**Guidelines for Using Chapter 1**

**An Introduction to the Clinical Interview**

## QUESTIONS THAT FOCUS ON CHAPTER LEARNING OBJECTIVES

1. What is a clinical interview? How is the clinical interview defined in the text?
2. What’s the difference between clinical interviewing and counseling/psychotherapy?
3. What are the components of the learning model presented in Chapter 1?
4. What are the multicultural competencies? What is scientific mindedness? What is dynamic sizing?
5. What is cultural humility and how is it different than the multicultural competencies?

## WHOLE CLASS OR SMALL GROUP DISCUSSION QUESTIONS

1. Think about what makes for appropriate and inappropriate ethical boundaries in therapy and discuss your ideas with a partner or small group.
2. Think back to a time when someone who was trying to be helpful made a comment that resulted in a strong emotional reaction (either positive or negative) for you. Share this memory with your discussion group and talk about what caused your strong emotional reaction. Then, link this discussion to the sorts of things therapists might do to facilitate an emotional reaction (or to avoid a reaction) with clients.

#### Discuss the text’s philosophy of beginning to learn interviewing skills from a nondirective perspective. What are the pros and cons of such an approach? Can you recall experiences with counselor or psychologist-types who were obnoxiously nondirective?

4. We all come from various backgrounds and perspectives, that remains clear. What can be less apparent are the subtle ways our experiences manifest in our daily lives. Think back to an interaction where you clearly recognized your cultural self – what part of your cultural identity was highlighted and why? Share that memory with a partner and discuss how that experience can be applied to the concepts of *scientific mindedness* and *dynamic sizing*?

# TEACHING AND LEARNING ACTIVITIES

1. Have students break into groups of 3–4 for role-plays. Inform them that you realize they don’t have training or experience in being a clinical interviewer because you just want them to experiment with their natural ways of listening and being helpful. Students alternate roles of therapist, client, and observer. Students playing the client role should avoid being themselves and instead play the role of someone they know well and who has a specific problem. Students playing the observer role should watch, listen, and jot down a few notes about what seems facilitative and helpful (and what doesn’t seem facilitative and helpful). The instructor keeps time and limits each role-playing segment to 5–10 minutes. The instructor may intervene and begin discussion after all group members have an opportunity to play each role, or may intervene and discuss student experiences and observations after each 5–10 minute period.
2. Videotape a normal conversation. Play the conversation back to class and have students identify different verbal and nonverbal communication variables. This can be a good entry into a discussion of how to quiet yourself and really focus on listening to someone else. . . and how rarely that really happens in social contexts.
3. Use the Putting It in Practice 1.1 “Appropriate Relationship Boundaries” activity in class. Have the class generate additional challenging boundary or relationship issues that they’ve experienced or that they can imagine experiencing as counselors or psychotherapists.
4. Present a case with multicultural dynamics to the class. You could use the example from Chapter 1 about the Pakistani client or one of your own. After presenting the case, have students discuss the following questions in small groups:
5. What are some initial assumptions or conclusions you would be tempted to make? How does the concept of scientific mindedness apply?
6. How does the concept of dynamic sizing apply in this case?
7. Can you imagine becoming multicultural competent for working with Pakistani clients? Can you imagine experiencing and expressing multicultural humility with Pakistani clients? How do those concepts “feel” different to you as you consider them together?

# FEATURED TEACHING ACTIVITY 1.1

Counselor Know Thyself:

Personal Biases in a Diverse and Multicultural World

Vanessa Teixeira, Ed.D.

University of North Florida

1. **Activity Goal**

In this project, students will:

1. Identify a personal bias when counseling diverse populations.
2. Share the identified personal bias with others in a safe environment.
3. Process the identified personal bias with a group or individual to gain insight.
4. **Materials Needed**

Note: This activity will likely go more smoothly if the class has already built a reasonable level of trust.

1. **Instructions to Students**
2. Instructor introduces the concept of cultural diversity and normalizes the idea that counselors must be aware of their personal biases.
3. Identify a personal bias when counseling diverse populations:
   * Instructor will read this script, asking students to choose a cultural or minority group toward which they may feel uncomfortable providing counseling services. Students will then share their potential discomfort with the class in a group counseling format:

*“As humans, we all have personal biases, meaning that we may view a group of people as more favorable or less favorable than others. Many novice, and even seasoned counselors, have difficulty working with certain populations, such as individuals who physically and/or sexually abuse animals or children, individuals who have committed murder, individuals with uncommon sexual desires, individuals with multiple wives, individuals who abuse substances, children who have been sexually abused, women who stay in domestic violence relationships, transgender individuals, individuals with severe psychosis, etc. These biases come from our own experiences, the way we were brought up, what we see on television and other messages we’re given by society. Counselors are humans, and so every counselor has personal biases. If you say that you don’t, you’re simply not yet aware of your biases. I want you to think about a group of individuals that you may feel uncomfortable being around, or providing therapeutic services to. Be specific. But don’t share yet.”*

1. Classroom will be rearranged so that students can all sit in a large circle, as in group counseling. The instructor begins the group session with a review of ground rules, reminding participants that the goal is to establish a safe environment and to engage in respectful communication. However, participants are also reminded that in groups there is always limited confidentiality. The purpose of the group is to explore and discuss potential personal biases in an empathic setting.
2. **Facilitating the Activity:** Using either rounds or popcorn, the instructor facilitates student disclosure, gentle exploration, empathic responding, and methods for dealing with personal biases. The following prompts may be used:
   1. What personal biases can you identify in yourself?
   2. What about working with these individuals make you feel uncomfortable?
   3. Describe any past personal experiences you’ve had with these individuals that might contribute to your bias.
   4. What messages have I received about these individuals from your family, society, or other sources?
   5. What does it feel like to share this bias?
3. **Debriefing/Discussion**
4. After disclosure and discussion, the instructor ends the “group” and then engages in a debriefing/discussion, with possible homework.
5. What was helpful about the group?
6. How might the group have worked better?
7. How can group members support each other’s self-awareness and personal development?
8. Journaling homework: Instructor can assign individual journaling homework assignments:

* Discuss another group of individuals that you may have a bias toward, but did not feel comfortable sharing with the group today.
* How did the activity make you feel? What insight and awareness did I gain about myself and my role as a future counselor?

## ONLINE RESOURCES AND ACTIVITIES

1. Theoretical Evaluation Self-Test: <http://web.pdx.edu/~dcoleman/test.html>
2. Theoretical Orientation Self-Survey: <http://ww2.odu.edu/~eneukrug/therapists/survey.html>
3. Video on Cultural Humility: <http://www.youtube.com/watch?v=SaSHLbS1V4w>