



PRACTICUM LEVEL 4

[LESSON TWO]

PRACTICUM LEVEL 4



ICEBREAKER.....

- ▶ Getting to know ourselves and each other

GROUP CONTRACT

- ▶ READ, CONSIDER AND SIGN



Reflective Professional Practice : Group work

► GROUP WORK



This Photo by Unknown Author is licensed under
CC BY-NC-SA

Reflective Professional Practice : Journal Writing

► Journaling



A quick word about ethics

- ▶ BACP Ethical Framework 2015

EXERCISE:

- ▶ Qualities of a helping relationship





SOLER

- ▶ HOW TO SHOW THAT YOU ARE GIVING SOMEONE YOUR ATTENTION

SOLER AS A LISTENING SKILL

- ▶ Application of S O L E R

CORE CONDITIONS

- ▶ ALL HELPING IS BASED ON THE FOUNDATIONS OF THE CORE CONDITIONS

THE CORE CONDITIONS.....



CORE CONDITIONS

- ▶ EMPATHY
- ▶ CONGRUENCE
- ▶ UNCONDITIONAL POSITIVE REGARD
[NON JUDEGEMENTAL]



Counselling Skill

THE CORE CONDITION OF EMPATHY

WHAT IS EMPATHY, WHAT IS EMPATHY NOT?

- ▶ CONSIDER THE DIFFERENCE.....

How can we be more empathic?

- ▶ Articulate that you understand
- ▶ Involves 'taking in' the world of another – what is it like to be that person
- ▶ 'Tuning in', 'Walking in another's shoes', seeing the world from another's perspective
- ▶ Try to make sense of what we hear and understand the person on their own terms

How can we be more empathic?

- ▶ Empathic communication: Non verbal, Eye Contact, Lean [Incline] towards person, body language and posture, affirm and acknowledge
- ▶ Attending SOLER
- ▶ Open posture
- ▶ Confident, but not over confident

How can we be more empathic?

- ▶ It is not enough to FEEL empathic, we have to communicate empathy and ensure that this is experienced by the client

How can we be more empathic?

- ▶ Let the client know that they are worthy of being taken seriously and being listened to
- ▶ Accept and value a person, without accepting, valuing or condoning their behaviour – separate behaviour from the person

Listen empathically:

- ▶ Listen sensitively
- ▶ Try to make sense of what you hear
- ▶ Understand the other person on **their** terms
- ▶ Check that you have the meaning right, with all its subtleties
- ▶ Understand the feelings of the helpee without getting them mixed up with our own

Examples of Empathic Interventions

- ▶ No wonder ...
- ▶ You have been talking about ... I have a sense that you feel
- ▶ You feel ... because ...
- ▶ Put things together, make associations, “You’ve been feeling ... for some time, but you feel like talking about it now

Examples of Empathic Interventions

- ▶ It sounds as though that made you very angry
- ▶ You seem to be more comfortable now
- ▶ You seem uncertain about that

What happens if an empathic response is incorrect?

- ▶ The **odd** incorrect empathic response can still be therapeutic
- ▶ The act of a counsellor correcting a statement can offer huge insight
- ▶ A willingness to be corrected can show openness from the counsellor

Empathy.....

- ▶ There is no perfect empathic response.
- ▶ Empathy is not just the response, it is sensing and using the relationship.
- ▶ So it is very much about **that** person at **that** time.
- ▶ Empathy can be conveyed by something as simple as tone of voice.

Empathy is.....

- ▶ The deep understanding one person has for the feelings of another.
- ▶ It's often an instinctive reaction to the troubles of somebody else. It's a way of putting **ourselves** in **their** place

EXERCISE OF EMPATHY

- ▶ How might these issues test your ability to be empathic?

AN EXPERIENCE OF EMPATHY?

- ▶ EMPATHY EXERCISE: CHARACTERISTICS AND SKILL OF EMPATHY

EXERCISE OF EMPATHY

- ▶ Consider some examples where an empathic response is called for

COFFEE AND ADMINISTRATION TIME



EMPATHY AND VALUES

- ▶ To be empathic, we need to understand our intrinsic values and where they have come from

VALUES IN COUNSELLING

- ▶ Personal and professional values

More beginnings

- ▶ BEGINNINGS OF A HELPING SESSION
- ▶ BEGINNINGS OF TRIAD WORK

TRIAD WORK



My wish list.....

- ▶ Take it seriously
- ▶ ALWAYS be aware of confidentiality - contract
- ▶ Take care, keep safe
- ▶ Take responsibility for your learning
- ▶ Timing
- ▶ Attendance
- ▶ Use skills outside of class - practice
- ▶ Read

TRIAD WORK

- ▶ **Listener** [To keep time]
- ▶ **Discloser** ["Real" or "role play"]
- ▶ **Observer** [Observation and Feedback]

Observation and feedback

- ▶ Listener to use skill sheet to reflect upon session
- ▶ Observer to use skill sheet to provide feedback.
- ▶ Discloser to take a few minutes to 'park' issues discussed

TRIAD WORK

Some useful opening questions

- ▶ “How would you like to use the time we have together?”
- ▶ “What has brought you here today?”
- ▶ “Where would you like to start?”
- ▶ “When you’re ready, feel free to start wherever you like”

HANDOUT ON TRIAD WORK

- ▶ Some things for you to remember.....

FEEDBACK

- ▶ Specific
- ▶ Measurable
- ▶ Achievable
- ▶ Realistic
- ▶ Sensitive
- ▶ Constructive

A theme for our triad work today.....

- Spend a few minutes considering and writing a few notes about your favourite Christmas
- Discuss with a partner, when listening, using congruent, emphatic and non judgemental responses:
 - ❑ 'It sounds as though that made you...'
 - ❑ 'You seem to be certain/uncertain about ...'
 - ❑ "I have a sense that you feel"

PROFESSIONAL REFLECTIVE PRACTICE

Reflections on your triad work as:

- ▶ Counsellor
- ▶ Client
- ▶ Observer

PRACTICUM LEVEL 4

