

A photograph of a single purple flower with five petals and two green leaves, growing out of a crack in a grey asphalt surface. The background is a blurred, light-colored sky.

# Choices

Interviewing and Counselling  
Skills for Canadians

EIGHTH EDITION



BOB SHEBIB

# Brief Contents

<b>Chapter 1</b>	Professional Identity: Ethics, Values, and Self-Awareness	1
<b>Chapter 2</b>	Cultural Intelligence	44
<b>Chapter 3</b>	The Process, Skills, and Pitfalls of Counselling	88
<b>Chapter 4</b>	Relationship: The Foundation for Change	123
<b>Chapter 5</b>	Listening and Responding: The Beginning of Understanding	156
<b>Chapter 6</b>	Asking Questions: The Search for Meaning	191
<b>Chapter 7</b>	Empathic Connections	227
<b>Chapter 8</b>	Supporting Empowerment and Change	263
<b>Chapter 9</b>	Engaging with Hard-to-Reach Clients	310
<b>Chapter 10</b>	Mental Health and Substance Misuse	347
<b>Chapter 11</b>	Neuroscience and Counselling	393



# Contents

Preface xi

Acknowledgments xxiii

## 1 Professional Identity: Ethics, Values, and Self-Awareness 1

### LEARNING OBJECTIVES 1

Creating Safety for Change 2

The Counselling Community 2

Values: Doing What's Important and Worthy 5

Belief in the Dignity and Worth of People 5

Client Self-Determination 6

CONVERSATION 1.1 Gallows Humour 8

Rights of Children 8

Ethics: Doing What's Right 8

Dual Relationships 10

Professional Boundaries 10

Confidentiality 11

BRAIN BYTE Ethical and Moral Decision Making 14

Ethical Dilemmas: Tough Decisions 14

Types of Ethical Dilemmas 14

Resolving Ethical Dilemmas 15

BRAIN BYTE Ethics and Neuroscience 16

Multicultural Ethical Issues 19

Ethical Engagement with Indigenous Peoples 20

Ethical Engagement with the LGBTQ

Community 21

CONVERSATION 1.2 Values and Ethics Conflict 22

Objectivity 23

CONVERSATION 1.3 Personal Feelings Get in the Way 23

CONVERSATION 1.4 Personal Involvement with Clients 25

The Competent Counsellor 25

CONVERSATION 1.5 I'm Just a Beginner 27

Self-Awareness 27

The Importance of Self-Awareness 27

Increasing Self-Awareness 28

Understanding How Bias Can Affect

Counselling 29

Privilege and Bias 31

Who Am I? How Do Others See Me? 33

Personal Needs 34

Personal and Cultural Values 36

Professional Survival 38

Summary 39

Exercises 40

Weblinks 43

## 2 Cultural Intelligence 44

### LEARNING OBJECTIVES 44

The Elements of Cultural Intelligence 44

The Importance of Multicultural Involvement 46

Canadian Diversity 46

BRAIN BYTE Cultural Neuroscience 47

Canadian Immigration 48

Challenges Faced by Immigrants and Refugees 50

Sociopolitical Realities 52

BRAIN BYTE Intergenerational Trauma 52

Culture and Diversity: Key Elements 54

Worldview 54

Individualism versus Collectivism 56

BRAIN BYTE Culture and the Pleasure Centre 57

BRAIN BYTE Culture and the Brain 58

Communication Style 59

Relationship Expectations 61

Time Orientation 62

Counselling Immigrants and Multicultural Clients 63

Barriers to Culturally Intelligent Practice 63

Controlling the Tendency to Stereotype 64

Respecting Diversity and Individual Differences 65

Learning from Clients 65

Seniors 66

Counsellor Self-Awareness 67

Indigenous Clients 68

Indigenous Demographics 69

Indigenous Values and Worldviews 70

Traditional Healing Practices 73

CONVERSATION 2.1 Ideas for Working with Indigenous Peoples 74

LGBTQ Communities 74

BRAIN BYTE LGBTQ Thinking and Behaviour 76

Strengths and Defining Features of LGBTQ

Communities 76

Prejudice and Discrimination 77

Mental Health 79

Spirituality and Religion 79

Youth 80

Counsellor Competence (Working with LGBTQ Clients) 81

Spirituality and Counselling 82

BRAIN BYTE Spiritual Neuroscience 83

CONVERSATION 2.2 Praying with Clients 85

Summary 85

Exercises 86

Weblinks 87

### 3 The Process, Skills, and Pitfalls of Counselling 88

#### LEARNING OBJECTIVES 88

##### What Is Counselling? 88

**BRAIN BYTE** Counselling and the Brain 89

**CONVERSATION 3.1** Counselling and Psychotherapy 91

##### Choices: The Need for Versatility 91

**BRAIN BYTE** Music 93

Brief Encounters 94

##### Trauma-Informed Practice 94

**BRAIN BYTE** Trauma 95

**BRAIN BYTE** Strengths-Based Counselling 96

Relationship Issues 96

##### Counselling Skills and Strategies 97

Relationship-Building Skills 99

Exploring and Probing Skills 101

Empowering Skills 102

Promoting Change Skills and Strategies 103

##### The Phases of Counselling 104

The Preliminary Phase 107

**CONVERSATION 3.2** Helpful Friends and Counsellors 107

The Beginning Phase 109

**CONVERSATION 3.3** Should I Read the File? 110

The Action Phase 112

The Ending Phase 113

##### Counselling Pitfalls: Barriers to Success 114

Client Issues 115

Counsellor Issues 115

Common Mistakes 116

**CONVERSATION 3.4** Rescuing and Supporting 120

Summary 121

Exercises 121

Weblinks 122

### 4 Relationship: The Foundation for Change 123

#### LEARNING OBJECTIVES 123

##### The Importance of the Relationship 123

**BRAIN BYTE** The Brain on Relationship 125

Definition 126

**BRAIN BYTE** Oxytocin 127

Relationship and the Phases of Counselling 127

##### Carl Rogers and the Core Conditions 129

**CONVERSATION 4.1** Unconditional Positive Regard 131

Core Conditions: A Starting Point for

Counsellors 132

**CONVERSATION 4.2** Genuineness 133

##### Role and Purpose: Counselling Contracts 133

Objective of Contracting 133

Relationship Contracts 134

Anticipatory Contracts 137

Work Contracts 137

**INTERVIEW 4.1** Contracting 140

Engaging with Seniors 142

##### Sustaining the Counselling Relationship 143

Immediacy 143

**INTERVIEW 4.2** Immediacy 145

Transference and Countertransference 146

**BRAIN BYTE** Transference 147

**BRAIN BYTE** Childhood Abuse and Intimate Relationships 148

**CONVERSATION 4.3** Counsellor Self-Disclosure 148

##### Ending the Counselling Relationship 148

**BRAIN BYTE** Endings 149

Dealing with Endings 150

**CONVERSATION 4.4** Boundaries 151

**INTERVIEW 4.3** Endings 152

Summary 153

Exercises 153

Weblinks 155

### 5 Listening and Responding: The Beginning of Understanding 156

#### LEARNING OBJECTIVES 156

##### Listening: a Pathway to Learning 156

The Power of Listening 158

##### Listening Barriers 159

**BRAIN BYTE** Listening 159

Overcoming Listening Barriers 161

**BRAIN BYTE** The Auditory Alarm System 161

**BRAIN BYTE** The Right Ear Advantage 164

##### Active Listening 165

##### Attending 166

**BRAIN BYTE** Frame of Reference 167

Selective Attention 168

**BRAIN BYTE** Multitasking 168

##### Nonverbal Communication 170

Meaning of Nonverbal Communication 171

**CONVERSATION 5.1** Problems with Listening and Responding 172

**BRAIN BYTE** Nonverbal Processing 173

Working with Nonverbal Communication 175

##### Silence 175

Understanding Silence 175

**BRAIN BYTE** The Benefits of Silence 176

Silence in Counselling 176

**BRAIN BYTE** Silence Triggers Memories 176

Nonverbal Cues and Silence 180

Encouraging Silence 181

**CONVERSATION 5.2** Learning to Deal with Silence 182

**CONVERSATION 5.3** Residential Schools 182

**Paraphrasing 182**

Paraphrasing and Empathy 183

**Summarizing 184**

**CONVERSATION 5.4** Effective Paraphrasing 184

**INTERVIEW 5.1** Listening, Silence, and Summarizing Skills 187

Summary 188

Exercises 189

Weblinks 190

**6 Asking Questions: The Search for Meaning 191**

**LEARNING OBJECTIVES 191**

**The Art of Asking Questions 191**

Types of Questions 192

**BRAIN BYTE** Memory 193

**Reasons for Asking Questions 196**

Questions for Establishing Purpose 196

Questions to Define the Counselling Relationship 197

Questions for Exploring and Understanding 197

Questions for Problem Solving 199

Questions for Evaluating 200

**BRAIN BYTE** Questions and the Brain 200

**Questioning Pitfalls 201**

Leading (Biased) Questions 201

Excessive Questioning 202

**CONVERSATION 6.1** Alternatives to Questions 203

Multiple Questions 204

Irrelevant Questions 205

Poorly Timed Questions 205

Why Questions 205

Cross-Cultural Interviewing 206

**Special Considerations 207**

When Clients Respond Poorly to Questions 207

Managing the Rambling Interview 208

Interviewing Youth 210

**BRAIN BYTE** The Adolescent Brain 210

Interviewing and Counselling Seniors 211

Senior Abuse 212

**Beyond the Surface: Interviewing for Concreteness 214**

The Need for Concreteness 214

**BRAIN BYTE** Neural Development and Marginalization 214

Strategies for Achieving Concreteness 217

Making Choices 219

**Interview Transitions 220**

Natural Transitions 220

Strategic Transitions 220

Control Transitions 220

Phase Transitions 221

**CONVERSATION 6.2** Note-Taking 222

Connect (Linking) Transitions 223

**INTERVIEW 6.1** Interviewing Skills 223

Summary 224

Exercises 225

Weblinks 226

**7 Empathic Connections 227**

**LEARNING OBJECTIVES 227**

**Understanding Emotions 227**

**BRAIN BYTE** Emotional Memories 229

**BRAIN BYTE** Mirror Neurons 230

The Language of Emotion 230

Individual Differences and Cultural Context 233

Mixed Feelings/Ambivalence 234

Affect 235

**Empathy 236**

Empathy Defined 236

The Importance of Empathy 237

**BRAIN BYTE** Location of Empathy in the Brain 238

**BRAIN BYTE** Selective Empathy 239

Client Reactions to Empathy 239

**CONVERSATION 7.1** Increasing Empathic Vocabulary 240

**Types of Empathy 241**

Invitational Empathy 241

Basic Empathy 243

**BRAIN BYTE** Empathic Connection and Brain Plasticity 243

Inferred Empathy 244

**BRAIN BYTE** Helping Others and Empathic Circuits 244

Preparatory Empathy 246

**CONVERSATION 7.2** When Not to Use Empathy 247

**Four Generalizations about Empathy 247**

Empathic Response Leads 250

Why Achieving Empathic Connection

Is So Difficult 251

**CONVERSATION 7.3** When to Shift the Focus Away from Feelings 251

Poor Substitutes for Empathy 252

**INTERVIEW 7.1** Poor Substitutes for Empathy 253

Tough Empathy 255

**CONVERSATION 7.4** How Can I Be Empathic if I Have Not Had the Same Experience? 255

**INTERVIEW 7.2** Effective Use of Empathy 256

Summary 258

Exercises 258

Weblinks 262

**8 Supporting Empowerment and Change 263**

**LEARNING OBJECTIVES 263**

**Empowerment: Mobilizing Strengths for Change 263**

Client Empowerment Is an Expected Outcome of Counselling 264

Anti-Oppressive Practice 265

<b>Empowerment: The Strengths Approach</b>	<b>265</b>	<b>CONVERSATION 9.1</b> Working with “Involuntary” Clients	<b>317</b>
<b>BRAIN BYTE</b> Stress and Crisis	<b>268</b>	<b>INTERVIEW 9.1</b> Dealing with Resistance	<b>318</b>
<b>Empowerment and Selected Groups</b>	<b>268</b>	<b>Confrontation: Proceed with Caution</b>	<b>319</b>
Seniors	268	<b>CONVERSATION 9.2</b> Saying No	<b>320</b>
LGBTQ Communities	269	Types of Confrontation	320
Indigenous Peoples	271	The Misuse of Confrontation	321
<b>Crisis Intervention and Empowerment</b>	<b>271</b>	Principles for Effective Confrontation	322
<b>Motivational Interviewing (MI)</b>	<b>273</b>	<b>Aggression and Violence</b>	<b>324</b>
<b>Four Key Principles of Motivational Interviewing</b>	<b>275</b>	Risk Assessment for Violence	326
1. Express Empathy	275	<b>BRAIN BYTE</b> Neuroscience as a Tool to Predict Violence	<b>326</b>
2. Develop Discrepancy	275	Violence and Mental Illness	328
3. “Roll with Resistance”	276	<b>BRAIN BYTE</b> Head Trauma and Violence	<b>329</b>
4. Support Self-Efficacy	277	Violence Risk Assessment: Key Questions	330
<b>Stages of Change</b>	<b>277</b>	Managing Angry and Potentially Violent Behaviour	330
Risk Taking	277	<b>BRAIN BYTE</b> Aggression	<b>331</b>
<b>CONVERSATION 8.1</b> Working with “Lazy” Clients	<b>277</b>	<b>BRAIN BYTE</b> Flight or Fight	<b>332</b>
<b>Cognitive Behavioural Therapy</b>	<b>281</b>	The Phases of Violence	332
Helping Clients Recognize Thinking Patterns	283	<b>BRAIN BYTE</b> The Brain on Anger	<b>338</b>
Unhelpful Thinking Patterns	284	Critical Incident Debriefing	338
<b>BRAIN BYTE</b> The Emotional Brain	<b>285</b>	<b>INTERVIEW 9.2</b> Violent Incident Follow-Up	<b>339</b>
Helping Clients Increase Helpful Thinking	286	<b>CONVERSATION 9.3</b> After an Assault	<b>340</b>
Reframing	289	<b>Counselling Angry and Violent Clients</b>	<b>341</b>
<b>BRAIN BYTE</b> Mindfulness	<b>289</b>	Prevention	341
<b>BRAIN BYTE</b> Creating New Neural Pathways	<b>291</b>	Assertiveness Training	341
<b>BRAIN BYTE</b> Neurons That Fire Together	<b>291</b>	Cognitive Behavioural Counselling (Therapy)	342
<b>INTERVIEW 8.1</b> Cognitive Behavioural Techniques	<b>292</b>	Anger Management	342
<b>CONVERSATION 8.2</b> When Buttons Are Pushed	<b>294</b>	Substance Misuse Interventions	342
<b>Helping Clients Make Behavioural Changes</b>	<b>294</b>	Psychiatric Intervention	342
Goal Setting	294	Reduction of Environmental, Social, and Personal Stressors	343
Developing Effective Goal Statements	295	Counselling Victims	343
<b>INTERVIEW 8.2</b> Goal Setting	<b>298</b>	<b>BRAIN BYTE</b> Children and Abuse	<b>344</b>
<b>The Problem-Solving Process</b>	<b>299</b>	Summary	345
Step 1: Identify Alternatives	300	Exercises	345
Step 2: Choose an Action Strategy	300	Weblinks	346
Step 3: Develop and Implement Plans	300	<b>10 Mental Health and Substance Misuse</b>	<b>347</b>
Step 4: Evaluate Outcomes	302	<b>LEARNING OBJECTIVES</b>	<b>347</b>
<b>CONVERSATION 8.3</b> I’ve Tried Everything	<b>303</b>	<b>Mental Health in Canada</b>	<b>348</b>
<b>Brief Counselling</b>	<b>303</b>	Mental Health Assessment	348
Selected Brief Counselling Techniques	303	The Diagnostic and Statistical Manual of Mental Disorders (DSM)	351
Summary	308	Major Mental Disorders	354
Exercises	308	<b>CONVERSATION 10.1</b> Paranoia	<b>358</b>
Weblinks	309	<b>BRAIN BYTE</b> Neurotransmitters and Mental Illness	<b>359</b>
<b>9 Engaging with Hard-to-Reach Clients</b>	<b>310</b>	<b>CONVERSATION 10.2</b> How to Respond to Hallucinations	<b>360</b>
<b>LEARNING OBJECTIVES</b>	<b>310</b>	<b>BRAIN BYTE</b> Depression	<b>362</b>
<b>Resistance</b>	<b>310</b>	<b>BRAIN BYTE</b> Depression and the Brain	<b>363</b>
Signs of Resistance	311	<b>BRAIN BYTE</b> Trauma Therapy	<b>364</b>
Understanding and Responding to Resistance	312	<b>BRAIN BYTE</b> Attention-Deficit/Hyperactivity Disorder (ADHD)	<b>367</b>
<b>BRAIN BYTE</b> Resistance	<b>316</b>	Child and Youth Mental Health	367
Resistance and Counsellor Self-Awareness	316	<b>BRAIN BYTE</b> Adolescent Marijuana Use	<b>368</b>

<b>BRAIN BYTE</b> Adolescent Drug Use	<b>369</b>
Counselling and Working with People Who Have Mental Disorders	370
<b>BRAIN BYTE</b> Psychotropic Medication	<b>372</b>
<b>CONVERSATION 10.3</b> When Clients Don't Take Their Medication	<b>373</b>
<b>Substance Misuse</b>	<b>374</b>
Counselling People with Substance Misuse Problems	374
Many Canadians Use	374
Withdrawal from Drugs: Detoxification	376
<b>BRAIN BYTE</b> Korsakoff's Syndrome	<b>379</b>
Substance Use Disorders and the DSM	379
Brain Plasticity and Addiction	379
Supporting Recovery from Addiction	379
<b>BRAIN BYTE</b> Pleasure Pathway	<b>380</b>
Co-occurring Disorders	382
<b>Suicide Counselling</b>	<b>383</b>
Warning Signs and Risk Assessment	384
<b>Selected Groups</b>	<b>388</b>
Indigenous Peoples	388
LGBTQ Community	389
Seniors	389
Summary	390
Exercises	391
Weblinks	392
<b>11 Neuroscience and Counselling</b>	<b>393</b>
<b>LEARNING OBJECTIVES</b>	<b>393</b>
<b>The Remarkable and Mysterious Brain</b>	<b>393</b>
<b>BRAIN BYTE</b> The Non stop Brain	<b>394</b>
<b>BRAIN BYTE</b> The Amazing Brain	<b>395</b>
<b>Neuroscience: An Emerging Force in Counselling</b>	<b>395</b>
<b>CONVERSATION 11.1</b> Mind and Brain	<b>395</b>
Six Key Forces in Counselling	396
<b>Why Neuroscience is Important for Counsellors</b>	<b>397</b>
Neuroscience Endorses Counselling	397
<b>Discovering the Secrets of the Brain</b>	<b>401</b>
Brain Imaging	402
A Look Ahead	403
<b>BRAIN BYTE</b> Types of Depression	<b>404</b>
<b>Neuroplasticity: An Empowering Discovery</b>	<b>404</b>
Harnessing the Power of Neuroplasticity	405
<b>Structure of the Brain</b>	<b>406</b>
<b>INTERVIEW 11.1</b> Helping Clients Use Neuroplasticity to Make Positive Changes	<b>407</b>
Hemispheres	409
Brain Lobes	410
<b>BRAIN BYTE</b> Right Brain/Left Brain	<b>410</b>
<b>BRAIN BYTE</b> Broca's and Wernicke's Areas	<b>412</b>
Brain Lobes and Counselling	412
The Limbic System	413
<b>CONVERSATION 11.2</b> Male and Female Brains	<b>414</b>
<b>BRAIN BYTE</b> The Importance of Social Contact	<b>415</b>
<b>BRAIN BYTE</b> Psychopathic Brains	<b>416</b>
Cranial Nerves	416
The Endocrine System	416
<b>BRAIN BYTE</b> Endocrine System versus Nervous System	<b>416</b>
<b>Neurons: The Brain's Information System</b>	<b>417</b>
Major Neurotransmitters	421
<b>BRAIN BYTE</b> Endorphins	<b>421</b>
<b>BRAIN BYTE</b> Dopamine	<b>422</b>
Mirror Neurons	424
Glial Cells	425
Reward Pathway	425
<b>Brain Problems</b>	<b>426</b>
Mental Disorders	426
Meningitis	426
Encephalitis	426
Brain Tumours	427
Amyotrophic Lateral Sclerosis (ALS or Lou Gehrig's Disease)	427
Cerebral Palsy	427
Epilepsy	427
Huntington's Disease	427
Multiple Sclerosis (MS)	427
Parkinson's Disease	428
Tourette Syndrome	428
Dementia	428
<b>BRAIN BYTE</b> Sundowning	<b>430</b>
<b>BRAIN BYTE</b> Is It Normal or Dementia?	<b>431</b>
<b>CONVERSATION 11.3</b> Counselling People with Dementia	<b>431</b>
Stroke	431
Traumatic Brain Injury (TBI) and Acquired Brain Injuries (ABI)	433
Summary	434
Exercises	435
Weblinks	436
<b>Glossary</b>	<b>437</b>
<b>References</b>	<b>445</b>
<b>Tables, Figures, Conversations, Interviews, and Brain Bytes Index</b>	<b>465</b>
<b>Author Index</b>	<b>468</b>
<b>Subject Index</b>	<b>472</b>
<b>Credits</b>	<b>480</b>



## PEARSON'S COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Pearson is dedicated to creating bias-free content that reflects the diversity, depth, and breadth of all learners' lived experiences. We embrace the many dimensions of diversity, including but not limited to race, ethnicity, gender, sex, sexual orientation, socioeconomic status, ability, age, and religious or political beliefs.

Education is a powerful force for equity and change in our world. It has the potential to deliver opportunities that improve lives and enable economic mobility. As we work with authors to create content for every product and service, we acknowledge our responsibility to demonstrate inclusivity and incorporate diverse scholarship so that everyone can achieve their potential through learning. As the world's leading learning company, we have a duty to help drive change and live up to our purpose to help more people create a better life for themselves and to create a better world.

Our ambition is to purposefully contribute to a world where:

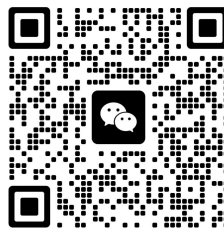
- Everyone has an equitable and lifelong opportunity to succeed through learning.
- Our educational products and services are inclusive and represent the rich diversity of learners.
- Our educational content accurately reflects the histories and lived experiences of the learners we serve.
- Our educational content prompts deeper discussions with students and motivates them to expand their own learning (and worldview).

We are also committed to providing products that are fully accessible to all learners. As per Pearson's guidelines for accessible educational Web media, we test and retest the capabilities of our products against the highest standards for every release, following the WCAG guidelines in developing new products for copyright year 2022 and beyond. You can learn more about Pearson's commitment to accessibility at <https://www.pearson.com/us/accessibility.html>.

While we work hard to present unbiased, fully accessible content, we want to hear from you about any concerns or needs with this Pearson product so that we can investigate and address them.

- Please contact us with concerns about any potential bias at <https://www.pearson.com/report-bias.html>.
- For accessibility-related issues, such as using assistive technology with Pearson products, alternative text requests, or accessibility documentation, email the Pearson Disability Support team at [disability.support@pearson.com](mailto:disability.support@pearson.com).

读书心得官微，书籍文献专家  
英国 阿哲丁



扫一扫上面的二维码图案，加我为朋友。

# Preface

*“Sometimes people just need to talk. They need to be heard. They need the validation of my time, my silence, my unspoken compassion. They don’t need advice, sympathy or counselling. They need to hear the sound of their own voices speaking their own truths, articulating their own feelings, as those may be at a particular moment. Then, when they’re finished, they simply need a nod of the head, a pat on the shoulder or a hug. I’m learning that sometimes silence really is golden . . .*

—Richard Wagamese, *Embers: One Ojibway’s Meditations*

Don’t skip the Preface. If you are a student you may be anxious to get to the stuff that will be on the exam. Don’t do it. The Preface will help you understand how the book is laid out as well as the essential philosophy and assumptions that are the base for chapter content. It will also assist you with some ideas and tips on how to improve your learning. As an added bonus—it may even help you on the exam.

*Choices* is always a work in progress. Each edition has evolved based on user feedback, emergent research, practice experience, and peer review. In this edition, all chapters have been rewritten to improve clarity, add new content, and reflect current research and practice experience with updated references and weblinks. This edition continues my commitment to producing a readable and practical text. As much as possible, I have avoided the use of unnecessary jargon, and I have tried to be transparent and explicit regarding my assumptions, a practice that parallels my approach to counselling.

This edition was written in the middle of the COVID-19 pandemic. During the pandemic, counsellors often found themselves dealing with the same psychological, physical, and financial stressors as their clients. Counsellors, like most other professionals, soon discovered that they needed to adapt and change in order to work in this new pandemic-dominated world, including the following:

- With face-to-face meetings with clients no longer viable in many settings, counsellors needed to become proficient using on-line technology.
- Finding ways to protect confidentiality during on-line meetings when family and roommates were sharing the same space.
- Managing increasing demands for counselling services as many more people were dealing with anxiety, depression, financial stress, and unemployment.
- Developing health safety protocols within agency settings and to protect workers and clients during necessary off-site in-person meetings, including home visits.
- Responding to the needs of marginalized clients, including seniors and Indigenous peoples, who faced significantly higher risks during the pandemic, a task that is particularly difficult when dealing with clients who live in settings where physical distancing is not possible (e.g., long-term care homes, group homes, prisons, etc.).
- Addressing escalating problems related to substance misuse, suicide, spousal and child abuse.
- Supporting clients to make informed decisions regarding personal health safety and vaccination.

As the COVID-19 pandemic resolves, counsellors have a unique opportunity to support communities and individuals to deal with the aftermath. Counsellors are trained to focus on strengths, foster empowerment, and instill hope, skills that will be needed and valued in a post-pandemic world.

## Digital Content Delivery

As the world shifts to a greater reliance on digital media, it is appropriate that this resource evolves as well. This eighth edition of *Choices* is the first available in digital and print formats. Instructors and students will find that, although the medium has changed, the content is fully consistent with prior editions.

## WHAT'S NEW

The eighth edition retains the same basic format with a number of changes and enhancements, including:

1. Significant new content:
  - a. working with Indigenous peoples
  - b. theory and skills for engagement with LGBTQ community
  - c. enhanced material on endings
  - d. exploration of listening barriers
  - e. increased attention to the skills of establishing and maintaining counselling relationships
  - f. implications of the COVID-19 pandemic
  - g. paranoia
  - h. understanding emotions and how they are expressed
  - i. exploration of how and when to shift interview focus from the emotional domain to the behavioural or cognitive domain
2. Updated references and content in all chapters
3. New and/or updated Success Tips
4. New and/or revised conversations, and BRAIN BYTES
5. Many new graphics to illustrate concepts
6. Cultural intelligence which has now repositioned as Chapter 2, with increased attention to cultural identity

The Truth and Reconciliation Commission (TRC) has alerted all of us to the need to deal with the traumas caused by the residential school system. Chronicling over 100 years of abuse of Indigenous children—who were forcibly removed from their families to residential schools, where they suffered physical and sexual abuse and suppression of their cultural identity—the TRC found Canada guilty of cultural genocide. Now, we have a responsibility to right those wrongs. As counsellors, we need to understand the direct link between the horrors of the residential schools and challenges still prevalent in Indigenous communities today. As counsellors, we need to acknowledge and address the harms done by our profession to Indigenous communities. The “sixties scoop,” which resulted in the removal of Indigenous children from their homes and communities is but one example. Counsellors must understand this legacy of trauma if they hope to work effectively with Indigenous peoples. With Indigenous issues in the foreground, we have an opportunity to avoid repeating the mistakes of the past.

This is our collective responsibility. My hope is that increased attention to Indigenous issues in this eighth edition will be one small step in the right direction

*Choices* has found a home in a wide variety of professional training programs in social work, criminology, nursing, child and youth care, addictions, and psychology as well as training for professionals and volunteers in other professions whose work involves interviewing and counselling. A continuing best seller in Canada, *Choices* is designed as a textbook and practice reference guide for students and practitioners that combines theory, practice examples with sample interviews, and challenging self-awareness exercises in a comprehensive yet readable format. The book includes illustrative practice examples and challenging exercises that promote skill development, conceptual understanding, and self-awareness. Throughout the book, I have included neuroscience concepts that have particular relevance for counsellors. Although framed in the Canadian ethical and cultural context, the content of the book is designed to appeal to a broad international audience of professionals.

## THEORY AND PHILOSOPHY

*Choices* promotes an eclectic approach that encourages counsellors to use techniques and ideas from various theoretical models depending on the specific needs of the client and situation, not the comfort level of the counsellor. Counselling is a complex blend of skill, attitude, and creativity, with the work based on best-practice techniques that are supported by research. Core skills can be learned and practised, but they are not recipes. There is also an “art” to counselling.

Based on individual client need and context, high-level professionals create, adapt, and customize skills and strategies, thus avoiding any “one-size-fits-all” approach.

Among the models that have heavily influenced this book’s content are the following:

- Person-centred counselling, pioneered by Carl Rogers
- Trauma-informed practice
- Cognitive behavioural therapy/counselling (CBT)
- Motivational interviewing
- Short-term and solution-focused counselling
- Emergent insights from neuroscience

The term “cognitive reserve” describes the brain’s capacity to creatively find ways to cope with life’s challenges. Social workers and other counsellors who have high level of cognitive reserve can “switch gears” when one way of solving a problem does not work. Put simply, they have choices and they are not discouraged or defeated when one approach to working with clients fails. They can vary their approach to meet the unique needs of different clients, cultures, and situations. Over a lifetime of a professional career, through reflection, education and practice experience that builds on success and learns from failure, they can grow their counselling skills and cognitive reserve.

Every interview requires an intelligent choice of skills and strategies. To make wise choices, counsellors need to develop a wide range of practice skills based on supported theory (science) and proven practice (evidence-based best practice). When counsellors have a repertoire of skills, they can make knowledgeable choices based on the unique needs of clients and situations, rather than their own personal comfort levels or established routines. In simplest terms, the more choices counsellors have, the greater their ability to match their work to the needs and wants of their clients, and the less their need to repeatedly use the same skill. Effective counsellors are wise enough to know when to—and when not to—use particular skills. Similarly, the goal of counselling is to help clients achieve versatility in their capacity to solve problems and achieve goals.

Skill and technique can be impressive, but alone they are insufficient. Compassion, caring, empathy, an ability to suspend judgment, objectivity, professionalism, self-awareness, and sufficient psychological health are some of the personal qualities and commitments that must operate in tandem with knowledge and skill. Counsellors need to be genuine, maintain warm and caring regard for their clients, and recognize the inherent worth of people. Kadushin (1990) discusses the important mix of skill and feeling:

Many might say that if they had to choose between feeling and technique they would choose feeling as the more important prerequisite. Perhaps so, but if one has to make a choice between these qualifications, an injustice has already been done to the client. It should be possible to offer the client an interviewer who is both attitudinally correct and technically proficient. (p. xii)

## Respect for Diversity and Culture

Diversity includes differences in such major variables as race, religion, age, sex, sexual orientation, physical and mental ability, economic capacity, language, culture, values, beliefs, preferences, and ways of thinking and behaving. The diversity of today's counselling caseloads requires that counsellors develop a range of interviewing and counselling skills. Competent counsellors are able to vary their style depending on the unique culture and worldviews of their clients.

*Choices* emphasizes cultural competence. Since everyone is unique, each with his or her own mix of values and beliefs, culture is a variable for work with all clients. When working with clients from visible minorities and those who are marginalized by poverty or discrimination, counsellors must examine the sociopolitical realities that frame the clients' circumstances. They also need to develop sufficient self-awareness to escape or manage any tendency to be culture-bound—the assumption that all clients share their values, perspectives, and ambitions or, worse still, that client differences represent deficiencies. By sustaining a multicultural perspective that recognizes and prizes diversity, counsellors can avoid the pitfalls of ethnocentrism (the belief that one's own views and culture are superior). Culturally competent counsellors view cultural differences as opportunities to widen their horizons and deepen their versatility. They remember to be humble enough to learn from their clients.

## Phases of Counselling

This book divides the counselling relationship into four phases: preliminary, beginning, action, and ending. Each phase involves common as well as unique tasks and skills. For example, the beginning phase focuses on relationship development and problem exploration. Predictably, skills for developing relationships, like active listening, are most useful in the beginning phase, whereas skills such as confrontation are not recommended. But the subsequent action phase focuses on helping clients develop new perspectives, set goals, and implement change strategies; thus, skills such as reframing and confronting are used extensively in this phase.

The four phases are developmental, with success at one phase dependent in part on success at previous phases. For example, clients are more willing to accept confrontation in the action phase if a solid relationship or trust has already been established in the beginning phase. In general, reference to the four-phase model allows counsellors to make some predictions about the climate of the interview and to determine which skills and tasks will be needed. However, practitioners must be cautious in applying the model too rigorously to every counselling interview because there are always circumstances for which the sequence of events will differ sharply from the model.

## Values and Ethics

*Ethics* are principles of acceptable conduct. Professional associations such as the Canadian Association of Social Workers and the Canadian Counselling and Psychotherapy Association have formal statements that define ethics and standards of practice for their members. Similarly, *values* are ideas and principles that individuals and groups consider important or worthwhile. In counselling, certain core values are of particular importance:

1. Belief in the dignity and worth of people
2. Respect for the client's right to self-determination (i.e., for freedom of choice and the right to control one's own life)
3. Commitment to work for social justice

## The Counselling Relationship

All editions, including this one, have prioritized the importance of the client–counselor relationship as a major determinant of success. The counselling relationship is something very special. It's negotiated. It's non-reciprocal. It has a purpose. It is designed to recognize and mobilize strengths. It requires counsellors to abandon their biases and suspend any tendency to give advice in order to listen and respond in a manner that creates the conditions for trust, growth, and change.

Counselling should empower clients and strengthen their self-esteem. It has very little to do with giving “good advice,” but it might involve providing information and assisting clients to evaluate alternatives in order to support them to make informed and self-determined choices. Best-practice counselling draws on the expertise of clients to participate in decisions related to the goals and process of counselling. For this reason, counsellors should demystify their work through open discussion of their methodologies, assumptions, and intentions. Moreover, commitment to client self-determination restrains counsellors from abuse of power or control. In promoting client self-determination, counsellors use a strengths approach that empowers clients by assuming their capacity to cope and change.

The counselling relationship creates the conditions for change to occur and the motivation for change to proceed. The counselling relationship nurtures the natural need that everyone has to grow and change. **The cornerstone of this is empathy, a unique and powerful way of listening that alone is sufficient to help many people.** It is not a technique that we activate when counselling, but rather an empathic approach to life that Rogers describes as a “way of being.”

## Counsellor Self-Awareness

Effective counsellors are self-aware, open to feedback, and willing to learn. As counsellors become deeply involved in a relationship with their clients, they need to control their own biases, and constantly monitor their feelings and thoughts so that they are able to separate their experiences and feelings from those of their clients.

Knowledge of self, including consciousness of one's values and beliefs and the impact of one's behaviour on others, is a prerequisite for effective counselling. Counsellors who lack self-awareness may confuse their clients' feelings with their own. When counsellors are unaware of their own needs, including those that are unmet, they risk unconsciously using their counselling relationships to meet personal goals instead of client goals. In addition, without self-awareness, counsellors will be ignorant of those areas of practice in which they are competent and those in which it will be difficult for them to work with objectivity.

Competent professionals know themselves, and they ensure that their values and beliefs do not become a burden to their clients. They accept that exploring and reflecting on one's competence and the limits of one's role and expertise are fundamental to professional practice. For counsellors, this process of self-examination continues throughout their careers.

## Neuroscience and Counselling

In recent years, neuroscience has emerged as an important new force in counselling. Since the 1990s, new technologies have spawned an explosive interest in the brain. These imaging technologies have resulted in enormous progress in our understanding of the brain. One of the most relevant and exciting findings is the discovery that our brains are “plastic” and in a constant state of change. Life experience, adversity, trauma, risk taking, and learning shape and reshape the brain in ways that help us cope with the challenges in our lives. Or, alternatively, they may drive us to depression, anxiety, and substance abuse.

A growing body of neuroscience research has confirmed the validity of counselling by demonstrating in dramatic ways how counselling changes the brain. Counselling works! Now we have the science to prove it. We have learned how counselling basics such as listening, empathy, asking questions, and the establishment of relationship counselling harness brain plasticity and promote positive brain growth. It's already exciting, even though we are still at the beginning stages of what is certain to be an avalanche of profound developments in coming years. Neuroscience is providing answers to the question, “How can counselling help create conditions that promote positive, empowering brain growth or repair?” As a result, I think that in the near future college and university counselling programs will require courses on the brain and neuroscience.

## Social Justice and Advocacy

Although the topic is beyond the scope of this text, counsellors should also consider their responsibility to extend beyond their role as counsellors to social and political action. As advocates for social justice, they should strive to reduce gender, cultural, and other forms of discrimination. They should also promote changes in social policy as well as modification in the functioning of formal organizations and institutions to meet the needs of clients.

## STRUCTURE OF THE BOOK

The book is divided into 11 chapters.

Chapter 1 explores professional identity and introduces readers to the basic concepts of ethics, values, and self-awareness.

Chapter 2 discusses important concepts and issues related to counselling clients from different cultures. This chapter includes a discussion of spirituality and counselling, reflecting a growing interest in and acceptance of spiritual issues in counselling. In this chapter, multicultural competencies for Canadian counsellors are introduced.

Chapter 3 explores the basic nature of counselling skills and strategies. In this chapter, four major skill clusters are introduced: relationship building, exploring/probing, empowering, and challenging. The four-phase model of counselling (preliminary, beginning, action, and ending) is proposed as a model for understanding the evolution of the counselling relationship. As well, the important components of a trauma-informed approach are introduced and discussed.

Chapter 4 examines the helping relationship and considers the core conditions of effective counselling. Sessional and relationship contracting are featured in this chapter.

Chapters 5, 6, and 7 explore the active listening skills of attending, silence, paraphrasing, and summarizing (Chapter 4), questioning (Chapter 5), and empathy (Chapter 6). Specific ideas for interviewing and working with youth are discussed in these chapters.

Chapter 8 is concerned with action-phase skills that motivate clients to think differently and make changes in their lives. Two important theoretical models, cognitive behavioural counselling and motivational interviewing, are featured.

Chapter 9 presents information on working in difficult situations, such as when clients are resistant or potentially violent.

Chapter 10 looks at concepts for working with various populations, including those who are dealing with mental disorders, contemplating suicide, or who have addictions.

Chapter 11 explores issues related to neuroscience and counselling, including a discussion of brain problems. An adapted version of this chapter was published in the journal *The Neuropsychotherapist* (2017).

## Features in the Eighth Edition

People learn in different ways, so this book includes a range of features designed to assist learners in understanding at the cognitive, emotional, and behavioural levels. Each chapter contains the following elements:

- **Learning Objectives:** key concepts that will be addressed in the chapter
- **Summary:** a short review at the end of each chapter that summarizes important ideas
- **Conversations:** a unique feature presenting teacher–student dialogues about frequently asked questions
- **Sample Interviews:** annotated interview excerpts that illustrate and explain chapter concepts
- **Success Tips:** short, practical ideas for counselling success
- **Illustrative Figures:** diagrams that support or embellish chapter concepts
- **Brain Bytes:** short links to interesting and relevant neuroscience
- **Exercises:** end-of-chapter reflective questions to give readers practice developing self-awareness, practice skills, and conceptual knowledge
- **Weblinks:** links to websites related to the chapter’s material
- **Glossary:** definitions of key terms

## Instructors

Please note that instructor’s resources are available. Contact your local Pearsoned representative for details.

## FEATURES

### Pearson eText

Affordable and easy to use, Pearson eText helps students keep on learning no matter where their day takes them. The mobile app lets students read and study, even when they are offline. They can also add highlights, bookmarks, and notes in their Pearson eText to study how they like.



Students can purchase Pearson eText on their own from Pearson, or you can invite them to join a Pearson eText course. Creating a course allows you to personalize your Pearson eText so students see the connection between their reading and what they learn in class—motivating them to keep reading and keep learning.

Benefits of creating an instructor-led Pearson eText course include:

- Share highlights and notes with students—Add your personal teaching style to important topics, call out need-to-know information, or clarify difficult concepts directly in the eText.
- Access reading analytics—Use the dashboard to gain insight into how students are working in their eText to plan more effective instruction in and out of class.
- Customize and schedule readings—Rearrange the Pearson eText table of contents at both the chapter and section level to match the way you teach. Add due dates so that students know exactly what to read to come to class prepared.
- Integrate with your LMS.

## INSTRUCTOR SUPPLEMENTS

Contact your Pearson rep for access information and instructions for obtaining these supplements.

- *Instructor's Resource Manual*
- *The Test Item File* (in Word only)
- *PowerPoint Presentations*
- *Image Library*

## SUGGESTIONS FOR STUDENTS

If you are studying this book as part of a course on counselling skills, you will probably have the opportunity to develop skill competence in a number of different ways:

- Watching instructor demonstrations
- Conducting practice interviews using role-played or (preferably) real-life scenarios
- Completing the chapter exercises
- Receiving feedback and evaluation from instructors and student colleagues who observe your work
- Using audio and video recordings to understand and assess your verbal and non-verbal responses
- Working with clients in practicum field settings

In most counselling skills courses, learning groups are used to practise skills. Usually, these learning groups use classroom simulations and practice interviews in which you assume the roles of client, counsellor, and observer. Each of these roles offers unique challenges and opportunities for learning.

### Practice Interviewing: When You Are the Client

The client's role offers a powerful opportunity for you to understand client feelings and expectations. You may find that your reactions are similar to those that clients you will work with in the field experience:

- Ambivalence about sharing feelings or details about personal issues
- Feelings of vulnerability and fear of being judged, embarrassed, or ridiculed

As a client, it will be up to you to control how much you wish to disclose; however, by taking reasonable risks, you can enhance your learning opportunities and insights. However, you should remember that a training environment does not provide the time or setting to address complex problems.

## Practice Interviewing: When You Are the Counsellor

When you are asked to practise your newly learned skills as a counsellor, you may feel clumsy and insecure as you take risks to change established communication patterns or experiment with new skills and strategies. As a student with limited training, you may be reluctant to ask questions that seem to invade the privacy of your colleagues. Moreover, when dealing with sensitive issues you may fear that your lack of experience will damage your clients. You may also fear that your colleagues will judge you as inept. As well, when you are being observed by others, the intense focus on your work can be unsettling and anxiety-provoking. But all these reactions are common, and you will probably find that your colleagues feel the same way. Most professional counsellors take many years of practice and study to become competent and comfortable using a full range of skills. What is important is that you persist and avoid the natural temptation to stick with familiar patterns of communicating. Skills that are awkward in the beginning will, with practice, become part of your natural and preferred style.

### SUCCESS TIP

If you create the right conditions, others will help you with feedback that will support the development of your skills and self-awareness.

## Practice Interviewing: When You Are the Observer

Student observers are responsible for watching the interview and providing feedback to student colleagues who are practising their counselling skills. At first, you may be reluctant to offer feedback, perhaps worrying that your remarks will generate anger or hurt feelings. But keep in mind that the observer's role gives you an excellent opportunity to develop the skill of giving feedback and practise this skill.

Helpful feedback is energizing and does not detract from another person's self-esteem. As people learn and practise interviewing and counselling skills, they may feel vulnerable and awkward. Hence, it is important to remain sensitive to their emotional and psychological needs, while balancing their needs for information and correction.

Observer feedback may be of two types: supportive or corrective.

- **Supportive feedback** recognizes strengths. Consider how you respond differently when your strengths are acknowledged rather than when your weaknesses are targeted. Yet despite how obvious this idea seems, many students and professional counsellors are very problem-oriented and fail to acknowledge client or colleague strengths. Supportive feedback must be genuine (true) and delivered without rescuing or patronizing. If you lie to others to avoid hurting them, your credibility as a source of feedback will diminish.
- **Corrective feedback** challenges others to examine or change behaviour. But before giving corrective feedback, consider your relationship with the other person. If your relationship is based on trust and caring, corrective feedback has the potential to be effective. However, if your relationship has unresolved conflict, corrective feedback is more likely to be perceived as an attack. If people think

your feedback is harsh, demanding, or controlling, there is a higher probability that they will resist. Here are some general feedback guidelines:

- Be specific. Avoid generalities such as, “Your interview was great.” Anchor your assessment by identifying the specific behaviours and responses that you observed that contributed to the success of the interview.
- Don’t use corrective feedback as a means to control, impress, or punish. Pay attention to your tone of voice and other nonverbal behaviour. Make sure that you avoid lecturing and pointing fingers.
- Timing and pacing are important variables. Supportive feedback is more useful when self-esteem is low. In addition, feedback is most effective when given as soon as possible, but ensure that you protect personal privacy.
- Avoid overwhelming student counsellors by providing too much feedback. Watch for nonverbal cues or ask them to let you know when they would like to stop the process.
- Ask people to self-evaluate before offering your opinions. You may be surprised to find that they already have insight into the problem areas; thereby reducing the number of areas in which you have to provide direct feedback.
- Feedback has the most potential for success if it is invited or targeted to perceived areas of need. Contract with others to deliver feedback. Ask questions such as “Would you like me to offer my ideas on what happened?” or “Are there specific issues that you’re concerned about?”
- Everyone is different. Some people prefer feedback to be direct and to the point. Others may prefer it “sandwiched” between positives. Others need time to reflect before responding, or they may profit from visual and written illustrations. Discuss preferences with student counsellors, then respond accordingly.

Some people have an immediate reaction to feedback that will differ from their reaction once they have had time to ponder what you have said. For example, a person who responds defensively or even with anger may, on reflection, come to accept your input and see things differently. The opposite can also be true—people who react favourably may later develop other feelings, such as resentment or confusion. Checking back during future encounters is one strategy for keeping abreast of others’ reactions.

Remember that giving helpful and caring feedback is one way of developing and strengthening relationships. If you are honest and supportive with others, you greatly increase the probability they will be honest and supportive with you when you ask for their helpful feedback.

## Developing an Effective Learning Group

When you work with student colleagues in each of the three roles, discuss your fears as well as your expectations of one another. You will need to work to develop a contract or agreement on how you will work together. Practice interviews are powerful learning opportunities when they are based on real rather than role-played feelings and issues. Consequently, it will be important to establish a climate of safety, where confidentiality will be respected. Some important principles to remember include these:

- Colleagues who are in the client’s role are disclosing personal issues and feelings, so it is essential to respect their dignity and right to privacy.
- Everyone has different capacities for intimacy. Do not expect that all members of a learning group will disclose at the same level. Accept individual differences.

- Learning the skills of counselling requires a willingness to give up familiar patterns of communication and attempt new approaches. Expand your limits by taking appropriate risks to try new skills and be tolerant of colleagues who are engaged in similar risk taking.
- Feedback from others is an important part of learning. Therefore, try to make it easy for others to give you feedback by consistently responding nondefensively. Help others give specific feedback by asking targeted questions.

## SUCCESS TIP

Expect that the process of learning and experimenting with new skills will result in a period of awkwardness and self-consciousness. For a time, it may seem as though your capacity to counsel others is regressing.

## Keeping a Personal Journal

A personal “for your eyes only” journal can be a significant adjunct to your learning. The journal is a tool for introspection that provides a private means for documenting and exploring your thoughts and feelings related to the development of your counselling skills. There are no rules for journal writing other than the need to make entries on a regular basis and to try to avoid self-censorship.

## Using This Book

If you are using this book as part of a course on counselling, your instructor will propose a suggested reading schedule that structures your reading over the semester, and he or she will assign or adapt the chapter exercises to fit your learning needs. Another way to use the book is on an “as you need it” basis, using the index or chapter headings to locate specific content. As well, you are encouraged to use other books, journals, and tools, such as Internet research, to supplement your learning. However, you should read this book (or any book) critically and seek to understand and explore the ideas and try them out.

## Counselling Skills as a Way of Life

You may be surprised to discover that the skills of counselling are also the skills of effective everyday communication, and that the process of developing your counselling competence may begin to influence your personal relationships. As counselling skills become part of your style, you may find yourself becoming a little more inquisitive and more sensitive to the feelings of others. However, you may find that others in your life do not welcome the changes in your manner and style. When you change, others around you have to accommodate your changes. If you become more probing in your questions, they must be forthcoming with their answers. When you become more empathic, their feelings become more transparent. These changes move the relationship to a deeper level of intimacy, which may be frightening for some, particularly if the pace is too fast for their comfort level.