

UNIVERSITY OF SWAZILAND



FINAL EXAMINATION - DECEMBER 2015

BACHELOR OF SOCIAL WORK I

TITLE OF PAPER : SKILLS IN INTERVIEWING AND COUNSELING
COURSE NUMBER : SWK 225
TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS

- 1. This paper consists of 2 sections**
- 2. Answer ALL questions in section A**
- 3. Answer ANY 2 questions in Section B**
- 4. Write ALL answers in your answer book**
- 5. This paper has 10 pages**

This paper should not be opened until permission has been given by the invigilator.

SECTION A

QUESTION ONE IS COMPULSORY

1. The term *working alliance* refers to which of the following?
 - A. The national association of counselors, social workers, and psychologists
 - B. The relationship between the client and the mental health establishment
 - C. The collaboration between the client and the helper based on their agreement on the goals and tasks of counseling
 - D. The rules of counseling that define the schedule and any fees associated with the helping experience
2. Which of the following is most accurate regarding the collaborative nature of the relationship between helper and client?
 - A. The helper's primary goal is to cure the client.
 - B. Both helper and client have work to do in the problem-management and opportunity-development stages and tasks, and both have responsibilities related to outcomes.
 - C. The helper must follow the stages and tasks of the helping process so that the client can be guided towards a successful outcome.
 - D. The client needs to be as expressive and clear about problems as possible.
3. Outcome research indicates that within the helping relationship, _____.
 - A. the helping experience should be organized around the client's resources, perceptions, experiences, and ideas
 - B. the helper should regularly make every effort to help the client to see the truth of what is bothering the client
 - C. helping is most successful when the helper helps the client to face difficult or painful feelings
 - D. helping immediately exposes how social and cultural pressures have caused serious difficulties for the client
4. Counseling research has found that clients typically begin improving _____.
 - A. early in treatment
 - B. in the middle of treatment
 - C. later on in treatment
 - D. after finishing treatment
5. According to Egan, *culture* can be understood as which of the following?
 - A. A person's racial or ethnic background
 - B. The music, painting, architecture, and literature in which a person is interested
 - C. The shared beliefs and assumptions that interact with shared values and produce shared norms that drive shared patterns of behavior
 - D. The way people interact
6. Which of the following is not part of a person's personal culture?
 - A. *Assumptions and beliefs*, or what people think about themselves, other people, and the world around them
 - B. *Values*, or what people prize in their lives
 - C. *Patterns of internal and external behavior*, or the way people live their lives
 - D. *Norms*, or what the helper reinforces as what the client should or should not do
7. According to Egan, *values* within the helping situation refer to which of the following?
 - A. That which the client says is most important in life
 - B. The worth of something to the client

- C. A set of practical criteria for making decisions that drive behavior
 - D. The set of ideal criteria for making decisions that the client must eventually learn to use
8. What is the first rule of helping?
- A. Maintain neutrality toward the client.
 - B. Make sure the client understands the impact of culture on his or her life.
 - C. Empathy will get the client to talk to you honestly.
 - D. Do no harm.
9. The extent to which a helper and client are genuine with one another is referred to as the ____.
- A. working alliance
 - B. genuine relationship
 - C. working relationship
 - D. real relationship
10. ____ is a helper's commitment to work at understanding each client from his or her point of view together with the feelings surrounding this point of view and efforts to communicate this point of view when it is helpful.
- A. Empowerment
 - B. Empathy
 - C. Diversity
 - D. Working alliance
11. Which of the following does *not* reflect an aspect of empathy?
- A. Empathy is a commitment to work at understanding each client from his or her point of view together with the feelings surrounding this point of view and to communicate this understanding whenever it is deemed helpful.
 - B. Empathy is a commitment to understand individuals in and through the context of their lives.
 - C. Empathy is a commitment to bring the client's values in line with the helper's to achieve clinical goals
 - D. Empathy is a commitment to understand the dissonance between the client's point of view and reality.
12. To help clients become more active agents of their own lives ("doers" rather than "reactors"), the helper should ____.
- A. listen carefully and remain passive so the client can be the more active participant
 - B. focus on the client's fantasies about what life should be like
 - C. be active with his or her clients by engaging in dialogue
 - D. take an active role in pointing out everything that gets in the way of the client's success
13. Which of the following is *not* a diversity and multicultural competency for a helper?
- A. Understanding and appreciating diversity
 - B. Making the best possible effort to help a client from another country to accept American values in order to assimilate
 - C. Challenging one's own cultural biases
 - D. Tailoring your interventions in a diversity-sensitive way
14. Which of the following is *not* a way to develop multicultural awareness in working with clients of backgrounds different from your own?
- A. Becoming more aware of your own culture, including your own biases to better understand and appreciate cultures different from your own
 - B. Understanding how all kinds of diversity, cultural and otherwise, contribute to each client's dynamic makeup
 - C. Creating a list of values that you think your clients need to work on to help them better understand mainstream American culture
 - D. Realizing that mainstream Western psychological theory, methods of inquiry, diagnostic categories, assessment procedures, and professional practices might not fit other cultures or might need some adaptation

15. A bias toward promoting action with clients is ____.
- A. a normal response that helpers must learn to minimize
 - B. typically problematic with anxious helpers
 - C. an important component to the problem management process
 - D. helpful for only depressed clients
16. Which of the following is *not* an example of a shadow-side reality in the helping relationship?
- A. Clients having unrealistic expectations
 - B. Clients having hidden agendas
 - C. Incompetent helpers
 - D. A real-life focus
17. As presented by Egan, the four requirements for true dialogue in the helping process are turn taking; connecting; mutual influencing; and ____.
- A. speaking with deep emotion
 - B. coming to agreement
 - C. cocreating outcomes
 - D. therapeutic progress
18. One of the keys to mutual influencing is ____.
- A. to take turns in the dialogue so the client and therapist share the talk time
 - B. for the therapist to have sympathy for the client, and vice versa
 - C. for the therapist to gain leverage
 - D. holding to the virtue of openness to others
19. Which of the following is *not* an important factor in nonverbal communication between helper and client?
- A. Body behavior
 - B. Facial expressions
 - C. Routinely shaking hands at the beginning of each helping session
 - D. Physical closeness or distance in the helping space
20. Nonverbal behaviors generally ____.
- A. are not necessarily important as they can be faked
 - B. provide a window into the honest, true feelings of a person
 - C. provide some important information, but are not a key source of information in therapy
 - D. are only useful when the therapist engages in nonverbal behavior
21. What does the E stand for in the acronym SOLER?
- A. Maintain good eye contact.
 - B. Energize the client.
 - C. Express empathy.
 - D. Be edgy.
22. Your text lists nonlistening, partial listening, tape-recorder listening, and ____ as forms of inactive or inadequate listening.
- A. texting
 - B. perceptual focus
 - C. diagnostic communication
 - D. rehearsing
23. Empathic listening means ____.
- A. entering the private perceptual world of the client and becoming thoroughly at home in it
 - B. being in control of the client at all times
 - C. reading the client's unconscious messages through their facial expressions
 - D. being genuine in your response to what you hear the client saying

24. Clients' stories tend to be a collection of their ____.
- experiences and behaviors
 - thoughts
 - emotions
 - all of these
25. When therapists listen to their clients, it is important for therapists to ____.
- listen to clients' thoughts and patterns
 - listen to clients' intentions
 - listen to clients' emotions
 - all of these
26. When clients tell their stories, it is important for therapists to ____.
- listen for what is missing from the story
 - attend to their feelings
 - make epistemic judgments in order to understand the client
 - both A and B
27. From the perspective of strengths perspective, a helper should always listen to the client for ____.
- comments that are optimistic
 - client strengths, opportunities, and resources
 - information that will lead to positive growth
 - comments that interrupt the flow of discussion
28. Nonverbal behavior can punctuate verbal communication by confirming or repeating what is being said; denying or confusing what is being said; strengthening or emphasizing what is being said; adding intensity to what is being said; and ____ what is being said.
- controlling or regulating
 - eliminating
 - freshening or electrifying
 - erasing
29. How can helpers best avoid informational overload?
- By identifying key messages and feelings
 - By taking notes
 - By asking the client to focus only on what is most important
 - By gently and respectfully asking the client to refrain from speaking too much
30. A client tells you the following: "I started my new job and right away, my boss starts giving me a hard time. I bet he is an unhappy and angry person. You know, when he hired me I had a sense he was unhappy. He told me that he was going on a business trip and that I would be unsupervised for the next two weeks." You notice that almost none of this communication has to do with the client. According to Egan, one useful way to think about this communication is ____.
- to conclude that the client is actually the one who is unhappy and angry
 - to wonder about what the client is leaving out
 - to conclude that the client has a hard time fitting into new situations
 - to consider the symbolic meaning of "boss"
31. A helper has the sense that the client is not making wise decisions about her current romantic relationship, and tends to believe that the client will never be able to appreciate the thoughts and feelings of her partner. The client would like to stay with her current partner and says they are generally doing well, but that they are having communication problems about household chores. What is the best approach for the helper to take?
- Attend to the client's strengths and misused opportunities.
 - Transfer the client.
 - Evaluate the client for personality disorders.

- D. Ask the client to leave her partner.
32. Which of the following is *not* a useful way for helpers to respond to clients?
- A. By sharing their understanding of what is going on in the session
 - B. By interpreting what the client has said to get at what he or she really means
 - C. By checking to make sure that they've got things right
 - D. By probing for clarity and summarizing the issues being discussed
33. What type of empathy should typically be central to the helping process?
- A. objective empathy
 - B. subjective empathy
 - C. interpersonal empathy
 - D. intrapersonal empathy
34. What is referred to as "empathic accuracy?"
- A. The ability to appreciate the spirit of what another person is saying and feeling
 - B. The confirmation that the response given by the helper "hit the mark"
 - C. The ability to accurately infer the specific content of another person's thought and feelings
 - D. The confirmation of the helper's own feelings as expressed by the client
35. According to Egan, the communication skills involved in responding with empathy have three dimensions. These are ____.
- A. know-how, tact, and discretion
 - B. perceptiveness, know-how, and assertiveness
 - C. openness, agreeableness, and sensitivity
 - D. openness, sympathy, and tact
36. The basic formula Egan suggests beginners use to deliver empathic understanding is ____.
- A. "What I think I hear you saying is..."
 - B. "You feel...because..."
 - C. "Let's share highlights of your story..."
 - D. "This is very painful...makes me feel bad also."
37. In identifying emotions during a helping situation, the helper should use the right ____.
- A. family of emotions and duration of emotional expression
 - B. family of emotions and category of cognition
 - C. family of emotions and intensity
 - D. intensity and duration of emotional expression

38. Read the following:

CLIENT: I don't even know where to start. (He slumps in his chair and falls silent).

HELPER: It's pretty clear that you're feeling miserable. Maybe we can talk about why.

CLIENT: (after a pause) Well, let me tell you what happened....

Which of the following best describes what the helper has successfully done to help the client to continue talking?

- A. The helper has identified the family of emotions that the client was feeling.
 - B. The helper has identified the intensity of emotions that the client was feeling.
 - C. The helper has read and responded to feelings and emotions that were explicitly expressed.
 - D. The helper has read and responded to feelings and emotions embedded in client's nonverbal behavior.
39. Because clients express feelings in a number of different ways, helpers can communicate an understanding of feelings in a variety of ways. Which of the following are ways suggested by Egan for helpers to communicate their understanding of the client's emotional state?
- A. By using single words and/or different kinds of phrases
 - B. By focusing on the emotions implied in the client's statements about behaviors

- C. By focusing on the emotions implied in the experiences the client is discussing
D. All of these
40. According to Egan, which of the following indicate how a helper might express empathy towards a client?
A. respond accurately to clients' feelings, emotions and moods
B. respond subjectively to clients' dreams
C. respond subjectively with an assessment of the veracity of the clients' stories
D. respond accurately to clients' formal histories
41. Empathy _____.
A. is only encouraged early in the helping process.
B. can slow down client self-challenge
C. should be used throughout the helping process.
D. should be limited when choosing actions to accomplish goals.
42. Which of the following is *not* noted as a way to evaluate if a helping response was accurate?
A. Use the experiential recapitulation process.
B. Use an empathic response to check a perception.
C. Evaluate verbal and nonverbal behaviors.
D. Note if clients move forward in the helping process.
43. Which of the following is *not* one of the principles for responding to clients with empathy?
A. Respond selectively to core client messages.
B. Use your responses to express your own emotions about the client's situation.
C. Respond to the context, not just the words.
D. Use your responses as a mild social-influence process.
44. Which of the following is *not* a tactic identified by Egan for responding to clients with empathy?
A. Respond quickly to client communications.
B. Gear your response to the client, but remain yourself.
C. Use short responses.
D. Give yourself time to think.
45. Read the following, noting that Counselor A responds one way to the client and Counselor B responds in another:
- 12-YEAR-OLD CLIENT: My teacher started picking on me from the first day of class. I don't fool around more than anyone else in class, but she gets me anytime I do. I think she's picking on me because she doesn't like me. She doesn't yell at Bill Smith, and he acts funnier than I do.
COUNSELOR A: This is a bit perplexing. You wonder why she singles you out for so much discipline.
COUNSELOR B: You're mad because the way she picks on you seems unfair.
- Why is Counselor B's response more effective than A's?
- A. A uses too many words.
B. B uses the right number of words.
C. A uses language that is too direct and explicit.
D. B gears the response in a way that a 12-year old is likely to appreciate.
46. According to Egan, the use of sympathy is _____.
A. denotes agreement rather than empathy
B. synonymous with being empathic
C. a central tenet of being an effective helper
D. is particularly useful in counseling

48. Which of the following techniques from the shadow side most implies that what is really important is hidden from the client?
- clichés
 - interpretations
 - faking it
 - parroting
49. Which of the following statements is most accurate about Stage I-A of the Helping Skills Program?
- Helpers help clients to(1) tell their stories, (2) identify the most important story to begin working on it, and(3) stay focused on issues that will make a difference in their lives.
 - Helpers help clients to(1) identify their problems, (2) outline solutions, and (3) create an action plan for moving forward.
 - Helpers help clients to(1) tell their stories, (2) reframe their stories in order to develop new, more useful perspectives, and (3) overcome the most significant of their problems.
 - Helpers help clients to(1) tell their stories, (2) reframe their stories in order to develop new, more useful perspectives, and (3) stay focused on issues that will make a difference in their lives.
50. Which of the following is not a helper's goal during Stage I-A?
- Establish a good rapport with the client.
 - Help clients to become clear about the issues they face.
 - Keep the client from acting on their problems before they are ready.
 - Help reduce any stress the client might be feeling when beginning the helping experience.
51. Which of the following is *not* an example of a personal quality or regulator that signals that a person is prepared to benefit from the helping situation?
- An ability to cry when the helper mentions something that feels very sad
 - A sense of necessity that one must do something about a problem or issue
 - The sufficient will or effort to make changes in one's life
 - A willingness or readiness to experience anxiety or difficulty
52. A client comes for his first session with you. He seems anxious and starts talking by saying "Yesterday, I felt so nervous that I couldn't leave the house. It took every bit of strength I had to come here today." And then he stops talking. In accordance with Stage I, you want to help him to tell his story. Which of the following might you do to help him to continue in the way most beneficial to him?
- Ask him whether anxiety and sadness characterize his life.
 - Gently suggest that his anxiety is about meeting new people such as yourself and the more often you do it, the easier it will be.
 - Ask him to tell you more about his anxiety.
 - Ask him what other problems he is facing.
53. If a client thinks that a problem is critical, even though by objective standards, the problem does not seem to be that bad, then _____.
- the client cannot be helped
 - for him or her, it is critical
 - you need to immediately apply the tasks of Stage I
 - you are working with a severely disturbed person who has no sense of reality
54. According to Egan, which of the following is not a purpose for discussing the client's past?
- To prepare for action in the future
 - To learn which problems are so deep that they cannot be addressed
 - To make sense of the present
 - To be reconciled to or liberated from the past
55. Read the following and answer the question:

CLIENT: Someone said that good things can come from evil things. What happened to my son was evil. But we'll give him all the support he needs to get through this. Though I had the same thing happen to me, I kept it all in until now. It was all locked up inside. I was so ashamed, and my shame became part of me. When I let it all out last week, it was like throwing off a dirty cloak that I'd been wearing for years. Getting it out was so painful, but now I feel so different, so good. I wonder why I had to hold it in for so long.

This statement by the client about the past exemplifies which of the following?

- A. That he is using his recollections to reconcile or liberate himself with his past
- B. That he is using his recollections to prepare himself for change
- C. That he is stuck in the past
- D. That he is using his recollections to make sense of the present

56. Client: I have worked at the same job for ten years. I know I'll never be promoted, and even if I were, I am sure I wouldn't like any new job I might get. My work life and personal life are like two small boxes that I exist in and can never escape. I can't even imagine what life outside of these boxes would look like.

Helper: Why not try? What do you think life outside those boxes might look like?

In the vignette above, what is the helper trying to do in asking the client to imagine new alternatives to an unsatisfying life?

- A. Help the client to imagine new steps to take to get a new job
- B. Help the client to imagine new possible selves
- C. Help the client to imagine new possible relationships
- D. Help the client to imagine new ways of achieving a richer personal life

57. Which of the following the LEAST likely reason for why creative problem solving often eludes clients?

- A. They have a counselor who doesn't stimulate them to use their creative potential.
- B. They possess emotional, behavioral, and cognitive inhibitions to innovative thinking.
- C. They possess life histories and personal characteristics that are antagonistic to creativity.
- D. They have inherited little or no creative talent.

58. Which of the following are inhibitors to creative problem solving?

- A. Nonconformity
- B. Independence from authority
- C. Deeply ingrained self-defeating habits and dependence on authority
- D. All of the above

59. Which of the following is not one of the skills for identifying possibilities for a better future?

- A. Future-oriented questions
- B. Creativity
- C. Convergent thinking
- D. Divergent thinking

60. One way of helping clients invent the future is to ask them, or get them to ask themselves, future-oriented questions related to their current _____.

- A. successfully managed problems
- B. unmanaged problems or undeveloped opportunities
- C. self contracts
- D. aspirations

61. Which of the following is not an example of a future-oriented probe with which to help clients imagine new future lives?

- A. What patterns of behavior would be in place that are not currently in place?
- B. What would this opportunity look like if you developed it?
- C. What changes in your present lifestyle would make sense?
- D. What current personal strength would you like to keep in the future?

62. _____ assumes that there is always more than one answer.
- A. Hope
 - B. Adaptation
 - C. Convergent thinking
 - D. Divergent thinking
63. Role models can be helpful for clients by _____.
- A. envisioning the future through others
 - B. providing exemplars of others who are doing things perfectly or near perfect
 - C. providing solutions
 - D. providing a set of guidelines for behavior
64. A creative person is typically characterized by _____.
- A. optimism and confidence
 - B. an adherence to authority and norms
 - C. acceptance of ambiguity and uncertainty
 - D. both A and C
65. The main objective of helping, according to Egan, is to _____.
- A. provide solutions for life's problems
 - B. provide a problem-management approach to life's problems
 - C. provide insight for life's problems
 - D. none of the above

SECTION B

QUESTION TWO

A 32-year-old man is referred to a social worker after his children were removed by child protective services due to allegations of neglect. He tells the social worker that he is not sure that he wants to fight to get them back. He states he doesn't think he wants to go through all the things child protective services wants him to do only to not regain custody in the end.

Discussion Questions

1. Use the solution focused brief therapy to create a verbatim record or process recording between the client and the social worker.
2. Critique your interviewing style and demonstrate how you would improve the next time you meet the client.

QUESTION TWO

A 55-year-old male has been meeting with a social worker to address his alcohol dependence. Over the past few weeks he has cut down on his drinking. He arrives at his scheduled appointment sweating. He states he has been vomiting and he has a noticeable tremor in his hands.

Discussion Questions

1. How should the social worker respond?

2. Use the problem solving approach to interview the client. Demonstrate through a verbatim recording how you would engage with them. In this process recording remember to include gut feelings.

QUESTION THREE

Critically discuss the seven (7) areas of basic counselor competence. Under each area of competence list the skills or competences that a counselor must employ.

QUESTION FOUR

Reflect and critically discuss the implications of Sussman's (1992:19) statement that "behind the wish to practice psychotherapy lies the need to cure one's inner wounds and unresolved conflicts". Use the Six Step Process for basic counseling to demonstrate your answer.

QUESTION FIVE

- a) Discuss the importance of self knowledge and self awareness for social work practitioners.
- b) How does being a reflective practitioner benefit the social worker?
- c) How can self awareness and self knowledge assist a social worker in cases of transference and counter transference

QUESTION SIX

Discuss the six (6) stage model of development of professional identity as constructed by Friedman and Kashow 1986. Support your responses with examples and highlight the skills required for each stage.