

Transcript and Brief Leader Guide

***BASIC ATTENDING
SKILLS
(4th Edition)***

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Mary Bradford Ivey, Deryl F. Bailey, Azara Santiago-Rivera

Featuring Kendra Lyons



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BRIEF LEADER GUIDE: *Basic Attending Skills*

What is the Central Purpose of this Book?

These videos are designed to provide the beginning interviewer, counselor, or therapist with the most important fundamental skills of effective listening. By the time students have practiced these skills to mastery, they will be able to complete a full interviewing using only listening skills.

Secondarily, this new version is designed with a focus both on skills and multicultural issues. Thus, this material will be useful to those who wish to infuse multicultural issues more fully into interviewing, counseling, and therapy courses. In addition, we have heard that these materials work well in multicultural courses where the emphasis is on application of multiculturalism to the interview.

Third, we favor a training of trainers model, and the videos here have been used very successfully in the community with peer counselors, volunteers, medical staff, and many other groups.

How Can the Video Models be Used Most Effectively for Training?

The original microskills model now has over 450 data-based studies attesting to its value and utility. All the texts mentioned above have additional ideas and suggestions for teaching, but the most basic teaching framework is as follows:

1. *Provide warm-up exercises* so that students are acquainted with each other in small groups.
2. *Encourage reading, even in the here and now of the training session*, about the nature of the microskills single skills model. If you were to use *Basic Attending Skills* discussed above, short manuals, taking no more than five minutes to read, present the key ideas that students are to practice. Reading before the class or workshop can be effective as well.
3. *Provide a summary lecture/discussion* around the skill to be taught and practiced.
4. *Practice the skills in a small group, ideally with video or audiotape feedback*. The actual practice of the skills in the classroom under supervision is the best way to learn, practice and remember the skills.
5. *Work toward generalization*. Provide homework for the students. This can be further practice in classroom groups, exercises at home, and, of course, seeking ways to transfer learned skills to the interview in their field placements. Many students learn well practicing with friends and family. Research reveals that practice beyond the classroom will help cement learning and further generalization of experiences.

How can I use the Transcripts?

Detailed transcripts for all the videos are attached to the leader guide. You may wish to duplicate the transcripts so that students can study the interviews in more detail.

And, if you wish, email Allen Ivey at info@emicrotraining.com and he will send you the keystrokes of this Leader Guide and the transcripts. You may wish to use the keystrokes to develop an examination or even project certain portions of the interview on a screen from your laptop.

What is the Content of the Videos?

Each session begins with a short introduction followed by the skill demonstration. Several of the skills have both a negative and positive example of the skill. A debriefing follows this with the client. The example concludes with a discussion of multicultural issues around the use of that particular skill.

The video series provides examples of the foundational microskills of:

1. Attending behavior. Allen Ivey talks with Azara Santiago-Rivera about her failure to obtain a promotion. There is a negative model—"how not to attend" followed by a more positive example. Also included in this video is an example of how to approach the issue of cultural and general difference between client and interviewer.
2. Questions. Deryl Bailey demonstrates closed questions and then open questions with Kendra Lyons. The topic is a high school student dating and "older man" and parental objections.
3. Encouraging and Paraphrasing. Azara counsels Deryl around challenges she faces as an African American in a virtually all-White graduate program.
4. Feeling Vignettes. All the video participants present various emotions. The viewer is asked to identify the emotion and write or say a reflection of feeling.
5. Reflection of Feeling. Mary Bradford Ivey counsels Kendra around the death of a close friend.
6. Summarization. Norma Gluckstern Packard counsels Mary about what it feels like to be a member of the "sandwich generation," the age group that now finds itself taking care of both parents and older children. Caught in-between, Mary needs to balance her life and find her own space as well.
7. Integration of Listening Skills. Allen conducts an approximately half-hour interview with Azara using the skills of this video, thus illustrating that it is possible to conduct a full session with listening skills. The topic is an extension of the first attending behavior model above and Azara explores the issues of discrimination and job performance in more detail.

Supplementary References

You will now find many books in the field that utilize in various form the original microskills model. The video examples here can be used effectively with all of them as the microskills model has become generic to the field.

Daniels, T., & Ivey, A. (2006). *Microcounseling*. Springfield, IL: Charles C Thomas. Theory and research from over the years are summarized in detail. The 450 data-based studies on the model are presented.

Ivey, A., Gluckstern, N., & Ivey, M. (2005). *Basic Attending Skills*. Framingham, MA: Microtraining Associates. This is Microtraining's basic book. In just over 100 pages, students will master the critical skills discussed above.

Ivey, A., & Ivey, M. (2004 and 2007) *Intentional Interviewing and Counseling: Facilitating Multicultural Development*. Belmont, CA: Thomson/Brooks/Cole. This is a more advanced text that goes into more detail, is full of applied exercises, and extends microskills to the action and influencing skills of the session.

Evan, D., Hearn, M., Uhlemann, M., & Ivey, A. (2004). *Essential Interviewing*. Belmont, CA: Thomson/Brooks/Cole. This book covers parallel information, but uses a programmed learning format.

Finally, we recommend that you obtain Microtraining's *Basic Influencing Skills* video and books as a follow-up from this basic training. Available from www.emicrotraining.com or 888-505-5576.

Microtraining's website, mentioned above, has a wide variety of videos for training in traditional counseling methods and for multicultural practice.

TRANSCRIPT OF VIDEO

Title

Microtraining Associates, Inc.
888-505-5576
Email info@emicrotraining.com
Website www.emicrotraining.com
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Title

Microtraining Associates Presents

Title

Basic Attending Skills
4th Edition

Title

Allen E. Ivey, Norma Gluckstern Packard,
Mary Bradford Ivey, Deryl F. Bailey, and
Azara Santiago-Rivera
(Featuring Kendra Lyons)

Title

Introduction to Microcounseling:

The Importance of the Client's Story

Allen E. Ivey

Allen: Welcome. I really appreciate your participation in this series. Basic attending skills is concerned with presenting the most important aspects of interviewing, counseling, and psychotherapy. You can't help a client unless you've heard their story, you've heard what they have to say. Now in microcounseling we break down the interviewing skills one by one in a systematic process so that you can really encounter and deal with these skills more effectively.

I remember when I learned counseling—I went from theory to practice, and I was very puzzled when I got with that first client. And I feel sorry for that first client to be frank with you. Basic attending skills are designed to give you a systematic way to practice these skills that is safe for you and your client. In effect let's prepare before we get with the real hardcore action. So what we'd like to do in this tape is break down skills one by one and ask you to practice them.

You're going to see a number of videotapes. Each one has a single skill which we know is important to the counseling process. There's been extensive research, but even more important is the way you, you apply them in clinical practice.

Now I'd like to share with you what you're going to work through in this series. Research has shown that the basic microcounseling model is a most effective route toward master of the skills. In each skill we suggest the following as you approach each skill.

Allen is taken off screen and narrates the following titles while the paragraphs are presented.

Full screen title

Read and learn about the specific skill

First, prepare through reading and lectures. Know something about the video before you watch it. Read about the skill or listen to your instructor tell you about what you're going to see. If you know where you're going, you're going to learn more.

Full screen title

View a videotape, analyze what you see

Two, view the videotape and analyze it. What do you like? What you might want to change? Just cause you're seeing a tape doesn't mean it's totally perfect. These are tapes for discussion and for learning more.

Full screen title

Practice, Practice, Practice

Practice. This is the most important part. Actually practice the single skill that you've just seen. And that means ideally before videotape yourself or audiotape, get feedback from other people so you get some idea that you begin to have a sense of master of the skill.

Full screen title

Record practice sessions, obtain feedback

Fourthly, record that practice tape with audiotape or videotape. Obtain feedback. I say it twice because I think it's so important.

Full screen title

Five, generalize to the real world. Skills that are learned in the classroom don't necessarily apply when you go out in the real world. But we have found if you're willing to take these skills out and use them in the interview, your practice is going to improve. So welcome to what we think is the basis of counseling and psychotherapy. It's only a beginning, it's ultimately going to be your skills, your way of doing it. We look forward to hearing from you and getting lots of feedback. Good luck.

Title

Attending Behavior

Introduction Deryl Bailey

The first thing a helper needs to do is listen to the client. But what is listening. Our first video will show what listening is not. I'm going to demonstrate behaviors that illustrate poor listening skills. As you watch the video listen to what Allen does wrong. Perhaps make a list of what not to do. The second demonstration will show the difference between positive and negative attending.

Title:
Ineffective Listening
Allen Ivey & Azara Santiago-Rivera
As you observe this video,
make notes of what is
done incorrectly.

ALLEN: Hi Azara, you wanted to talk about something today.

AZARA: Yes I do. I've come to you because there's been an incident at my job a couple of days ago. And I'm kind of upset about it.

ALLEN: So what kind of job do you have?

AZARA: Well right now I'm an assistant manager for a company and I've worked at this company for 15 years.

ALLEN: So after 15 years you're still an assistant.

AZARA: Yeah I'm still an assistant after 15 years. But what I want to talk to you about is I was passed over for a promotion.

ALLEN: Could you tell me a little bit more about some of the things you might have been doing wrong?

AZARA: Well I don't think I did anything wrong. I've gotten very good feedback from ...

ALLEN: Well they don't usually pass people up for promotions unless they're not performing up to standards.

AZARA: But I think I have. I've had great evaluations. My supervisor is always giving me positive feedback about the kind of work I do. So it's just not fair.

ALLEN: So what can we do? Maybe one thing we can do in here is sort of help you find new ways to work along with your boss.

AZARA: But I really do get along

ALLEN: We have some training programs in terms of helping you get along.

AZARA: But Allen I get along with my boss. Now I'm frustrated.

ALLEN: Well I can imagine that you're frustrated. But I think you're going to have to face the fact there's some things we're going to have to do to work this through.

AZARA: I really don't think that that's the issue. The issue is that I was passed over for a promotion, and I was next in line and it just didn't happen.

ALLEN: Well I've heard that story before. ~~Was that bad enough~~

Title:
Stop Video
What do you see wrong here?

Title
Azara Gives Allen Feedback

ALLEN: Azara how was that demonstration for you. Even though you know it was a role-play?

AZARA: Well I felt like you were interrupting me a couple of times, so it was very hard to get my story out. And I got a little frustrated because you were kind of taking it in a direction that I didn't want to go with that. I wanted to talk to you about the promotion, about being passed over.

ALLEN: I was taking on my agenda rather than following with your agenda.

AZARA: Yes, yes and it was very clear that the questions were just not letting me kind of talk about the situation. So

ALLEN: In the process, did you notice anything about my body language?

AZARA: You looked away, very little eye contact, you kind of moved a lot. Like you were not very interested in what I had to say, and I think that that actually made me want to move as well, so kind of move in different directions because I didn't think that you were really paying attention. So...

ALLEN: Okay, so is there anything else you might want to add. I think we've hit the highlights, or low lights maybe...

AZARA: I think it worked out real well.

ALLEN: Okay, thanks so much.

Title

Positive Attending Example

ALLEN Hi Azara. Nice to see you.

AZARA: Hi Allen, how are you?

ALLEN Nice to see you.

AZARA: Thank you, nice to see you too.

ALLEN Thanks for coming in.

AZARA: Thanks.

ALLEN Azara, I've been looking at your file and I see that you'd like to talk a little bit about a problem on the job. Is that right?

AZARA: Yes that's right.

Running subtitle where underlined Informing client

ALLEN: Before we start there's a couple of things I'd like to talk about. One of them is that anything that goes on in here is confidential and this particular interview I'm taping cause I do get some supervision. So is it okay to make a tape, and if you feel any time you want to turn the tape off I would turn it off, is that okay?

AZARA: Oh sure that's fine.

ALLEN: And if it makes you uncomfortable, and some people it can, but usually it's there and sometimes I'll give you the tape to take home and look at.

AZARA: Okay.

ALLEN: Another issue as we start, everything is confidential, and it's not to be shared, except something where there's always that issue of legal confidentiality should you hurt somebody or indicate problems where you might hurt yourself or others. I think we need to share that as well. And then another thing as we start is that "hey" I'm a White male, you're from Puerto Rico, and a woman. What are your thoughts about working with me?

AZARA: Well I'm glad you brought that up because that's the first thing that came to mind when I asked about who I could talk to about my problem. And when your name was mentioned I thought oh my goodness is he going to understand. So I'm glad you brought it up. I think that

that helps me a little bit. Well what do you know about our culture?

ALLEN: I've been lucky enough to be down in Puerto Rico actually four times. And I've even been over to Ponce, I've been there all basically to three of the four corners of Puerto Rico and I've done some work down there and had a number of Puerto Ricans with whom I worked and Puerto Ricans who I've counseled. So I do know something about it, but perhaps you might want to ask me more.

AZARA: Okay, well that's a good start. Thanks for sharing that. I think that that helps me a little bit and I think I can kind of begin to talk to you a little bit about what's going on.

Full screen What are your thoughts about this sharing?

ALLEN: So if there's issues of feeling along the way I want you to know to feel free to ask me a question at any time.

AZARA: Okay.

ALLEN: So there is a concern on the job. I'd like to hear about it.

AZARA: Okay, well a few days ago I found out that I was passed over for a promotion at my job. And I've been with this company for fifteen years.

ALLEN: Fifteen years.

AZARA: And I was really pretty upset when I first found out, because the person who got the job, first of all is a male, he's only been with the company for five years.

ALLEN: So the guy that got the job a male and been there just five years.

AZARA: Just five years. And you know I think I'm must better qualified than he is for this position. I've gotten really good evaluations from my supervisor, I have a great working relationship with my colleagues. And you know I'm like I was completely shocked to find out that I didn't get this promotion. Cause I was actually encouraged to apply for this job. And you know I didn't get it. This is ... I'm just really really angry.

ALLEN: Really really angry. And what I've heard is what makes you angry is that you've had a good record, you were even asked to apply for this job, and finally this White male hasn't been there that long gets the job. What

do you think is going on?

AZARA: Well I think it's discrimination.

ALLEN: You do?

AZARA: I do. Now the problem I'm having Allen is that I think this. I think it's discrimination but now I have to decide what I'm going to do. If I'm going to file a complaint, and the consequences of filing a complaint, you know will that upset my colleagues, will that get my boss, my supervisor upset with me. I'm really worried about the consequences. I don't want to lose my job, but I think it's discrimination.

ALLEN: Other people I've talked with too, it's a tough decision to make. If you file, you set yourself up for a lot of hassles, if you don't file, then you're stuck with your anger and frustration. Could you tell me a bit more about that dilemma you feeling.

AZARA: Well it's like I'm stuck, I don't know what to do. On the one hand I think it's important to file the complaint because I think it will show the company that they really need to think about diversity in the workforce, and I'm kind of tired of being the only Latina working in this company for as long as I have, when you know they need to do something different. So I'm torn between that and I don't want to lose my job because I'm afraid of losing my job.

ALLEN: So you're angry, afraid, frustrated. A lot of stuff comes together for you all at once.

AZARA: Yes, that's right. And I don't know what to do about that.

Title

Interview continues with search for strengths: The positive asset search

ALLEN: One thing I heard you saying is I'd like to understand a little bit more, you had good evaluations, you say you have good relationships, success, a reasonable rate of promotion, at least raises along the line. I'd just like to hear at this point, I kind of had a general issue of your background and some of the problems you have, I'd like to just hear a little bit about give me an example of something more specific that's gone right in the past. Something you're proud of. Cause when a person talks to me about difficulties, it kind of makes them feel a little embarrassed, and I'd like to understand some of your strengths. I've got a general understanding of your problem, I want to come back to that. Could you tell me a little bit about some of your strengths too.

AZARA: Well I recently completed my major project, and you know my supervisor really liked the quality of the work that I produced. So that's really one really positive thing that happened a month ago. And that actually is related to why I decided to apply for the promotion because I got such a good feedback about this report that I completed.

ALLEN: So your supervisor said you did good things, did your supervisor support your application for this promotion?

AZARA: Yes. Yes, but obviously my supervisor doesn't have a lot of clout within the company.

ALLEN: I guess I'm going to ask the obvious question. Have you talked with your supervisor about this issue yet?

AZARA: No not yet.

ALLEN: Not yet. So that's a piece of data that were he is and where he stands on this But before you do anything you really need to sort out more what's going on.

AZARA: Absolutely.

ALLEN: One thing I'd like to do is focus on some of your strengths and good qualities and what has gone really well on the job. And on the basis of those strengths I'll have a little better understanding of what you can do. And the promotion, one of the issues in dealing with promotions sometimes is not just an attack, but did they miss something. And I think I can understand you and understand the issues better if I know a little bit more about some of those strengths. Can you tell me about one more thing that you've done right?

AZARA: Well I've been, I've well organized, and in my work space I tend to... I always turn in assignments on time, tasks that I have to do. I also think that I maintain a sense of collegiality in the office. I try to keep people in good spirits, I mean I worry about my colleagues.

ALLEN: A spark plug for the whole organization.

AZARA: But that's part of me, that's who I am, so I think those are strengths.

Title full screen Having heard strengths, Allen returns to the central issue

ALLEN: So I hear those good strengths and I'd like to identify those a little bit more precisely. But let's go back to the difficulties. And do you sense anywhere, do they

give you any specific feedback about why you didn't get the job?

AZARA: Well no, not yet. They haven't really been clear to me as to why I didn't get the promotion. So maybe that's one area that needs to be clarified as to why I didn't get the promotion from their perspective. Right?

ALLEN: Yes. From your perspective it's pretty clear.

AZARA: It's pretty clear to me. That's why I think I need to file a complaint, but I'm scared to death of doing it, and I'm very very angry.

ALLEN: So I hear that... I really hear that urgency to file a complaint, are there timelines you need to consider for that complaint?

AZARA: I'd like to do it within the next two months, and the sooner the better, but I need help sorting that out.

Subtitle while the underlined is shown

Allen focuses on emotion

ALLEN: Next two months. At the same time you're really really angry, frustrated and so forth.

AZARA: Yes, very.

ALLEN: How is that frustration, angry, eating on you? What's happening with you?

AZARA: Oh, I can't sleep. I haven't been able to eat very well. I'm tense. It's really... I have to make a decision soon because I don't like the way I feel.

ALLEN: Okay, so this is an interesting and important beginning and I think we have a long way to go. And we've got to do it fairly quickly, right?

AZARA: Yes we do.

Running subtitle during underlined portions or a little less.

Summary of interview so far

ALLEN: So what I really heard is that so far is you've got a lot of strengths, good record, good evaluations, over time you've got support from your boss, over time he encouraged you to do it. At the same time boom, you thought the job was yours, and zap here comes a White male, five years experience, his job not yours, and you're really angry and frustrated. Is that the story pretty well?

AZARA: You have it right, that's exactly how....

ALLEN: Anything particularly important that I've missed.

AZARA: No I think you covered the essence of it. Thanks.

ALLEN: We can consider this a beginning. Okay.

AZARA: Thanks.

Title

Azara gives Allen feedback

ALLEN: Azara was I able to listen to your story this time?

AZARA: Oh yes, a real big difference I think. You know you were really paying attention, I felt that you were really with me. You really captured kind of the essence of the situation. And you were attending to my feelings. I mean you really weren't ... and your body language was like you were really there.

ALLEN: I even kind of felt some of the anger and frustration in my own body. I don't know if I showed it, but I felt it.

AZARA: Well I could really tell the difference.

ALLEN: So you thought you did get your story out there. Eye contact was better and you felt you were listened to.

AZARA: Yes I did.

ALLEN: How did you feel about that beginning thing where I sort of asked you some questions about how you felt working with me as a White male and so forth?

AZARA: Well I certainly appreciate bringing forward, or at least talking about it early on immediately. I think it's important to address that because as a Latina it's certainly present in my life every day and I know that it's important to address this when you are talking to someone, especially when you are going to engage in a counseling session. To get that issue upfront right away.

ALLEN: So that made it more comfortable.

AZARA: I think it did.

ALLEN: I think it's one thing that a lot of counselors are hesitant to share this, but the feeling is that such data need to be shared up front and be as open as you can.

AZARA: I think so, I think that that really breaks the ice and if there are differences they are handled at the very beginning and you start off on the right foot, as I would say. So I appreciate that.

ALLEN: And then sort of provide an opportunity for the

client to ask you questions at the beginning.

AZARA: Absolutely.

ALLEN: I think it was different.... Goes away from lots of counseling theory where you grew up with, but things are changing.

AZARA: I think so too. I think the other thing that I appreciated was that you disclosed a little bit about yourself at the beginning, and that too is something that we're not trained to do, we're trained to be very guarded and careful what we say. And you were very frank about this, so I appreciated that. I think that really opened the opportunity for me to talk to you.

ALLEN: Thanks very much.

AZARA: You're welcome.

Title
Multicultural Feedback
Azara, Allen, and Deryl

Allen: Well we've just done the attending behavior video and I was wondering what the multicultural difference we might want to think about in this, because I know there are a lot of different way to attend than just the verbals, eye contact and so forth that I demonstrated.

Deryl: Well I think in general for African Americans or Blacks whichever you prefer, the proximity being too close can be problematic because that's sort of an invasion of space which I for one tend to like to protect sort of after myself. But also being too far away means that you're not investing, you're not interested. And the other piece of me is eye contact. Directly looking at for example an adult as a child wouldn't be considered disrespectful. But it's also contextual. If I'm being chastised I should look at you in the beginning with that conversation because it means I'm paying attention. But to look at you in an evil kind of way means that I'm being disrespectful so you have to sort of gage that piece, but eye contact is important in the African American culture.

Allen: But it will vary with the individual and the situation.

Deryl: Absolutely.

Azara: Well first there are some similarities actually in what Darryl just shared about the eye contact and about the proximity. How close or how far you should get to someone. Among Latinos though it's very hard to kind of generalize because there's so much diversity within the population. So I want to be very careful about generalizing what we're saying about this. But the eye

contact issue is important in the sense that you know I have been raised for example to not look directly at an adult figure. This was certainly growing up as a child, because that would be considered challenging authority. So the eye contact issue is an interesting one because I think we're raised to be more respectful and then when you're working with a counselor who is in a position of authority, then you tend to maybe look away more often than not. The issue with how close you should get or how far, distance is an interesting phenomena among Latinos, we're very huggie, feely kind of people where we touch a lot, so closeness can mean intimacy, it can mean trusting, but I think it really depends on the situation. It really depends on the situation.

Allen: And as you move to White culture, which I think is an important aspect, it's always dangerous to generalize, but there tends to be in general European White culture the issue I know that are often seen by African American, Latinos, Asians, as sometimes cold and distant. Our vocal tone tends to be pretty straightforward and level all the time, and not show too much emotion. But again this will vary with the culture, the southern Italian, the Jewish. I come from more a northern European situation. Each one varies, and each person will vary from their style, so we can't absolutely fix it with one person. But there definitely is issues with the White culture as well.

Azara: Yes.

Title
End Attending Behavior Video

Title
Questions
Deryl Bailey and Azara Santiago-Rivera

Title
Introduction
Mary Bradford Ivey

Mary: I did my master's degree at the University of Wisconsin and Carl Rogers visited us often. I learned there that questions were something that we ought not to use as a client needed to be self-directed. Questions certainly can cause problems and put clients on the spot. But they're often necessary to obtain the information and to help the client tell their story. The first example you will see will be the use of closed questions which require a short answer. There you will see that you can obtain some information from the client but they do not ordinarily help clients discuss their issues in sufficient detail.

Title
Closed Questions
Deryl Bailey and Kendra Lyons

DERYL: Hi Kendra, understand you wanted to talk to me today.

KENDRA: Yes. See I have a boyfriend now. But he's a lot older than me, not a lot older, but my parents hate it. They don't even want me to see him.

DERYL: How old is he?

KENDRA: Twenty-one.

DERYL: And how old are you?

KENDRA: Seventeen.

DERYL: So is this something new, your parents not liking your boyfriend?

KENDRA: Well they didn't know about it until very recently.

DERYL: How long have they known?

KENDRA: A couple of days.

DERYL: You don't like your parents not liking your boyfriend I take it.

KENDRA: No.

DERYL: So you think your parents should like your boyfriend?

KENDRA: Yes, I like him.

DERYL: No matter how old he is?

KENDRA: Yes.

Full screen title
Closed questions bring out information quickly, but lack depth and often put the client on the spot

Title:
Open Questions

DERYL: Hi Kendra.

KENDRA: Hi.

DERYL: I understand you wanted to see me today?

KENDRA: Yes.

Running subtitle

Open question—can

DERYL: Can you tell me a little bit about what's going on?

KENDRA: See it's my new boyfriend. And he's great, but he's a little older than me and my parents didn't like him so much. They would probably like him if they knew him, but they don't like me being with him, just because of how old he is.

DERYL: Okay, so it sounds like your parents don't mind you having a boyfriend, it's just that he's older than you, so that's what they're objecting to. So how long have your parents been responding this way?

KENDRA: Well they've only known for a few days, but we've been together longer than that. So if they really knew

Running subtitle

"How?" often feeling related

DERYL: So how does it make you feel that your parents don't approve of your boyfriend that you've been dating for a couple of months?

KENDRA: Well it hurts me because it makes me feel like they can't trust my judgment, and they can't understand that I like him for who he really is. And that I feel I'm mature enough to handle somebody that's older than me.

DERYL: Okay.

KENDRA: But they don't look at it that way.

DERYL: Okay, so you've got a new boyfriend, who's older than you are, and you think you've got a great relationship and you think you're mature enough to handle that, that level of relationship. And your parents disapprove because they don't think you are quite ready for that type of relationship.

KENDRA: Or they want me to be with someone my age.

DERYL: Can you tell me how that makes you feel?

KENDRA: I don't like anyone my age. They're all too immature.

Running subtitle

Search for concreteness

DERYL: Too immature? Can you give me an example of what that means for them to be too immature?

KENDRA: The guy I'm with right now I can have

conversations with him and they actually mean something to me. The guys at school, the people that are in my grade, you know they're still using like whoopee cushions, that kind of thing. Like that's not ... like I'm beyond that you know. And my parents always knew that I would be someone that was older than me, but now that I've actually found someone, it's like they're going against what they always said.

Running subtitle

Closed question

DERYL: Have you had an opportunity to really sit down and talk with your parents about how you feel?

KENDRA: No not really because I didn't exactly tell them. It was more we've been together for a little while and they found out that I was at his house instead of me sitting down and talking to them about it, so.... We haven't had a chance.

DERYL: So can you tell me how you would have preferred them find out?

KENDRA: I should have told them.

DERYL: And how would you have done that? Let's pretend that I'm your father. So tell me how you would have sort of broken the news to me.

KENDRA: I would have asked them to trust me, I would have said can you please understand that it's more about a connection between me and this person rather than going out with him because he's older. It's not about that at all. It's just about when you find someone that you have a strong connection with ... I can't help it, I can't help the way I feel about him, and I want you to understand and respect and trust me enough to at least give him a chance. At least let me go out with him once or twice and you can meet him and see if you like him. You know.

Running subtitle

Search for concreteness

DERYL: Can you give me an example of a time when you showed your parents that you were mature, that you are not just their little girl anymore? Can you give me an example of a time when that was so?

KENDRA: I mean since I was like 14 I've had a job, I've been working on my own. I've been pretty much financially like independent. I've made a lot of smart decisions in my life. I've made some mistakes, everyone does. But I've learned from them. And now like I'm balancing so many things in my life, I'm doing well in school, I've been making good decisions lately, I'm still working a lot, and I'm doing things that make them very proud. And I know because they've always told me how

responsible and how mature they think that I am. So now this is just another obstacle and I think that you know it's not something they should frown upon.

Running subtitle

Search for parents perspective

DERYL: Right. So it sounds like there's been several opportunities where you've shown your parents that you are mature, you can be trusted. You are responsible, but yet they still are a little hesitant to have you date this older person. How do you think it makes your parents feel to have their baby girl involved with an older guy?

KENDRA: I guess I never really thought about it from their point of view. I mean I know they're probably scared and they're probably worried, they don't know what his intentions are. They don't know him. And I guess they're not going to unless they give him a chance, unless they get to know him. You know, cause not everyone that's older is the same, and they don't all want the same thing from somebody my age, and they don't... they're just not going to understand.

Running subtitle

“What?” leads to facts

DERYL: So what do you think it is that they're afraid of?

KENDRA: Me getting hurt. Me getting involved with someone and not focusing on the things that I'm supposed to be focusing on. But I mean I haven't been with someone in a while and I don't know I think that it's fair. I mean it's my senior year, you know, so I think it's fair to at least give it a chance and understand that I am ready to be in a relationship and I want to be.

DERYL: Okay.

Running subtitle

“Why?” seeks out reasons

DERYL: Well Kendra it really does sound like that there have been times when you've shown your parents that you can be responsible, that you can be trusted, and yet they're still finding it a little hard to let go, and what do you think that's about? Why do you think it's so hard for them to sort of let go?

KENDRA: I think letting go is actually a really big part of it. I have one older brother and that's it, so I'm the baby for both of them technically. And I think I grew up really fast, kind of right in front of their eyes and I don't think they expected me to grow up as fast as I did, and I know all parents probably have a hard time with that, but I'm leaving at the end of the year, I don't think they're ready to see that at all. And I don't know maybe part of it is they don't want to maybe lose me to someone else. Lose me to a guy before... you know I'm going to leave them

anyways and they want to spend as much time with me as they can.

Running subtitle

Gender differences

DERYL: Have they responded differently to your brother when he wanted to date people a little bit older?

KENDRA: Yes. They did. My dad definitely did, my mom did, I think it was more of my brother didn't start ... I guess he didn't start going out as much and doing things socially until he was older. And when I started and he was probably older than I am right now. I'm almost 18 and he was probably older than I was before he started going out and doing things. So it was a little harder for them to let go of me, one because I'm their youngest child, and two because I was younger than he was when he started doing this.

DERYL: Well let's think about this. You're their youngest child. Do you think that your being their daughter opposed to their son has anything to do with how they're responding right now?

KENDRA: A little bit, but I mean that's something that I feel strongly on anyways. I feel like I look at my girlfriends and I look at my guy friends and I see how parents treat... it seems to me at least that parents treat males a lot differently than they do girls in some situations in terms of you know sleeping out, or like making sure to call and check in. I feel like there's a lot more protection on younger females than there is on males.

DERYL: Okay so that sounds like you at least acknowledging the fact that you think your parents.... That it is about protection.

KENDRA: Yeah. I never really agreed with that whole thing. But I think part of it is about protection.

Running subtitle

"Tell me" works as question

DERYL: Tell me how you feel about their being more protective of you than more so your brother?

KENDRA: I can understand I guess. I mean my brain is not developed to the point of theirs, so obviously when I'm a parent I'm probably going to understand it more. But right now it seems unfair. And I can't see it from their perspective. So obviously it's going to affect my life right now in a negative way. But maybe when I'm their age and I have kids it's going to make more sense.

Running subtitle

More concreteness

DERYL: Okay. Let's talk a little bit about this is

obviously not the first time that you and your parents have disagreed, right? Okay, so how did you handle those situations? Just give me one example of when there was a time when your parents didn't agree on something.

KENDRA: Okay. Me being home by 12:00. That's what they wanted. I mean it doesn't make sense because biologically teenagers it's easier for them to stay up later and be out all night and harder to wake up in the morning. But they have a big thing about I have to be home at 12:00 because of this reason and that reason and I never understood it. I was always upset about it. It never made sense to me. And then we compromised in a way that I could stay out if they knew that I wasn't like driving after than hour. Because legally I'm not supposed to be until I'm over 18. So promised not to be driving after 12:00, but I could be out and I could go somewhere between 12 and 1 I say with another friend that was old enough to be driving then. So things like that. That's pretty much how we dealt with it, we've always done like a compromise and they've actually been really good about it.

DERYL: So it sounds like you've been able to compromise with your parents so you can get some of what you want, but yet give them some of what they want, and everybody will be okay. So how might that work in this situation? Where would you see the compromise taking place, at least your role in the compromise?

KENDRA: It's hard to tell right now. But you know I think honestly if I approached them better about it, if they didn't find out the way they did, if I hadn't been deceiving I guess, you know if I just told them straight up, I like this person and like I can't help it, and I wanted to know how you feel about him, and then you can meet him. We can talk about it rather than thinking they were going to say no right away and then doing it behind their back, and then having them find out in the wrong way. So if I guess if I take responsibility for that now, it's never too late, so if I apologize for that, and then ask them if I can kind of start over with it and bring him to my house and ask them if they can meet him.

DERYL: Right.

KENDRA: And see if they'll actually give it a chance.

Running subtitle

Summary of brief session

DERYL: Okay, so in the past you've done some things for example to compromise, being willing to see their side as well as getting them to see your side. And you mentioned earlier that you were responsible, you're trustworthy, so those are some positive things on your side. So maybe if you consider using the things that you do well and sort of relating to your parents and sort of reaching those

compromises, it might be helpful in this situation. So what I'd like you to do is just sort of look back at those experiences and kind of figure what you did then that made those compromises possible. And how might you use it to solve this situation. So let's consider talking about that. You think about those things and the next time we meet we'll talk about what that might look like. Okay.

KENDRA: Talk to them.

Title **Feedback on Session**

DERYL: Okay Kendra so let's reflect on what we just did just now. When we first started I used a lot of closed questions you know, where they required short answers. But how was that for you?

KENDRA: I mean when you asked me those questions they were very like, like you said, closed and they were very direct, and all I could answer yes or no, or give you a number or something like that, and it was kind of harder for me to say what I really wanted to and even if I was thinking something else I stopped thinking about right when you asked that question. So it was harder for me to really tap into what I was feeling in terms of just answering what you were asking. That's all I was really thinking about at the moment.

DERYL: Now on the other hand, the last part of that interview, where I asked more of the other type questions, open-ended questions, what was that like?

KENDRA: That was a lot easier for me. And in terms of getting my feelings out at least, that was a lot easier for me. And when you asked the open-ended question I could not only answer what you were asking me, but it also made me think more and it took me deeper into that thought. So I had 5 other things that I wanted to say right after that, and I was just able to let them all go at once, just by you asking one question.

DERYL: Okay, good. All right.

KENDRA: So it's helpful.

Title **Multicultural Comments**

Allen: Azara and Darryl on questions in multicultural issues there are lots of them, but one that I really had a powerful learning experience was working in Australia with Matt Rigney, an Aboriginal social worker. And I was asking Matt some questions about his job and what he's doing, but we'd been knowing each other for several

weeks, and he'd developed a trust and he stopped me, Allen could you stop for a minute I want to tell you something about White fellas. You guys are always asking endless questions. And now I know what happens when you ask me a question, and I'm thinking about, well by the time I've got an answer ready you're off to the next question. What I'd really rather do is chew about it for a length. And sometimes I feel your questions are a little intrusive. So questions, particularly when you're culturally different have potential issues. What are some of your thoughts on the questions in the interview?

Azara: Wow. Well that's ... I have to agree with your colleagues statement about that, that especially issues regarding family. Allen, they can be perceived as being intrusive. It is... there is protection of the family to an extent that you know you ask about somebody's health and the immediate reaction might be, and why do you want to know that? So I think that depending on, once again it's situation specific. But for certain things I would see how questions could be perceived as intrusive.

Allen: You're right there's a point where you've got to use questions carefully.

Deryl: It goes back to that level of trust. If there's been a relationship developed, a deeper type of question can be asked. It wouldn't seem as invasive, whereas at the beginning of the interview, you go right to those type of questions, I'm going to be a little bit kind of defensive and protective and not willing to sort of give you the type of answer that you're probably going to need.

Allen: Thank you very much.

Title **End Questions Video**

Title
Paraphrasing and Encouraging
Azara Santiago-Rivera and
Deryl Bailey

Title
Introduction
Norma Packard Gluckstern

Attending behavior and questioning are essential whenever you're talking to a client, whether it's to talk about their problem or whether it's for them to talk about themselves. But it's also essential that the client know they are being listened to. A simply encourager uhuh or nodding your head is enough to get the client to continue talking. Paraphrasing, on the other hand, allows them to perhaps understand better what they've been saying and clarify both for you and the client. In the first demonstration that you're going to see this afternoon is the distortion of using paraphrasing and encouragers. In the second one you're going to see how useful these two skills were in encouraging your client to continue talking about their problem.

Title
Paraphrasing: Negative Example
Azara Santiago-Rivera and Deryl Bailey

AZARA: Hi Deryl. Welcome. So what brings you here today?

DERYL: Well I'm just having a challenge, a little struggle. I'm currently in a master's program and

Running subtitle
Fails to let Deryl finish
AZARA: Where is the master's program?

DERYL: It's at the University, and I'm not really happy with the way things are going. I don't feel welcome, I don't feel a part of the department or the cohort.

Running subtitle
Why question may lead to defensiveness
AZARA: Yeah but why not?

DERYL: Well there's been a number of things that sort of have happened over the last semester, that's why I'm here. is to sort of talk to some of those things and make sure that it's not me. And because nobody else seems to think that they are problems.

AZARA: Well what makes you think that it's not you?

DERYL: Well because they're just different things that just sort of keep happening all the time. And it can't be me, it just can't be me all alone.

Running subtitle
Distortion of Deryl's intent
AZARA: It takes not only ... you contribute to a problem too, so it goes both ways.

DERYL: And I understand that, but ... for example, can I just give you an example?

AZARA: Sure.

DERYL: If I'm in class and first of all I'm the only African American in the class by the way, and there's a question asked of the class and I raise my hand. And I'm totally ignored. I'm sitting in the very front row of the entire class, and there are people all around me being called on except for me.

AZARA: Who ignores you?

DERYL: Well the teacher teaching the class. Now I understand that it's some graduate assistant, but still I'm sitting right there in front of you, and when I came into this program I came with a set of experiences. And so when you ask a question about a particular topic and I have some experience or an opinion at least, allow me to have an opinion, but when I'm just totally ignored and everybody else around me who, rightfully so have their opinions, but I have mine too, and I'm just sort of totally sort of not even included in the class discussions.

AZARA: You sound pretty upset. Maybe we should just start from the beginning.

DERYL: Well that kind of is the beginning. You know it started happening from the time I got into the program. It's like I realize I'm the first African American to be accepted into this program, and but we don't get beyond that. You know, treat me like you do any other student or treat me like you do ... The students should treat me like they treat their other peers.

Running subtitle
Why question may lead to defensiveness
AZARA: And why do you think you should be treated like everybody else?

Running subtitle
Deryl defines issues despite the counselor
DERYL: Because I am like everybody else. I've met all the criteria to get into the program. I've worked hard since

I've been here, you know all my assignments are turned in on time. I try to be a good citizen and participate in the out-of-class activities that the groups do. But by the way they don't even sometimes let me know that these things are going on. I just sort of overhear about them and so I decide to show up because I want to feel a part of the cohort. I mean it's a cohort for **Christ's please bleep that single word out of the text**. sake. You know you're supposed to be in this together. The students don't make me feel included, and the faculty definitely don't do anything about trying to help me feel included.

AZARA: Well it's a complicated problem it sounds like, we're just going to have to sort it out.

DERYL: Well I had hoped so because I don't know if I want to continue in this program if it's going to continue to be this way. I've got three more years here and it's not a good feeling. You know I go from being angry to feeling hurt, to just like feeling downright you know not a part of things. So I don't know.

AZARA: We'll work on it.

Title **Paraphrasing Positive Example**

AZARA: Hi Darryl my name is Azara. Welcome, nice to meet you too.

DERYL: Hi, same here.

Running subtitle **Introductory sharing**

AZARA: Before we get started I'd like to tell you a little bit about myself cause I know that this is your first time coming to the counseling center, and I just wanted to let you know that I've been working with the counseling center now for ten years, and have worked with a variety of students. And it's been... I've had the good fortune of working with a very diverse student population, so I'm very happy about that.

DERYL: Good.

AZARA: And given that I just wondered if you had any concerns about our difference. You know that I'm a female, I'm Latina, and you're an African American male and wondered what your level of comfort was with that?

DERYL: Well actually now that you mention it I do feel some relief, and not that you're going to understand my total experience, but my guess is that we'll have some things in common. And I don't know I'm just a bit more open to the experience being that this is my first time and not knowing what to expect except for what I've heard

about the counseling process and so first of all I'm really surprised that you are also different.

AZARA: Okay, well you know as we talk a little bit about your concerns if there's something that's not right, please by all means just let me know.

DERYL: I will. Thank you.

Running subtitle **Open Question**

AZARA: Okay that will help this discussion today. Great. So tell me what brings you to the counseling center?

DERYL: Well I'm in my second semester of the master's program, and it's not been smooth sailing. I'm not very happy with the experience. It's not what I expected. You know I'm the first one in my family first of all to be in a graduate program, so my family couldn't sort of help prepare me for what to expect. I knew the work was going to be rigorous, but it's not even the work, it's the other pieces of the experience that have been less than fulfilling. I don't feel connected to anybody in the program. I don't feel connected or like there's a relationship with the faculty. I just sort of feel like that I'm an outsider. I'm the only African American in the department and while that's an obvious kind of difference, but it feels much larger than that. I feel like I'm not included in things.

Running subtitle **Reflection of feeling**

AZARA: So you're feeling right now that you're sort of alone?

DERYL: Yes. Absolutely. I mean there have been so many different incidents that sort of ... sometimes I was wondering is it just me. Am I imagining all this? Am I ...

Running subtitle **Encourage**

AZARA: Is it just you, yeah.

DERYL: That's kind of how I was feeling sometimes. Am I making this stuff up? Am I being over sensitive? But things just keep reoccurring. They keep happening, so it can't be me. And if it is then maybe there's something that I need to do differently. But I just don't think it's just me.

AZARA: It's not just you. Yeah. So tell me a little bit more about how you're sensing all of this. What's your feeling about this whole thing?

DERYL: Well it's like when I walk in class, it feels like everybody is watching everything I do. If I were to sit in the wrong seat, or drop a pencil, it's like all the attention is

on me. And it's not the type of healthy attention, it's like they're looking for me to do something wrong. Waiting for me to fail.

Running subtitle

Paraphrase

AZARA: So they're waiting for you to do something wrong.

Running subtitle

Open question

What might that be?

DERYL: I don't know. It's almost like everybody is uncomfortable with my being in the room. That's more what it is. The students are uncomfortable when we have to do group projects, they'll have meetings and won't tell me about them. Or even when they have social gatherings, I'm the last one to know. And then when I show up they'll be in conversation and the minute I walk up the conversation stops. And it's like what is this? You know.

Running subtitle

Encourager

AZARA: That conversation stops.

DERYL: Yes, it's almost like... I don't want to sound paranoid but they were either talking about me or making plans that they didn't want to include me on. There had been one incident in class where I was even just totally overlooked. I have no voice in class. I'm never encouraged to be part of the discussion. And if I do manage to get a word in edgewise it's like okay he said something, let's move on to the next student. So it just doesn't feel good. There are days when I feel emotionally drained just after being in a three hour class, because it's a constant fight to be included. And at times when I am included it's like, it's a big issue. They make too much of a deal out of it.

Running subtitle

Encourager

AZARA: Big issue, yeah.

DERYL: I want to be treated and feel just like every other student in the program. And I don't feel that. And I'm not sure I want to stay in this environment. It's not healthy, just doesn't feel healthy.

Running subtitle

Paraphrase

AZARA: I don't think it's real healthy for you right now.
No.

DERYL: No.

AZARA: Okay.

Title

Paraphrasing Feedback 2:20

AZARA: Well Darryl I was wondering how that second session went for you?

DERYL: Well good, it felt really good. I felt like I was getting my story told, which is part of the problem with the scenario was that I had nobody to talk to in my environment. But coming to this counseling session allowed me to sort of vent and say what I needed to say.

AZARA: Okay. Now do you think that the way I sort of paraphrased some of the things was really sort of helping you to explore and say more about your situation?

DERYL: I truly believe so. It sort of helped... it helped me organize what I wanted to say and how I wanted to say it. So that was really helpful.

AZARA: I was wondering if you could just share with us a little bit about that experience, about being the only African American in the program. I think that's important for us to really make known because of the few minorities that are in these graduate programs. So what are your thoughts on that?

DERYL: Well it's definitely not a new experience. All through high school and undergraduate it was pretty much the situation. But it's something that you never really get used to because it's thinking that by this time you know in a master's program, things would have changed somewhat. But it still is you feel isolated and it's kind of odd. Because on one hand you want people to really reach out and sort of help make you feel comfortable, but at the same time you don't want to seem like somebody's community service project.

AZARA: Right, sure.

DERYL: You know where the attention is artificial. So what would really be helpful is just to have people just be themselves, be real. It's just unfortunate people have a hard time being that way (real). They have to be something different or special to be inclusive, when in essence you don't. I would really just appreciate being included and just like everybody else. But it's not something... it's something I haven't gotten used to yet, and it's been my lifelong experience. But I don't know.

AZARA: That's an important issue. I think many of us experience that in different settings. So thank you for sharing that with us.

DERYL: Thank you. Thank you for allowing me to.

Title
Multicultural Feedback

Allen: The next thing we'd like to talk about is the use of paraphrasing and encouragers. I think we've agreed in our preliminary discussion that paraphrasing and saying back accurately what is heard seems to fit for. We think (paraphrasing) works generally across cultures. Unless you've got somebody ... there's an occasional client you'll get that says "I just said that." But generally speaking we feel pretty comfortable with it. The issue of encouragers I think does vary. The issue of head nodding and the use of silence—Azara, what occurs to you?

Azara: The issue of silence really kind of resonates, because you know from my background as a Latina Puerto Rican, we talk with our hands a lot, we're very expressive, we sit around a dinner table and everybody is talking at once. Silence is interpreted as agreeing with somebody. When you're silent that means you agree, you're agreeing with a comment or a statement said by a person of authority. That's what silence means. So silence is we kind of have to redefine that when you're working with ... at least with Puerto Ricans.

Allen: I was working up in the central Arctic one time with Native Inuit populations and silence is really a way of being. And with many Native Americans it is quite acceptable to sit and not say anything for a while. What about silence?

Deryl: That's a tricky one because I think too much silence says that you're not listening. That you're not hearing me. I can remember several African American students that I've worked with and for them to start telling a story and if you don't nod or say ah hum or something, it feels like they're not being heard, and they'll often say, you understand what I'm saying, do you know what I mean? So making the verbal, the head nod with a little verbal ah hum, periodically is helpful.

Allen: I also understand that among some Asian populations, Chinese in particular, I'm kind of what we call a head bobber. And that is seen really as very discomforting and really totally appropriate. So again we never really know as cultures do vary in their use of body language. And we always have to be aware of that. But people do like to be encouraged, and people are there to talk.

Deryl: Yes.

End
Paraphrasing and Encouraging

Title
Reflection of Feeling
Stimulus Vignettes

Allen: Understanding feelings is really basic to the counseling and interviewing process. We've set up a series of vignettes which we'd like you to look at and then identify the feeling. First you're going to see a series of potential clients present single dimensions of emotions. Your task is to identify that emotion. Then we're going to stop the tape and ask you to 1) identify the emotion, 2) write or say an actual reflection of feeling. You feel sad, glad, mad, whatever, because . . . and you state the reason. This is the classic reflection of feeling. I know that's a little artificial, but this practice will really help you get more in the groove with identifying and getting comfortable with dealing with feelings. After that we're going to take a look at mixed feelings, and we'll wind up a little bit in terms of incongruous non-verbal messages which modify how a persons feels. So watch the tape, stop it, identify the feeling, write down your reflection of feeling and here we go.

Full screen title before we start
You will see brief client statements.
Identify the emotion(s).
Develop a reflection of feeling.

Title
Deryl talks about his wife.

DERYL: My wife is the most incredible person that I've ever met. She's compassionate, she's smart, she's good looking, she's patient with me when she needs to be, and at the same time she can be firm when she needs to be. But she's encouraging. She's wonderful.

Title
STOP VIDEOTAPE
Name feeling(s)

"Deryl, when you talk about your wife, you feel ____."

Title
Mary and cancer

MARY: I woke up in the middle of the night terribly upset. I have to go to my doctor's on Friday and we're going to do some follow up tests. It reminds me of my colon cancer surgery and I worry that cancer will hit me again.

Title
STOP VIDEOTAPE

Name feeling(s)

“Mary, I hear that you feel _____ about _____.

Title

Azara and her daughter

AZARA: I have to tell that I’m really proud of my 13-year-old daughter. We just recently moved to a new location and she’s really adjusting well and I’m very proud of her considering that she’s only 13 years old and she’s spent most of her life living somewhere else.

Title

Name feeling(s)

Azara, sounds like you are very _____ about _____.

Title

Kendra learns of friend’s death

KENDRA: I was sitting in my social studies class and my teacher looked down at the morning announcements and asked if anyone in the class knew him. I was the only one that raised my hand. I said we had been friends for years. He looked back down at the paper and then at the whole class, and announced to everyone that he had died in a car accident the night before. Every set of eyes turned and stared at me for the remaining two minutes of the class. I held my tears in until the bell rang and I was outside in the hallway.

Title

Name feeling(s)

“Kendra, that really _____ and you felt _____.

Title

Kendra reviews the same incident a few months later.

KENDRA: I lost one of my good friends in a car accident. After the initial feelings of grief and shock I moved toward the reality that I was never going to see him again. Almost a year later I’m still having feelings of sadness and grief and it’s hard to go about the things that I usually do best. I hope by talking about this and letting go a little bit I can get to a place where I can go about daily activities and be fine again.

Title

Name feeling(s)

“Now, I hear you feeling _____ about _____.

Full screen title

Most clients also have mixed and conflicted emotions

Title

**Kendra is off to College
Identify mixed feelings**

KENDRA: In less than a year I will be off to college. Probably one of the biggest times in my life. I’ve lived here all my life. I’ve built friendships here with my family and my friends. I don’t know if I’m ready to leave. I don’t know if I’m ready to leave the ones that I love and be on my own. On the other hand, there is a world of opportunities out there and I’m young and excited to start living independently and learn all that I can.

Title

STOP VIDEOTAPE

“Kendra, on one hand you feel _____, but on the other hand, you also you feel _____.

Title

**Deryl’s mixed feelings
about grad school**

DERYL: I’ve been in this master’s program for one semester and gone through all the things that I’ve gone through, and I’m not quite sure if I want to continue. But on the other hand just always wanting to get this degree and the things that it will allow me to do. I want to complete it, I want to see it to the end, but I’m just not sure.

Title

“Deryl, you seem to have mixed feelings: _____ and _____.

Title

Azara’s father remarries

AZARA: I have to tell you that I’m really angry, angry at my father. I lost my mother about 6 months ago, and I just found out that he wants to remarry. Now I want him to be happy and I certainly don’t want him to spend the rest of his life alone, but I’m mad at him for doing this so quickly. It’s just too early.

Title

Azara, the remarriage leads you to mainly to feel _____, but you also feel _____.

Title

Allen and nonverbal feelings

ALLEN: And, as we wind up this section on vignettes of feeling, you also ought to remember there’s also non-

verbal communication, which often can override and be more important than the words.

Running subtitle

Note hand movements

For example “You’re a really nice guy. Obviously the hand is where the message is. What is the feeling in that hand?”

Or “I really feel very comfortable talking with you.” A nose wipe often is a sign that the client or the other person is uncomfortable. It can be part of the everything is fine, or maybe it’s not so fine.

Running subtitle

Note vocal tone

Another thing is the mixed message . “ Yeah, I really liked working with you as a counselor. You’re great.” The non-verbal message often says far more than the verbal message. So be aware of what’s going on. “I’m not nervous” as I’m twiddling my thumbs. Watch the body as well as the words. We hope these vignettes have been somewhat helpful to you.

Title

End

Feeling Vignettes

Title

Reflection of feeling

Mary Bradford Ivey and Kendra Lyons

Title:

Note that Mary is able to use the reflection of feeling as the predominant listening skill.

MARY: Hi Kendra.

KENDRA: Hi.

MARY: Well I understand you have some things to talk about the death of your friend. We talked about (it) last year. But I think you still have some more things you wanted to talk to me about. I saw you in the hall and I thought maybe you’d like to share some more.

KENDRA: The thing is that I do think about it every day. And obviously I probably will for the rest of my life. But at this point, it was the end of last year, so at this point I feel like I should be able to function normally and go about my day and do things that I could do fine before it happened. And you know I’m still having a hard time.

Running subtitle

Reflection of feeling

MARY: So you’re feeling like you know I suppose, are you feeling sadness, still this overriding sadness that you had last year. And grief probably, still in the grief process.

KENDRA: Definitely still grieving. At first there was such a huge like shock to me that it didn’t... like I said to you last year, like it didn’t seem real for so long and then I got over that a little more when I understood what was actually going on. But I don’t even think it’s been long enough for me to understand that I’m not ever going to see him again. So that’s still... and the thing is that there were so many people that were close with him and everything, and I wonder ... I feel like... I know I’m probably not, but I feel like I’m the only one that’s having a hard time doing things that I used to be able to do.

Running subtitle

Reflection of feeling

MARY: You’re feeling like you’re alone in this. Even though he knew lots of other people, you feel like you’re ...

KENDRA: No one talks about him anymore, and I feel like I could talk about it to these people every day.

Running subtitle

Reflection of feeling

MARY: And you have just still a lot of feeling inside you and need to express that feeling to say how you’re feeling about him and what happened.

Running subtitle

Positive support

And so I think it’s good to tell your story and to experience that grief. I mean if it’s there we need to talk about it. If no one else talks about it, and you still feel like you need to talk about it, that’s what we’re here for, to have you talk about it. And to experience that.

KENDRA: At the same time it seems really hard. Even like with you, like sitting here it’s really hard to talk about it. But I think about it so much that I need an outlet for it because I can’t just

Running subtitle

Paraphrase

MARY: Can’t just think about it and have it rattling around in your head, you want to be able to express it and say your feelings.

KENDRA: Yeah.

Running subtitle

Open question

MARY: Can you tell me more about the situation and how

it happened? And your closeness and relationship with him.

KENDRA: I grew up with him.

MARY: So you felt almost like a life-long friend really.

KENDRA: Family. Our families were really close.

Running subtitle
Reflecting of feeling

MARY: So you had that closeness, that feeling of closeness.

KENDRA: We were building our house, like we lived... I basically lived with his family and then....

MARY: So you're really like family then, that close.

KENDRA: And then we separated for a little while, because he was a couple of years older than me, so he went to junior high before I did and everything. And we lost touch for a year or so until I came. And then we started hanging out a lot more, and just like rekindled our friendship basically. And I started being friends with his friends, you know and everything.

Running subtitle
Paraphrase/reflecting feeling

MARY: I know you're friends with his friends, and so you're all... you're really part of the whole group there. And he was very special to you. You had a feeling of tremendous loss I'm sure.

KENDRA: The other thing that I can't really get over is like since it was a car accident, and he wasn't driving, it's like I'm angry about that. And I know that I shouldn't be, but I'm angry at the person that was driving.

Running subtitle
Interpretation of feelings

MARY: And that's all right to be angry because that's one of the things that happens along the way when someone dies. We feel all kinds of feelings and all of those feelings are okay, and anger is really very normal. Normal to feel angry and you know that he's in a situation where he's not even driving because he's maybe a more careful driver and he's the one that...

KENDRA: And sometimes I don't feel like it was his fault. And the way I found out too. It wasn't fair, because they told us in the middle of class. As you know last year they read the announcement, and they asked if anyone knew him before they told, and I raised my hand, and I said obviously that I was friends with him, and then my teacher told the whole class, right after that. So every face turned

and looked at me. So it was a horrible way to find out. And then I was in the middle of school, and the only person I talked to about it afterwards was like his best friend. And I can't even be around him anymore to talk about, because it's too intense to me, because he's so much more like hurt about it than I am even.

Running subtitle
Reflection of feeling

MARY: So you're both feeling hurt.

KENDRA: I can't even be around him yet because it's too depressing for me, cause I'm trying to

Running subtitle
Summary, feeling focus

MARY: Work it through. So being around his friend probably reminds you of him, and the way it was told, and the feeling. You know this is not fair. Here you are, you know him so well, and everybody is looking at you. And you didn't have a chance to really grieve and and just feel the tremendous sadness and loss for someone that's been part of your family practically. You've been part of their family.

KENDRA: Like everyone says, when they lose someone like they never got to say good bye or like say what they wanted, but it's like the last time I saw him, which was like the day before, I was just like such a casual, like it was just such a casual interaction. Like it was like a hug and like hi how are you doing, and it was like my friend's birthday that day, so it was more like I'll see you later thing then.

Running subtitle
Paraphrase/Reflecting feeling

MARY: So here you at the very last session, very last moments with him. This was just very casual and you didn't express how you really felt about him. You didn't have a chance to say good bye. And say how important he was to you.

KENDRA: I don't even think I did. I told you we like started being friends again after we weren't for a little while and I don't even thing I really did since we started being friends again. Expressed that.

MARY: So you feel

KENDRA: It's been years since

Running subtitle
Paraphrase

MARY: Years since... You wish that you had almost said how important you really were to me.

KENDRA: Yes.

Running subtitle**Closed question**

MARY: Have you ever had a chance to write letters and to sort of express some of your feelings that way?

KENDRA: I haven't done that.

Running subtitle**Suggestion/Summary**

MARY: That sometimes is a good way. . . it's good to talk about it too, and write about it and get it out that way. And sometimes talking to other kids (is helpful), but like you said that's hard though. But it (the way you feel) certainly is very normal. What you're going through is the grief process and it's the feeling of loss and everything. You know we feel sadness, we feel anger, all these mixed feelings, and certainly a sense of part of us is gone with this person. And you know, it's almost like wishful thinking. If only I could do something different that last session, that last moment with him—tell him how important he was to me. You always wish—that's the magical thinking stage you go through and you wish that could happen. But you know it's just hard to continue to live with all that.

Full screen title**Several minutes deleted,****Interview continues**

MARY: Kendra we've been talking quite a bit right now about all these feelings. I'm just wondering how you're feeling right now as we've been discussing this and reflecting some of your feelings, and so forth. How are you feeling now?

KENDRA: As hard as it is to like actually like verbalize, again, like what happened, it's like helping. Cause actually it's to let it out obviously.

Running subtitle**Open questions**

MARY: What other things do you need to let out? What other feelings need to be let out? What do you need to say about it? What needs to come out?

KENDRA: Basically the thing I said about the kid who was driving, who was one of his friends. And he wasn't even like allowed at the funeral or anything. Because he was definitely driving recklessly so that I have a lot of anger about that, because in a lot of ways . . . I mean his life is probably ruined right now, so in some ways I just want to like give him a hug and just like talk to him about it and like make sure that he's going to be okay. And then in other ways I am blaming him for it and I don't really want

to do that, but I can't help it because there's no other . . .

Running subtitle**Summary**

MARY: I can hear what you're saying. I mean you've got him (still alive) and you are angry at him for what he did. And at the same time (you are) thinking, you know for the rest of his life he has to live with the fact that he killed his friend. And I'm sure they were friends, and they were good friends, and he has to live with that, so he's suffering too in some ways. So it is a question of can we be helpful to him in some way? I guess that's your call, if you feel like you can reach out and comfort him in some way or comfort each other.

KENDRA: I don't even know where he is now, so . . .

Running subtitle*Reflecting possible feelings of driver*

MARY: Something just to wonder about. But you know that he's probably suffering equally as much from what happened.

KENDRA: If not more.

Running subtitle**Open question**

MARY: If not more. What other feelings do you have that are just sort of sitting there?

KENDRA: Wishing that there were other people around me that I could talk to about it, in terms of my friends. And I'm wondering why they don't bring it up is because it's just too hard for them to talk about. Or because they really don't have anything else to say about it. So I'm kind of feeling a little bit isolated. A little bit . . . I feel alienated from like what's really going on basically.

Running subtitle**Reflection of feeling**

MARY: So you're feeling isolated and alienated because none of these kids want to talk about it, or you don't think so, so the feeling is you're out there alone.

KENDRA: I just feel like I'm watching my daily activities and I'm watching what I do, even though I'm doing it. I feel like I'm just watching myself doing it, and I'm not really taking part in it.

Running subtitle**Reflection of feeling**

MARY: So you're feeling like you're sort of outside yourself, watching what's going on in the daily activities. And not really able to participate cause you're still feeling all these feelings.

Running subtitle

Closed question/suggestion

Are there any friends that you can talk with at all, or do they just seem to be totally closed...anybody you can trust I mean?

KENDRA: The thing is that most of my close like girlfriends didn't really know him very well. So if I bring it up with them it's just kind of like I feel like they just think here she goes again with it. Because if you know if you can't like connect on the same level then it's not as interesting to you or as important to talk about it.

Running subtitle**Reflection of feeling**

MARY: So if they're not interested then it makes you feel well they're not going to care about this or they're not going to be interested in this, so you're feeling again more isolated and alienated from everything.

KENDRA: And the ones that were really close with him, like I said it's really hard to be around them, in a different way too, because instead of talking about it and helping each other, it's more of a depressing thing. It's more of like

Running subtitle**Paraphrase**

MARY: So no one talks about it. Sort of this elephant in the room that no one talks about. Because it's depressing so people feel depressed about it.

Running subtitle**Reflection of feeling**

And so you're feeling depressed, they're feeling depressed and there it is right there.

KENDRA: That's what I have to do, something like this, if anything.

Running subtitle**Summary**

MARY: Absolutely, it's what you need to do is keep talking about it till you feel like you've worked it through and shared what you need to share, and gotten those feelings out and then just moved on, hopefully to another stage at some point, where you would certainly always remember him, but in some perspective. Where it's not there every single day. Well let's continue our conversations and you certainly can come here, and it's a safe place to talk and it's okay to talk about him, and any kind of feelings that you have we'll certainly share. Thanks so much for coming in Kendra.

Title:**Debriefing**

MARY: How was that session for you? I mean let's just talk about how that went.

KENDRA: Very helpful. I felt down earlier and now I'm lifted a little bit.

MARY: You're lifted a little bit. What part of it was most helpful to you? What exactly did I do that might have been helpful?

KENDRA: The questions that you asked about what I was still holding on to were really helpful and important to me, because I could feel it every day, but I didn't really know what I was mainly most upset about. And now I understand that it's the feeling of not expressing what I wanted to express to him and the feeling of his friend driving and me not being able to talk to my friends about it. So now I'm like more clear on what my issues are about it still.

MARY: What's really bothering you is the friends, and the feelings you have about this. And (also) the way you closed off the issues. So it just became a little bit clearer. And it elevated (helped) yourself this much higher, so that's a little bit better. It's still hard, and it will probably be with you for a long time. I mean it's just not easy. I don't know if anybody finds it easy; and I guess continuing to talk about those things and I guess that's the direction. Is there anything else that you'd like to share that was helpful that you found in the session?

Running subtitle**Kendra's feelings have changed**

KENDRA: My feelings when you asked about (how it was) right after it happened, when you asked questions about that. And kind of to compare it to how I feel now in terms of right after it happened and the whole shock stage and everything to now. I realize I have progressed a little bit at least which gives me a little more hope that I will.

Running subtitle**Paraphrase**

MARY: Right you're out of that shock stage and you're reflecting a bit on this. You still have those feelings but you're in a different sort of stage right now.

KENDRA: And to be able to just talk about that out loud with you, it helps me to understand it more.

MARY: Well that's good. Anything else?

KENDRA: That's it.

MARY: Okay, thanks so much Kendra.

Title:
Multicultural Comments
on Reflecting Feeling

ALLEN: A really complex issue, we obviously can't cover it all, and that is the issue of reflection of feeling and expression of emotion, because there's wide cultural variation in how appropriate it is to deal with emotion and feelings. Who'd like to go first this time?

DERYL: I'll start. Again in general with African Americans, it's a way of being for us to be very expressive and so in that way of being there's a lot of outward showing of emotion. And I think it's critical to make sure as a counselor make sure that we understand what that emotion is about, that we're reading that emotion or the expression of emotion accurately.

AZARA: Once again it's the generalization issue which sometimes helps and doesn't help. But anyway it's the idea that among Latinos it's a very expressive culture. I can think of an example of about when people greet each other. It's a hug, it's a kiss, it's a very out there emotional expression. And I think there's a positive side to that and a not so positive side and I think once again it's important to gage what you're talking about. It's always contextual but yeah I would say that emotion and expression go hand in hand.

ALLEN: And we certainly in counseling encourage expression of emotion, but the story from my own cultural background I love to tell to sort of illustrate this. I have a wonderful Aunt Edna who passed away a few years back. I was visiting her out in the Seattle area and we had dinner together and had a lovely time. The next day I flew back and then I get a telephone call from my mother that Aunt Edna had gone in the next day for a cancer operation. And it's pretty characteristic of my aunt and some members of my family—if big issues are going on emotionally, they are not talked about. So there are wide, wide differences. You can't generalize that to all White culture. And each person, each individual will really have a very different way of expressing themselves emotionally. And Asians, Indonesians will often be more subtle in their expression of emotions. Expression of emotions sometimes in Native American culture can be seen as a weakness. So each individual will vary .

When you mix in the gender things change. What about just the gender issue just quickly?

AZARA: Well the dynamics will vary too. There are certainly distinct gender differences in the expression of emotions, and you know whereas men may feel more

comfortable withholding, women are more expressive. Add cultural dimension to that and it becomes even more complex. So we have to consider gender as well.

DERYL: Right. I think we have also to look at how men and women socialize. Men socialize that there are certain emotions that you don't show because its seen as a sign of weakness. Whereas women are more apt to show feelings of care or nurturing and so forth. So you have to keep in mind how people socialize within their own cultures.

ALLEN: I think we'll all agree with this, do not stereotype.

AZARA: Absolutely.

ALLEN: Expect people to vary. Within culture, sometimes the variation is more among the individuals. Individuals will vary even more than the cultures do at times. We can't count on it, be aware of it.

Title
End Reflection of Feelings Video

Title
Summary
Norma Gluckstern Packard
and
Mary Bradford Ivey

Title
Introduction
Deryl Bailey

Deryl: Clients talk about a lot of things. In summarizing what they've said really helps to organize their thoughts and feelings. In addition, you as an interviewer get a chance to see if you've heard the client correctly. If you have a client who gives you a laundry list of issues it might be wise to stop from time to time and summarize what has been said before going on. A summary of the last interview is a good way to begin a new session. And at the end of the interview it is usually helpful to summarize what has been said.

NORMA: Morning Mary, good seeing you.

MARY: Nice to see you Norma.

Running subtitle
Summary of previous session

NORMA: Let me just refresh what we talked about last week. One, you talked to me about how the hurricanes had affected your mother. That was in the paper for everybody to read. Two hurricanes in a row. (Another issue) was about Kathy finally graduating and can't find a job. That's not as bad as the fact as she might lose her health

insurance, and that's a little scary. And Elizabeth, you adore her new baby, but now Elizabeth is saying "I've got to go back to work." And finally how you're feeling like "how much responsibility can I take, how much more of this can I take."

MARY: Absolutely, you've got it Norma. Oh, and I think the first thing I want to talk to you today about is not only two hurricanes, there have been four. And my dear mother who is elderly had to evacuate her house twice because she lives on the Barrier Island. And that's very hard on elderly people. You know with health issues and so forth. She had to go to my sister's house and my sister, you know they work, and she's got her niece there, and they lost the power for six days. You know that doesn't sound bad to us up here, but there's no air conditioning and so on top of which they had a flood. Their whole living room rug was destroyed. They were just fixing up their house, in fact they had just finished the other room and they were so pleased with it. The whole rug is destroyed. And they're all at their wits end. I get phone calls from them, everybody is just hurricane weary. And they're just exhausted.

Running subtitle

Paraphrase

NORMA: So what I hear is this hurricane has been devastating not only for them, but it's been devastating for you, because you had to be on the phone constantly. You've had to give advice and you're a long distance away from them, which is a lot more frustrating.

MARY: It's very hard, very difficult. And mother going to the hospital on top of it, that was the final blow. You know because of the lack of air conditioning, her breathing became very labored, and she has congenital heart disease and you know she ended up in the hospital. And that was more phone calls. But then I couldn't fly down because of the hurricanes.

NORMA: Airports were closed.

MARY: Airports are closed. So that was very difficult.

Running subtitle

Summary

NORMA: It has been a very very hard month for you. Two hurricanes, unusual, your mother having to go to the hospital, and the conflict that you're having with your sister, and then to top it even their house just sort of being ruined. It's been rough.

MARY: It's been hard. It's been very difficult. Then...

NORMA: There's another one?

MARY: Oh yes, then we have Kathy, who just graduated. And I don't know if I told you, she did get what's called a paid internship. Which is kind of like you know getting a job, except you don't have health insurance. It's sort of a minimal pay kind of thing. It could translate into a job, so there's always hope there. But meanwhile she's got roommate problems, and she wants to live alone, but that's too expensive. And you know I worry about her in DC, that's not the safest place in the world. And you know she's on the phone calling and you know we're trying to encourage her to keep looking for jobs so that she can translate the internship into a real job. So you know we're always talking to her and trying to be supportive of her and her efforts.

Running subtitle

Paraphrase

NORMA: So Kathy is also there, and you didn't tell me that she had gotten that internship which is really wonderful.

MARY: Well that's great.

Running subtitle

Reflection of feeling

NORMA: And it's paying enough, but not that much. And you're worried now what she's going to do about the health insurance.

MARY: Is it going to be a real job? That's not a real job, and there's no health insurance. And so that is going to expire.

Running subtitle

Reflection of feeling

NORMA: So you're a little bit worried.

MARY: And she can barely get along. This is minimal wage, this is not a job... this is kind of a quasi-job. So I'm worried about that.

Running subtitle

Encourage/paraphrase

NORMA: So you're worried about that. And then what can you do for her related to that, so that that's another problem that you're carrying. All in the same week.

MARY: And then also we have Liz who's just had a baby and she has to work, and I want to be a good grandma and I want to be there and help her, but it just feels like I'm dealing with mother on the phone, I'm dealing with Kathy, and I want to be there for her, and meanwhile I don't know where I'm at.

Running subtitle

Paraphrase

NORMA: So here's Elizabeth calling you, having similar problems, slightly different, this wonderful baby on the other hand is bringing in a new problem for her and the other thing I sense is you being torn in a variety of directions.

MARY: Yes I feel very torn, I certainly do. And never mind the fact that we have to work, and I'd like to have a life of my own. I thought when the kids went away and you know we'd have our own life and we could travel and we could do more fun things. And not just work all the time. And it's pretty hard to fit that in in the midst of all this.

Running subtitle

Summary

NORMA: That's very interesting, because on the one hand you've got your mother, you have your two daughters that are also making if not demands on you, making you feel that you need to do something more for them. But there's a piece of you that says hey I want my own life too. I've reached the point where not only do I enjoy my work, but we can travel, we've got some freedom, and how am I going to start doing that again. And how am I going to get myself....

MARY: I don't know where there's time for that right now. It doesn't feel like there's much time for that. But that sure would be something I'd like to work towards.

Running subtitle

Summary

NORMA: Okay, so lets just go through (the issues) ... You've got a mother that the problem isn't really totally going to go away, you know that and I know that. It's going to be there and it's just to what extent it's going to be there. But you've got two rather successful healthy charming daughters that are growing up and it's painful to see them still struggling.

MARY: Right.

NORMA: But they are.

MARY: Yeah, they are, both of them are struggling.

NORMA: But you know something that's going to be going for a long time for you.

MARY: I'm afraid so. It's like I never thought...I thought sort of they would leave college and that would be it.

Running subtitle

Summary relates to previous session

NORMA: And then there's a piece of you that says you know I'm an individual. I have a right, and my husband

has a right to have me. And this is what we waited for. We finally are able, we've got a successful business, we're financially comfortable. Where is the time for us, and that's where I think maybe that we've got this piece, we're going to have to try to figure out. And I think you said it last week. Set up some priorities, so that you all can

MARY: Set up some priorities so that I feel I have something for myself in the midst of all of this and I don't just fall apart when all these crazies happen. Because the crisis are going to probably continue, so I've got to sort of hold it together and keep myself healthy and do all the things I need to do to be there for my husband and do the work we need to do. At the same time, managing these situations that I have ongoing family concerns.

Running subtitle

Summary

NORMA: Well I wonder if we have time, because I think one of the things that we talked about, and I think you realize, I think it was your suggestion, is priorities. That somehow if you can set your priorities. If you can deal with your mother, with your two daughters, and with your husband and your work, and maybe that's what we should work at. How do we prioritize Mary, and how do we let Mary also take care of herself, being a little selfish, which is okay too?

MARY: To do something I want to do for myself.

Title:

Multicultural Comments

Individual and Family Balance

ALLEN: I think we'll all agree that Norma did a superb job of summarization. Here we had three or four even five summarizations right at the beginning. At the same time, this tape raised some issues. I thought one thing she did wonderful was really to focus in on where is Mary. The word you, "y" "o" "u" seemed to be very important. And I think was useful to Mary to see where she stood. On the other hand there's other things that we need to be thinking about when we focus just on the individual.

AZARA: Right, I really appreciate that focus because you know I can understand how a counselor can direct that focus based on maybe his or her orientation. And I think I would have focused on Mary, but in a different way. I would have focused on Mary and her family. Which is an interesting sort of awareness for me as a counselor that my own approach may direct the conversation and the problem solving for Mary. In that families are important, therefore I'm going to focus on her but also her relationship with her mother. So it was an interesting phenomena to see how our approaches might have been different based on context and cultural differences.

ALLEN: Because we've been taught in counseling the client is right there in front of us, focus on the client. And I think sometimes we need to think more about the context and what the client lived.

DERYL: I think you're absolutely right and I think one of the things that I would have probably have tried to do was do the same thing that Norma did in terms of getting Mary to focus on herself, but getting Mary to come to that conclusion that I have to take care of myself before I can be very effective in taking care of the others. But get to that by allowing Mary to come to that conclusion.

ALLEN: It leaves us in a situation if a person is totally focusing on the family then it's really important to get that person focusing on themselves. If they're totally focusing on themselves we want to help them balance the other way. And I think each culture will have different balance of what is appropriate.

AZARA: Yes, that's right.

ALLEN: And each individual will be different again. Do not stereotype.

Title

What balance of individual and family do YOU recommend?

Title:

END

Summary

Title

Five Stages of the Interview

Allen Ivey and Azara Santiago-Rivera

Title

Introduction

Mary Bradford Ivey

In this interview Allen will work with Azara and go through a full interview focusing primarily on listening skills. Real mastery of attending and listening occurs when you can work through a full interview without giving advice or direction enabling the client to make his or her own decision with minimal influence by the counselor. You will see the five stages of the interview demonstrated here.

Bruce, I think Mary reads this and, as such, we need titles for each one. And we simply show full screen titles throughout her talk and not show her

Title

Stage 1

Rapport and Structuring

Number 1. Rapport and structuring. Spend necessary time tuning yourself in with the client in your own way, and inform him or her of the purpose of the interview.

Title

Stage 2

Gather Data

Issues and Strengths

Number 2. Defining the problem. Use a basic listening sequence to draw out the client's issues. Be sure to spend time defining client's strengths. Remember that concrete question. Could you give me a specific example used in varying form will be useful in all stages of the interview to expand and clarify what is happening.

Title

Stage 3

Set Goals

Number 3. Defining outcomes. Again the basic listening sequence can be helpful in drawing out what the client sees as a goal or ideal outcome.

Title

Stage 4

Working, Exploring Alternatives

Number 4. Exploring alternatives and generating solutions. Begin this session by summarizing the problem and the outcomes as desires. Ask the open question.

Could you tell me what ideas, possibilities for resolution come to your mind? You will find that the organization of the problem offered by BLS and the five-stage structure often helps many clients find new and workable problem solutions here.

Title

Stage 5

Terminating and Generalization

Number 5. Generalization. Through attending skills and questioning, help your client define something specific he or she might do during the coming week to implement the ideas generated.

Title

The Interview

Stage 1 Rapport and Structuring

ALLEN: Azara

AZARA: Hi Allen, how are you?

ALLEN: Nice to see you. Thanks for coming in.

AZARA: You're welcome.

ALLEN: Azara, I know you're probably ready to begin, but before we start there's a few things in counseling I think we need to share as we start. First is that everything in here is confidential, and nothing is shared except should there be something that is obviously not the issue but you're showing the possibility of harming somebody or yourself. Things like this I would have to report beyond confidentiality. Other than those extreme situations everything here is just between us. Another thing is that I've been looking at your file, and I see that you're interested in talking about some issues of possible discrimination on the job. And I know you want to get started on that, but before we do, hey I obviously look like the boss. White male, type of people that made some of those decisions which you feel, apparently from what you've written already, you're not real comfortable with. And I wonder how you feel about sitting down and talking with me about something like this?

AZARA: Well I certainly appreciate the fact that you've asked. You know I was real hesitant coming to talk to you about this because I think it's a delicate situation that I'm in. And I wasn't real sure if a male counselor from a different background would really understand my circumstances, so thank you for at least starting sorting out the discussion about that. I feel a little better actually that you are up front about it, so that's a good thing.

ALLEN: I would also say that I've been in Puerto Rico a

few times and UPR, basically all the four corners of the Commonwealth and know a little bit about it.

AZARA: So you know about the island, that's great.

ALLEN: Yeah. Just before we start, where were you from on the island originally?

AZARA: Well my parents are from two very small towns actually on the island of Puerto Rico. My mother is from this little town called Salisonico, and my dad is from Pharaldo. And I have family that live on the island. I hope you had a good time while you were there.

ALLEN: Oh absolutely. We did all the wonderful things, and we were really lucky to be there. I worked for some friends of mine who are Puerto Rican, so I have some background. But nonetheless, even though I have some background, I'm obviously not coming from your background. And we also have the issue of gender, so I want you to feel very free if you feel uncomfortable, I'd really like you to let me know that you're feeling uncomfortable.

AZARA: Thanks. Okay.

ALLEN: Is there anything you want to ask me personally before we start?

AZARA: No I think we should get started. Yeah lets get started.

Full screen title

Stop Video

How do you feel about the sharing demonstrated here?

Title

Allen next structures the interview

ALLEN: I would like to tell you that what we're going to do first is in the interview I kind of like to learn a little bit about the issue that you're bringing. And one thing I like to do after we talk about your issue, I do want to come back to your strengths and some of the stuff that you have, and you already mentioned some stuff from Puerto Rico that obviously... I see you smile as you talk about Puerto Rico, I think that's obviously an important part. We'll talk about that later. Then after we've sort of looked at the issues and concerns that you have, and some strengths, we're going to turn to what are your goals. And what do you really want to have happen. I've found that unless we have a direction, it's kind of like if you don't know where you're going, we may end up somewhere else. So later down the session we'll look at goals. And then we're going to look at some possibilities for problem solving,

generating possibilities, and then finally, I hope we leave today with something specific that you can do. It isn't just talking about, I hope there's some action we can take. So that's what I sort of outlined for the session. Does that sound reasonable?

AZARA: Yeah that sounds like a pretty complete plan. Yeah. It looks like it's going to work, thanks.

Full screen title

Stage 2 Gathering Data Issues and Strengths

Running subtitle

Open question

ALLEN: So lets begin... I did see in the file that you have some problems on the job, promotion and so forth, could you tell me generally what's going on?

AZARA: Okay, well a few days ago I found out that I was passed over for a promotion. I'm pretty upset about that because I think that I'm due a promotion. I think I'm qualified and I'm just really annoyed about the whole process. And well you see the person that I was competing with is another male and he has only five years experience. I have fifteen years experience in this company, and I thought I was doing all the right things. I get along with my supervisor. I think I have great relationships with my co-workers. By the way, that's very important to me, it's very important to me to have... to work in a place where you really like the people you work with. Having moved here fifteen years ago, this is like my extended family. I mean it's just part of who I am, and part of the way I've been brought up to have people that you get along with and that support you. And so I worked very hard to create that in the job, because you spend so much time at work. So anyway I thought I did all the right things to get this promotion. And I'm just mad because somebody else got this job. And my boss encouraged me to apply, my co-workers encouraged me to apply, you know I've given fifteen years of my life to this place, and I get passed over. So...

Full Screen Title

When a client defines a problem

At length, an early summary of

What you heard may be helpful.

Then

Running subtitle for all the following

Summary

ALLEN: So you've been telling me a lot of things. A lot of things that you really care about. First of all, can I kind of summarize what I've heard, cause I really want to be with you on this? First I really want to say you really sound angry and frustrated. Have I got that feeling you've

got?

AZARA: Yes.

ALLEN: You nod your head it's really there. It's really a deep gut feeling. Then the next thing I hear really is you've done a good job, fifteen years, and then the summary, the big issue is boom here comes a guy that's been here a shorter time, a White male, he gets your job.

AZARA: Right.

ALLEN: And then a piece of this which we don't fully get is relationships are really important to you on the job. And maybe I missed this, but wasn't quite sure how that fit with your concerns.

Running subtitle

Check-out

In other words is there anything essential that I've missed so far?

AZARA: Well I guess it's trying very hard to create an atmosphere where everybody works together and gets along, cause we all have to get our jobs done. And you know I guess having the support from my co-workers is important to me. I guess that's where it fits in.

Running subtitle

Paraphrase

ALLEN: So the relationships with your co-workers are really important?

AZARA: It's important to me. Yes it's important, and so in other words I think that I work in a great atmosphere, I get along with my supervisor.

*Running subtitle
Reflection of feeling*

ALLEN: You really like your job. You like your colleagues.

AZARA: I like my job, I like my colleagues. All of those things are really wonderful Allen. And then you know I'm thinking that this whole getting passed over for this promotion is discrimination. I think it's discrimination. I think that I really have been discriminated against here. And I don't know what to do about it because I don't want to get anyone angry at me. I don't

Running subtitle

Reflection of feeling

ALLEN: Ahh that brings it to me. You don't want anybody angry at you.

AZARA: No, and I open up a can of worms here by filing

a complaint against the owner of this company, the manager of this company? What do I do? I want to do something because I think it's just not right, but I'm also afraid of the consequences. I think they'll be negative consequences. I think I could lose my job. I don't want to lose my job.

*Running subtitle
Reflection of feeling*

ALLEN: So there's not only is there anger and frustration, there's a little fear, and then I hear about your... I don't know if this is right where I hear about the caring involvement with your co-workers, don't want to upset them, and so you're torn in several different directions.

Running subtitle

Paraphrase

And I kind of hear underneath it all, like I hear clearly you want to do something about it.

AZARA: Part of me wants to do something about this yes.

ALLEN: Part of you wants to do something about it. And what's the other part?

AZARA: It's afraid of the consequences.

Running subtitle

Encourage and "Why" question

ALLEN: Afraid of the consequences and why are you afraid of the consequences?

AZARA: Well because I don't want to lose my job. I don't want to lose the friends I've established in the company.

ALLEN: And filing a discrimination suit can be very very painful.

AZARA: It could be painful for me, it could be painful for my friends, my colleagues. I'm not the only one that's had this problem. There are others who've shared with me, they've also had problems like this where you know there have been racial remarks, there have been people being not hired because they don't speak very good English, you know things like ... so this is all very confusing. I'm very confused.

Running subtitle

Summary

ALLEN: So you've been in a conflict situation. You've done well, got along, done everything you want, and sort of focusing on your need to make a decision and do something. But then you've got kind of some baggage it sounds like from the past where you don't feel you're alone in these particular type of issues.

AZARA: I know I'm not alone.

Running subtitle

Encourage

ALLEN: You know you're not alone. Okay.

AZARA: I know I'm not.

Full screen

*With a general sense of her concerns,
Allen now reviews some strengths*

ALLEN: Okay. What I'd like to do as I said at the beginning, is just put that on hold for just a little while, and explore a little more in a few minutes, but I'd like to... I even feel in my own gut a little tension, cause I can really kind of understand at least certainly partially where you're coming from. You're dealing with a lot of stuff. A lot of stuff. So I'd like to focus for a minute on some of the strengths, because you wouldn't be with the place fifteen years, you wouldn't enjoy it so much etc., you wouldn't be looking at that promotion at all if there weren't some real strengths. So you tell me some of the things you've done well on the job, that you've liked and so forth. I'd just like to know some of those, because some times we can solve problems from positives and strengths.

AZARA: Well okay. I'm task oriented, I'm organized in my work. I think I'm very good with keeping deadlines. I've been very careful about when I have a report due, or I have something I need to do, I get it done in a timely fashion. I think that's a strength.

Running subtitle

Reflection of feeling

ALLEN: I hear some satisfaction and pride in that.

AZARA: Yeah, and I think I put together good reports, and I do my best at that. That's one thing. And the other thing I think that I think is a strength, I think I get along with people. I work hard at making sure that people are comfortable, I'm sociable, I like to make friends. It's that whole extended family, we're all in this together, so I think that's a strength.

Running subtitle

Summary

ALLEN: And I hear you're caring for an extended family. Another thing I heard which kind of is a strength is I heard you talking about some other people that were perhaps People of Color, and you felt they were discriminated against. But I hear a strength that you were able to hang in while seeing what's going on.

Running subtitle

Open question

I mean how is it for you when things weren't going so well? What happened?

AZARA: Well what I've done is in cases like that where either I know it's been somebody has been I mean there's been blatant in my opinion, a comment made about someone based on their ethnic background for example. You know using a derogatory term. I've gone to that person and I've said, you know I can relate to this, why don't we talk about it. Let's try to work these things through because I know that we're one of very few people of color in the company and I know what it's like. I share this with you. I've done that.

Running subtitle

Paraphrase

ALLEN: So your style has been to go and support that person, you had the strength to do this.

AZARA: Yes. That's what I've done. But you know I'm getting to the point where I'm tired. I'm really tired of this now Azara. I have to do something because this can't go on anymore in the company.

Running subtitle

Paraphrase

ALLEN: Well okay. This can't go on anymore in the company. What I kind of hear you saying is that it isn't just you, there's almost an atmosphere within the total company.

Running subtitle

Reflection of feeling You're angry and frustrated for you and for other people in the past.

AZARA: I think it's getting a little worse. Yes I think the racial tension and the lack of diversity in the company and the people who are of different cultural ethnic, you know very few of us, you know we've had to work twice as hard to get where we are. You know it's just all this stuff is going on in my head right now. And I tell you the reason why I'm thinking about this now is because this promotion thing, it didn't happen. And this just triggered a whole complicated you know thoughts about what to do next. And all this is now surfacing, and I need to do something.

Running subtitle

Encourage, Reflection of feeling

ALLEN: We need to do something. And lets start focusing on that shortly. But one more thing I wanted to do is I hear a lot of strength in you. Determination, I hear the caring, I hear the frustration and anger, and now I kind of learn isn't just anger for you it's anger for a whole total situation. Well that's helpful to me.

Lets stop for a moment. I saw you smiling so much when we were talking about your growing up in Puerto Rico and sometimes it helps if I can sort of hear a positive pleasant story from a childhood which maybe even represents some story of strength from yourself or your family or your culture.

AZARA: Wow. There's lot of stories to share. Well you know an image that comes to mind is just spending a weekend with my family on the island and going to the beach and you know having a picnic on the beach and the sense of comfort and closeness and warmth you just find real important. Especially the older you get the more important they become it seems.

Running subtitle

Reflecting nonverbals

ALLEN: Did you notice just how... to me I see your body changing, you're smiling and relaxing.

AZARA: I am a little bit more relaxed.

ALLEN: I hear there a foundation of kind of ultimate comfort with who you are and where you come from. Have I got that?

AZARA: Yes you do.

Running subtitle

Summary of strengths

ALLEN: So we have a foundation within your family, from where you come from in Puerto Rico that we can draw out other strengths like that. I think that is ... the comfort with yourself, I just like the way you look when you say that. It makes me feel good.

AZARA: I think you hit home, as one would say.

ALLEN: Let's kind of remember that comfortable base.

Title

Stage 3

Goal Setting

The next thing I'd like to do, as I said earlier, you don't know where you're going until you've got a goal. If you don't know where you're heading you may end up somewhere else. What would be your goal or goals in this situation, and maybe we can chip away at that.

AZARA: Well I really want to talk to someone about filing a complaint. That's a goal.

ALLEN: So, so far you really haven't talked to anyone?

AZARA: No, you're the first person I've talked to about

this because I wanted to get a sense you know, whether or not this is a good thing for me to do. I feel like... not real sure.

ALLEN: So that comfort base from who you are is going to be a good place to start. We need to keep that comfort in our decision. So you'd like to talk to someone and so forth. That seems to be one goal. At least get it out and start talking. Other goals that come to your mind?

AZARA: Well I want to get a promotion.

Running title

Encourage

ALLEN: You want that promotion.

AZARA: I want that promotion. I think I deserve that promotion. You know, if another opportunity comes up for example, I should be able to go to my supervisor and ask him am I ready. Do you think this is a good match, and I want him to say that I am and I want to be able to get it the next time. So that's another goal.

Running title

Open questions around filing suit

ALLEN: Pretty critical issue is the goal is to get the position the next time. How does this tie in with the possible filing a suit? Do you want to file a suit or you want to make a decision about filing a suit?

AZARA: That's a good question. I want to file a suit? I want to file a complaint.

Running title

Encourage

ALLEN: You want to file a suit.

AZARA: I think it's time to do that. I think it's important to do that now. Yes.

Running title

Summary

ALLEN: So I hear that one goal is you to talk to someone. You would like to get the job the next time. It sounds like you don't feel like you're going to get it this time. But you would like to file a suit, speak up. Is that right?

AZARA: Yes.

Running title

Closed question

ALLEN: Any other goals that you might have?

AZARA: I think that's a start.

ALLEN: I would just ask one question, going back to

something you said. I heard you were concerned about the company's total attitude toward people of color and minorities.

AZARA: Yes I am very concerned about that.

Running title

Encourage/Open question

ALLEN: You are concerned about that. Any goals that you might have for that? We're not going to chip away at it all, but are there any goals there you might have?

AZARA: Well if I can play a role in getting this company to understand that it needs to actively recruit and start diversifying it's company, if I can somehow make a contribution there, in this whole process, that would be a goal.

Full screen title

Stage 4 Working

Exploring Alternatives

Running title

Summary

ALLEN: Okay. So we have some possibilities (for goals). We may not achieve them all today, but perhaps over time we can work on them. What I'd like to turn to now is let's explore some alternatives that occur to you. You're the expert on this, so I would just kind of like to ask you some questions and mainly listen. But I've heard, in fact your concerns, issues, probably concerned about you've been passed over, your anger and frustrated, you feel you're working in an atmosphere of discrimination. You feel that your competence has not been recognized. Along with that I hear these real strengths that you've done a good job. You get along with your colleagues and do well. So there kind of the issue as you've outlined it. On the other hand, I hear really kind of four concrete goals.

Running title

Open question

When we take that thing of issues and your strengths and the goals, what occurs to you as some possibilities that we might think about for resolution as we sort these things out?

AZARA: Okay well I think the first thing is I do need to talk to human resources about filing a complaint. That would be my first step I think, is to go to human resources and talk to someone about that process. I have to understand how that process is, I'm not real clear what that is. I also think that one way is to go to my supervisor and talk to my supervisor about this. I haven't had a chance to do that because I just found out a few days ago and you know I've been in shock since then.

Running title

Encourage

ALLEN: Shock.

AZARA: So those I guess are two basic things I need to do.

ALLEN: So one is really go to human resources. How well acquainted are you with the people in human resources?

AZARA: Well I know the director, so I feel comfortable talking to the director.

Running title

Encourage

ALLEN: You do feel comfortable?

AZARA: Yeah I do, I think I'm ready to do that, and would be okay with that.

Running title

Reflection of feeling

ALLEN: So you feel even though you're concerned about some of the other stuff, you do feel enough comfort and trust to go in and talk with him.

AZARA: Yes I do.

ALLEN: That's very helpful.

AZARA: That's actually a positive thing. I just realized that. That that would be a positive... I didn't think that the human resources would be a key person in this, and yet the person is, so this is a good thing.

Running title

Summary

ALLEN: In a sense what you're telling me Azara, you've been so upset by this that you really kind of focused immediately on the suit and so then the other background for that you haven't really had enough time to think about the idea of going to human resources. And you can smile that you feel that you're going to get some support there.

AZARA: I think so.

Running title

Advice

ALLEN: And you also said, talking to your boss. I would say it's probably a good idea not to talk to your boss at first when you were really upset and shocked.

Running title

Reflection of feelings

Now that you've thought about it, you feel that you would

be comfortable talking with him.

Running title

Open question

How have things gone in the past when you've talked to him about difficult issues? How has he been?

AZARA: I think he's been fairly supportive. I think we have a good relationship. I'm not afraid to speak to my supervisor. So I can do that too. That would be a good thing.

ALLEN: What do you expect might come from these two conversations? First in an ideal way, and maybe in a less than ideal way?

AZARA: Well I think the human resources person will probably tell me, you know I support you, but it's going to be a long process. And I expect that. I expect that kind of I guess response from the director of human resources.

Running title

Open questions

ALLEN: How are you going to feel well it's going to take a long time. I can just see the human resource saying I understand what you're feeling, and here's the rule, it's going to take a long time. How is that going to come across with you? We're looking at what you might expect.

AZARA: Well I think that's going to frustrate me a little bit. But having sorted this out with you I realize that that's just the way it's going to be. There's a process involved, and I just have to sit back and let that process happen and be a little patient with it.

Running title

Drawing on positive strengths

ALLEN: He may be supportive in the past, but I know personnel directors can kind of their backs up when these things happen. So you've got to be ready to expect some of that frustration. And that's where some of that ability to log in and feel that underlying feeling of comfort and assuredness of yourself is going to be helpful. Right?

AZARA: Yes it will be helpful.

ALLEN: In other words, when you feel yourself going like this, Azara can draw back and say "uhhuh." One thing we can do perhaps in another session a little bit of role-playing of things that might happen. We won't do it here today, but we could go through a roleplay. I could be the human resources director. We won't do that today. Your boss you sound as if you are even more comfortable with.

AZARA: Well I've worked with him for fifteen years now and you know we have a solid working relationship. And

so I think because of all the frustration and the shock of learning about this I didn't even think about going to him first. Until today. So I think it's important to talk to him today about you know, or this afternoon after we have... or tomorrow, is to go and mention this. And you know basically say to him, you know I'm a little upset that I was passed over. I need to know why, you have to give me specific, I'd like to know why. The specific details as to why this happened. And I wonder how I'm going to react to what he's going to say.

Running title

Paraphrase

ALLEN: So you're going to have that sort of same potential answer.

AZARA: Right, I could get a little frustrated after speaking with him.

Running title

Paraphrase/Closed question

ALLEN: So what you think is that they're going to be supportive, but will they? I think that's important thing to keep in mind. In the past you mentioned you saw some other issues of discrimination. Have you talked to your boss about those in the past?

AZARA: Yes. I have.

ALLEN: How was he responding at that point?

AZARA: You know it's like I don't know. I hear you, I support you, but I don't know what I can do about it. So that's been I think a concern of mine too, is the fear that it just stops there. It doesn't go anywhere else, and I'm getting tired of that.

ALLEN: There can be some very nice guys that do a lot of talking, but they don't do a lot of walking or action.

Running title

Open question

Where do you see him on this?

AZARA: Well he's like in the middle. He's in the middle.

Running title

Paraphrase

ALLEN: So he might be quite supportive, or he might say well this is your show.

AZARA: Right. And if it is my show, then I think that's really the concern. If it's going to be my show, only my show, will I get the support that I once had. You know it's that sort of thing.

ALLEN: So you can start by getting a picture of where you stand. I wonder if there's anything from the issue also, how do you present that to them?

AZARA: Whether I'm an angry ... Do I do it in an angry way, or do I do it in a very calm way? I think I've been pretty calm. Maybe I need to get angry. Maybe I need to show a little bit more anger.

Running title
Paraphrase/Reflection of feeling

ALLEN: So underlying you want to be calm, but the issue of showing some of your anger and frustration you think might be wise at this point.

AZARA: I think so. Maybe I need to make it look like I'm really serious about this, that I'm just going to take it. You know that it's ... I wonder.

Running title
Draws on strengths

ALLEN: One thing we've talked about is that in the past that you have... you care about your relationships there.

AZARA: I do, with my co-workers I do. I really think they're great people.

Running title
Paraphrase

ALLEN: Sometimes have you stuffed it under rather than speaking out as fully as you might?

AZARA: Well yes I have. I haven't taken that step myself because like I said I think I'm going to lose the battle. I'm going to lose it. And I'm concerned about how ... they could lose their jobs Allen. You know. I mean there's a degree of fear with all this.

Running title
Reflection of feeling

ALLEN: So the fear is really still there.

AZARA: I think so.

Running title
Document discrimination in writing

ALLEN: So really thinking through how you're going to approach this is going to be pretty important. One thing that sometimes helps is writing down some of the issues and having them in kind of outline form. Have you taken time yet to sort of outline maybe both historically and so forth?

AZARA: Haven't done that, that's something that I can do when I leave here today is to start documenting all of this on paper and ways in which I could handle it. Maybe that

would help me kind of sort it out in my head.

Running title

Closed question

ALLEN: And have you saved all your personnel records and evaluations from the past?

AZARA: I have all of that.

ALLEN: In some situations like that they've been known to disappear.

AZARA: I have copies of everything.

Running title

Paraphrase

ALLEN: You have copies of everything. Okay so you do have that type of solid backup

AZARA: I'm very good at keeping my own things in order. I have all that.

ALLEN: So the most immediate thing really is talking to people, gathering more data, before we go on to the next levels of action.

Full screen

10 minutes of further exploration of alternatives deleted

Full screen

Stage 5
Termination and
Generalizing

Full screen

Allen asks Azara to summarize what is important for her

START HERE

ALLEN: Now we've talked about them Azara and we're going to have to go in just a few minutes. As we come to this final part of the interview, how has it been for you so far in this session, and how would you put together what we've talked about?

Running title

Azara summarizes session

AZARA: I came in very anxious and uncertain about talking to you for all the reasons we talked about earlier. But now I feel like I have a plan. You know I know who to talk with and who to talk with about what, which is I

think you helped me sort that out. And that I can do this. That I can do this, but also being very much aware that I need to approach it in a calm way. You know you mentioned sitting back and kind of doing it differently rather than just approaching this with a very angry face. So I think that I feel like I have a plan. I feel much better about the next steps. I came in here very confused about what to do first, and basically in shock.

Running title

Positive strengths in body

ALLEN: So you feel you kind of have a plan. I'd like to just go back again to any time you get in some of these tight conversations when you think about you and your family together on the beach, that feeling of comfort, where do you locate that feeling in your body?

AZARA: Oh it's everywhere.

ALLEN: Everywhere.

AZARA: It feels good.

Running title

Use body strengths

ALLEN: So I just have a suggestion that periodically a short breath and just gather that particular strength you have from your own family cultural background. And then go on. Because that is always there with you, in your body, all over. It's always there.

AZARA: I appreciate that.

Running title

Open question

ALLEN: And so we have a plan but what are going to do tonight?

AZARA: I'm just going to relax. I think I'm going to relax tonight and just think about what we've talked about and start writing down some of these ideas on paper and keep my thoughts kind of focused on ...

ALLEN: Well you said you can do good reports.

AZARA: I think I do good reports. I can do this.

ALLEN: That's where to start tonight. What about tomorrow?

AZARA: Well tomorrow the first thing I'm going to do is go to human resources.

Running title

Restatement/Closed question

ALLEN: The first thing you're going to do is go to human

resources. You mentioned a friend, are you going to be able to talk to your friend?

AZARA: Yeah, I can do that too.

ALLEN: Is a telephone call home going to be useful?

AZARA: That too. Yeah. I can do all those things actually.

ALLEN: Okay. Given that this is kind of an ongoing situation with some immediacy, how soon would you like to come back and talk again?

AZARA: I'd like to come back next week.

ALLEN: Okay, fine we'll see you next week. And if something happens, because I know this is a thing where a lot of things happen, I'll be available on the telephone.

AZARA: Thanks.

ALLEN: Thanks Azara, good to see you. Good luck.

AZARA: Nice to see you too. Thanks.

ALLEN: Azara, how was that for you?

Full screen title

Debriefing

AZARA: It was really great Allen. You know you helped me sort out all kinds of emotions from frustration, confusion, uncertainty, to working on a plan. I mean you really took that step by step process and it really worked out well. I feel like I've got a plan now.

ALLEN: So the step by step thing worked out well for you in terms of decisions and so forth.

AZARA: Yeah it did. From as we talked about in the session, when I first approached you I was very hesitant about disclosing to another male and a White male who really doesn't know exactly what I've experienced. So I felt like we could address that early on and I appreciated that. That you were aware of that and said it right up front. That helped. And just understanding that there are lots of dimensions to the problem and it's not just work related, but my background is influenced and everything. So it was nice to be able to sort all that out by this process.

ALLEN: So we sort of started with you just and the discrimination suit and we sort of expanded the issue. It seemed to be helpful you could see a little bit more in the total context of things.

AZARA: Right, right. It was great.

ALLEN: How did you feel when I went to the issue of asking you for an image of strength, and you came up with the family on the beach in Puerto Rico and comfort? How was that for you?

Running title

Strength review often helpful

AZARA: Well you know it was very effective for me because I was focusing on all the negative stuff. The feeling anxious, uncertain, my goodness, afraid, angry at the whole situation of being passed over for the promotion, that I forgot that I could have happy thoughts too and happy feelings associated with those thoughts. And it was like a relief. It gave me a relief when you asked me to think about something really positive.

ALLEN: It was really nice for me in the interview, because I started to feel like sometimes my own body I can feel some of that tension. And I could think of your comfort and come back to that and we'd get the smile and ahhh I can do this.

AZARA: Yeah.

ALLEN: I felt better and I see you tended often to smile when I would make those particular comments. If we'd had more time and weren't just a demonstration I would have also definitely have asked for an image of strength. And just quickly, what image of strength crosses your mind?

AZARA: I can easily tell you that my mother is an image of strength.

ALLEN: So what I would do is then ask you for an image of your mother and then ask you again to locate in your body perhaps an image of strength. That image of strength is always with us if we will draw on it. I have images of strength from my own mother that I sometimes draw on. They are with us all the time if we can remember them. So the positive approach I think is really really critical. I liked the idea that we gradually contextualized the problem, because we kind of started out with just the discrimination suit or not, and we came up with a variety of alternatives.

AZARA: Yes, those were important too.

ALLEN: Step-by-step. As a counselor I was particularly concerned about this was kind of a hot button situation and I wanted to make myself available for a phone call at least. How did you feel about that?

AZARA: That was comforting that I wouldn't necessarily have to... even though I think through this work I had to

make some decisions about what to do next, set some real specific goals, but not feeling like I was doing this all by myself without support. And so knowing that you are available in the event that something goes wrong, is comforting I think in many ways and I appreciated that.

ALLEN: Now no interview is perfect. Where are some low points of things that I was not quite so good on.

AZARA: I think in my case is just having more time. A little more time to kind of sort things through. You know, coming up with a plan for me, it is important, was important, but needing to stay a little bit longer with the way I was feeling. I was feeling really crappy basically and needed to have more time to kind of sort those feeling out.

ALLEN: And so that's one of the problems with our television demonstrations.

AZARA: Yes.

ALLEN: The first phase where I draw out the problem and some of those key feelings there's a real need to hang in on that first part with more issues of exploring the concerns, challenges, feelings, before moving forward on things. I think it would have been okay to go back and explore some of those negative issues more. So more exploration of the just getting it (the information) out would be something that would have been helpful.

AZARA: Yes.

ALLEN: Anything else you might want to question or add?

AZARA: I wanted to add that you were very sensitive to my background and that was important to me too. That you didn't dismiss the fact that I'm Latina and I'm very proud of my culture and my heritage and you wanted to make sure that you were okay with that dimension of myself. And I oftentimes think that that's how we need to approach our clients who come from different backgrounds. Is to be upfront and frank about that. And making it as important as the problem, because it is important.

ALLEN: We are people in context and people of heritage, rather than just individuals.

AZARA: Great.

ALLEN: Thank you so much.

**End
Five Stage Interview**

