Learning the Art of Helping 7th edition Young Test Bank

SKU: 9780135680391-TEST-BANK

Instructor's Resource Manual and Test Bank

Mark E. Young

Learning the Art of Helping
Building Blocks and Techniques
Seventh Edition

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Pearson

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ISBN-10: 0-13-567996-6
ISBN-13: 978-0-13-567996-8



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Section I: Introduction

About the Textbook

This instructor's manual accompanies the seventh edition of the textbook *Learning the Art of Helping* by Mark E. Young The book is designed to help students learn basic helping skills and, if time allows, study more elaborate techniques, such as elementary cognitive methods, role-playing, relaxation training, and reframing

Suggestions for Teaching a Course in Basic Helping Skills

Syllabus

The appendix at the end of this manual contains a sample syllabus for the course as it might be taught over a semester. In the syllabus, students are evaluated based on weekly homework, exams, and transcripts. Readings are indicated on the course schedule.

Teaching the Class in Ten Weeks or Less

If you are teaching in less than a semester, it may be possible to accelerate the class by covering more chapters per week; however, it has been our experience that the basic skills require at least 20 hours of classroom instruction.

The basic helping skills are contained in the first eight chapters. Those classes taught in ten weeks or less should concentrate on these chapters and Chapter 12 which addresses termination and outcome evaluation. It usually takes several weeks for the students to grasp the reflecting skills. There is a time factor that cannot be easily accelerated. Thus, we suggest taking more than one week for working on reflecting feelings and reflecting meaning.

Evaluating Students

Transcripts

We still ask students to transcribe three sessions for evaluation as a major part of the grade for the course. Despite their complaints that this is a very time-consuming procedure, they often find the experience quite valuable because students learn a few things that are more difficult to grasp in other formats.

1. First, they can visually see and count the number of reflecting statements, pieces of advice and other interventions they made during the session.
2. In addition, it becomes clear that some students cannot accurately label a helper intervention. For example, they cannot differentiate between a paraphrase and a reflection of feeling.
3. Third, they can see the effect of their intervention on the client by looking at the client's next statement in detail. The student can then determine if the response helped the client to go deeper or if it sidetracked the client. They can also see when they did not respond to what the client said and changed the subject. Students' self-evaluations often provide them with powerful feedback.

Going Over the Student's Video

One method for evaluating videos is for the instructor and student to sit down together and classify each skill, one by one, as the session progresses, stopping the video to discuss disagreements, reflect, and make suggestions. This allows the student to learn the proper labels for skills and to count the number of skills they are using, rather than look at the session globally. One advantage to using this method is that the subtle nonverbals, such as voice tone and gestures, are not lost as they are in written transcripts. This can also be done in class or by looking at videos, stopping and starting as the students classify the skills.

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Live Examinations and Assessing Student Progress

Some instructors have allowed students the option of demonstrating their skills in a live session with a fellow student. The instructor is present or watches through a one-way mirror. An evaluation format, **the Helper Competency Scale** can be used when watching videos. It appears in the appendix to this manual. It is also useful for evaluating live examinations. The **Depth Scale** is also included in the appendix and is another way to evaluate progress. It looks at the depth of the helper interventions rather than skills.

In addition to instructor-driven feedback, in most chapters, there is a **Self-Assessment Activity** so that students can pinpoint where they need help.

Conducting a Class

A General Strategy for Teaching Basic Helping Skills

The aim of this class is to teach basic skills that students can later apply in actual settings. Therefore, the focus is on practice in a simulated helping relationship. The suggested approach is to refresh students' readings in a short (20-30 minute) review of the material. Next, the instructor should demonstrate the skill to be learned. Finally, students practice in groups while the instructor moves from group to group giving feedback. Each chapter has **Group Exercises** for practice. Because the instructions are in the text, there is no need to duplicate the exercise. Ask students to bring their books to every meeting.

In these group practice sessions, students are encouraged to either describe a real but minor difficulty they are facing or role-play an invented problem. I Client feedback to student helpers is a crucial part of the practice session. Following practice sessions, we reunite the practice groups into a whole class discussion of successes and problems in using the skill.

Classroom Activities

A unique feature of the book is that it contains classroom activities, **Written Exercises, Discussion Questions** and suggestions for **Journaling** at the end of each chapter. Besides the **Group Exercise** there are **Written Exercises** that may be used in class or as homework. Having the instructions for the activities in the book allows students to follow along with the instructions for each practice activity and, in many cases, there is a space to record the feedback they receive.

E-text Digital Content, Mylab Counseling and PowerPoints

(https://www.pearsonmylabandmastering.com/northamerica/mycounselinglab)

The e-text version of this book also has **Video Exercises** and **Application Exercises. Additional videos** are available in MyLab Counseling, Pearson's online supplement. Every chapter in the e-text has videos and exercises that allow students to practice key skills and see a demonstration. If students purchase the e-text, they can access the application exercises and videos right in the chapter they are reading.

Finally, in the e-text, there are links to **Video Analysis Exercises** which provide an in-depth breakdown of a helper's response to client statements. They include a transcript of the client statements and helper interventions with comments and reflections. Students find them helpful because they are exposed to very good models of basic skills. They also recognize that even experienced helpers may falter and fall prey to common errors. In addition, students can see how they should be evaluating their own transcripts.

There are **PowerPoint** slides for each chapter which can be obtained through the publisher.

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"Stop and Reflect" and "Culture Check" Sections

In every chapter of the textbook, there are "**Stop and Reflect"** sections. Each of these brings out a point to ponder and respond to. An instructor may not wish to assign these as homework but instead have students reread them in class and discuss them in small groups. They can be effective discussion starters in the middle of a lecture to emphasize a point. In addition, all chapters have a "**Culture Check**" box that discusses the cultural implications relevant to the topic. These can also be used as discussion starters.

Homework and Quizzes

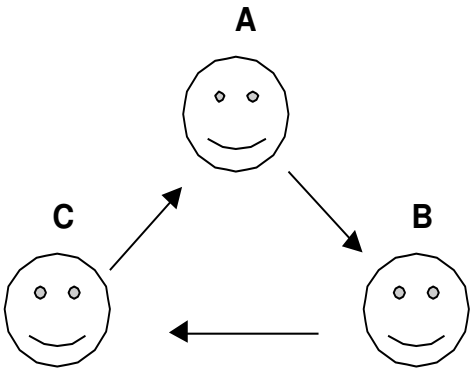
As the sample syllabus suggests (in the Appendix), we regularly assign homework to keep students thinking about the course. Weekly quizzes make sure that students are reading the text before each class. A five-question quiz means that less time is spent in going over the key points provided in the PowerPoints. Yet, in our approach, homework, exams and quizzes, are minor contributors to the final grade because the student's ability to demonstrate the skills should be the primary method of evaluation.

Using Student Journals in Class

At the end of each chapter in the textbook, students are encouraged to reflect on their learning and personal growth using one of the **Journal Starters.** They can create their own journal formats, use an online journal or the format suggested in the textbook. One useful classroom activity is to ask students to bring their journals to class and, if they feel comfortable, read a portion of that week's journal to a small group of fellow learners (perhaps 2 or 3 others). After each student has read, the other learners provide feedback. This allows for an additional reflection for the student who is reading and also enables students to share their insights with each other.

Setting Up Training Groups

In our class, we assign students to training groups by threes (a triad). Many of the exercises in the text require 3 or sometimes 4 students. These groups get together to do transcripts and the "live" or recorded final exam/transcript. So, person A is the helper for person B who is the helper for person C. Person C is the helper for person A. Some instructor's keep the same students in each ABC practice team while other instructors change the groups weekly or monthly. It has been our experience that students should be allowed to practice with a number of students, rather than being assigned to a single "client" for the term. If students work with the same person for a semester or quarter, they naturally tend not to overlook most fundamental skills, since they have an understanding of the basic issues and the sessions seem to bog down. The skills we are practicing are basic and most often used in early sessions. Later sessions focus on one particular problem and rely on more advanced techniques and homework assignments.



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During other class activities and recording videos, students team up with others who are not in the triad. This gives them practice with different issues and problems and keeps their interaction with the triad a little fresher. It is useful to have students work with a relatively new client for their transcript as it allows them to demonstrate the basic skills.

Organization of the Manual

The table of contents for this Instructor's Manual has four basic headings. These are an **Introduction** (which you have just read), Chapter-by-Chapter Teaching Suggestions, Multiple Choice and Essay Questions, and an Appendix.

In **Section II: Chapter-by-Chapter Teaching Suggestions**, you will find **Key Concepts** identified for each chapter. In order to allow instructors to personalize their lectures, immediately following each key concept a space is provided for notes. Instructors may choose to elaborate on certain points, offer clinical examples, or insert a discussion question at that point in the lecture. **Questions for Class Discussion** are also offered in this section. You may also want to use the "Stop and Reflect" or "Culture Check" sections in the text to stimulate discussion and debate. The manual provides **Teaching Strategies and Questions for Classroom Discussions.** These activities are different from those in the book. Finally, many chapters of this manual also include a **Handouts** section that includes documents that can be easily photocopied and distributed to supplement in-class activities and discussions depending on the needs of students. **Additional Resources for reading or watching** are offered at the end of each chapter.

In **Section III: Multiple Choice and Essay Questions**, you will find 15 objective (multiple choice) test questions and four to six essay questions for each chapter. The answer keys for each chapter's objective questions immediately follow the test questions. Finally, in the **Appendix,** we have included a sample syllabus, class schedule, and a class planning form. In addition, there are two methods of evaluating video or live sessions; the Helper Competency Scale and The Depth Scale.

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Section II: Chapter-by-Chapter Teaching Suggestions

Chapter 1: Helping as a Personal Journey

Key Concepts:

- Professional helping is challenging because it requires a focus on self-growth as well as helping the client
- Becoming a reflective practitioner means committing to personal awareness of your automatic reactions and prejudices.
- Professional growth is maximized by reflecting on biases and by seeking feedback from supervision and supportive peers.
- The words we use are crucial in what we convey to others, especially when there is a cultural difference.
- Reflection can take various forms including supervision, consulting fellow learners, becoming a client yourself and journaling.
- There are many ways to help and in the psychological realm, the common terms are interviewing, psychotherapy, counseling and coaching. These definitions overlap.
- Challenges to learning the art of helping include the fact that as you develop, you view the tasks of helping differently as described in Perry's stages and guild terminology. In addition, it is important to find a mentor, take responsibility for your own learning, follow ethical guidelines and learn to accept feedback.
- It is important to recognize that just as clients are unique, so are you. What can you bring to a relationship? What helper characteristics should you emphasize if you want to flourish in this profession?
- This chapter also outlines the skills and therapeutic factors you will be learning in other chapters and shows a roadmap of the helping process where client and helper collaborate on the journey.
- Therapeutic factors common to most theoretical orientations include:
  - Forming and Maintaining a strong therapeutic relationship
  - Activating client's motivation hope and expectations
  - Enhancing client's sense of competency/self-efficacy
  - Providing new learning experiences
  - Raising and lowering emotional arousal
  - Practicing New behaviors
- The categories of skills in the art of helping are:
  - Invitational Skills
  - Reflecting Skills
  - Advanced Reflecting Skills
  - Challenging Skills
  - Goal Setting Skills
  - Change Techniques
- These building blocks are skills and techniques that are applied throughout the course of the helping relationship. Some skills are most appropriate at a specific stage of the process.
- The stages of the helping process are:
  1. Relationship building and opening up
  2. Assessment/information gathering
  3. Treatment planning and goal setting
  4. Intervention and action
  5. Outcome evaluation and reflection

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Questions for Class Discussion: (See other exercises and class discussions in the textbook in the Exercises section at the end of each chapter)

1. **Helper Qualities.** In this book, a number of qualities of effective helpers are listed. Take a look at the list and think about what qualities have not yet been mentioned. Some students have commented on the trait of "Stable and Mentally Healthy," feeling that even people with a mental disorder can be effective as a helper. What are your thoughts about this? How long should a person be sober before helping others with a substance use problem?

2. **Supervision.** In some areas of the world, supervision is mandatory. It extends beyond the internship phase and continues for as long as the helper is practicing. What are your thoughts about mandatory supervision? Would you voluntarily engage in supervision after it is no longer required? Why or why not?

3. **Personal Therapy.** Some programs require that before admission to a program, students should receive their own personal therapy. How do you feel about this? Do you think that is important for helpers? Have you been to therapy? Share your experiences if you feel comfortable. For those who have not, would you go? Why or why not? What concerns do you have about going for personal help?

4. **Personal Values.** What values, beliefs, preferences, or experiences led you to pursue this career? Did they have to do with your upbringing, roles within your family or with your friends, or a specific experience? What do your friends and family think about your suitability for this career?

5. **Qualities of a Reflective Practitioner.** What are the qualities of a reflective practitioner? Why is being reflective important for helpers? How does one become reflective? How would keeping a journal aid in your development? How does simply recording your experiences this term compare to reflecting upon them?

Teaching Strategies:

1. **Ice Breaker.** Ask the students to write one or two concerns they have about their participation in the class on one notecard or piece of paper. On another paper, write a positive expectation or hope for the class. They are not to add their names, so that anonymity can be maintained. Collect the cards and redistribute the set of concerns. Advise the students that if they get their own card, they are to participate as though it were not their own. The students take turns reading the statement(s) as they are written on the card; but they also elaborate on the concern as though it were their own. This is an exercise in empathy – trying to imagine how the writer of the statement feels beyond what is written on the card. It is also a means for normalizing the anxiety that many students feel at this point in their development. As a group, discuss how the students might best deal with these challenges across the term. (Approximately 45 minutes)

2. **Confidentiality.** It is possible that sensitive material will be introduced during student's participation in the role-plays and practice sessions. Introduce confidentiality and how it is conveyed in the various codes of ethics by accessing the websites in class or ask students to report on their findings from a website as homework. Model confidentiality in the class by having students complete the Confidentiality Agreement (Handout 1.1) found in the Handouts section of this chapter. Engage a discussion about whether there are additional items/concerns that the class would like to add to this agreement. (Approximately 15 minutes)
3. **Feedback.** Many of the exercises in this class require that students and the instructor provide feedback on skills acquisition and other behaviors. Go over the Guidelines for Feedback (Handout 1.2) in the Handouts section of this chapter. (Approximately 15 minutes)

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4. **Identifying Client Expectations.** Divide the class into small groups of 3 or 4 students. Discuss the following questions:

    a. If you were a client, what qualities would you want or need in a helper? As a helper, what might you expect from clients if you were to help them? (Approximately 30 minutes)

Additional Resources:

American Counseling Association. (2014). Code of ethics.

American Psychological Association. (2016). Code of ethics.

National Association of Social Workers (2017). Code of ethics.

National Organization for Human Services (NOHS). (2015). Ethical standards for human services professionals

Gladding, S. T. (2009). *Becoming a counselor: The light, the bright, and the serious* (2nd ed.). Alexandria VA: American Counseling Association.

Insight Media. (1998). *Confidentiality* [Film]. (Available from Insight Media, 2162 Broadway, New York, NY 10024-0621; www.insight-media.com)

Kottler, J. A. (2010). *On being a therapist* (4th ed.). San Francisco, CA: John Wiley &

Pipher, M. (2016). *Letters to a young therapist.* New York: Basic Books. Sons.

Yalom, I. D. (2017). *The gift of therapy.* New York: HarperCollins.

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Test Bank

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Section III: Multiple Choice and Essay Questions

Chapter 1 - Multiple Choice Examination Questions:

1. Becoming a reflective practitioner means

   A. mirroring, or showing clients hidden aspects of themselves.
   B. using personal awareness to maximize growth as a helper.
   C. becoming certified in reflective techniques and procedures.
   D. both A and B.

2. According to the guild concept, a student in the helping professions who is in practicum/internship is at what stage of development?

   A. Initiate
   B. Journeyman
   C. Novice
   D. Apprentice

3. The following are ways helpers can learn to be more reflective in their practice EXCEPT:

   A. Become a client
   B. Read professional articles
   C. Supervision
   D. Join a support group of other learners

4. To a client that says, "I'm not angry," pointing out the client's clenched fists and raised voice is:

   A. not a good idea.
   B. an advanced reflecting skill.
   C. a challenging skill.
   D. a solution skill .

5. Which of the following was not suggested as an ethical guideline?

   A. Confidentiality
   B. Avoiding value judgments.
   C. Remaining focused on goals.
   D. Using only techniques in which you have received sufficient education and experience.

6. Which of the following does the author of the text consider key characteristics of effective helpers?

   A. Stable and mentally healthy
   B. Intelligent
   C. Creative
   D. All of the above

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7. Paraphrasing is included in what category of the building block skills mentioned in the text?

   A. Advanced reflecting skills
   B. Opening Skills
   C. Reflecting skills
   D. Paraphrasing skills

8. The Road Map of the Helping Process includes all the following EXCEPT:

   A. *In vivo* Practice
   B. Goal Setting
   C. Relationship Building
   D. Intervention and Action

9. The dualistic phase identified by Perry is a stage when the learner:

   A. Looks for right and wrong answers
   B. Recognizes that there are two sides to every issue
   C. Tries to maintain a balance between the helper's needs and those of the client.
   D. Uses multiple methods to try and help the client

10. Coaching:

    A. May include advice giving as a primary tool
    B. Requires special training in a university setting
    C. Has little in common with counseling and psychotherapy
    D. Has a great deal of research to support its use

11. An individual difference or a special characteristic that can affect how you react to being trained as a helper is:

    A. Being a gender minority or LGBT student
    B. Being a woman from a traditional family
    C. Male students who are uncomfortable with feelings
    D. All of the above

12. The concept of a therapeutic or common factor refers to:

    A. The fact that it doesn't matter what you do in a helping session as long as the goals are met.
    B. The fact that there are common things that all helpers do that work.
    C. The office environment and the intake process should be standardized
    D. All of the above

13. Interviewing and counseling and psychotherapy . . .

    A. Are three distinct methods for helping
    B. Are interchangeable terms
    C. Psychotherapy and counseling are essentially the identical, but interviewing is different
    D. None of the above

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14. There are many ways of helping described in the text including:

    A. Financially
    B. Physically
    C. Spiritually
    D. All of the above

15. According to the text, how can we avoid labeling people?

    A. Do not read diagnostic manuals like the DSM
    B. Use terms like, “people with mental disorders” rather than, “the mentally ill.”
    C. Take a multicultural course where these issues are discussed.
    D. Study lists of terms that people who are ethnic minorities like to use to self-describe.

Chapter 1 - Essay Examination Questions:

1. Describe what it means to be a “reflective practitioner.”
2. What are the differences between psychotherapy, counseling, and coaching?
3. Identify methods for becoming more reflective in professional practice.
4. What are the five categories of the Building Block Skills (or basic skills) described in the book?

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Chapter 2 - Multiple Choice Examination Questions:

1. Unique characteristics of a therapeutic relationship (compared to a friendship) include all of the following **EXCEPT**

   A. a contract specifying roles, confidentiality.
   B. that it can be ended by either at any time.
   C. that both parties agree on a similar worldview.
   D. that the goal of the relationship is to help the client.

2. The hoped-for outcome of relationship enhancing skills is

   A. to give the client courage to change.
   B. a change in affect for the client.
   C. the collection of fees.
   D. the termination of the relationship.

3. Grasping the feelings, facts and meaning of another person's disclosure, and then showing them understanding is

   A. warmth.
   B. empathy.
   C. credibility.
   D. schmoozing.

4. Empathy is **not**:

   A. Taking on your client's problems
   B. Sympathy.
   C. Tuning into your client.
   D. A and B.

5. One primary purpose of self-disclosure is to

   A. Help the client feel more important.
   B. Augment the social schmoozing process.
   C. Allow the helper to model ventilation of feelings.
   D. Normalize the client's experience.

6. One of the relationship enhancers is:

   A. Socializing
   B. Presence
   C. Quiet environment
   D. None of the above

7. Roadblocks to good helper communication such as directing, criticizing, consoling, or analyzing, communicate to the client that:

   A. Even helpers make mistakes sometimes.

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B. The client should listen more closely to the helper.
C. The client needs to become more involved in the helping process.
D. Clients are not capable of solving their own problems.

8. In order to manage transference, a helper may

A. help the client focus on more self-awareness.
B. should disclose personal feelings about the client.
C. explore carefully the source of these feelings.
D. both A and C.

9. Which of these do neuroscientists believe are related to empathy?

A. Dopamine
B. Neurotransmitters
C. Mirror neurons
D. All of the above

10. Besides being able to be empathic with a client, the helper must also

A. Be able to imagine the client's environment
B. Recognize that empathy is always incomplete
C. Understand the neuroscience behind empathy
D. Be able to communicate empathy to the client

11. Which of these is a self-involving statement?

A. Tell me about how involved you are in that relationship?
B. When I was a child, I experienced much the same thing
C. I am a little wary about bringing up your father, because you seem to get angry when I do
D. Let me give you an example, my spouse and I argue most when one of us is upset about work.

12. A major mistake in helper self-disclosure is:

A. Disclosure is too deep
B. Disclosure is poorly timed
C. Disclosure doesn't match the client's experience
D. All of the above

13. Which of these is NOT a characteristic of a facilitative office environment?

A. Clinical appearance like a doctor's office to help the client see the helper as credible.
B. Chairs facing each other
C. A feeling of warmth
D. All of the above

14. A non-hierarchical stance means:

A. Making sure that the office environment is friendly

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B. Collaboration
C. Allowing the client to control what goes on.
D. Recognizing that the helper has special knowledge and should manage the session.

15. Countertransference

A. Just like transference but for the helper
B. Not really an issue in most helping situations
C. Can be avoided.
D. Unlike transference, it only involves negative feelings

Chapter 2 – Essay Examination Questions:

1. Describe the three unique characteristics of a therapeutic relationship.
2. Name common mistakes in helper self-disclosure.
3. When should transference be dealt with?
4. Compare and contrast transference and countertransference*?* Why must they be dealt with?

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Answer Key

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SECTION IV: ANSWER KEY

Chapter 1 - Multiple Choice Answer Key:

1. B
2. D
3. B
4. C
5. C
6. D
7. C
8. A
9. A
10. A
11. D
12. B
13. C
14. A
15. B

Chapter 1 – Essay Answer Key:

Question 1 –

A reflective practitioner makes a commitment to personal awareness, gaining feedback from others, and reflecting on how to improve client-oriented skills and attitudes.

Question 2 –

- Counseling and Psychotherapy are now used interchangeably and are defined as professional helping services by trained individuals who have contracts with their clients and help them attain their goals. Coaching allows individuals without degrees to practice professional coaching, though they are not yet regulated by licensing boards like helpers and psychotherapists.

Question 3 –

- Ask for supervision
- Create a support group of fellow learners.
- Become a client.
- Keep a personal journal.

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- Other methods include writing case notes, meditation, course assignments such as papers, and online groups.

Question 4 -

- Invitational Skills (nonverbal and opening skills)
- Reflecting Skills
- Advanced Reflecting Skills
- Challenging Skills
- Goal-setting Skills

Chapter 2 - Multiple Choice Answer Key:

1. C
2. A
3. B
4. E
5. D
6. B
7. D
8. D
9. C
10. D
11. C
12. D
13. A
14. B
15. A

Chapter 2 - Essay Questions Answer Key:

Question 1 –

- There is a mutual liking-or at least respect between helper and client.
- The purpose of the relationship is the resolution of the client's issues.
- There is a sense of teamwork as both the helper and client work toward mutually agreed-upon goals.
  (please note there are 7 total characteristics see Chapter 2).

Question 2 –

- The helper's self- disclosure is too deep
- The helper's self -disclosure is poorly timed
- The helper's self -disclosure does not match the clients experience
- Helper self-disclosure must be used with caution and timing is vital.

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Question 3 –

- Convey acceptance of the client's remarks but don't retaliate
- Explore the client's feelings
- Use self-involving statements (e.g., I can tell you are angry with me because . . .). This helps the client become aware of the helper's genuine thoughts and emotions about the client and the client's behavior.
- Use the experience to help the client find new and better ways of expressing feelings and meeting needs.

Question 4 –

- Transference is the client's mistaken ideas about the helper which can interfere. Transference refers to client feelings from past relationships or personal issues that are carried over to the helper or helping relationship. For example, the client feels anger toward a male helper due to past abusive experiences with men.
- This refers to the helper's reactions to a client. These originate in past relationships or personal issues and are transferred to the client or on to the helping relationship. For example, the helper becomes submissive in the face of the client's anger because of how the helper was raised.
- Both transference and countertransference can 1) cause a rupture in the therapeutic relationship, 2) Focus the sessions away from the client's goals.

Chapter 3- Multiple Choice Answer Key:

1. A
2. B
3. B
4. C
5. D
6. D
7. C
8. D
9. A
10. B
11. D
12. C
13. A
14. D
15. B

Chapter 3 - Essay Questions Answer Key:

Question 1 – (298)

- Differences can create a mismatch so significant it causes a rupture in the therapeutic relationship. The relationship does not gel because of perceived differences in culture and/or

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