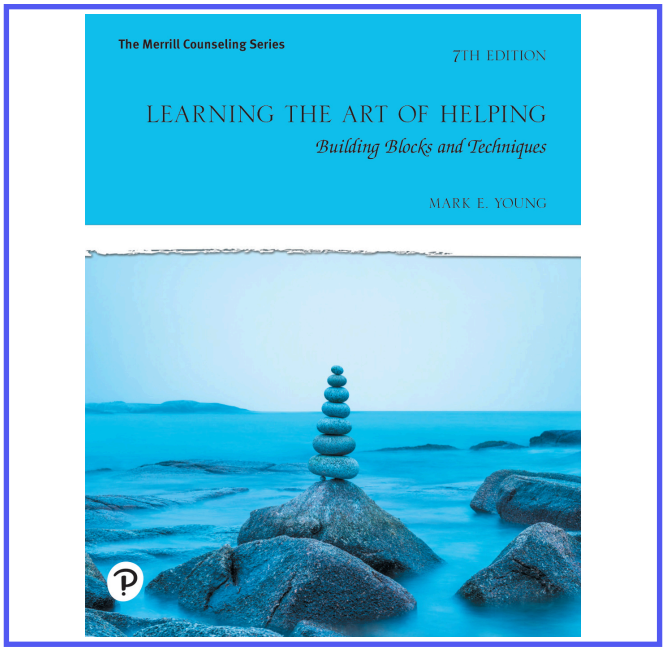


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PREFACE

HOW IS THIS BOOK DIFFERENT FROM OTHER BOOKS ABOUT HELPING SKILLS?

This book is unique in five ways. First, it is based on lessons learned through years of practice and supervision. I have tried to infuse what I learned from my clients, students, and teachers about the practical aspects of helping. For example, we will talk about what a therapeutic office environment should look like and how to appropriately terminate a client. My work with students has helped me understand the common problems in learning the art of helping and how to overcome them.

Second, the most important innovation of this book is that it involves you personally in your learning. Throughout the book you are asked to "Stop and Reflect," to consider thorny issues and challenges that you will face. If you wish, you can journal using Journal Starters or do outside homework to deepen your interaction with the material. In addition, you will have the opportunity to practice on your own by watching videos of helpers and clients and then identify the best helping responses. Every chapter contains Application Exercises in which you can follow the steps of a particular technique and get feedback on your answers.

Third, this book emphasizes that the relationship between helper and client is the most powerful ingredient for success. The relationship (vitamin R) potentiates all the basic techniques that you will learn. If you and the client are on the same wavelength, progress is possible. When the relationship fails, the helping process falters. In this book, I talk about how to develop a therapeutic relationship and how to repair ruptures that threaten it.

Fourth, I have tried to incorporate the latest research on effective treatments. Staying close to the research can be called "evidence-based practice." At the same time, we must recognize that there is such a thing as clinical wisdom or "practice-based evidence." Not every method, technique, or client problem has been researched or even discovered. Thus helpers-in-training need to learn from their clients about what is working for that specific person. I suggest that in every session, the helper should elicit feedback from the client about the relationship and progress toward goals.

Finally, this is a book with an integrative perspective. That means that I have drawn from the techniques of many different theories rather than presenting a purely person-centered or cognitive behavioral approach. At first this may sound like chaos. How can we possibly learn to arrange treatment by blending so many competing theories? In this book, we do not blend theories but instead take a common factors approach to organizing the techniques using the REPLAN method. Common factors are those therapeutic effects that underlie the various theories. REPLAN is an acronym that describes each of the healing factors. R stands for establishing and maintaining a therapeutic Relationship, E is Enhancing efficacy and self-esteem, P means Practicing new behaviors, L is Lowering and raising emotional arousal, A is Activating expectations, hope, and motivation, and N is providing New learning experiences. Every theory emphasizes one or more of these common factors, and even advanced therapeutic techniques tend to fall into one of these categories. We have found that categorizing the techniques in this way provides a rational basis for

deciding what kind of help the client needs. Is it more important to raise self-esteem or practice new behaviors? This forms the skeleton of our treatment plan and is guided by the goals that are collaboratively formed between helper and client. This approach can incorporate both time-honored methods and cutting-edge techniques.

WHAT IS NEW IN THE SEVENTH EDITION?

- The seventh edition of *Learning the Art of Helping* has additional coverage of cultural issues. Throughout the book are Culture Check sections that highlight issues of culture in research and personal experiences as they relate to helping skills.
- In addition, a new chapter, Chapter 3, moves this material to the beginning of the text and includes coverage of religion/spirituality and gender dimensions.
- Chapter 2 now contains expanded coverage on the therapeutic relationship and new research that supports maintaining and monitoring the client/helper alliance.
- In Chapter 10, there is an additional coverage of the section on using basic helping skills with children.
- The text is supplemented with more than 100 new references for further reading and to update and promote evidence-based helping techniques.
- In addition to the end-of-chapter activities, such as homework, activities, exercises, self-assessments, and journal starters, we now identify specific points of practice. In the e-text, you can watch a video of the skill you are learning or complete written exercises and receive feedback on your answers. You can now access these ancillary materials at the same time you are reading about them.

Also Available with MyLab Counseling

This title is also available with MyLab Counseling, an online homework, tutorial, and assessment program designed to work with the text to engage students and improve results. Within its structured environment, students see key concepts demonstrated through video clips, practice what they learn, test their understanding, and receive feedback to guide their learning and ensure they master key learning outcomes.

- Learning Outcomes and Standards measure student results. MyLab Counseling organizes all assignments around essential learning outcomes and national standards for counselors.
- Video- and Case-Based Exercises develop decision-making skills. Video- and Case-based Exercises introduce students to a broader range of clients, and therefore a broader range of presenting problems, than they will encounter in their own pre-professional clinical experiences. Students watch videos of actual client–therapist sessions or high-quality role-play scenarios featuring expert counselors. They are then guided in their analysis of the videos through a series of short-answer questions. These exercises help students develop the techniques and decision-making skills they need to be effective counselors before they are in a critical situation with a real client.
- Licensure Quizzes help students prepare for certification. Automatically graded, multiple-choice Licensure Quizzes help students prepare for their certification examinations, master foundational course content, and improve their performance in the course.

- Video Library offers a wealth of observation opportunities. The Video Library provides more than 400 video clips of actual client–therapist sessions and high-quality role plays in a database organized by topic and searchable by keyword. The Video Library includes every video clip from the MyLab Counseling courses plus additional videos from Pearson's extensive library of footage. Instructors can create additional assignments around the videos or use them for in-class activities. Students can expand their observation experiences to include other course areas and increase the amount of time they spend watching expert counselors in action.

ACKNOWLEDGMENTS

In my own journey, there have been many who have taught and inspired me to be a better person and a better helper. I must acknowledge my teachers Rajinder Singh, J. Melvin Witmer, Harry Dewire, and James Pinnell, my first supervisor, who took me as a raw recruit in a mental health clinic, sacrificing his time and talent to teach me as an apprentice. We shared a zeal and passion for the profession, and his wisdom infuses every chapter of this book. I must also mention those who have encouraged me in my writing, Sam Gladding, Gerald Corey, Jeffrey Kottler, Adam Blatner, James Framo, John Norcross, and Jerome Frank. I appreciate those who contributed to this edition: Daniel Gutierrez at the College of William and Mary, John Super at the University of Central Florida and Michelle Mitchell at Wake Forest University. In addition, the following reviewers supplied insightful feedback for updating this edition: Elizabeth O Brien, University of Tennessee at Chattanooga; Jessica Martin, Lamar University; Melissa Zeligman, University of Central Florida; Zarus Watson, University of New Orleans.

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