. preparation
   e. integration

2.19. Once the client has reached the ______ stage, he or she is ready to begin the process of changing.
   a. precontemplation
   b. contemplation
   c. preparation *
   d. action
   e. maintenance

2.20. According to Bordin, the three aspects of the working alliance are:
   a. an agreement on tasks, a genuine relationship, and a solid bond
   b. a genuine relationship, a solid bond, and a mutual liking
   c. a bond, an agreement on tasks, and an agreement on goals *
   d. a mutual liking, a bond, and an agreement on tasks
   e. a solid relationship, an agreement on fees, and a genuine liking for each other
2.21. The “real relationship” aspect of the therapeutic relationship is:

a. the part of the relationship focused on therapeutic work

b. the bond between the helper and the client

c. the relationship between the helper and the client outside of therapy

d. the genuine connection between helper and client *

e. none of the above

2.22. Helper intentions are to helping skills as client reactions are to:

a. behaviors *

b. resistance

c. progress

d. rejections

e. therapeutic alliance

2.23. Client reactions

a. can be covert.*

b. can be hidden because of brain dysfunction.

c. are highly predictable.

d. are most often negative.

e. only a and c apply
2.24. Countertransference:
   a. is when the client’s perceptions are distorted by personal past experiences
   b. is something helpers strive to achieve
   c. is when the helper’s perceptions are distorted by personal past experiences *
   d. occurs with helpers who have a psychoanalytic orientation
   e. is none of the above

2.25. Internal representations:
   a. remind helpers of clients between sessions
   b. make helpers aware of their own issues and limitations
   c. involve treating the client like a close friend
   d. remind clients of helpers between sessions *
   e. are generally negative

2.26. By forming internal representations of their helpers, clients:
   a. are better able to cope between sessions.*
   b. become overly dependent on their therapists.
   c. come to rely on their therapists for even the simplest problems.
   d. are telling their helpers just how much they need therapy.
   e. a and c

2.27. Research has shown that therapists are better at detecting negative client reactions than positive client reactions.
   a. true
   b. false *
2.28. Which component is NOT one that Gelso and Carter (1985, 1994) theorized as components of the therapeutic relationship?
   a. transference
   b. countertransference
   c. primary relationship *
   d. real relationship
   e. working alliance

2.29. Bachelor (1995) found that warm, supportive relationships are important for all clients.
   a. true
   b. false *

2.30. Research has shown that client reactions are associated with
   a. arm movements.
   b. head nods.*
   c. leg movements.
   d. all of the above
   e. none of the above
Match the intentions with the correct definitions:

2.31. ___ Encourage catharsis      a. To help client get back on track, change subject, channel or structure the discussion if she or he is unable to begin or has been diffuse or rambling

2.32. ___ Focus                  b. To encourage understanding of the underlying reasons, dynamics, assumptions; or unconscious motivations for cognitions, behaviors, attitudes, or feelings (may include an understanding of the client’s reactions to others’ behavior)

2.33. ___ Identify maladaptive behaviors c. To provide a warm, supportive, empathic environment; increase trust and rapport and build relationship; help client feel accepted, understood, comfortable, reassured, and less anxious; help establish a person-to-person relationship

2.34. ___ Promote insight      d. To promote relief from tension or unhappy feelings; allow the client a chance to let go of or talk through feelings and problems

      e. To identify and give feedback about the client’s inappropriate behaviors and their consequences, do a behavioral analysis, point out games

Answer key: 2.31 = d, 2.32 = a, 2.33 = e, 2.34 = b
Essay Questions

2.35. Discuss the impact of culture on the helping process.

2.36. Discuss the role of the wounded healer in the helping process.

2.37. What is the connection between the therapeutic relationship and the helping skills?

2.38. How should helpers and clients be matched?

2.39. Describe the helping process.

2.40. Describe the influence of the external world on the helping process.

2.41. Discuss how to measure the outcome of helping.

2.42. What is empathy?

2.43. Do you think that action needs to follow exploration and insight, or do you think that action is the only important stage? Provide a rationale for your answer.