

**THE DEVELOPMENT OF SELF-AWARENESS IN COUNSELLING STUDENTS:
A WORKSHOP**

by

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B.Sc., University of Northern British Columbia, 2012

PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION
IN
COUNSELLING

UNIVERSITY OF NORTHERN BRITISH COLUMBIA

April 2016

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Abstract

The purpose of this project is to develop a workshop to train counselling students or individuals in the helping field, the process of self-reflection and introspection. A review of the literature on counsellor development and introspection is provided, including the process of becoming a counsellor; counsellor development and introspection; attachment theory and counsellor development; and supervision in counsellor training. The format of the workshop, the target audience, and ethical concerns are described. Finally, a detailed description of the workshop, outlining the intended schedule, activities and lectures is presented.

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Acknowledgements

I would like to express my sincere gratitude and appreciation to my supervisor, Dr. John Sherry, for his continuous inspiration, support and encouragement throughout my counselling journey. His contribution to my personal development has been tremendous. He has inspired me to continue my own personal growth as I continue in this field of work. Deep appreciation goes to my committee members, Dr. Linda O' Neill and Dr. Cindy Hardy, for their time, input, and support. I appreciate all the ongoing support that they have both provided me throughout my journey. Finally, the completion of this project would have never been possible without the help and loving support I have received from my parents Filomena and Angelo Pantuso as well as from my sister, Daniela Sorrell. Words cannot express how much your support has meant to me.

Chapter 1: Introduction

The counselling process is often ambiguous and uncertain, which can create vulnerability and anxiety for counsellors. Because the counsellor acts as the primary tool to facilitate growth and change in clients, developing awareness of one's own blind spots and weaknesses may be significant (Chang, 2011). There is often a level of uncertainty, fear and anxiety most counsellors face before entering the field, so it may be helpful to provide them with opportunities to learn about appropriate ways of processing and developing awareness. Developing an understanding of the self involves a unique process of experiential and emotional learning. This introduction elaborates on the importance of developing self-awareness in the early stages of counsellor development and how understanding the self assists novice counsellors with challenges in the client-counsellor relationship.

Developing self-awareness is a major component of effective reflective practice. It may be helpful for counsellors to not only be aware of their skills, knowledge, and performance as professionals, but also be aware of any personal factors that may hinder their ability to be present with clients. Though the importance of self-reflection is expressed in research (Hollihan, 1994), it may be difficult for students to safely express themselves, and it takes time and effort for students to be able to express vulnerability when appropriate. Most students are afraid of judgement not only from themselves, but from others; however, reflective practice is vital to professional counsellor development and this process facilitates positive change and builds professional confidence that is effective in long-term counselling practice (Skovholt & Ronnestad, 2003).

Prior to entering the professional world of counselling, students may be unaware of the complexity and emotional nature of the work. As counselling students, they become

familiar with succeeding academically and gathering information logically in order to learn theories, skills and techniques that will prepare them in their work with clients (De Stefano, Overington & Bradley, 2014). Although academic counselling programs teach the importance of being present, empathetic, reflective and non-judgmental in session, it may be difficult for students to engage in self-reflection. For example, what does it *feel* like to be unsure and at a loss for words in front of a client? What does it *feel* like to be *at loss for words* in a session? Students may become defensive and project negative feelings toward their clients (Levitt & Jacques, 2005). Self-reflection teaches students to be aware of what is occurring for them, including how they are coping with their own frustrations in session without damaging the relationship with their clients. Therefore, it is important for counsellor education to focus on ways to facilitate effective reflective practice in students. There are many ways to accomplish this form of learning, whether it is by developing specific skills or processing ambiguity and challenges.

These observations and experiences have developed my interest in pursuing an in-depth review of counselling students and how the use of experiential activities facilitates introspection and development. I will begin with the purpose of the project, followed by a clarification of terms, a literature review with a focus on counsellor development and introspection, and finally, an overview of a workshop.

Purpose and Rationale

The journey of becoming a counsellor can be both intimidating and inspiring. There are many bumps and hurdles students encounter along the way to becoming a helper (Christopher & Maris, 2010). Skovholt and Ronnestad (2006) state it is common for students to feel unsure of themselves in the beginning stages of the journey. Because students may lack experience, they may have unrealistic expectations from themselves and

the counselling process; they may feel incompetent or personalize client challenges (Skovholt and Ronnestad, 2006). If not processed early in training, being overwhelmed may come forth in negative ways causing a sense of detachment from their work with clients.

Research suggests that many counselling training programs focus heavily on content rather than process (Hill & Lent, 2006). Although student self-awareness is identified as important, there remains minimal focus on this process. In many training programs, students develop a strong knowledge of counselling theory, ethics, and assessment, but self-reflection may not be emphasized (Hill & Lent, 2006). Wong-Whyllie (2007) stated that counselling programs focus primarily on the “outer world of therapy”, which includes theories, methods, and techniques for doing therapy (e.g., diagnosis, treatment outcomes, standards and organization). However, Michael, Kramer, and DeRoten (2011) identified a deeper process of counselling known as the “inner world”, which focuses on the subjective understanding of thoughts, feelings, and experiences. This inner world may prepare students to work with vulnerable populations and clients they are triggered and challenged by.

Allowing students to process their own emotions can assist with understanding countertransference and transference that emerges in sessions. Some of the strategies provided in training programs endorsed in the literature include: collaboration and supervision; shifting personal expectations regarding the change process; and engaging in experiential activities to shift students from content to process (Hill & Lent, 2006; Markus & King, 2003). Therefore, there is a need to engage new counsellors in an open dialogue and process that normalizes their experience and helps them realize that in order to grow as counsellors, it is important to address challenges.

The purpose of this project is to design a three-day experiential workshop for counselling students to provide them with the opportunity for self-reflection and insight.

The workshop is entitled *The Development of Self Awareness in Counselling Students*. Despite the current focus on theories, research, and ethics in counselling training programs, little attention is given to the unique importance of counsellor development and introspection (Hill & Lent, 2006). This project provides some background information regarding the development of novice counsellors and suggests effective activities and support to become more connected with their own intuition. In particular, this guide serves to educate the importance of self-awareness among novice counsellors and mental health practitioners within northern British Columbia.

Clarification of Terms

As definitions vary throughout the literature, defining terms used throughout this manual increases clarity. The term *reflective practice* refers to the process of examining personal experience (Wong-Wylie, 2007). Research suggests that counsellors who examine this process have a better understanding of their thoughts and actions, which shapes personal growth. Reflective practice allows counsellors to develop personal awareness beneficial for the client-counsellor relationship, nurturing positive change and building professional stamina and sustaining power.

Introspection and *self-awareness* are other terms mentioned throughout the manual. *Introspection* is when individuals look inward to examine thoughts, feelings, and motives (De Stefano et al., 2014). *Self-awareness* is similar in essence that it is the ability to reflect upon personal experience to develop a professional understanding of the work. Both activities are fundamental in counsellor training and practice and can be integrated in several models of clinical supervision (Stinchfield, Hill, & Kleist, 2007).

The experiential approach to group training is a process-oriented approach in which students are encouraged to explore experiences and emotion from a first-hand perspective

(Shumaker, Ortiz & Brenninkmeyer, 2011). Skill-development and enhancing of empathy for clients are critical features of experiential training. This particular type of training requires students to self-disclose and work on personal issues relevant to their work as counsellors. Students are encouraged to be honest and open to feedback they receive from other students and supervisors. The goal of experiential groups is for students to reflect inward and strive for change (Yalom & Leszcz, 2005).

Throughout the project the terms *counselling student*, *student in training*, *counsellor in training*, *novice counsellor* and *supervisee* are used. All refer to an individual student who is undergoing the process of counsellor development.

Personal Location

My experience as a counsellor in training inspired me to explore my own blind spots and learn about self-reflection in counsellor development. From my own process, this period of development has been a time of growth and self-discovery. I noticed this awareness enhanced my self-understanding, and allowed me to appreciate the complexity of the client/counsellor relationship. Although I have learned many lessons, I can honestly say that developing deeper self-awareness has challenged me in many ways. In writing about self-reflection and counsellor development, I hope to understand it more fully and speak about it more openly to normalize the experience for counselling students. This personal location focuses on my unconscious motivation to become a counsellor, the beginning of my journey, family influence and experiential learning and finally, what helped me come to a place of awareness.

When I consider the unique factors in Prince George, I notice there is a limited number of counsellor supervision services that solely focus on the importance of introspection and counsellor development. The Community Counselling Center [CCC],

located in Prince George, BC, has inspired me to pursue the development of this workshop as they are a training program that offers the support and guidance of novice counsellor development and self-awareness. Further, my experience at the CCC and work with my supervisors, Ryan James and Dr. John Sherry, has enhanced my passion in introspection and counsellor development.

My unconscious motivation to becoming a counsellor. I approached the development of this workshop with my own, unconscious motivation to become a counsellor. Unconscious motivation refers to hidden and unknown desires that are the real reasons for things that individuals do (Freud, 1912). Often, human behaviour occurs as a result of desires, impulses, and repressed memories. For me, most of my unconscious journey was discovering what drew me into the helping profession. On one of my first days of my counselling journey, my mentor asked me, “*Why did you choose this field?*” Finding it difficult to express a “reason”, I answered from a standpoint that made sense to me at that time. *I am interested in helping people, I enjoy learning about counselling, and I find it fascinating. My undergraduate degree is in Psychology so this seemed like the next step...* Spending some time reflecting upon this question, I thought of my past and what motivated me to enter this line of work. Coming from an Italian background, seeking counselling was not an option in my culture due to shame, confusion, and fear. This shame stemmed from the idea that, “*If I share my problems with the public, I am considered weak*” or “*We should not share our business with strangers*”. Ultimately, any concern or struggle in the family was shared with immediate family only in order to reduce anxiety. Growing up in this type of dynamic, my sister and I often fell into a caretaker role. When there was a conflict or crisis in the family, we would often support and mediate in order to ensure everything was okay and attempt to soothe the anxiety of both my mother and father. We were always

informed when conflict was occurring and often found ourselves trying to “fix” the situation. This type of dynamic continued throughout my life and I believe at an unconscious level, I always took the initiative to “help” others and provide a listening ear. This may have influenced my interest to pursue this type of work at a conscious level, where I learn to reflect and provide support to vulnerable populations.

The beginning of my journey. I considered my previous experience working in the field and what made me curious about my own development prior to this workshop. My counselling journey began as a Mental Health Clinician at Northern Health in acute care. I was challenged in many ways both by the patients and staff, and was often questioned about my ability as a clinician. As a result, I began to question my ability as a helping individual and continued to seek external validation from my colleagues and clients. When (and if) I was given praise by others, I believed I was doing my work “right”; if not, I believed I was a failure. Further, my work with challenging clients was especially difficult as I often personalized interactions or conflicts. Being challenged by clients put me in a place where I questioned my ability and felt incompetent. My work in acute care was very challenging, as initially I was not aware of these challenges. I often questioned myself, sitting in immense feelings of doubt and anxiety. I continued to work hoping for acceptance and support from others, seeking praise both from clients and staff.

My undergraduate degree in psychology provided me with the framework and knowledge of psychological disorders, treatment, and research in the related field. It was a competitive process where I was often compared to others and rewarded for performing well academically. I viewed myself as a failure if I did not achieve a desired grade. I believed the Master of Counselling program at the University of Northern British Columbia [UNBC] would be a similar process in which I would learn and develop my knowledge of counselling

theories, skills, and techniques in order to be a “successful” and “knowledgeable” counsellor. I believed I needed to succeed academically, perform to my highest standards, and impress my professors and colleagues in order to accomplish this goal. These beliefs developed from my earlier experiences in the education system where success and achievement were valued and opened doors for future opportunities. I believed this was true of all programs, especially in a graduate setting. I realized this was not what becoming a counsellor was about, as it was about knowing myself and my own vulnerabilities. *Who am I? What do I want? What are my triggers?* It was very difficult to explore my emotions at a deeper level because I was unfamiliar with this process. When asked questions such as *what feelings are coming up for you?* I wondered why these questions were asked and how I was going to answer them. I wondered how the work had anything to do with me. I often had difficulty answering and over-explained why I felt or responded in a certain way.

Family influence and experiential learning. I explored deeper into my past and reasons why I struggled with my own self-confidence and trust as my journey continued. Throughout my learning experience within the program, I became curious about my need for external validation and reassurance. It was not until my experience in a process group that I developed some insight. Growing up in an Italian family, I was the youngest and often well cared for and protected. This dynamic sometimes made it difficult to make my own decisions and be independent without constant reassurance as I continued into my adulthood. I felt safe when I was reassured because I did not fully trust my own decisions. The idea of trusting myself became a developmental process and I began to recognize when I was seeking reassurance and why I now understand and create space for myself through acceptance due to my personal experience in process group, and my own reflection.

In my counselling program, I participated in an interpersonal process group with my peers, and was often challenged. As a result of being challenged, I reacted defensively, which left me confused, anxious, and vulnerable. Sometimes being vulnerable in this group was a fearful process for me as it meant loss of control over my emotions or a pending conflict. It was difficult for me to speak complete truth in the group because I was afraid of hurting feelings or losing close relationships. I eventually learned that I didn't have to take responsibility for others' emotions and that speaking my true feelings was a healthy way to process. It was important to understand the difficulty I was having with sharing experiences and being vulnerable. *If I was feeling this way, how were my clients feeling?* This group allowed me to develop a better understanding of my own blind spots, which often included projecting my fears onto my peers. As a result, my peers felt the need to take care of me, which was similar to my relationship with my family. As this exploration continued, I was unsure of myself and how others would react to receiving such honest feedback. I was often wanting to say "the right" thing, and as a result, I would respond carefully in order to protect myself. Processing in such a way allowed me to know myself in a way that I was not aware of before. Being the tool of change in a therapeutic relationship, I learned that self-reflection allowed me to understand my relationship with my clients at a deeper level.

In my earlier training, I did not openly discuss unsettling, anxiety provoking parts of learning and development. Perhaps as students we do not feel safe to do so or we feel judged by others, maybe we are competing with each other, or afraid of vulnerability. I feared saying the "wrong thing" and my professors and peers judging me. *If I was vulnerable, what would they think of me? What would they think if they saw me cry? I would look stupid...How would I be able to do this work if I did not present as a strong person?* I was often concerned about evaluation, performing well and being the "best" counsellor I

could be. I often compared my development to others. Being a younger student, I wondered why I was not as transparent as some of my peers. I learned it was not safe for me to do so in the particular time in my life. Developmentally, I was learning new things about myself that I found scary, and reassuring all at the same time. I learned I protected myself well, by “pushing down” my emotion and using humor to overcome discomfort.

My shift to a place of awareness. I became more aware of challenges and areas I needed to work on through my practicum, coursework, and ongoing supervision. With the help and encouragement of my peers and supervisors, I recognized both areas of strength and weakness. Furthermore, I have been inspired by my supervisor Dr. John Sherry and my clinical supervisor, Ryan James. They encouraged me to speak openly and honestly about the challenges faced in my work and how to work through them. Most importantly, they taught me the importance of becoming aware of my own blind spots in order to change and grow as a novice counsellor.

I participated in an active reflection workshop that involved teaching medical students the practice of self-reflection when working with challenging patients during my practicum. Observing the level of anxiety and difficulty some students had intrigued me and I became interested in what students would need in order to self-reflect and share openly. I realized the importance of self-reflection and how foreign this process is to some through identifying with these students. It is with this understanding that I realized many graduate programs focus on the evaluation of academics without much focus and acknowledgment of emotional development in students. The process group that I participated in was helpful for me as it explored my feelings in the moment and how they related to my work with clients, allowing me to develop better awareness of how I respond when I feel challenged or uncertain.

I learned to pay attention to my own feelings when I am sitting with clients through process group and supervision. As I am challenged by a particular client, I ask myself, “*What is coming up for me?*” and “*Why am I feeling this way?*” I also became more comfortable receiving feedback. The most significant shift for me has been learning about my attachment style and how it relates to myself as a counsellor. Receiving ongoing supervision and feedback helped me better understand my thoughts and feelings toward specific clients. In order for me to become open to receiving feedback, it was important that I felt safe in my environment and trusted my supervisors. In order for me to gain trust, I needed time and space to better understand my own needs and feelings toward myself. Trusting myself is something I continue to work on to this day. I learned I often seek reassurance and acceptance from my colleagues, supervisors, and peers, which prevents me from trusting my own intuition. As I continue with clinical supervision, I work through challenges that I am faced with in my work with clients. Having a space to openly process and explore these feelings has been very helpful.

Summary of Chapter One

Overall, in exploring my own experience with counsellor development, I realized the importance of implementing a self-reflective training workshop for graduate education through my own training and counsellor development. The intent of this workshop is to help novice counsellors learn more about self-awareness, introspection, and counsellor development. Next, Chapter 2 will provide a literature review of counsellor development and introspection. Chapter 3 will describe the workshop format, ethical considerations, and specific aspects of experiential learning in student counsellor training. Finally, Chapter 4 will present a detailed description of each of the three days of the workshop.

Chapter 2: Literature Review

In order to understand the need for a workshop focusing on counsellor development, it is necessary to explore the realities of helping and the spectrum of counsellor self-awareness and introspection. Counsellors are exposed to stories of great growth, transformation, and self-discovery yet, also exposed to stories of hopelessness and tragedy (Reeves & Mintz, 2001). Oftentimes, challenges may arise in the client/counsellor relationship that, if not processed appropriately, can be harmful to both the client and counsellor. This literature review discusses the process of becoming a counsellor; counsellor development and introspection; attachment theory and counsellor development; and supervision in counsellor training; this review provides readers with an enhanced understanding of counsellor development and how early attachment experiences influence counsellors' connection to clients.

The Process of Becoming a Counsellor

Throughout the years, research in counsellor development has focused on several different perspectives of counsellor training and supervision (Levitt & Jacques, 2005). Research regarding therapy outcomes indicate that therapeutic alliance has a greater influence than technique or structure within each session (Lambert, 1992). In order for counsellors to understand the importance of therapeutic alliance and rapport, it is helpful to develop a better understanding of themselves both as individuals and as counsellors (Lambert, 1992). Clients play a major role in enhancing and facilitating growth in counselling students as well as acknowledging interpersonal qualities of counsellors in training (De Stefano, Mann-Feder, & Gazzola, 2010). Therefore, the use of the self in the therapeutic relationship highlights the benefit of self-understanding and reflection throughout counsellor development. Becoming a counsellor involves a multi-layered

process that involves supervision and experiential growth. This particular section of the literature review outlines the following: (1) reflective practice, (2) trust as a developmental process, (3) self-reflection and development, (4) process vs. content, and (5) professional vs. personal self.

Reflective practice. The quest for self-awareness is a major component of effective reflective practice (Wong-Wylie, 2007). Within many counsellor training programs, student counsellors are not only encouraged to be aware of their skills, knowledge and performance as professionals, but also mindful of any personal factors that may interfere or impede their ability to connect and work with a diverse range of clients (Auxier, Hughes, & Kline, 2003). In other words, by reflecting on their own belief system, counsellors may be better able to reflect on differences that emerge between themselves and their clients. Processing feelings that come up between the client and counsellor can provide the client with a foundation on how to reflect and become aware of personal feelings. In order for counsellors to achieve such skill, they must have a firm understanding of their own reflective process (Auxier et al., 2003). Reflective practice can often shift the counsellors' perception of what is occurring in the present moment and facilitate awareness and reflection, possibly improving further practice.

As a novice counsellor, reflective practice may be challenging and cause feelings of discomfort. Researchers argue for the importance of safety and trust when working with fellow-classmates, instructors, and supervisors (Wong-Wylie, 2007), so it is important that students develop a level of confidence and trust in themselves in order to trust the process of reflection and personal awareness. Therefore, it may be important to provide students with ways in which they may interact and connect with one another in a safe, trusting environment.

Trust. Students are often faced with apprehension during self-analysis on a deeper level (De Stefano, et al., 2014). Part of beginning this journey is understanding the importance of self-reflection and how it contributes to the developmental phases of becoming a counsellor. The practice of self-reflection involves a complex, ambiguous process where students are faced with vulnerability and fear (De Stefano et al., 2014). Students are familiar with a more structured approach to academia that allows them to focus on skills and knowledge with less emphasis on using the self as a tool for learning and change. Without structure or concrete approaches to learning, student counsellors may experience uncertainty and fear so the process of trusting one's own intuition becomes important. As trust in the self develops, students learn to incorporate intuition with appropriate skills and knowledge of building healthy relationships in the counselling process (Granello, 2002). Students can work through vulnerabilities through experiential activities and supervision, allowing them to connect their inner feelings and experiences to how they work as counsellors. As students become familiar with vulnerability and processing their experiences with clients, trust in the self may begin to form.

Using the self as a major tool in counsellor development can create judgment and internal self-defeating thoughts, preventing them from exploring and reflecting at a deeper, authentic level (Heller, Levitte, & Jacques, 2005). Trust in oneself as well as the process of counselling can assist in the exploration of the self while interacting with fellow peers and supervisors. In a qualitative study by Wong-Wyle (2007), five doctoral counselling students shared their experiences of self-reflection and trust, identifying factors that both developed and hindered open reflection. Factors that encouraged self-reflection were a trusting relationship, opening up with fellow students, having self-trust, and engaging in reflective tasks; factors that hindered self-reflection were experiencing mistrust, receiving

unsupportive feedback, and interacting with non-reflective fellow students. Students conveyed that trust with another person allowed them to open up and feel supported. They also felt that trust was “a leap of faith” they took when connecting with instructors and supervisors. One student reported, “I knew that, in my own growth, I needed to become more able to talk about who I am without being embarrassed or scared. And so that was just another step along that journey” (p.70). Findings suggest that trust is central in students benefitting the most from reflective assignments, since students would not share as much if they did not trust their supervisor or instructor.

Self-reflection. Self-reflection is the process of reflecting upon one’s own process of offering therapy (Torres-Rivera, Phan, Maddux, Wilbur, & Garrett, 2001), which develops through time and experience. In various studies, self-reflection was related to becoming one’s own supervisor and integrating the personal and professional self (Arthur & Januszkowski, 2001). Students used self-reflective processes by reframing unsuccessful experiences into learning opportunities. Arthur and Januszkowski (2001) found that awareness and reflection encouraged “abstract” thinking in students. Essentially, self-reflection allows counsellors to develop a greater understanding of feelings that arise around the client and counsellor relationship. With an understanding of one’s own feelings, the counsellor may be able to better process what is occurring in session in a unique way.

In literature focusing on self-reflection, Schon (1987) outlined two ways of reflecting: reflecting on action and reflecting in action. Reflecting on action is processing past behaviours (or actions). For example, a client may express concern over a fight with his/her mother and while reflecting on the experience, the counsellor might assist the client to explore what occurred in the dispute while processing how communication with his/her mother can be different in the future. Reflecting in action is reflecting on a past behavior

while focusing on the here and now. For example, when hearing the client's story of his/her dispute with mother, the counsellor may encourage the client to explore what feelings are coming up for the client while he/she shares the story. In doing so, the counsellor may explore how the client feels toward the counsellor (e.g., transferred feelings). Reflecting-in-action involves using analysis of observation, listening, and/or touch or "feel" to problem solve. Reflecting-in action is a more complex form of reflection that takes place in the moment. By reflecting in the moment, the counsellor processes inward while experiencing the world around them (Schon, 1987). In these particular moments, Schon (1987) found clients to use more critical thinking, flexibility and, reactivity. According to Schon (1987), the ability to reflect in the here and now involved a significant amount of self-awareness; however, such awareness becomes a developmental process in the individual student counsellor. Fry and Kolb's (1975) stage model of counsellor development suggested gaining self-awareness is a developmental process, and that experiential learning and counselling experience contributed to developing reflexive practice. They described an experiential learning cycle that moved from concrete experiences to observations to experiences to forming abstract concepts and to testing in new situations. Fry and Kolb (1975) argued supervision and personal counselling encourages inner exploration, which allows students to explore and test new situations.

In addition, Griffiths and Frieden (2000) interviewed 63 counselling students to determine the process of development and how to facilitate reflective thinking. The majority of these students reported their own psychotherapy was helpful in developing reflective learning as they developed a personal understanding of the therapy process and were more enthusiastic about doing therapy themselves. They also reported experiencing the process of reflexivity while attending psychotherapy groups, where they connected to inner

thoughts and feelings while verbally processing with fellow students. For example, interpersonal process groups provided students with the space to process emotions while receiving feedback from other group members. Students also reported that having a supportive environment facilitated participation in reflective activities (e.g., experiential activities and role plays). This process helped by facilitating encounters with the self and looking inward. Such learning was reported as valuable in the beginning stages of development as students were better able to process inward and discuss particular feelings that emerged in their work with clients.

Process vs. content. In order to develop an understanding of what therapy looks like in practice, it may be helpful to attend to both “content” and “process”. Yalom (2009) refers to process and content as two major aspects of therapy discourse, “content is just what it says – the precise words spoken, the substantive issues addressed. Process refers to an entirely different and enormously important dimension: the interpersonal relationship between the patient and therapist” (xvii). When focusing on the process, a counsellor focuses not only on the client’s words, but also the nonverbal behaviours and what each tells them about the nature of the relationship

Counsellors can process what it is like for clients to be in session with them, as well as how connected they feel to their counsellor. These feelings become similar to how they experience the world outside of session. Therefore, process and drawing awareness to specific feelings facilitates growth and vulnerability in clients (Torres-Rivera et al., 2001). Processing also creates space to explore transferred feelings. In early training, novice counsellors are taught the importance of content and what clients say during session. Novice counsellors are then encouraged to find a theoretical orientation that fits for them (e.g., cognitive behavioral therapy or person-centered therapy) (Hill & Lent, 2006). Focusing only

on the content of counselling can take away from being present and processing with clients. Therefore, combining both process and content can be valuable learning early on in counsellor training.

While learning the importance of process, student counsellors become aware of the ambiguity around what is needed to effectively help vulnerable populations (Norcross, 2001). Students are often admitted into graduate programs because they excelled at developing concrete skills, knowledge, and intellectual content in their previous academic classes (Granello, 2002). Such skills can assist students with developing a theoretical orientation and framework as therapists. While counsellor education involves learning new facts, theories, and techniques, there is also a significant emotional development component for which many students are unprepared (Rønnestad & Skovholt, 2003).

Torres-Rivera and his colleagues (2001) found that a strong sense of personal awareness contributes to a better understanding of multicultural counselling as well as the overall counselling process. In order to understand various levels of counseling, a unique kind of attention and supervision is required and they hypothesized that personal awareness can be established by group supervision. The research team explored this using 17 student counsellors who were enrolled in a 14-week internship course. Throughout this course, students answered a variety of questions related to their beliefs about human nature and their experiences working with diverse populations. Results show that many students in the beginning phases of their training did not have a strong grasp of human nature and their own emotional reactions. As students received supervision, viewed counselling tapes of themselves, and engaged in group supervision, they were better able to connect to concepts regarding human nature and express their thoughts and feelings in an open, honest manner. This study supports the idea that personal development should be present in supervision as

this allows students to respond better to challenges and diverse experiences in the counselling session.

Professional vs. personal self. Personal development can be seen as a continual process of growth and learning. As students begin practicum and working with clients, they learn the significance of self-awareness. This process begins with the exploration of the “professional” and the “personal” self, a concept that corresponds to Roger’s (1957) interpretation of authenticity and congruence. Rogers referred to congruence as “the unity” between various aspects of the self and incongruence as the root to many challenges (Corey, Corey, & Corey, 2013). Despite the importance of self-understanding in counsellor development, it may be difficult to achieve complete authenticity if counsellors are not aware of their own vulnerabilities, thoughts, and feelings that emerge when interacting with clients or individuals in society (Kottler, 2010). Kottler (2010) revealed that a counsellor’s greatest gift yet most difficult burden is facing unresolved issues and personal struggles in client stories. He suggests that personal therapy and supervision can provide a space to process these challenges since the process of achieving congruence between the professional and personal self involves a level of learning and vulnerability. Kottler states, “Clearly, the boundaries between the realms of the personal and the professional are not as discrete as they would seem” (p. 52) and outlines the challenges of maintaining a sense of congruence between the selves.

As mentioned previously, counsellors should develop a state of congruency between the personal and professional self. This includes developing a sense of professional identity. Van-Zandt (1990) described professional identity as attitudes and feelings towards one’s professional role. A therapist’s professional identity is shaped by many factors including self-confidence and self-worth. As students emerge through graduate school and develop a

sense of identity, the professional self merges into an extension of the self or self-concept (Van-Zandt, 1990). Throughout this process, developing positive relationships with peers and supervisors most likely assists in the transformation process of their development. Ultimately, the training environment is viewed as an important piece for nurturing healthy development and exploration of the self in counsellor development.

Khan (1991) suggested it is helpful for a therapist to achieve a level of genuineness when working with clients. He defined genuineness as having ongoing access to one's own feelings, attitudes, and moods. If counsellors do not develop their own sense of awareness of their personal selves, then they will likely have difficulty helping clients develop awareness of their own feelings and thoughts (Khan, 1991). As a way to avoid their own pain and anxiety, counsellors tend to focus solely on the client's internal process. Awareness is not the only helpful process in developing congruence between the professional and the personal self. Rogers (1957) believed it is helpful for counsellors to be aware of their own feelings that come up in session and maintain a sense of transparency. For instance, it is important for therapists to not project personal experiences or beliefs onto their clients, but rather remain a sense of presence and transparency without hiding who they are as a person. Understanding one's own feelings in session can be valuable to the therapeutic relationship and connection. As Rogers (1957) states, "I have to let myself be a person-real, imperfect in my relationship with my clients" p. 98). Developing a congruence between one's personal self and professional self is a unique process that would be beneficial to begin early on in counsellor development.

Overall, learning is an ongoing process that allows students to develop a sense of self-reflection and awareness (Chang, 2011). According to Van-Zandt (1990), training institutions are viewed as holding environments responsible for nurturing healthy

development. Therefore, appropriate training and mentorship is critical in the development of a counsellor. Ongoing supervision and professional development is helpful in exploring personal growth, challenges and vulnerabilities. Attending clinical supervision while working with clients, may provide novice counsellors with insight into how to work through challenges. As Kottler (2010) states, “My professional colleagues taught me, I taught them, and it is still happening” (p. 150).

Counsellor Development and Introspection

This section provides an understanding of how counsellors develop by reviewing cognitive and developmental models of counsellor development, exploring transference and countertransference, exploring emotional intelligence, discussing experiential learning, and reviewing the Johari Window.

Cognitive models. Cognitive developmental research focuses on the understanding of how counsellors develop in cognitive complexity as they progress through stages (Borders, 1989). Further, cognitive models examine the process of how counsellors transition from factual to procedural knowledge, in other words, what connects knowing and doing (Furr & Carroll, 2003). According to Fontaine and Hammond (1994), this is a critical gap involving the integration of both content and process which most training programs fail to connect.

Fong, Boarders, Ethington, and Pitts (1997) conducted a quantitative, longitudinal study of cognitive development in counsellor trainees. The study followed 48 students and lasted for the duration of the master’s program. Cognitive development was split into thoughts, cognitive processes, and schemas and these areas were assessed at four intervals during training. They found changes in discrete thoughts at beginning (didactic learning) stages, followed by more complex client conceptualizations and changes in cognitive

processes, such as self-appraisal, following practicum experiences. Several other studies also focused on specific aspects of cognitive development. For instance, Borders (1989) investigated the effect of ego development on in-session cognitions and changes in attitudes, such as self-efficacy, at different levels of training have been studied. Cognitive models propose that to work with greater depth, counsellors must move beyond skill development. However, the cognitive models suggest that this greater depth will be achieved by developing a stronger, more complex cognitive base that allows counsellors to work with greater abstraction (Cummings, Haliberg, Martin, Siemon & Hiebert, 1990).

Developmental models. Developmental models of counsellor development suggests that counsellors pass through a number of predictable, universal stages in their growth as student counsellors (Eckler-Hart, 1987). Each stage is characterized by particular needs, conflicts, or tasks that counsellors must resolve in order to continue their growth. Further, according to Eckler-Hart (1987), counsellor development is a period of infancy. This model suggests that graduate school training in counselling refers to a process wherein the individual enters with limited professional awareness, skills, and understanding, which creates an undeveloped sense of identity (Eckler-Hart, 1987). The process and development of becoming a counsellor relates to the process of child development such that the child begins to develop at the hands of their parents. The role of “the parent” in this case refers to the supervisor assisting and providing guidance to the individual counsellor similar to how parents would attend to their child. According to developmental models of counsellor development, training institutions are viewed as a place where it is the role of faculty and staff to nurture and promote growth (Bruss & Kopala, 1993).

Winnicotts’ (1965) model of development in counselling students indicates counsellors begin in a “dependence” phase. This suggests that students are provided with a

vast number of expectations and demands in which they may be unfamiliar. The model suggests that students enter graduate school feeling uncertain about what to expect and are likely to depend on their supervisors and mentors to guide them through their development. Mentoring may have long-term effects on professional development of the counsellor as it marks the beginning of self-image development in students. Mentoring, support, and supervision are parallel to the first stages of life as they resemble the importance of parenting and guidance for children. Similar to the first stage of life, counselling students need to be encouraged to trust their own experiences as they progress through their development. As they move through the dependence phase of their development, students learn to connect to their environment and their peers. As they experience others undergoing similar experiences, they develop a level of trust for themselves and their environment (Winnicott, 1965). Developing objective relationships is also an important developmental milestone. As students learn to adapt and feel safe in their learning environment, they begin to connect with peers undergoing similar transitions. This allows them to develop a sense of connection and belonging which is helpful in developing trust.

Perhaps the most comprehensive study to date has been Ronnestad and Skovholt's (2003) cross-sectional and 15 year longitudinal study of 100 counsellors. The authors describe 14 themes that emerge across the career lifespan, from the beginning lay helper to the experienced professional. Development is referred to as cyclical and continuous with similar themes revisited at different phases. Several characteristics of new counsellors are described in detail including feelings of anxiety, uncertainty and fear of evaluation; unrealistic expectations for client change; a lack of conceptual maps to base practice on; and an emerging and fragile professional identity.

Countertransference. Countertransference is commonly known as feelings a therapist has towards a client (Freud, as cited in Kottler, 2010). Later theorists (late 50's and early 60's) defined transference as a natural and normal process for development and a source for significant understanding of the patient (Herman, 1950; Kernberg, 1965; Racker, 1968). Like other processes in therapy, countertransference can be classified in terms of whether the reactions are induced, displaced, or projected (Rowan & Jacobs, 2002). In each particular case, there is a likelihood of distortions that can lead to treatment difficulties and challenges in the therapeutic relationship. However, in some cases, having awareness of such personal reactions can lead to turning points in therapy (Gelso & Hayes, 2001). Turning points may include offering feedback and impressions that might otherwise be withheld. According to Kottler (2010), any interpretation or feedback offered by a therapist contains a statement not only about the client but also about the therapist. Kottler (2010) refers to this process as "the subjective inner world of the practitioner" (p. 146). Oftentimes, therapist reactions to a client act as the greatest tool as well as the greatest obstacle (Freud, 1912). Therefore, awareness of therapist feelings toward clients are important to explore and process early on in a therapist's journey.

Countertransference is known as a complex process that includes the internal and external reactions (i.e., unresolved conflict) projected onto the client. There are three main manifestations of countertransference: Affective, cognitive, and behavioral. In group therapy, there are four main manifestations of countertransference: repetitive, reparative, matched, and complimentary.

Affective. Affective countertransference includes anxiety and avoidance of what the client is presenting. As a result, the counsellor reacts by presenting as over-involved with clients. For example, a client discloses she has been engaging in sexual behavior and is

wanting to explore the emotional reactions to her relationship. As a counsellor, you disregard her need to explore her relationship, and instead begin providing advice for safe sex and regular check-ups.

Cognitive. Cognitive countertransference includes poor recall of content and misperception of what the client is discussing in session. For example, a client begins to express his story, but is tangential and had difficulty identifying a main problem he is wanting to focus on. Instead, he begins talking about others in his family. When he asks you what you think, you are unable to recall what the client has shared and instead attempt to summarize what he shared. The client reports to you that it is not what he shared and is wondering if you have been paying attention to him.

Behavioural. Behavioural countertransference consists of the counsellor withdrawing and feeling disconnected from clients. For example, a counsellor struggles with a hostile client who demands the counsellor “fix” him/her. As a result, the counsellor withdraws as a way of coping with hostility.

Repetitive. In group therapy, repetitive countertransference refers to when the group leader repeats or enacts his/her own life challenges. For example, if a client questions the group leader’s ability and becomes frustrated, the group leader responds defensively as a way of protecting him/herself.

Reparative. Reparative countertransference refers to when the group therapist not only replays a past experience, but attempts to repair the damage from his/her past. For example, when a client reacts hostile toward a group leader, instead of responding defensively, the group leader remains neutral and asks the client what is coming up for him/her. As a result. Feelings of hostility are processed within the group creating a reparative process.

Matched. Matched countertransference refers to when group therapists experience similar feelings as individual group members. This results in the leader mirroring the group. For example, if members in the group are presenting as anxious and confused, the group leader may become anxious and overwhelmed while facilitating the group.

Complementary. In group therapy, complementary countertransference refers to when the group leader feels and takes on specific roles that group or individual members project onto him/her. For example, if a group member is unconsciously seeking validation and reassurance from the group member, the group member provides advice and reassurance to the client taking on the role of a mother or father.

It may be helpful for counsellors to understand what type of countertransference they are experiencing with clients. Also, it is helpful for counsellors to understand that countertransference is the expression of authentic feelings and verifies the reality of the impact that some clients may have on counsellors (Gelso & Hayes, 2001). It may also be helpful for counsellors not to deny any feelings that come up for them during sessions, but to rather pay attention to them as a way of informing them (induced feeling).

Countertransference in supervision. Supervisors encourage counselling students to understand the various aspects of the client as well as their own inner processes. Therapists unaware of triggers and emotions may struggle with specific clients and project anger and frustrations onto the client (Gelso & Hayes, 2001). Therefore, it is important to help therapists become aware of their concerns and struggles within the therapeutic process.

Howard, Inman, and Altman (2006) investigated various critical incidences from the perspectives of novice counsellors. For the purpose of this particular study, critical incidences were defined as, “significant learning moments, turning points, or moments of realization that were identified by the trainees as making a significant contribution to their

professional growth” (p. 90). Participants in this study were nine graduate students (eight women and one man), ranging in age from 23-30 years. Each trainee received one hour of weekly individual supervision, which involved reviewing counselling tapes and discussing the counselling process. Further, journals were kept by the trainees, which were reviewed by researchers. Five categories emerged: professional identity, personal reactions, competence, supervision, and philosophy of counselling. The most common category among trainees was personal reactions. This reflected trainees’ significant reactions to their clients, either during or following counselling sessions. Students wrote of their reactive moments with vivid detail. One student wrote, “A mental picture formed in my head as to the way this man may appear. Thin, pale, with sores on his skin? I thought I might find it difficult to see a client who is dying” (Howard et al., p. 94). Another specifically mentioned challenges with countertransference, which involved a deeper level of awareness of how reactions to clients affect trainee behavior, “I was hugely disappointed ...in myself for not being able to work through my countertransference in supervision. I felt like I understood [my client] because I was like him as a teenager. I guess that I didn’t try to get to know him well enough for that reason- because I felt like I already knew him” (p. 95).

Overall, findings in this particular study outline the importance of awareness and obtaining supervision in order to process and better understand difficulties students encounter with countertransference. Furthermore, findings suggest learning to be a counsellor includes both theory and practice; because beginning trainees have had little exposure to the realities of counselling, these adjustments can reflect important turning points in their professional development (Howard et al., 2006). Although this study reflects the importance of inward reflection and awareness of personal reactions in trainees, participants’ journals may not have reflected all of the incidents that trainees considered as

critical to their growth. The study noted that trainees may have excluded writing about some experiences due to external concerns such as evaluation or judgment from course instructors.

Transference. While being aware of personal feelings toward a client, it is also important to gain awareness of feelings projected onto a therapist by the client. According to Freud (1912) when clients enter therapy, the way they see the therapist and reactions they set out to provoke can be influenced by how they view previous relationships and how they engender replays of early difficult situations. Furthermore, Freud believed transference was a simple repetition of how the client has experienced original relationships (a replay of how the client had wished it were). For example, if a client experienced their father to be disapproving then he or she may see the counsellor in that way as well, or might see them as warm and loving, thus, seeing the counsellor as the “father” they always wanted (Freud, 1912). Importantly, transference phenomena is very powerful, as mostly major relationships get transferred onto the therapist (male or female).

In counsellor training, having awareness of when transference is coming up can be an important part of learning. Freud (1912) believed transference not only applies to clients and therapists, but also applies to all relationships. He reports, “Everywhere we go, we are ceaselessly replaying some aspect of our early life” (Freud, 1912, p. 29). Khan (1991) supports Freud’s idea of transference by stating, “Becoming sensitive to the phenomena of transference doesn’t only make us better clinicians; it also gives us a new appreciation for the astonishing design of our relationships” (p. 28). Despite developing awareness of transferred feelings, unconsciously, individuals continue to cling to old beliefs and perceptions such that they react in ways most familiar to them (e.g., defensive). According to Freud (1912) maintaining an understanding of clients’ transference does not ensure “real change” in a therapeutic session. This suggests that having insight of transference is not

enough and should include how the insight is used and worked through to provide a model of how clients can integrate feelings from sessions, into their personal lives. Therefore, addressing transference encourages clients to respond to early experiences that are shaped later in life.

Because transference is a reaction that arises frequently in session, it is important to ensure appropriate supervision for students working through difficult experiences, especially early in their journey. Hovarth (2000) suggested supervision and engagement in interpersonal process groups are important in enhancing awareness of transference. He further argued process groups assist with awareness of transferred feelings. An understanding of transference and interpersonal relationships tend to strengthen the therapeutic alliance with clients and provide a safe place to process difficult situations with clients. Acceptance, awareness, and respect are key tools to a successful understanding of transference and countertransference (Horvath, 2000), which can be used with the intent of honestly and sincerely helping clients to form an effective therapeutic relationship. Furthermore, Hovarth (2000) suggested it is important that students learn to accept client's transference tendencies as well as develop their own awareness of countertransference, while keeping vigilant in maintaining clear boundaries/objectives that are relative to the counselling relationship.

Emotional intelligence and the observing ego. Emotional intelligence refers to the ability to identify, understand, and use emotions positively in order to manage stress, communicate well, empathize, and manage conflict. It is about perceiving, evaluating, and managing emotions within oneself and others (Goleman, 1995). There are four levels of emotional intelligence: self-awareness, self-regulation, internal motivation and empathy. In counselling, emotional intelligence allows the therapist to assess not only their own

emotions, but the emotions of their clients. Emotional intelligence also allows counsellors to tap into their emotions in a healthy manner so that therapists can manage their own reactions. This self-awareness could enable counsellors to process feelings transferred onto them and use them as teachable moments for clients by relating back to how triggered reactions relate to life outside of session.

Despite interest to define emotional intelligence over the past years, studies suggest this has been difficult (Goleman, 1995; Salovey & Mayer, 1990). Emotional intelligence is a complex term that consists of two major concepts: emotion and intelligence. In counsellor development, the central focus seems to be counsellors' self-awareness, which helps them to understand the clients' viewpoint and thus, interact with clients in an emotionally appropriate manner. Goleman (1995) suggests an important form of emotional intelligence is, "knowing thyself" (p. 46). Understanding the development of emotional intelligence provides students with a foundation for building effective relationships both in and out of session. Further, it provides them with the ability to process emotions and behaviour by bringing the focus to the here and now. Goleman states, "Some psychoanalysts call it the "observing ego", the capacity of self-awareness that allows the analyst to monitor his own reactions to what the patient is saying" (p. 47). Investigating the idea of awareness as a sense of emotional intelligence, Rennie, Brewster, and Toukmanian (1985) expanded on the idea of the "observing ego" by investigating whether receiving personal counselling in counselling training programs is helpful. They argued that this was important in developing a better understanding of the self, which would facilitate emotional intelligence. Openness to and expressiveness of inner processing relates to the individual's ability to be sensitive and accepting of others (Rennie et al., 1985). Awareness is important in understanding emotions that surface in students when working with specific situations. Goleman refers to

emotional intelligence as, “The core of interpersonal intelligence” (p. 39). Having access and awareness to one’s own feelings and the ability to reflect and understand such feelings plays an essential role in guiding behaviour.

Experiential learning. According to the literature, experiential training groups can be very helpful in encouraging students to reflect at an emotional level (Yalom & Leszcz, 2005). Through the use of various experiential activities such as psychodrama, individuals can connect thoughts to feelings by moving away from content. Students can learn at an emotional level what may have been exposed to them at only an intellectual level prior to the experiential training group. Ieva, Ohrt, Swank, and Young (2009) conducted a study on an experiential personal growth group of 15 master’s level counselling students. The purpose of this group was to foster personal growth and development. Study results consisted of three themes: personal self-awareness, professional development, and program requirements. This group was helpful in three ways: facilitated growth in students, helped students gain insight into themselves and their work as counsellors, reinforced concepts taught in group courses. They found being in the process of a group was beneficial in seeing and experiencing group dynamic, “In the personal growth group you actually go through stages, instead of you know, instead of reading off the map, you actually drive on the road” (Ieva et al., 2009, p. 361). Therefore, experiential groups and process can be helpful in counsellor training.

The Johari window. As counsellors undergo various phases of development and become familiar with self-reflection, it is useful to draw awareness to specific techniques that facilitate looking inwards. One well known technique is named the Johari window, which is known as “a venerable personality paradigm used in teaching group members about self-disclosure and reflection” (Yalom, 2009, p. 111). The Johari window consists of four

quadrants: public, blind, secret, and unconscious. Each quadrant contains and represents information (e.g., feelings or emotions) in terms of whether the information is known or unknown to the individual. Quadrant one is “the public self”, which is an area known to the self and others (Yalom, 2009). The second quadrant refers to “the blind self”, which is an area unknown to the self but known to others. The third quadrant is referred to “the known self,” an area referred to as the “secret self” (known to the self but not to others). Lastly, the fourth quadrant refers to the “unconscious self” which is unknown both to the self and to others.

Depending on the level of awareness in the individual, quadrants may vary in size. In therapy or therapy training programs, the goal is to encourage the growth of the public quadrant, while encouraging the secret self to shrink (Kotler, 2010). This can be done through the process of self-disclosure and reflection using various experiential techniques. Oftentimes, the “blind self” quadrant is targeted, which encourages students to see themselves as others see them. Therefore, feedback is important during this process. It allows students and other individuals to reflect on their blind spots. Further, as students share information, the open quadrant expands vertically and the hidden quadrant becomes smaller. As peers or other individuals (supervisors, mentors) provide feedback, personal learning begins. Done well, the process of give and take, sharing, and open communication can build trust within the group and among fellow students.

As well, Luke and Kiweewa (2010) used grounded theory methodology to investigate the process of personal growth and awareness in an experiential group composed of 14 master’s level counselling students. Students reflected on blind spots by providing open feedback to one another and weekly reflection journals. Students identified 30 factors as significant to personal growth and awareness within completion of the experiential group,

such as genuineness, authenticity, active participation, personality, safety, validation, connecting with others, shared experiences, structure, group norms, and composition. Students discussed the importance of being open in the group, even though it was difficult, “Looking back, I’m glad I let myself feel all that I felt because I know I don’t always do that” (p. 375). Further, students suggested the most significant aspects of reflective learning involved other members’ modelling risk-taking and inter-personal courage. One student described this as, “Willingness to let down personal barriers and walls and to share experiences” (p.377). Students described this process as “awakening”. Overall, this study suggests the unique experience of experiential learning in reflection. Although this study reflects on the importance of experiential groups in counsellor education, it does not touch on specific developmental processes that take place for students through their training programs. Therefore, it is suggested that future researchers investigate factors of significance within a group developmental model. Although Luke & Kiweewa (2010) did not specifically use the Johari’s window as an activity to teach self-reflection, they outlined what students needed in order to develop a sense of openness, which may be crucial in understanding the awareness of one’s specific quadrants in the Johari window.

Attachment Theory and Counsellor Development

Attachment theory is based upon the work of two main theorists, John Bowlby and Mary Ainsworth (Bowlby, 1973). Bowlby proposed the purpose of attachment behaviour in infants is to maintain closeness to his or her mother in order to feel safe and protected. Second, he proposed that early childhood experiences with the attachment figure (usually the mother) helped the child form a model of self and others. Bowlby suggested models of self are developed based upon actual childhood experiences with attachment figures. Additionally, he suggested the level of confidence an individual has in the availability and

responsiveness of an attachment figure determines his or her level of fear or exploration in given situations. Bowlby proposed that these models are stable over an individual's lifespan and influence how an individual forms relationships and perceives the behaviour of others. He suggested that there is a link between secure attachment in childhood and the development of a healthy self-concept and an appropriate level of independence in adulthood. Attachment theory is applied and used to describe relationships across the lifespan, so it is important to consider the significance of human attachment when working with clients as well as one's own attachment experiences. This section of the literature review will provide an overview of attachment theory in adulthood and then provide a discussion on how attachment in early childhood influences the client/counsellor relationship.

Attachment theory in adulthood. Formulations of adult attachment describe an individual's level of comfort in close relationships. For example, is the adult anxious or withdrawn? How does he/she connect in order to form close relationships? According to Mikulincer, Shaver, and Pereg (2003), such feelings are referred to as dimensions: secure (low anxiety, low avoidance), preoccupied (high anxiety, low avoidance), dismissing (low anxiety, high avoidance) and avoidant-fearful (high anxiety, high avoidance). Secure adult attachment is characterized by feelings of worthiness and positive feelings toward others. Preoccupied attachment refers to a negative model of self and positive model of others, which indicates such individuals strive for self-acceptance by gaining acceptance through others. Fearful attachment includes a negative model of self and others. Therefore, those who are fearful avoid creating close relationships in order to protect themselves. Individuals who are dismissive have a positive model of themselves, but feel negative about others.

Such individuals avoid closeness and deny the importance of connecting and creating close relationships with others.

The application of attachment theory to adulthood may be important to understand in order to better grasp the concept of connecting to clients and building therapeutic relationships. Studies conducted by Hazan and Shaver (1987) were the first empirical studies of attachment theory in adulthood. They hypothesized that romantic love and connection could be viewed as an attachment process, and individuals in romantic relationships have similar attachment patterns to those found between children and their parental attachment figures. In other words, the attachment individuals have with their parents predicts how they will connect in future relationships. For example, one with secure attachment (low avoidant, low anxiety), in childhood is more likely to develop healthy interpersonal relationships. Whereas, individuals with “fearful” attachment (high avoidance, high anxiety), may struggle maintaining close relationships. It may be helpful to understand ones’ own attachment in order to better understand how to connect with others, particularly clients.

Attachment theory in counselling sessions. Attachment theory serves as a solid foundation for understanding the development of coping strategies and the underlying dynamics of an individual’s emotional difficulties. The role of the counsellor is to assist those with attachment anxiety and avoidance to understand how past experiences with caregivers or significant others have shaped their coping patterns and ways of connecting with others (Rubino, Barker, Rother, & Fearson, 2000). Furthermore, it may be helpful for counsellors to be aware of the various insecure attachment patterns and how individuals cope with life difficulties.

As mentioned previously, security of attachment is a significant predictor of therapeutic alliance and therapy success (Rubino et al., 2000). Client attachment difficulties

appear to play an important role in positive relationships and events in therapy. Further, the types of interventions that occur within a therapy session differ depending on the attachment style of the therapist and client. In a study conducted by Janzen, Fitzpatrick, Drapeau, and Blake (2010), intervention styles and client attachment were explored. They suggested that the responsiveness of the caregiver in times of distress is a major contributor to individual differences in attachment. Therapy in this particular study was conducted by 24 master's-level student therapists who saw clients for approximately 12-15 sessions. Overall, therapist interventions related to client attachment. Results suggested specific therapy processes were influenced by different therapist interventions that depended upon clients' attachment orientation. When students worked with securely attached clients (low avoidance, low anxiety), students found that the clients responded positively to feedback. Therefore, students used more exploratory interventions. Because of clients' willingness to explore and engage, students felt more confident taking an exploratory approach to therapy (Janzen et al., 2010). When working with clients with dismissive attachment (low anxiety, high avoidance), students found clients responded better to support and reflection. Also, Janzen et. al. (2010) found that self-disclosure or sharing personal opinions was helpful to the clients. Overall, this study outlines the importance of understanding how the responsiveness of the client's caregiver during times of distress contributes to differences in attachment style functioning in counselling sessions.

Understanding attachment in past relationships and how clients respond in session may encourage students to become mindful when making intervention decisions. Students may benefit from being aware of the interpersonal differences in attachment styles and their own tendencies to reduce their own anxieties when working with diverse individuals. Such

awareness of internal reactions may assist students in creating positive relationships with their clients.

Supervision in Counsellor Training

Clinical supervision in counsellor training is a helpful part of the training process (Morgan & Spreckle, 2007). If supervision combines formal teaching of the counselling process along with personal therapy, then it may help counsellors process emotions and reactions that emerge during sessions with clients. Supervision may differ in focus. For instance, it may focus on the clinical competence of the student or counsellor, or discuss challenges that arise in session. The relationship between the supervisor and supervisee will also vary from a collaborative to a more directive relationship depending on the supervisor's approach to supervision (Morgan & Spreckle, 2007). Regardless of the focus, reflection remains an important aspect of supervision literature. This section of the literature will focus on different models used in supervision, the parallel process between the supervisor and supervisee relationship, peer supervision, challenges in supervision, and safety.

Models of supervision. The exploration of self along with the application of clinical skills is an essential component to counselling training (Harvey & Stuzzio, 1999).

Supervision is a complex, dynamic process that involves many interactions. Bernard and Goodyear (1999) identified a range of theoretical models of supervision expressed in the literature. Various models will be briefly reviewed, with the view toward contribution to the development of counsellor identity and self-reflection.

Cognitive-Behavioural Supervision. Cognitive-behavioural supervision focuses on the observation of cognitions and behaviours, particularly of the supervisee's professional identity and his/her reaction to the client (Hayes, Corey, & Moulton, 2003). Cognitive-behavioural techniques used in supervision include setting an agenda for supervision

sessions, bridging from previous sessions, and assigning homework to the supervisee related to his/her own thoughts, feelings and behaviours.

Person-centred supervision. Person-centred supervision assumes that the supervisee has the resources to effectively develop as a counsellor (Hayes, Corey, & Moulton, 2003). The supervisor is not the expert in this model, but rather a “collaborator” with the supervisee. The supervisor’s role is to provide an environment in which the supervisee can be open to his/her experience and fully engaged with clients.

Developmental models. In general, developmental models of supervision are referred to as progressive stages of supervisee development from novice to expert (Haynes, Corey, & Moulton, 2003). In the beginning, a supervisee may present with limited skills and lack of confidence. As the supervisee transitions into the expert phase, they are likely to develop independence and utilize good problem-solving skills. For supervisors employing a developmental approach to supervision, it is helpful if they identify the supervisee’s current stage and provide feedback and support appropriate to that developmental stage, while at the same time facilitating the supervisee’s progression to the next stage (Stoltenberg & Delworth, 1987).

Psychodynamic models. Psychodynamic models of supervision are prominent in counselling, particularly in counsellor development. According to this model, the counsellor/ client relationship is often replicated in training relationships (Falander, 2014). The concept of countertransference and transference represents a dynamic orientation that can be helpful in understanding the student’s perception of the supervisory process. Psychodynamic models of supervision are process oriented with a focus on resistance in both counseling and supervisory relationships. A process oriented approach is likely to assist students in understanding how clients function in interpersonal relationships as well as

their own relationships with clients and supervisors. Process may focus on the supervisee's resistances, anxieties, and learning challenges (Falender, 2014). Supervisee-centered supervision may stimulate growth for the supervisee as a result of gaining an understanding of his/her own psychological processes. Supervision with this approach is relational and the supervisor's role is to participate and reflect on process enactments and interpret themes that arise within either the therapeutic or supervisory relationship (Bomba, 2011). This includes an examination of the parallel process.

A main theory used in supervision connected the psychodynamic model is parallel process. Parallel process within clinical supervision relationships are when dynamics of the relationship between a mental health professional or student (supervisee) and a client are re-enacted with the supervisor (Luborsky & Critis-Christoph, 1998). Furthermore, parallel process is an extension of the concept of transference. In the counsellor/client relationship, transference is referred to as the re-enactment by the client of unresolved needs. In the context of supervision, past relationships or challenges are subsequently re-enacted by the supervisee with his/her supervisor (Luborsky & Critis-Christoph, 1998). Similar to how past patterns and experiences are transferred onto a therapist, supervision is a similar experience such that patterns may be transferred onto a supervisor. Feelings that come up in supervision are interesting to process as one can relate it to the work and how it applies to the connection one has with clients.

Morrissey and Tribe (2001) referred to the parallel process as the supervisee having the experience of being the client. They argued that parallel process is a way of learning by working through challenging situations with clients. Interestingly, they found when supervisors use empowerment focused practices during supervision (e.g., being supportive, less directive) practices are more likely to be applied in the therapeutic relationship. Such

processes highlight the importance of attending to and understanding the specific relationship dynamics that occur in the therapeutic relationships with clients, and how they may be presenting as part of the supervisory relationship. Furthermore, recognizing how supervisees present in supervision allows these dynamics to be worked through.

Along with providing a place to process transferred feelings and work through challenges, supervisors also must be aware of the relationship between themselves and supervisees (Hinkle, 2008). For example, a supervisee who seeks answers from his/her supervisor may be reacting the same scene with his/her client where the client is seeking similar demands. The challenge for supervisors is to notice when unconscious re-enactments might be occurring and their own reactions to the presenting relational dynamics such as potential counter-transference (Van Wagoner, Gelso, Hayes, & Diemer, 1991). Further, if supervisors fail to notice re-enactments, they may respond how the supervisees responded to their client. For example, this often represents a “stuck point” that supervisees may be similarly experiencing with their client. Consequently, frustration may arise in supervisees, creating an unresolved dynamic that may threaten or rupture the supervisory alliance in a manner that reflects the working alliance between supervisees and their client. As a result, supervisors might try to “fix” or “teach” supervisees, mirroring the supervisee’s assessment of their clients (Cassoni, 2007). Developing an awareness for when this process occurs is likely to be helpful for future learning by providing awareness into how supervisees react in session.

Developing awareness into transferred feelings and interactions between the supervisee and supervisor allows students to better understand how learning can be integrated into their work with clients (Cassoni, 2007). Also, it may be helpful for students to determine that counseling and supervision are interconnected through similar patterns of

communication. Addressing the parallel process can aid the supervisee into developing better awareness and enhance reflective thinking (Hinkle, 2008). However, it may be difficult for supervisors to notice when parallel processing arises as this process is unconscious. Because it is an unconscious process, Hinkle (2008) discussed the importance of creativity and using experiential groups in supervision in order to enhance awareness in supervisors. He suggested that group supervision is helpful because having multiple observations and reactions assists in noting when the parallel process is occurring. Hinkle also suggested experimental groups are helpful in bringing the focus to the here and now and processing feelings as they come up.

Integrative models. Given the large number of theories and methods that exist with respect to supervision, it may be important to consider how various theories can be integrated. Because most counsellors practice what they describe as “integrative counselling”, integrative models of supervision are widely practiced (Haynes, Corey, & Moulton, 2003).

Psychodrama and Supervision. An intense focus on the here and now can be explored through the use of psychodrama. Psychodrama is defined as a form of psychotherapy that encourages clients to re-enact specific events in their lives instead of discussing them (Hinkle, 2008). For example, clients enact various parts of their lives either real or imagined. This is done through dramatization, role-plays, and dramatic self-presentations both verbally and non-verbally. Psychodrama often involves three specific phases: warm-up, action, and sharing. The warm-up phase involves the selection of the protagonist or main character. The action phase involves exploring new methods of resolving a problem. Lastly, sharing involves exploring and processing the protagonist’s work. Psychodrama often helps students gain perspective and ways to integrate emotions

and creativity (Lawrence, 2015). In group settings, sociometry is often used to explore the formation of the group. This process often reveals connections among group members and encourages a sense of belonging, cooperation, and openness (Lawrence, 2015). This may be important to consider when working with counselling students because it may help connect them to one another and build a sense of comfort in exploring vulnerability. By interacting and gaining comfort in the group, Hinkle (2008) suggested the parallel process becomes helpful and patterns become evident; also, when a parallel process occurs in supervision, it can be acted out through role plays or dramas. Through the use of role plays, the protagonist (main character) becomes the supervisee when discussing a case. Through enactment, suppressed feelings may emerge and protagonists often discover they are mimicking the same behaviours or emotions as their clients. It may be interesting to consider various approaches that can be helpful in the supervision process. Experiential activities allow students to process in a creative way and identify the parallel process.

Peer supervision. Peer supervision can be defined as, “reciprocal arrangements in which peers work together for mutual benefit where developmental feedback is emphasised and self-directed learning and evaluation is encouraged” (Wheeler & Richards, 2007, p. 55). Peer supervision refers to a less traditional form of supervision that does not require the presence of a more qualified, identified supervisor. This process involves peers or colleagues who are undergoing similar experiences and working with clients. This self-directed approach provides individuals with the space to process and explore their reactions, feelings, or experiences in their work with clients.

Peer supervision may be helpful for students to process and understand various challenges or concerns that come up in session. According to Borders (1991), some of the benefits of peer supervision include frequent learning through sharing experiences, increased

skills, and responsibility for self-assessment. Borders argued that peer supervision can play a valuable role in giving students and counsellors' access to frequent supervision which can assist in their work with clients.

Although peer supervision can be a helpful process for counsellors, research suggests that not all students or counsellors are in favour of accepting supervision from their peers or colleagues (Prieto, 1996). It may be important to consider various challenges such as the quality of effectiveness (e.g., Do students feel safe to share challenges or concerns with their peers? Are the discussions valuable and helpful? Do peers have enough knowledge base to provide effective, well-designed supervision tools?). Prieto (1996) suggested it may be helpful to provide a structure that can create safety and assist members with maintaining appropriate boundaries. This model of supervision requires supervisees to be self-directed learners, which puts them in charge of their supervision needs and choosing tools that will meet their needs. The integration of various perspectives and viewpoints that emerge from individuals present in the group assist students and counsellors with developing self-reflective learning. Wagner and Smith (1979) noted that participation in peer supervision results in greater self-confidence, increased self-direction, improved goal setting and direction in counselling sessions, greater use of modelling as a teaching and learning technique, and increased mutual, co-operative participation. These qualities are consistent with how counsellors work in session.

Safety and supervision. Supervision may be considered a significant factor in facilitating growth in counselling students therefore, safety becomes an important part of the process. In an article that represented reflections of students' counsellor training experiences, Liddle (1986) found students who reported having a positive relationship with their supervisor reported memorable learning experiences. Although students reported

supervision as valuable learning, Liddle (1986) also reviewed challenges faced by students. Students reported safety increased willingness to risk and hear feedback. Feeling safe allowed students to explore difficult clients without fear of criticism. Students reported when safety was not provided, they were more likely to withdraw and avoid expressing concerns or challenges. Ultimately, establishing a healthy rapport in supervision allowed students to feel safe and explore challenges in a healthy way. Therefore, in working with students, it is important to consider what students need to feel safe, and how to build healthy relationships with students in order to enhance learning and development

Summary of Chapter Two

This chapter discussed the relevant research regarding counsellor development. It outlined important topics in which students, novice counsellors, and supervisors should be familiar: the process of becoming a counsellor, counsellor development and introspection, countertransference and transference, attachment theory, and supervision in counselling training. Each of these topics will be discussed in detail during the workshop. Chapter 3 provides a description of the experiential workshop being proposed to help counselling students move from the head to the heart through gaining insight into introspective work, experiencing the group process, and building self-awareness.

Chapter 3: Project Description

This chapter provides information for the facilitators regarding preparation and implementation of the workshop.

Target Audience

The workshop is aimed toward master level counselling students who are entering their practicum placement after completing required coursework. This workshop is also geared towards individuals who are entering one of the helping professions and interested in introspective work.

Workshop Goals

There are three primary goals for the workshop. The first goal is to provide counselling students with an in-depth understanding of self-reflection and introspection. The second goal is to help students learn and develop improved skills in the area of self-awareness and insight into themselves prior to beginning their practicum and working with clients. The third goal is for students to have completed basic required course work such as counselling theory and practice. Students will then have a general understanding of key concepts (e.g., transference, countertransference, and attachment). Throughout the workshop, it is important for the facilitator(s) to provide healthy boundaries and to understand students are all at different places in their journey. Therefore, on several occasions, alternative exercises that have more structure and are less threatening will be provided; it is important to meet students where they are at by not pushing them to explore at a deeper level when they are not ready.

Trauma Informed Approach to Learning

Throughout the workshop, it may be helpful to consider the various needs of each student. There are a number of concerns that could come up around vulnerability and exploring feelings. Exercises around vulnerability and process could bring up disclosures of

abuse and also trigger symptoms of traumatic stress. Students may also be uncomfortable with sharing in a group environment. A trauma-informed lens means that the workshop and process group will be facilitated with the assumption that every member may have experienced traumatic events in their lives (Herman, 1997). This lens considers traumatic stress as an explanation for mental health symptoms and can also be used to interpret interactions within the group. For those who believe an unstructured situation may be too triggering, they are invited to take necessary breaks or can decline to participate. Further, a handout will be provided that includes resources for clinical supervision and personal counselling (Appendix S).

Ethical Considerations/Confidentiality

The risk of psychological or physical harm is minimal during this workshop; however, because students may disclose personal information of themselves and their own growth, it is important for the facilitator(s) to discuss the importance of confidentiality and safety at the beginning of the first session and throughout their time together. Students will be encouraged to take care of themselves and participate in activities as long as they feel comfortable. A pass rule will be established such that, students are able to pass at any time if they do not feel comfortable sharing. The workshop facilitator(s) should discuss the importance of confidentiality and safety during the beginning of the first day. Participants may share personal information during the workshop and their privacy should be respected. Although the facilitator(s) cannot ensure confidentiality, it is important to encourage it among the group.

Group Norms and Expectations

This particular workshop consists of three consecutive 5-hour days that includes small breaks and one hour lunches. Consistent attendance is necessary in order to achieve

effective results and therapeutic rapport. Students will be invited to participate and detailed information about the program will be provided and received again during the beginning of the program. A schedule will be provided and any concerns will be addressed before moving forward with the program. Students will be informed of when breaks and lunches will occur. The facilitator(s) also needs to model healthy boundaries and create safety for student processing. Finally, the facilitator(s) will ask students if there are any additional concerns or issues they wish to address.

Workshop Outline

Each day of the workshop focuses on different activities. The first day of the workshop focuses on information about counsellor development, introspection, and self-awareness. It will also include an overview of what introspection is and why it is important to implement this in their work as future counsellors. For better understanding, various ice-breaker/warm-up activities will be presented to students in order to begin facilitating connections and better understanding of experiential learning. The second, third, and fourth days focus on topics such as transference/countertransference, attachment, and supervision. For example, one exercise will provide students with the opportunity to complete the Johari Window in order to develop a better understanding of their blind-spots. At the end of each day participants will take part in a structured working group which will allow them to reflect and discuss concepts discussed.

Workshop Topic List

Day One

- Welcome and Introductions
- Ethics, group norms, participant rights, and confidentiality
- Overview of the workshop
- Discuss workshop goals and topics to be covered
- Warm-up Activities

- What is Introspection?
- Why Counselling?
- Looking Inward using Experiential Activities
- Emotional Awareness
- Personal Reflection Group
- Closing Exercises/ Debrief

Day Two

- Family Portrait
- Introduction to Attachment
- Ice-Breaker Activities relating to Attachment
- Sue Johnson Attachment Video Clip and Discussion
- Attachment role-plays and case scenarios
- Personal Reflection Working Group Part 2
- Closing Exercise/Debrief

Day Three

- Introduction to Countertransference
- Role-plays/case scenarios relating to understanding one's own countertransference
- Self-reflection working group part 3
- Closing activities/ evaluations

Summary of Chapter Three

This chapter briefly described the format of the workshop. It describes the audience, relevant principles of introspection, ethical issues to consider, and topics that will be covered. Chapter 4 provides a detailed description of the workshop. Main topics in this workshop include: introduction to introspection, attachment and introspection; and countertransference and introspection. The literature highlighted how each concept was helpful in building self-awareness and personal growth. The integration of these topics with counsellor development is often missed from counselling programs. Therefore, the combination of each topic is used to develop a workshop focusing on growth and introspection in novice counsellors.

Chapter Four: The Workshop

This chapter provides the objectives, outline, materials needed, and a detailed description of each day of the workshop.

Day One Outline

Objectives of Day One

- ❖ To identify participants' interest in this area along with goals to work on
- ❖ To establish confidentiality guidelines.
- ❖ To provide participants with an overview of the workshop
- ❖ To provide participants with the opportunity to get to know themselves and each other.
- ❖ To provide participants with an understanding of introspection.
- ❖ To help participants understand why they are drawn into the counselling profession
- ❖ To provide an atmosphere conducive to sharing
- ❖ Suggested times for workshop activities provided below

Day One Topic Outline

Part I: Overview

Introduction to the Workshop	5 minutes
Workshop Ethics and Group Norms	20 minutes
Overview of the Workshop	5 minutes
Icebreaker Activity 1: Who are you?	15 minutes
Icebreaker Activity 2: Getting to know Each	10 minutes
Other	

Icebreaker Activity 3: Connection and Bonding	15 minutes
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Break (10 minutes)

Part II: Introduction to Introspection

Discussion: What is Introspection?	20 minutes
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Activity: The Johari Window	30 minutes
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Lunch (60 minutes)

Part III: Looking Inward Continued

Discussion: Why Counselling?	30 minutes
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Discussion: Emotional Awareness	20 minutes
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Activity 4: Feeling Card Exercise	20 minutes
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Break (10 minutes)

Part IV: Looking Inward Continued

Activity: Continuum Exercise Exploring Emotional Awareness	15 minutes
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Discussion: Looking Inward Activities	20 minutes
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Activity: Personal Reflection Group 1	60 minutes
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Activity: Closing Exercise	10 minutes
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Preparation for the Day:

Prepare lectures according to outlines.

Materials needed: Chart paper and pens.

Handouts: Appendix A: Johari Window; Appendix B: Johari Window Questionnaire;

Appendix C: Johari Window Calculating Scores; Appendix D: Feeling Card Exercise;

Appendix E: Fishing with Feelings Exercise; and Appendix F: Video Clip Links/ Resources

Day One Description

Part I: Overview

Introduction to the Workshop:

5 minutes

- **Materials needed:** Name tags, felt marker
- **Goal:** Provide an introduction to workshop and to obtain a better understanding of what participants would like to gain from this workshop.
- **Purpose:** To allow participants to get to know one another prior to beginning the workshop.

Description of Introduction:

- Encourage participants to provide their name, past experience in the helping field, and what they hope to gain from the workshop
- After introductions, facilitator can begin discussion of group norms

Workshop Ethics and Group Norms:

10 minutes

- **Materials needed:** None
- **Goal:** To provide an introduction to the workshop
- **Purpose:** Explain and discuss participant rights, confidentiality, and group norms.

Description of Ethics and Group Norms:

- **Participant Rights** – Some of the topics and activities (introspection, attachment, family dynamics, and countertransference) could induce anxiety or discomfort. An opportunity will be provided for participants to discuss concerns and express their feelings around this type of work, and they are able to stop participation at any time.

- Participants are encouraged to be open and curious about feelings coming up for them.
- During each activity, it is important for participants to honour their own stories without discussing past traumatic events as disclosure may re-traumatize students and cause discomfort. Therefore, it is important to encourage participants to focus on the here and now while relating their feelings to their work as counsellors.
- **Confidentiality** – It is important to express that everything shared in this workshop should be kept confidential, but confidentiality cannot be guaranteed.
- **Group Norms** –Participants will be informed of when breaks and lunchtime will occur. This particular workshop consists of three 5 hour days. Each day includes two 10-minute breaks (one in the morning, one in the afternoon) and an hour-long lunch.
- It is important to encourage on-going in order for participants to establish comfort, boundaries, and rapport. If participants are unable to attend or must arrive late, it is important they let the facilitator(s) know.
- Participants will have the opportunity to add anything to the above group norms. The facilitator(s) will explore any concerns that participants have about participating in the workshop.
- Alternate activities will be provided for numerous exercises throughout the workshop.

Overview of the Workshop:**5 minutes**

- **Materials needed:** None
- **Goal:** Provide introduction to workshop
- **Purpose:** Explain and discuss workshop content and schedule

Description of Overview:

- Explain to participants that the purpose of this workshop is to increase their own awareness, and how to use this insight to respond therapeutically when working with clients. Convey that this process may help them to better understand themselves as it relates to their position as a counsellor.
- Convey that various experiential activities will be used as a framework to understand the effects of interpersonal events that occur when working with clients and will be related to the context provided.
- Convey to participants that they have the opportunity to engage in alternative more structured activities should they not feel comfortable sharing with the group. In doing so, encourage a curious stance as they move through these activities.
- Explain to participants that throughout the course of the workshop, they will have the opportunity to engage in a personal growth process group at the end of each day. This group will aim at preparing participants for here-and-now interactions and promote immediacy while learning the general principles of self-reflection and process therapy.
- **Process questions following activity:**
 - Any questions or concerns coming up for you?

- How are you feeling about participating?
- What concerns do you have about participating?
- Any sense of what you need to participate?
- What hopes/goals do you have for the workshop?

Icebreaker Activity 1: Who are you?

15 minutes

- **Materials needed:** List of questions (see below or create your own)
- **Goals:** Establish connections within group and encourage participants to become more aware of their own thoughts, feelings, and behaviours.
- **Purpose:** This activity facilitates the process of looking inward as counsellors as well as encouraging personal sharing. It is important to encourage participants to be aware and not judge what thoughts, feelings, or behaviours coming up.

Description of Activity:

- Ask participants to form one large circle in the middle of the room. Ask them to step inside the circle if the question asked applies to them. Examples of questions that can be used: Step in the middle if....
 - You speak more than one language
 - You have children
 - You play a musical instrument
 - You are an only child
 - You are a youngest child
 - You are an oldest child
 - You are a middle child
 - You have travelled outside of North America

- You have travelled outside of British Columbia
- You have a tattoo
- You have a pet
- You are from Prince George
- You work in mental health
- You want to work with adults
- You want to work with children
- You are a helper
- You tend to want to fix things in times of conflict
- You want to work with family counselling
- You would like to pursue a career in addictions counselling
- **Process questions following activity:**
 - What was that like for you?
 - What did you learn about yourself? Your colleagues?
 - What else are you curious about with each other?
 - What did you enjoy?

Icebreaker Activity 2: Getting to Know Your Colleagues***15 minutes***

- **Materials needed:** List of questions (see below or create your own)
- **Goals:** To provide participants with an opportunity to get to know each other, and establish group cohesion.
- **Purpose:** Encourage participants to experience what it is like for them to share in a personal way. Encourage participants to be aware and to reflect on the thoughts, feelings, or behaviours that emerge.

Description of Activity:

- Ask participants to form two circles, an inner and an outer circle, with an equal number of participants in each. Participants should be facing each other. Ask them to take turns answering. Give approximately two minutes per person before asking the outer circle to rotate clockwise one space (this gives participants a new conversation for each question). Examples of questions that can be used:
 - If you could travel anywhere in the world, where would you go and why?
 - If you could become any famous person in the world, who would you be and why?
 - If you had a time machine, what time in your life would you like to go back to and why?
 - What is your most desired travel destination in the world, and why?
 - What is the best thing that happened to you this week? What is the worst thing?
 - Name one thing you really like about yourself?

- Are you an oldest, middle, or youngest child? How does birth order play out in your life today?
- What compelled you to become a counsellor?
- What do you think would be your most challenging client population and why?
- What do you think your most desired client population is and why?
- What are you hoping to gain from this experience?
- What would make this a good experience?
- What would make this a bad experience?
- What do you need to make this a positive experience?
- **Process questions following activity:**
 - What was this exercise like for you
 - What did you learn about yourself from the exercise
 - What questions were difficult to answer
 - What questions were easy to answer
 - What was it like to share with your colleagues

Icebreaker Activity 3: Establishing Connection and Bonding

15 minutes

- **Materials needed:** List of questions (See below or create your own)
- **Goals:** Establish bonding in the group and understanding of vulnerabilities.
- **Purpose:** Encourage participants to connect with one another. Encourage participants to pay attention to feelings coming up for them as they share and connect with their colleagues.

Description of Activity:

- Ask participants to move around the room and find others to connect with based on what the description provided. Participants will find a partner that matches the description provided below and share their response with their partner. Participants will have approximately 2-3 minutes per question.
- Examples of questions that can be used...
 - Find someone with the same hair color as you and ask them: What was your favorite tradition growing up? Why?
 - Find someone who speaks another language and ask them: Have you ever reflected on how personal sharing has made you feel?
 - Find someone who has children and ask them: How do you handle conflict?
 - Find someone who likes the same pizza topping and ask them: What are your fears around becoming a counsellor?
 - Find someone who has travelled to the same place as you and ask them: What do you look forward to most in becoming a counsellor?
 - Find someone who has siblings and ask them: What is your ethnicity? How do you think your background will impact your role as a counsellor?
 - Find someone who has the same favourite food as you and ask them: Of all the difference – race, class, gender, religion, and ethnicity- what seems to bring up the most conflictual feelings for you? What is the easiest to work with? What is the most difficult?

- Find someone who has a name that begins with the same letter as yours and ask them: How do you know when you are avoiding an issue? What comes up?
- Find someone who has the same eye colour as you and ask them: What causes you to confront or challenge an individual or client?
- **Process questions following activity:**
 - What came up for you during these exercises? Thoughts? Feelings? Behaviours?
 - Did you experience any discomfort in sharing? If so, what came up and how did you know?
 - What did you learn about yourself as a result of each exercise?
 - Did you experience any surprises in doing these exercises?
 - What were your expectations from these activities?
 - What was it like for you to share and learn more about your classmates?
 - What did each activity mean to you?

Break

10 minutes

Part II: Introduction to Introspection

Discussion: What is introspection?

20 minutes

- **Materials needed:** Lecture script
- **Goal:** To introduce introspection
- **Purpose:** To provide participants with an understanding of what introspection is and how it is relevant to their work as counsellors.

Lecture Script:

- Begin the lecture by relating to earlier activities. Convey to participants that by understanding how they feel while sharing information with colleagues, they can understand how clients feel when they come into session. Recognizing their own vulnerability can help relate to the vulnerability clients may be feeling. Begin lecture by conveying that in order to develop a bigger picture of self-reflection and how it is relevant to participants' work as counsellors, it is helpful to have a background of introspection.
- The term introspection can be used to describe an informal reflection process. This involves the process of informally examining one's own thoughts and feelings. For example, when individuals reflect on their own thoughts, emotions, and memories, they are engaging in introspection.
- The term introspection is also used to describe a research technique that was first developed by psychologist Wilhelm Wundt (Hockenbury & Hockenbury, 2006). Also known as experimental self-observation, Wundt's technique involved training people to carefully and objectively as possible analyze the content of their own thoughts.
- Clients can evoke powerful feelings for counsellors both in individual and group counselling. For example, you may feel frustrated, or connected to your clients. As a result, it may be helpful to understand the process of self-awareness in order to better understand your own emotions that come up while working with clients. Looking inward and learning from

feedback can assist a counsellor's ability to create the conditions for effective counselling.

- Within many counsellor training programs, student counsellors are encouraged to be mindful of personal factors that may interfere or impede their ability to connect and work with a diverse range of clients (Auxier, Hughes, & Kline, 2003). Through self-reflection, counsellors may be better able to reflect on differences that emerge between themselves and their clients.
- Processing feelings that emerge between the client and counsellor can provide the client with a foundation on how to reflect and become aware of personal feelings. In order for counsellors to achieve such skill, it is helpful to have a firm understanding of their reflective process (Auxier et al., 2003).
- Introspection can often shift the counsellor's perception of what is occurring in the present moment. It may facilitate awareness and offer the ability to evaluate and reflect on knowledge in the present moment as well as improve future practice based on what was identified while reflecting.
- There are two types of reflection that can enhance introspection in everyday life and in counselling sessions: Reflection-on-action and reflection-in-action.
 - Reflection-on-action: Reflecting on action refers to the idea of processing past behaviours (or actions). For example, a client may express concern over a fight with his/her mother, and while reflecting on the experience, the counsellor might assist the client

to explore what occurred in the dispute while processing how communication with his/her mother can be different in the future.

- Reflecting in action: Reflecting on a past behavior while focusing on the here and now. For example, when hearing the client's story of his/her dispute with mother, the counsellor may encourage the client to explore what feelings are coming up for the client while he/she shares. In doing so, the counsellor may explore how the client feels toward the counsellor (e.g., transferred feelings).
- Reflecting-in-action involves using analysis of observation, listening, and/or touch or 'feel' to problem solve. Reflecting-in action is identified as a more complex form of reflection which takes place in the moment.
- Understanding the process of reflection and how it works can be helpful when working with clients. As we will see in the next activity, identifying different dimensions of self, using the Johari Window, can be helpful in identifying how insight informs working as a counsellor.

Activity: The Johari Window**30 minutes**

Adapted from: (Luft & Ingham, n.d).

- **Materials needed:** Johari Window Template (Appendix A), Johari Window Questionnaire (Appendix B), and Johari Window scoring sheet (Appendix C).
- **Goals:** Help participants understand the process of introspective work by looking at their own blind spots as counsellors.
- **Purpose:** This activity helps participants look at how open they are to feedback and how comfortable they are with self-disclosure. These are all important skills and part of introspective work.

Description of Activity:

- This activity was developed by Joseph Luft and Harry Ingham. This model looks at explores the process of exploring, and receiving feedback, and self-disclosure.
- Explain the activity by stating that each quadrant represents an aspect of one's personality (Refer to Appendix A for Johari Window template). The top left quadrant is known as the open area. More specifically, things individuals know about themselves (e.g., height, weight, and name). The bottom left corner is called the hidden area and includes things only known to the self and hidden from others (e.g., insecurities, feelings). This represents things that are personal and private to the individual. The top right corner is called the blind spot. This area represents things one does not know about one's self, but other people know (e.g., kind, friendly, funny, a good listener, defensive, or angry). The bottom right

corner is the unknown area. This includes information that is unknown both to the self and others (e.g., difficulty building relationships, or struggle with trusting others).

- Convey to participants that this activity is helpful because it may encourage them to shift to smaller blind spots, hidden areas, and unknown areas. Gaining awareness of these pieces is important in work with clients.
- **Process questions for after activity:**
 - What came up for you when completing this activity?
 - What did you learn about yourself as a counsellor?
 - What did you learn about others in the group?
 - Did you experience any surprises or insights when completing this activity?
 - What makes this important in counselling?
 - How will you use what you learned in this exercise?
- When working with students or individuals in the helping profession, they may have blind spots in different areas of counselling. For example, a counsellor who struggles with conflict may avoid challenging the client in order to avoid conflict. Further, a counsellor might take a more educational approach and “teach” clients about how they should work through certain conflicts as opposed to sitting with them and processing feelings.

Alternate Activity:

- Once the activity is completed, have participants process where they are at in terms of their blind spots individually rather than a group. Have

participants write down their responses as a journal to themselves. Allow them to process the following questions once they have completed the Johari Window Questionnaire.

- What was this like for you?
- What did you notice about yourself as a result of filling out this questionnaire?
- How do you see this type of activity as helpful for you in terms of your work as a counsellor?
- What did you learn about yourself from this activity?

Lunch

60 minutes

Part III: Looking Inward

Discussion: Why Counselling?

20 minutes

- **Materials:** Lecture script
- **Goal:** To explore reasons why participants enter the counselling field
- **Purpose:** The purpose of this activity is to encourage participants to think about their motivations for entering the counselling field. This discussion can stimulate inner awareness as to what drives and motivates students to enter this field. What are the unconscious motivations to the helping profession?

Lecture Script:

- Convey to participants that many of the activities they have taken part in throughout the day are to help them understand their own vulnerabilities and self-reflection. Self-reflection is helpful for participants because it allows them review effectiveness, and reflect on their own feelings that arise while they sit with clients.

- As they move through the morning, it is helpful to explore what drew them into the field of counselling:
 - Understanding why individuals enter the field of counselling is an ongoing journey. They may have personal urges that drew them toward helping others or motives toward saving themselves. Though practicing in the profession provides many of the needs and interests one is looking for initially, over time enthusiasm in individuals may shift, which creates the field of work to become challenging. It is through continual supervision, training, and personal therapy that individuals will continually work on their personal growth and learning.
 - Many motives for becoming a counsellor are unconscious and involve past experiences. For example, one might have been inducted into a caretaker role in childhood and so are doing the same role in adulthood.
 - Sometimes becoming a counsellor is related to intimacy, control, or self-acceptance. According to Kottler (2010), one experienced clinician admitted that focusing on the problems of others helped her avoid her own and that is what initially drew her to the field. Sometimes being a therapist means enjoying intimacy without the loss of control that intimacy requires.
 - Engaging in therapy produces an altered state of consciousness not only in clients but also in counsellors. It provides counsellors with a “second sight” that leads to greater awareness, known as “unconscious” motivations to pursuing work in the helping field.

- It may be helpful to understand personal motives for becoming a counsellor in the early stages of development. Understanding one's motives can help one become aware of reactions to clients and increase self-awareness.
- Once participants are provided with background information regarding motivations to becoming a counsellor, invite them to join the middle of the room for a continuum exercise related to an earlier discussion. Encourage participants to reflect on a number of personal benefits that they enjoy as a result of being a counsellor. Invite participants to rate on a scale of 1-10 how important the following items are to their satisfaction in this work (10 very important; 1 not important at all).
 - How important do you believe it is to have access to people's private lives?
 - How important is it to you to feel as though you are making a difference in someone's life?
 - How important is it to you to enjoy close connections?
 - How important is it to be challenged and stimulated to confront one's own unresolved issues?
 - How important is it to be part of someone's journey toward growth and development?
 - How important is it to enjoy the excitement and intensity of therapeutic encounters?
- **Process questions following activity:**
 - What comes up for you around this discussion?
 - Have you ever thought about why you were drawn to this field?

- Is reflecting on your motives for entering this field new for you?
- How much of your own childhood/past experiences affected your motivation for becoming a helping professional?
- What is it like for you to reflect on your past in this way?
- What is it like to hear others' responses to why they were drawn to this field?
- How do you think understanding your motivation will help you in your work with clients?

Discussion: Emotional Intelligence

20 minutes

- **Materials needed:** Lecture script
- **Goal:** Introduce emotional intelligence to participants
- **Purpose:** To discuss how emotional intelligence contributes to work as counsellors, and how emotional intelligence and emotional regulation play an important role in counsellor development and working with clients.

Lecture Script:

- In the previous discussion, personal motives toward becoming a counsellor were discussed. There are a number of different reasons why one chooses to become a helper. Regardless of the personal as well as professional motives of becoming a helper, there are many challenges counsellors face in early training years (Yalom, 1999). Therefore, an understanding of your own emotional awareness is helpful in preventing burnout. Emotional intelligence in counsellors assists in understanding the feelings that emerge when working with clients. By doing so, a counsellor can you can develop a better sense of how your client may be feeling.

- Emotional intelligence refers to the ability to identify, understand, and use emotions positively in order to manage stress, communicate well, empathize, and manage conflict. It is about perceiving, evaluating, and managing emotions within oneself and others (Goleman, 1995).
- Emotional intelligence also refers to the ability to recognize and regulate emotions in oneself and others.
- There are four levels of emotional intelligence: Self-awareness, self-regulation, internal motivation, and empathy. In counselling, emotional intelligence allows the therapist to assess not only their own emotions, but the emotions of their clients (Goleman, 1995).
- Emotional intelligence allows counsellors to regulate emotions in a healthy manner so that they can manage their own reactions. This self-awareness could enable counsellors to process feelings transferred onto them and use them as teachable moments for clients by relating back to how triggered reactions relate to life outside of session.
- Despite interest to define emotional intelligence over the past years, studies suggest this has been difficult (Goleman, 1995; Salovey & Mayer, 1990). Emotional intelligence is a complex term that consists of two major concepts, emotion and intelligence.
- In counsellor development, the central focus seems to be counsellors' self-awareness, which helps them to understand client viewpoints and thus, interact with clients in an emotionally appropriate manner.
- Goleman suggests an important form of emotional intelligence is, "knowing thyself" (p. 46). Understanding the development of emotional intelligence

provides participants with a foundation for building effective relationships both in and out of session. Further, it provides them with the ability to process emotions and behaviour by bringing the focus to the here and now.

- Investigating the idea of awareness as a sense of emotional intelligence, Rennie, Brewster, and Toukmanian (1985) expanded on the idea of receiving personal counselling while completing a counselling training program. They argued that this was important in developing a better understanding of the self, which would facilitate emotional intelligence.
- Openness to and expressiveness of inner processing relates to the individual's ability to be sensitive and acceptant of others (Rennie et al., 1985).
- Awareness is important in understanding emotions that surface in participants when working with specific situations. Goleman (1991) refers to emotional intelligence as, "The core of interpersonal intelligence" (p. 39). Having access and awareness to one's own feelings and the ability to reflect and understand such feelings plays an essential role in guiding behaviour.

Activity: Feeling Card Exercise**20 minutes**

Adapted from (Dayton, 1999):

- **Materials needed:** Feeling cards (see Appendix D) and list of questions (see below or create your own)
- **Goal:** To allow participants to identify, label, express, and assess the intensity of their feelings and stimulate self-awareness. To teach and develop emotional intelligence.
- **Purpose:** This exercise will allow participants to explore their own emotions through movement.

Description of Activity:

- The previous discussion covered emotional intelligence and the importance of recognizing emotions when working with clients. The current exercise is designed to facilitate learning to do so. The feeling floor check allows participants to get in touch with what they are feeling and make sense of their inner world, which can help them better identify with the inner world of clients.
- Explain to participants that this activity assists in exploring their own emotion and vulnerability. Encourage participants to pay attention to how they are feeling as they are engaging in this activity. Explain the purpose of moving from their “head to their heart” with the use of movement around the room.
- Cut up feeling cards and distribute around the room (Appendix D)
- Place words a couple of feet apart from each other, scattered around the floor
- Ask participants to “stand on or near” the feeling that best describes their mood at the moment

- Repeat the process and ask them to stand on another feeling they might be experiencing. (Note: learning to “hold” more than one feeling at a time helps participants to tolerate living in the “gray” rather than “black and white”). As previously noted, participants are free to pass on sharing at any point during this exercise. Encourage participants to focus on how they are feeling in the moment.
- Repeat and ask them to stand near the feeling card based on the feeling you avoid in yourself.
- Repeat and ask them to stand near a feeling that you avoid in others.
 - Alternate questions:
 - How were you feeling before coming here today?
 - How are you feeling right now?
 - What would you like to be feeling?
 - How does sharing to the group make you feel?
 - How do you feel about conflict?
 - What would you like to feel about conflict?
 - How do you feel about anger?
 - How would you like to feel about anger?
 - What type of feeling comes up for you when working with a client experiencing sadness?
 - How do you feel about ambiguity?
 - How do you feel about change?
 - What feeling do you think describes you most?
 - What word describes how you would like to feel?
 - How do you feel about beginning the counselling program?

○ **Process questions following activity:**

- What was this activity like for you?
- Were there any surprises or insights during this activity?
- What was it like for you to name your emotion?
- How you think this activity will benefit your work as a counsellor?
- What was it like for you to share your emotion to the group?
- What did you learn about yourself?
- Important to relate activity to countertransference. Convey to participants that recognizing their feelings is helpful in identifying any countertransference that is occurring. Countertransference is defined as a reaction to feelings that are projected onto you as a counsellor. By identifying countertransference reactions, counsellors may be able to work through them with their client, and this can be a reparative process.

Alternate Activity: Fishing For Value Exercise

20 minutes

Adapted from (Fishing Exercise, n. d.):

- **Materials needed:** Appendix E
- **Goal:** To increase awareness of emotions
- **Purpose:** This exercise allows participants to explore their own emotions and better understand emotions that are of most value to them.

Description of Activity:

- Provide participants with exercise (Appendix E). Explain to them that this exercise requires them to process their own emotions, especially emotions of

most value to them. Explain that they are to imagine they are going on a fishing trip, but they catch emotions rather than fish. Begin the exercise by allowing participants to circle five fish they hoped to catch (circle 5 values). Later, two fish get away (cross off two values). Then, along comes a friend and she/he is hungry, so you give her one of your fish (cross off the values). While you talk, a cat sneaks up and runs off with another fish (cross off the values). You are now left with one fish. Which value is it?

- Explain to participants that the value they are left with is the one they value the most. Ask them to process what it is like for them to see this value and ask them how much time is spent in activities that are likely to provide them with this particular emotion.
- **Process questions following activity:**
 - What was this exercise like for you?
 - Were you surprised by the emotion that you were left with?
 - What feelings came up around this exercise?
 - What did you learn about yourself from this exercise?

Alternate Activity: Freeze Photo

20 minutes

Adapted from (Dayton, 1999):

- **Materials needed:** List of questions (see below or create your own).
- **Goal:** To provide participants the ability to express emotions through body movement and identify emotions in others.
- **Purpose:** Encourage students to express emotions in a creative way.

Description of Activity:

- Begin the activity by explaining to participants that the activity encourages them to become in tune with their emotions as well as the emotions of others. Invite participants to pair up with somebody in the room. Once they are paired, provide them with a series of questions. Explain to participants they are to physically express the emotion they are feeling in relation to the question provided. Each partner will have a chance to physically express their emotion. Each participant will have about five each per question.
- List of questions provided or create your own:
 - How are you feeling right now?
 - How do you feel about expressing emotions to the group?
 - How do you feel when you are alone?
 - How do you feel about working with angry clients?
 - How do you feel in new situations?
 - Express how you would like to feel about new situations?
 - How does vulnerability make you feel?
- **Process questions following activity:**
 - What was it like for you to express emotions through body movement?
 - What came up for you when trying to determine your partner's emotion?
 - What challenges came up around this activity?
 - What surprises or insights came up around this activity?
 - How do you feel this activity stimulates self-awareness?
 - How do you think these types of activities contribute to your work with clients?

- What did you learn about yourself?

Break**10 minutes*****Activity: Continuum Exercise Exploring Emotional Awareness******15 minutes***

- **Materials needed:** List of questions (See below or create your own)
- **Goal:** To increase familiarization of emotions
- **Description:** Encourage discussion from participants' responses in order to facilitate deeper awareness and better understand themselves and what they need to feel comfortable when working with clients.

Description of Activity:

- Explain to participants that they are now going to engage in a continuum exercise that is related to emotional awareness. Prior to beginning the exercise, convey that identifying and exploring their own emotions is helpful when working with clients. This exercise helps individuals get in touch with how they work, and what they may need in order to feel comfortable with themselves and in their work with clients.
- Invite participants to stand in the middle of the room. Ask participants to form a line and stand where they see themselves on the continuum. Explain that you will ask a series of questions related to their own emotional awareness. Ask the following questions:
 - On a scale of 1-10 (1 being no control and 10 being a lot of control), how much control do you feel like you need?
 - On a scale of 1-10 (1 being not comfortable at all and 10 being very comfortable), how comfortable are you with conflict?

- On a scale of 1-10 (1 being not comfortable and 10 being very comfortable) are you with ambiguity?
- **Process questions following activity:**
 - Any surprises or insights come up as a result of the exercise?
 - What was it like seeing where you are compared to your colleagues?
 - Have you ever had a relationship with someone who was opposite (needs more/less control), and if so, what was that like for you?
 - What would it be like for you to work with a client who needs (more or less) control than you do?
 - What would it be like to work with someone who was more/less comfortable with ambiguity than you?
 - What would it be like to work with someone who was more/less comfortable with conflict than you?

Discussion: Looking Inward Using Experiential Activities

20 minutes

- **Materials needed:** Lecture script
- **Goal:** To introduce experiential activities to participants.
- **Purpose:** To discuss how psychodrama and experiential activities stimulate self-awareness and increases personal insight in counselling participants.

Lecture Script:

- Explain to participants that the activities they have been engaging in throughout the day help begin the process of looking inward and get to know themselves as counsellors. These types of activities are known as experiential activities.

- Experiential activities can provide participants with the opportunities to observe and practice the skills they have read about in literature. For example, this can be done through use of role-plays or groups.
- Pederson (2000) noted that experiential activities are powerful means to stimulate personal awareness and can be used to help individuals confront and overcome challenges when working with specific clients or client populations.
- Games can be defined as activities with specified rules and rewards that are engaged in for amusement. The use of games in the field of counselling, and particularly as a tool to positively influence the counselling process, has a long history of effectiveness (Pederson, 2000; Shumaker, Ortiz, & Brenninkmeyer, 2009).
- Through the use of various experiential activities, participants can begin to connect thoughts to feelings, adding to their theoretical understanding of a concept. Participants can expand their intellectual understanding of a topic, and reflect on things on an emotional level.
- A type of experiential group that can be used for training or therapeutic purposes is called “process groups”. Process groups engage in process and maximize cohesion among group members. Process groups are helpful because they prepare members for here-and-now interactions and allow them to experience interpersonal processing with other group members. These types of groups can be used to train group leaders in initiating and establishing effective and therapeutic here-and-now group dynamics. Members of interpersonal process groups are able to explore their own vulnerabilities and blind-spots. For more information on becoming a therapist and processing inward, refer to Appendix F.

- Ieva, Ohrt, Swank, and Young (2009) conducted a study on an experiential personal growth group of 15 master's level counselling participants. The purpose of this group was to foster personal growth and development. Study results consisted of three themes: personal self-awareness, professional development, and program requirements. This group was helpful in facilitating growth and interpersonal relationships; participants gained insight into themselves and related it to their work as counsellors; and experiential components of the group reinforced concepts taught in group courses.
- Another well-known example of experiential therapy is psychodrama. Psychodrama is a powerful action method with specific techniques that can be effective in releasing pent-up emotions and learning new insights and behaviours.
- Psychodrama is a form of psychotherapy that encourages clients or participants to re-enact specific events in their lives instead of discussing them (Hinkle, 2008). For example, clients enact various parts of their lives either real or imagined. This is done through dramatization, role-plays, and dramatic self-presentations both verbally and non-verbally. Psychodrama often involves three specific phases (warm-up, action, and sharing). The warm-up phase involves the selection of the protagonist or main character (identified client). The action phase involves exploring new methods of resolving a problem. Lastly, the sharing phase involves exploring and processing the protagonist's work. Psychodrama often helps participants gain perspective and ways to integrate emotions and creativity (Lawrence, 2015). For more information see Appendix F for resources on what psychodrama looks like in action.

- By better understanding the purpose of experiential activities and how this way of learning contributes to inner reflection, participants are now going to engage in a “personal growth working group”. This group allows participants to get a sense of what it is like to take part in a group and reflect on personal growth.

Break

10 minutes

Part IV: Looking Inward Continued

Personal Growth Working Group: Introduction

60 minutes

- **Materials:** List of questions (see below), group topics (see below)
- **Goal:** To become aware of group dynamics and increase self-awareness
- **Purpose:** To provide participants with the opportunity to take place in a structured group in order to explore internal feelings and gain awareness related to specific issues brought up in group. Also, purpose is to provide participants with opportunity to reflect on the day with their colleagues.

Description of Group:

- Prior to beginning the group, arrange participants in the middle of the room. Explain to them that for the next hour, they will be engaging in a “personal growth working group” in order to begin their process of looking inward as counsellors. Inform participants that the group will take place over the next three days, for one hour at the end of each day. The purpose of this group is to reflect on what they learned during the day while being in a group.
- Explain to participants that the focus of this group is on their own personal growth and development as counselling professionals. Encourage participants to be attentive and responsive as well as be willing to give and receive

feedback effectively. Also encourage participants to pay attention to diversity in the group and how they are feeling in response to group differences.

- Explain to participants that they will have the opportunity to reflect on specific topics with their colleagues; as they are reflecting on the topic provided, encourage participants to reflect on feelings that emerge. Convey that understanding their own feelings in a group setting can help them to better understand client vulnerabilities.
- Topics for group discussions:
 - What are some of the things you hope for in being a therapist?
 - What are some aspects of your lifestyle that are healthy/unhealthy?
What do you do for self-care?
 - What does personal growth mean to you?
 - What did you learn about today?
 - What stood out for you today?

Closing Exercise

10 minutes

- **Materials:** None
- **Goal:** Debrief with participants after the first day of activity.
- **Purpose:** Participants will reflect on the activities and complete an evaluation form to provide feedback for the following days.

Description of Activity:

- Let participants know that this is the last activity of the day. Ask them to form a group in the middle of the room and ask each person to share something they

have learned from the day. Below are a few questions that can be used in your discussion.

- When I first started today I thought _____ about self-reflection and introspection.
- The strength I bring to my own counsellor development is _____.
- An area of myself that I would like to know more about is _____.
- An area I would like to work on is _____.

Day Two Outline

Objectives of Day Two

- ❖ Help participants understand the link between attachment and introspection
- ❖ Provide participants with the understanding of how past relational experiences help interpret present experiences in both individual and group counselling
- ❖ Give participants an opportunity to explore attachment relationships by viewing and working through case-scenarios and discussions
- ❖ Suggested times for workshop activities are provided below

Day Two Topic Outline

Part I: Attachment and Introspection

Activity 1: Family Portrait	10 minutes
Discussion: Introduction to Attachment	20 minutes
Activity 2: Button Exercise	20 minutes

Break (10 minutes)

Activity 3: Sue Johnson Video Clip Review	45 minutes
Midterm Workshop Evaluation	10 minutes

Lunch (60 minutes)

Part II: Attachment and Introspection Continued

Discussion: What's Your Attachment Style?	30 minutes
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Break (10 minutes)

Part III: Understanding Attachment

Activity 4: Attachment Style Role-Play 60 minutes

Break (10 minutes)

Part IV: Personal Reflection and Attachment

Activity 5: Personal Growth Working Group Part Two 60 minutes

Closing Exercise 10 minutes

Preparation for the Day:

Prepare lecture notes

Chart paper and pens

Buttons

Handouts: Appendix G: Attachment Diagrams, Appendix H: Sue Johnson Video Case

Study, Appendix I: Sue Johnson Written Case Study, Appendix J: Sue Johnson Case Study

Discussion Worksheet, Appendix K: Attachment Case Scenario #1, Appendix L: Attachment

Case Scenario # 2, Appendix M: Attachment Case Scenario # 3

Day Two Description

Part I: Attachment and Introspection

Activity 1: Family Portrait

10 minutes

Adapted from (Dayton, 1999):

- **Materials:** Paper, pens, pencils
- **Goal:** To encourage participants to reflect on their own family dynamic
- **Purpose:** Encourages participants to obtain background information about their own family relations

Description of Activity:

- Prior to beginning this exercise, explain that you are now moving into attachment and how early attachment relationships relate to introspection.
- Gather participants in the middle of the room and introduce focus of the day. Explain that it is helpful for participants to be aware of their own attachment style in order to understand the relationship they have with clients.
- Provide participants with material (pen, pencil, paper). Ask them to draw pictures of themselves and each member of family (participants define family how they like). When doing so, get students to place themselves in relationship to members of their family. Allow them to think about their feelings toward each member.
- Provide participants with the opportunity to share how they felt about this exercise and what they learned about themselves and their family. Remind

participants to reflect back on their emotions throughout the day when thinking about attachment.

- **Process questions following activity:**
 - What was this activity like for you?
 - What was it like for you to reflect on your family?
 - What did you notice about family patterns?
 - What was it like to observe your family in relation to yourself?
 - Did any feelings come up around this activity?
 - How do you feel this activity connects to working with clients?

Discussion: Introduction to Attachment

30 minutes

- **Materials:** Lecture script, Appendix G
- **Goal:** To introduce attachment styles
- **Purpose:** The purpose of this discussion is to provide an introduction to attachment and how it relates to working with clients

Lecture Script:

- Prior to beginning attachment discussion, explain that on Day 1 participants discussed introspection and engaged in various activities that encouraged them to explore their own emotions and reflect on themselves as counsellors. Explain to participants that today's focus will be on introspection while exploring their own attachment styles. Understanding their own attachment style can help them better understand the attachment of their client and how to connect with them. Attachment styles are related to his/her relationship with their primary caregiver. Relate the discussion back to the previous

activity in which participants were asked to reflect on their relationships with immediate family members. By reflecting on these primary relationships they may be able to get a sense of their own attachment style. For example, were their parents distant, overprotective, or supportive?

- It is important to note that as participants sit with clients both individually and in group, they may be influenced by past relational experiences. These experiences may influence how we regulate emotions, empathize, provide nurturance, express, and appreciate conflict.
- It may be helpful for participants to reflect on their own earlier relational experiences and how their own attachments are affecting their work as counsellors.
- Attachment theory is based upon the work of two main theorists, John Bowlby and Mary Ainsworth (Bowlby, 1973).
- Bowlby proposed the purpose of attachment behaviour in infants is to maintain closeness to their mother in order to feel safe and protected. Second, he proposed that early childhood experiences with the attachment figure (usually the mother) helped the child form a model of self and others.
- Bowlby suggested models of self are developed based upon actual childhood experiences with attachment figures. Additionally, he suggested the level of confidence an individual has in the availability and responsiveness of an attachment figure determines his or her level of fear or exploration in given situations.
- Bowlby proposed that these models are stable over an individual's lifespan and influence how individuals form relationships and perceive the behavior of

others. He suggested that there is a link between secure attachment in childhood and the development of a healthy self-concept and an appropriate level of independence in adulthood.

- Attachment theory is applied and used to describe relationships across the lifespan, so it is important to consider the significance of human attachment when working with clients as well as one's own attachment experiences.
- There are two main dimensions of attachment: anxiety and avoidance.
- Anxiety relates to how fearful individuals are in relationships or about connecting to others, and avoidance refers to how emotionally vulnerably an individual wants to be in a relationship.
- Depending on whether one is high or low on these two dimensions, one's attachment style can be more secure (low anxiety, low avoidance), more preoccupied (high anxiety and low avoidance), more dismissing-avoidance (low anxiety-high avoidance) and more fearful-avoidant (high anxiety, and high avoidance).
- Ultimately, internal models are shaped by early experiences with primary care providers (Refer to Appendix G).
 - Secure: Provider was good enough, mostly available and responsive to attachment needs
 - Preoccupied: Care provider was inconsistently available and responsive
 - Dismissing: Care provider was consistently unavailable and poorly responsive
 - Fearful-avoidant: Care provider was frightening or frightened.

- Keeping the various attachment styles in mind, ask participants to move to an activity relating to their own family relationships.

Activity 2: Button Exercise

25 minutes

Adapted from (Button exercise, n.d.):

- **Materials:** Buttons, list of questions
- **Goal:** To provide participants with an opportunity to explore feelings regarding family relational patterns
- **Purpose:** Allows participants to observe how they position family members based on their attachment relationships.

Description of Activity:

- Provide participants with an assortment of buttons. Provide them with the opportunity to choose buttons that best represent members of their immediate family and themselves. Let them know it is important for them to choose different buttons for each member.
- Once this is complete, ask participants to pair up with a partner in the room, or turn to the person sitting next to them. Once in pairs, ask participants to describe each button and why they chose specific buttons. Encourage participants to discuss what feels comfortable to them.
- Provide participants with a list of questions. As they reflect on each question, get them to position their buttons to how it corresponds to their family dynamic.

- Provide participants with a list of questions (see below or create your own). Encourage participants to reflect on these questions from an early experience.
 - Using your buttons, what does your family look like at its best, worst?
 - Using your buttons, what does your family look like during a memorable vacation?
 - Using your buttons, what does your family look like during family dinners?
 - Using your buttons, what does your family look like during conflict?
 - Using your buttons, what does your family look like during a happy moment?
 - Using your buttons, with whom would you say you have a bonded relationship?
 - Using your buttons, with whom would you say you were most distant with growing up?
 - Using your buttons, who did you feel you could turn to at any time?
 - Using your buttons, who did you feel rejected by the most?
 - Using your buttons, who do you have something to say to?
 - Using your buttons, who would you like to be more open with and why?

- Using your buttons, what would you say to yourself at the age represented here from where you are today?
- **Process questions following activity:**
 - What was this activity like for you?
 - What came up for you around your own attachment?
 - What did you notice about yourself in terms of your own attachment?
 - What feelings did you notice come up for you?
 - What did you notice about your family?
 - How does this relate to your relationships today?
 - How does this relate to your work with clients?

Break

10 minutes

Activity 3: Sue Johnson Video Clip Review

45 minutes

- **Materials:** Sue Johnson Emotion Focused Couples Therapy (EFT) in Action Video. The URL address is found in Appendix H (video clip and summary).
- **Goal:** To provide participants with the opportunity to view attachment-focused therapy and to identify attachment principles
- **Purpose:** Allow participants to develop an understanding of attachment-focused therapy and how early attachment relationships contribute to current romantic relationships.

Description of Activity:

- Explain to participants that they will watch a short video-clip and then participate in some group work.

- Show the video to the group. This will take approximately five minutes.
- After the group has watched the video, ask participants to imagine themselves as the therapist in the clip. Request that they write down a few notes about how they would feel working with this couple and what types of questions they would like to ask. This should take approximately five minutes.
- Following this brief individual reflection exercise, divide participants into small groups of three or four.
- State that Emotion-Focused work focuses on early attachment bonds and current relationships. This type of therapy focuses on the individual's attachment and what they need from his/her partner as a result of early bonding. For example, does the client need reassurance and validation? Are they withdrawing from their partner as a way of coping with fear of intimacy?
- Ask the small groups to answer the following questions:
 - What was the counsellor trying to accomplish? What were the counsellor's goals?
 - How was the counsellor trying to accomplish the goals (in #1 above)?
 - What was the theoretical basis for what the counsellor was doing?
 - Do you think the theory was applied skillfully?
 - Do you think the therapy was helpful to the group/person? If so, what about it was helpful? If not, why do you think it wasn't?

- If you were looking for a therapist, would you consider going to the one in the video? Why or why not?
- Allow groups approximately 20 minutes to brainstorm any ideas.
- After 20 minutes, begin a discussion with the larger group. In this discussion, ask each of the smaller groups to take turns sharing an idea. This should take approximately 20 minutes.
- If there is additional time, you could ask participants to share some of the emotions they wrote down after watching the Sue Johnson video.

Alternate Activity:

45 minutes

- Provide participants with an attachment case study (Appendix I) and a case study discussion worksheet (Appendix J).
- Explain that the purpose of this exercise is to demonstrate the experience of client attachment by using examples.
- Provide participants with approximately 10 minutes to read through the case study. Once they have read through the case study, allow them to work through the case study discussion worksheet.
- After the participants have read the case study and completed each section on their worksheet, invite participants to discuss the questions provided in the case study discussion worksheet.
- **Process questions following activity:**
 - What did you enjoy about the case study?
 - What did you not enjoy?
 - What did you notice about yourself as you read through the case?
 - What did you notice about your own attachment style?

- What feelings came up around this activity?

Midterm Evaluation

10 minutes

- Materials: None
- Goal: To check understanding of participants after the first days of activities
- Purpose: Participants will reflect on the activities and complete an exercise to provide feedback for the following days

Description of Activity:

- Ask participants to form small groups of three people and ask each person to share something he/she has learned from the workshop this far. Below are a few questions that can be used in the discussion.
 - When I first started today I thought _____ about counsellor development and now I know _____.
 - Something I learned about myself is _____.
 - The area I would like to work on is _____.
 - I would like to know more about _____.

Lunch

60 minutes

PART II: Attachment and Introspection Continued

Discussion: *What's your Attachment Style?***30 minutes**

- **Materials:** Lecture script
- **Goal:** Introduce attachment styles
- **Purpose:** Purpose of discussion is to provide participants with understanding of how attachment relates to the individual counsellor.

Lecture Script:

- Begin the discussion by explaining that previous activities help counsellors develop a better sense of attachment and how it relates to them. It is important for counsellors to reflect on their own earlier relational experiences and how their own attachments affect their relationship with clients.
- As previously mentioned, there are four different attachment styles: secure, preoccupied, dismissive, and fearful.
- *A securely attachment individual* is low on avoidance and anxiety. These individuals tend to neither avoid intimacy, nor fear rejection or abandonment.
- Securely attached counsellors may not take what the clients project onto them personally (e.g., anger, frustration, or anxiety). They are comfortable in session, and are responsive and present with their clients.
- *A preoccupied attached individual* is low on avoidance but high on anxiety. These individuals are often described as clingy and needy. They report anxiety in relationships and are hypersensitive to signs of rejection and abandonment.

- Preoccupied attached counsellors might feel insecure in session, and feel they are “doing something wrong”. Counsellors who are preoccupied may constantly seek reassurance from colleagues or clients. They may also want to please their clients in order to be liked and accepted. As a result counsellors may avoid challenging clients as they fear rejection.
- *A dismissive-avoidant individual* is high on avoidance but low on anxiety. They often keep to themselves and appear self-reliant. They tend to deny fears of being alone and do not seek out emotional support from others.
- Counsellors with a dismissive style of attachment may respond defensively when challenged by clients, and will often project their frustrations onto their clients. Counsellors with a dismissive style often do not feel comfortable reflecting on their own feelings, so avoid the same with clients. A dismissing-avoidant counsellor may engage in deactivation and avoid the client.
- *A fearful-avoidant individual* is high on both dimensions of avoidance and anxiety. Individuals who are fearful-avoidant tend to seek reassurance from others and display a longing for closeness. They tend to get close to others and then withdraw.
- A counsellor with a fearful-avoidant attachment style is more likely to get pulled into the push and pull dynamics of more fearful-avoidant clients. They are also more easily emotionally activated and inclined to detect subtle nonverbal expressions of emotions and become overwhelmed.
- The application of attachment theory to adulthood may be important to understand in order to better grasp the concept of connecting to clients

and building therapeutic relationships. Studies conducted by Hazan and Shaver (1987) were the first empirical studies of attachment theory in adulthood.

- Understanding attachment in past relationships and how clients respond in session may encourage participants to become mindful when making intervention decisions. Participants may benefit from being aware of the interpersonal differences in attachment styles and their own tendencies to reduce their own anxieties when working with diverse individuals. Such awareness of internal reactions may assist participants in creating positive relationships with their clients.

Break

10 minutes

Part III: Understanding Attachment

Activity 4: Attachment Style Role-Play

60 minutes

- **Materials:** Role-Plays (Appendix K, Appendix L, Appendix M)
- **Goal:** To recognize attachment style
- **Purpose:** To provide participants with the opportunity to identify particular traits or characteristics that determine which attachment style best suits the individual in the role-play. Participants are encouraged to focus on feelings that arise as a result of the role-plays.

Description of Activity:

- Provide students with role-plays (Appendix K-M).
 - Divide students up into groups of three: a counsellor, a client, and an observer.
- Take participants playing the client role outside of the room to explain the case

scenario. Next, tell the counsellors they are going to have a session with a client displaying a particular attachment style. The goal is for the counsellor to tune into what feelings they are experiencing as they sit with the client. Then, ask observers to observe the counsellor and client relationship and how the session is going. Allow ten minutes for each role-play. Each participant will get a chance to play the role of the counsellor, client, and observer. At the end of 10 minutes, invite participants to switch roles. Provide the next counsellor with a new case scenario, and so on.

- **Discussion:** Following the role-play, process the activity by asking the following questions:
- **Questions for counsellors:**
 - What came up for you as a counsellor?
 - What are you going to reflect on?
 - What made you feel uncomfortable?
 - What attachment styles did you notice come in the situation?
 - What made you feel connected or disconnected with your client during this activity?
 - What did you notice about your own attachment?
 - How did you respond to the client?
- **Questions for clients:**
 - What did you think you needed from this counsellor?
 - How did you feel experiencing each attachment style?
 - Were your needs met?
 - Did you feel understood?

- What did this activity bring up for you?
- What did you notice in terms of your own attachment?
- **Question for observers:**
 - What did this activity bring up for you?
 - What did you notice about the counsellor?
 - What did you notice about the client?
 - What did you notice about the relationship between the counsellor and client?
 - What did you notice about your own feelings and attachment?

Personal Growth Working Group: Part Two

60 minutes

- **Materials:** List of questions (see below)
- **Goal:** To become aware of group dynamics and increase self-awareness.
Focus of group is on topic of attachment.
- **Purpose:** To provide participants with the opportunity to take place in a more structured group in order to explore internal feelings and gain awareness related to specific issues brought up in group.

Description of group:

- Arrange participants in middle of room. Explain to them that for the next hour, they will be engaging in a “structured self-reflection group”. Explain that the focus of this group is part two from previous day. This group will focus on attachment and reflection from day.

- Convey that understanding their own feelings in a group setting can help them to better understand the vulnerabilities of clients.
- Remind students of group norms discussed in previous day.
- **Optional topics for group discussions:**
 - What does attachment mean to you?
 - What type of attachment style best resonates with you?
 - What role do family relationships play in your life?
 - What does secure, fearful, preoccupied, and dismissive attachment mean to you and how do you see yourself working with these types of clients?
 - How do you think some of this comes up in your work as a counsellor?

Activity 4: Closing exercise

10 minutes

- **Materials:** None
- **Goal:** Provide closure for the end of the day
- **Purpose:** To encourage participants to share feelings that came up from the day as a way to debrief/close events.

Description of activity:

- Go around in a circle and ask each participant to share one thing they learned during the day and one thing they learned about themselves as counsellors.
- End the circle with one thing the group took away from the day.

Day Three Outline

Objectives of Day Three

- ❖ Provide participants with an overview of countertransference and transference and how it relates to them as counsellors.
- ❖ Provide participants with the opportunity to understand their own transference.
- ❖ Provide closure and provide participants with an opportunity to evaluate the workshop.
- ❖ Suggested times for workshop activities are provided below

Day Three Topic Outline

Part I: Introduction to Countertransference

Activity 1: The Denial Buster	30 minutes
Discussion: Introduction to Countertransference	20 minutes

Break (10 minutes)

Part II: Transference in Action

Activity 2: In Treatment Video Discussion	60 minutes
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Lunch (60 minutes)

Part III: Manifestations of Countertransference

Discussion: Types of Countertransference	30 minutes
Activity 3: Case Discussion Role Plays	30 minutes

Break (10 minutes)

Activity 4: Talking About Diversity 30 minutes

Activity 5: Personal Growth Working Group Part 3 60 minutes

Part V: Closing

Closing Activity: Write a Post-dates Letter to Yourself 5 minutes

Evaluation of Workshop 5 minutes

Preparation of Day:

Prepare lecture notes

Paper

Pens

You Tube Video Clip In Treatment

Handouts: Appendix N: Countertransference Case Scenario 1,

Appendix O: Countertransference Case Scenario 2. Appendix P:

Countertransference Case Scenario Q: Countertransference Case

Scenario 4, Appendix R: Workshop Evaluation, Appendix S: Referral

Services Prince George

Day Three Description

Part I: Introduction to Countertransference and Transference

Activity 1: The Denial Buster

30 minutes

Adapted from (Coleman, 2012):

- **Materials:** Chairs
- **Goal:** To explore self-talk, inadequacies, and areas of growth
- **Purpose:** Encourage participants to explore their own self-talk, understand internal dialogue, and reflect on feelings.

Description of Activity:

- Prior to beginning activity, explain that the focus of the day is to understand countertransference and how it comes up when working as counsellors. Explain that countertransference is often defined as instances in which the counsellor acts out in some way as a result of unresolved personal issues, biases, or exaggerated reactions to a client's behavior. Convey to participants the importance of understanding their own feelings. This particular activity helps individuals reveal where they stand on a particular issue relating to their own self-growth (for example, doubt, fear, or anxiety).
- Gather eight chairs in the middle of the room. Position chairs in a V-shape arrangement with the participant positioned at the apex of the V-shape. Ask a volunteer from the group to sit in the "issue" chair which is positioned across from the apex chair. This person is open to doing work around their "self-talk" issue. Then, ask the participant to think of something they would like to work on

as part of his/her counselling journey (for example, self-talk, anxiety). This person moves to the “apex chair” and a volunteer will sit in the “issue chair”.

- If the issue is “anxiety”, the selected volunteer assumes the role of “anxiety”. Key questions for those observing to ask are: how long have you been in his/her life? Have you heard that he/she wants to get rid of you? What do you do for him/her? Once the interview is complete, the protagonist (person in the “apex chair”) will switch chairs with the person in the issue chair. Explain how the participant is going to explore the future with regard to the issue, and invites the participant to sit in the first chair on his/her left. Explain that this chair represents six months into the future, that that he/she has not made any progress dealing with the issue; in fact, it has gotten worse. The participant is then asked to move up one chair and a volunteer sits in the chair they just vacated. This is the inside voice that repeats what the participant just stated. Once this individual is seated, ask the participant to imagine that another six months have passed and now the issue has gotten even worse. Again, the participant moves up a chair and a volunteer taking on the role of the inside voice occupies that chair. In the final chair, ask the participant to imagine that it is yet another six months into the future and that the issue has completely taken over his/her life. The process is repeated. Invite the participant to return to the apex chair and listen while each of the individuals in each chair repeats their lines. The entire process is repeated in the chairs to the right. This time the situation has gotten better. Once all the chairs are occupied with volunteers. The participant returns to the apex chair and listens as the volunteers repeat their lines.
- For more information regarding activity see:

Coleman, B. (2012). The Denial Buster, A structured psychodrama: An illustrated description. *The Journal of Psychodrama, Sociometry, and Group Psychotherapy*, 60(2), 31-35.

- **Process questions following activity:**
 - What feelings came up around this activity?
 - What was it like for you?
 - What did you learn about yourself as you engaged in the activity?
 - What were your concerns?
 - What did you enjoy?
 - What did you not enjoy?

Discussion: Introduction to Countertransference

30 minutes

- **Materials:** Lecture notes
- **Goal:** To introduce countertransference
- **Purpose:** To discuss countertransference and how it relates to working as counsellors

Lecture Script:

- This is a helpful topic to explore as participants enter the field as counsellors because although therapists are willing to explore difficult topics with clients (e.g., death, sex, and relationships), they often do not take the time to reflect on how these difficult topics impact their lives and professional work.

- Countertransference is known as a complex process that includes the internal and external reactions (i.e., unresolved conflict) which are projected onto the client.
- Freud (1910) originally considered countertransference to be the therapist's unconscious reaction to the client's transference and was viewed as a hindrance.
- Herman (1950), Racker (1968), and Kernberg (1965) reconsidered Freud's definition and found countertransference to be more of a natural and normal part of development. In their view, countertransference includes all the therapist's responses toward a client.
- Like other processes in therapy, countertransference can be classified in terms of whether the reactions are induced, displaced, or projected (Rowan & Jacobs, 2002). In each particular case, there is a likelihood of distortions that can lead to treatment difficulties and challenges in the therapeutic relationship.
- Often, countertransference is interactive, which refers to the therapist verbal and nonverbal reactions to the client. The internal and external reactions are often unresolved conflicts of the therapist.

Break

10 minutes

Part II: Countertransference in Action

Activity 2: In Treatment Video (Paul and Laura)

40 minutes

- **Materials:** Paul and Laura Session Youtube URL:

<https://www.youtube.com/watch?v=lv0YLrEKSk0&list=PLjj1MG3SU7feOvXrqdyioaElhRi6nfHuz&index=28>
- **Goal:** Provide participants with the opportunity to experience the client/counsellor transference relationship.
- **Description:** This activity will allow participants to witness countertransference/transference that comes up between therapist Paul and client Laura. Encourage participants to focus on their own reactions while viewing the clip.

Description of Activity:

- Explain to the group that they will watch a short video-clip followed by a discussion.
- Show the video to the group. This will take approximately eight minutes.
- After the group has watched the video, ask participants to note what they noticed about their own feelings that came up for them while watching the clip (Were you surprised by your reactions? What were some of your concern that came up? What did you notice about your own feelings toward either Paul or Laura?). Once they have noted this, they may share their interpretation (if comfortable) to the larger group. This should take approximately 10 minutes.

- Following this brief individual reflection exercise, divide participants into small groups (three or four).
- Ask the small groups to brainstorm and record on their chart paper anything they noticed about Paul's approach to Laura's transference.
- In processing strong countertransference reactions toward clients, participants can gain insight by asking themselves several questions:
 - What did you notice about Paul's countertransference?
 - What did you notice about how Paul reacted to what was going on between him and Laura?
 - What might Paul be expecting from Laura that she is unwilling or unable to do?
 - How much of Paul's own projected feelings may be distorting his work with Laura?
 - What needs of Paul's (to be appreciated, respected, validated, loved, etc) are not being met in his relationship with Laura?
 - What feelings does this scenario bring up for you?
 - How would you work with a client like Laura? What feelings come up for you?
 - What has been helpful to you when exploring working with challenging clients? What are your strengths? What are your weaknesses?
 - What did you notice about yourself while watching the clip?
 - What feelings came up for you while you were viewing the clip?

- There are a few challenges shown in the clip based on the perception of transference and how people may interact. Laura forms romantic feelings toward her therapist “Paul” based on previous sessions and the intimate relationship they have formed. Paul struggles with Laura’s romantic feelings projected onto him. He explains to Laura that ethically, he cannot pursue their relationship as he is her therapist. Laura continues to challenge this belief as she believes Paul is in love with her as well.
- Allow groups approximately 20 minutes to brainstorm any ideas.
- After 20 minutes, begin a discussion with the larger group. In this discussion, ask each of the smaller groups to take turns sharing an idea.

Lunch

60 minutes

Part III: Manifestations of Countertransference

Discussion: Types of Countertransference

30 minutes

- **Materials:** Lecture Script
- **Goal:** To develop a deeper understanding of countertransference
- **Purpose:** To provide participants with a thorough understanding of various manifestations of countertransference and how they relate to practice

Lecture Script:

- Affective Countertransference: Anxiety and consequent avoidance of client material or over involvement with clients.
- Cognitive Countertransference: Poor recall of content and tendency to misperceive the frequency with which clients talked about topics.

- Behavioral Countertransference: Not becoming personally involved with clients.
- Erotic Countertransference: An intense, vivid, irrational erotic preoccupation with the therapist characterized by overt demands for love and sexual fulfillment. The client is unable to focus on developing appropriate insights and attends the sessions for the opportunity to be close to the therapist, with the hope that the therapist will reciprocate love.
- Repetitive Countertransference: In group therapy, repetitive countertransference refers to when the group leader repeats or enacts his/her own life challenges.
- Reparative Countertransference: Refers to when the group therapist not only replays a past experience, but attempts to repair the damage from his/her past.
- Matched Countertransference: Matched countertransference refers to when group therapists experience similar feelings as individual group members. This results in the leader mirroring the group.
- Complementary Countertransference: In group therapy, complementary countertransference refers to when the group leader feels and takes on specific roles that group or individual members project onto him/her.
- It may be helpful for counsellors to understand what type of countertransference they are experiencing with clients. Further, it is helpful for counsellors to understand that countertransference is the expression of authentic feelings and verifies the reality of the impact that some clients may have on counsellors (Gelso & Hayes, 2001). It may also be helpful for counsellors not to deny any feelings that come up for them during sessions, but to rather pay attention to them as a way of informing them (induced feeling).

Activity 3: Case Discussion and Role Plays**30 minutes**

- **Materials:** Appendix K
- **Goal:** Increase awareness of own countertransference
- **Purpose:** To provide participants with opportunity to process and identify feelings that comes up in role-play. This can help them to understand their own countertransference.

Description of Activity:

- Provide participants with Appendix K (role-plays).
- Divide participants up into pairs; allow them to determine roles (role of the therapist vs. role of the client). Partners will be able to reverse roles after 10 minutes.
- Clients will read scenario 1 (Appendix K) and play out the role in session. As the therapist sits with the client, it is encouraged that he/she tune into any feelings that are coming up for him/her. For example, feelings of shame, guilt, anger, excitement, confusion, frustration or inadequacy.
- After 10 minutes, participants may debrief what feelings came up for them and what they noticed about themselves working with their clients.
- Reverse roles and do this for scenario 2.
- Once each partner has had a chance to play the therapist, bring participants to the larger group to debrief activity.
- **Process questions following activity:**
 - What did you notice about yourself as a result of the activity?
 - What was it like for you to recognize these feelings?

- Did you notice any discomfort if so, what was that like?
- What types of countertransference did you notice came up for you?
- What is it that first brought the strong feelings to your attention?
- How are you reacting to what is going on between you and this client?
- How might you be attempting to disown the problem by blaming the client?
- Who does this person remind you of?
- How might your own projected feelings be distorting the way my client appears to me?
- What needs of yours (to be appreciated, respected, validated, loved) are not being met in this relationship?
- How is your competence being challenged?
- It is important to note that these questions are often challenging to consider without the assistance of a colleague or supervisor to process what is going on for you and the client.

Alternate Activity:

- Depending on the level of comfort among group members, this activity can also be completed individually rather than in pairs.
- Provide each participant with Appendix K. Allow them to spend some time reading each case scenario. Upon reading each scenario, have participants write down their own emotional reactions to each client. Provide them with questions to process following the scenario:
 - What did you notice about yourself as a result of the activity?
 - What was it like for you to recognize these feelings?

- Did you notice any discomfort?
- What types of countertransference did you notice came up for you? What was this like for you?
- What would it be like for you to work with each client highlighted in the scenarios?

Break**10 minutes*****Activity 4: Talk about Diversity******30 minutes***

- **Materials:** None
- **Goal:** To engage discussion on diversity and how it relates to countertransference
- **Purpose:** Encourage participants to explore feelings that come up around diversity and countertransference

Description of Activity:

- Prior to beginning the activity, convey to participants that understanding their reactions to diverse clients helps them understand their own countertransference. In reviewing the role plays participants previously engaged in, they discussed the diversity and differences that came up in each scenario. For this activity, explain that throughout their counselling career there will be particular clients who they will find challenging, appealing, frustrating, etc. Clients come from diverse backgrounds ranging in race, socioeconomic status, gender, cultural background, generational differences, etc. So therefore it may be helpful to discuss these differences and personal feelings that emerge.

- In order to begin the activity, ask participants to form a group. Once the group is formed, participants may converse with one another and discuss diversity in relation to countertransference.
- **Process Questions Following Activity:**
 - What are your group's diverse elements?
 - What are you noticing about the members of the group in terms of cultural identities? What are you least aware of?
 - Did you feel comfortable asking the individuals in your group questions?
 - What were your fears?
 - What did you notice about your own countertransference?
 - What feelings came up around your own countertransference?
 - What was this experience like for you?

Personal Growth Working Group: Part Three

60 minutes

- **Materials:** List of questions (See below)
- **Goal:** To increase self-awareness of one's interpersonal process
- **Purpose:** Introduce interpersonal processing to participants to facilitate self-awareness and introspection. Focus of group is on participants own personal growth and development as counsellors. Integrate learning from all three days particularly focusing on countertransference.

Description of Group:

- Explain to participants that for the next hour, they will be engaging in the third part of their working personal growth group. Explain that this is part three of group discussion.

- As this group is the last of three groups, encourage participants to reflect on what they have learned through the process as a result of these groups.
- Encourage participants to be curious about their feelings, this will assist them in establishing effective here-and-now group dynamics while looking inward and exploring their own vulnerabilities.
- Remind participants of group norms from previous day group.
- Bring up topics/themes discussed in previous group from Days 1 and 2.
- Some questions to bring up in group discussion:
 - Did anything come up from last group?
 - What stood out for you in terms of your own countertransference?
 - What did you learn about yourself throughout the groups?
 - What is it like for the group to be ending?
 - What did you take away from the group?

Part V: Closing

Activity: *Write a Postdated Letter to Yourself*

5 minutes

- **Materials:** Paper, pen, envelope, and postage stamps.
- **Goal:** Promote self-reflection and reflect on self-learning six months from now.
- **Purpose:** Encourage participants to end the workshop by reflecting on their journey in the last three days. Exercise is to encourage participants to reflect on what they have learned about themselves through the workshop.

Description of Activity:

- Ask participants to write a letter to themselves six months from now highlighting what they have done differently over the last six months as a result of attending this workshop. For example “I’ve been more aware of x when I work with clients and have done z when that happens”.
- Once the letter has been written it will be placed in a self-addressed envelope and this letter will be mailed to students six months from the date of the workshop. The letter will remain confidential and will only be viewed by those who wrote the letter.
- Once participants have written the letter, invite them to join in the middle of the room. Invite participants to form a circle.
- Ask participants the following discussion questions to reflect on the last three days of learning.
 - Before I started this workshop I felt _____ around counselling.
 - The insight I gained in terms of this work is _____.
 - The work I still need to do around introspection is _____.
 - What I learned about myself is _____.
 - Part of the workshop I found difficult was _____.
 - What stood out for me the most this workshop was _____.
- Allow students to write down their thoughts, if they feel comfortable; provide them with the opportunity to share with the rest of the group.

Activity: Workshop Evaluations**5 minutes**

- **Goal:** To provide participants with the opportunity to provide feedback on the workshop. This will provide valuable information on the strengths of the workshop and how to improve for next facilitation.
- **Materials:** Appendix S

Description of Activity:

- Provide participants with Appendix S (approximately 5 minutes).
- Then, provide participants with resources for counselling services in Prince George that they can access for their own counselling, and supervision.

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Appendix (A)**Johari Window**

Known Self Things we know about ourselves and others know about us	Hidden Self Things we know about ourselves that others do not know
Blind Self Things others know about us that we do not know	Unknown Self Things neither we nor others know about us

Appendix (B):**The Johari Window Questionnaire**

(Adapted by Joseph Luft and Harry Ingham, n.d).

Instructions:

- Carefully read each numbered item and its statements marked "A" and "B"
- Assign a point value to the A and B statements
- The total point value for A and B added together is five (5)
- If statement A is most similar to what you would do, mark 5 for A and 0 for B
- If A is not wholly satisfactory, but in your judgment better than B, mark 4 or 3 for A and 1 or 2 for B
- The converse is true: if B is best, mark 5 for B and 0 for A and so on

Questions:

1. If a friend of mine had a "personality conflict" with a mutual acquaintance of ours with whom it was important for him/her to get along, I would:

_____ A. Tell my friend that I felt s/he was partially responsible for any problems with this other person and try to let him/her know how he was affecting the person.

_____ B. Not get involved because I wouldn't be able to continue to get along with both of them once I had entered in any way.
2. If one of my friends and I had a heated argument in the past and I realized that s/he was ill at ease around me from that time on, I would:

_____ A. Avoid making things worse by discussing his/her behavior and just let the whole thing drop.

_____ B. Bring up his/her behavior and ask him/her how s/he felt the argument had affected our relationship.

3. If a friend began to avoid me and act in an aloof and withdrawn manner, I would:
- _____ A. tell him/her about his/her behavior and suggest that s/he tell me what was on his/her mind.
- _____ B. Follow his/her lead and keep our contact brief and aloof since that seems to be what s/he wants.
4. If two of my friends and I were talking and one of my friends slipped and brought up a personal problem of mine that involved the other friend, of which s/he was not yet aware, I would:
- _____ A. Change the subject and signal my friend to do the same.
- _____ B. Fill my uniformed friend in on what the other friend was talking about and suggest that we go into it later.
5. If a friend of mine were to tell me that, in his/her opinion, I was doing things that made me less effective than I might be in social situations, I would:
- _____ A. Ask him/her to spell out or describe what s/he has observed and suggest changes I might make.
- _____ B. Resent his/her criticism and let him/her know why I behave the way I do.
6. If one of my friends aspired to an office in our organization for which I felt s/he was unqualified, and if s/he had been tentatively assigned to that position by the leader of our group, I would:
- _____ A. Not mention my misgivings to either my friend or the leader of our group and let them handle it in their own way.
- _____ B. Tell my friend and the leader of our group of my misgivings and then leave the final decision up to them.

7. If I felt that one of my friends was being unfair to me and his/her other friends, but none of them had mentioned anything about it, I would:
- _____ A. Ask several of these people how they perceived the situation to see if they felt s/he was being unfair.
- _____ B. Not ask the others how they perceived our friend, but wait for them to bring it up with me.
8. If I were preoccupied with some personal matters and a friend told me that I had become irritated with him/her and others and that I was jumping on him/her for unimportant things, I would:
- _____ A. Tell him/her I was preoccupied and would probably be on edge for a while and would prefer not to be bothered.
- _____ B. Listen to his/her complaints but not try to explain my actions to him/her.
9. If I had heard some friends discussing an ugly rumor about a friend of mine which I knew could hurt him/her and s/he asked me what I knew about it, if anything, I would:
- _____ A. Say I didn't know anything about it and tell him/her no one would believe a rumor like that anyway.
- _____ B. Tell him/her exactly what I had heard, when I had heard it, and from whom I had heard it.
10. If a friend pointed out the fact that I had a personality conflict with another friend with whom it was important for me to get along, I would:
- _____ A. consider his/her comments out of line and tell him/her I didn't want to discuss the matter any further.
- _____ B. Talk about it openly with him/her to find out how my behavior was being affected by this.

11. If my relationship with a friend has been damaged by repeated arguments on an issue of importance to us both, I would:
- _____ A. Be cautious in my conversations with him/her so the issue would not come up again to worsen our relationship.
- _____ B. Point to the problems the controversy was causing in our relationship and suggests that we discuss it until we get it resolved.
12. If in a personal discussion with a friend about his/her problems and behaviour s/he suddenly suggested we discuss my problems and behavior as well as his/her own, I would:
- _____ A. Try to keep the discussion away from me by suggesting that other, closer friends often talked to me about such matters.
- _____ B. Welcome the opportunity to hear what s/he felt about me and encourage his/her comments.
13. If a friend of mine began to tell me about his/her hostile feelings about another friend whom s/he felt was being unkind to others (and I agreed wholeheartedly), I would:
- _____ A. Listen and also express my own feelings to me/her so s/he would know where I stood.
- _____ B. Listen, but not express my own negative views and opinion because s/he might repeat what I said to him/her in confidence.
14. If I thought an ugly rumor was being spread about me and suspected that one of my friends had quite likely heard it, I would:
- _____ A. Avoid mentioning the issue and leave it to him/her to tell me about it if s/he wanted to. _____ B. Risk putting him/her on the spot by asking him/her directly what s/he knew about the whole thing.

15. If I had observed a friend in social situations and thought that s/he was doing a number of things which hurt his/her relationships, I would:
- _____ A. Risk being seen as a busy body and tell him/her what I had observed and my reactions to it.
- _____ B. Keep my opinion to myself rather than be seen as interfering in things that are none of my business.
16. If two friends and I were talking and one of them inadvertently mentioned a personal problem, which involved me, but of which I knew nothing, I would:
- _____ A. Press them for information about the problem and their opinions about it.
- _____ B. Leave it up to my friends to tell me or not tell me, letting them change the subject if they wished.
17. If a friend seemed to be preoccupied and began to jump on me for seemingly unimportant things, and became irritated with me and others without real cause, I would:
- _____ A. Treat him/her with kid gloves for a while on the assumption that s/he was having some temporary personal problems, which were none of my business.
- _____ B. Try to talk to him/her about it and point out to him/her how his/her behavior was affecting people.
18. If I had begun to dislike certain habits of a friend to the point that it was interfering with my enjoying his/her company, I would:
- _____ A. Say nothing to him/her directly, but let him/her know my feelings by ignoring him/her whenever his/her annoying habits were obvious.
- _____ B. Get my feelings out in the open and clear the air so that we could continue our friendship comfortably and enjoyably.
19. In discussing social behaviour with one of my more sensitive friends, I would:

_____ A. Avoid mentioning his/her flaws and weaknesses so as not to hurt his/her feelings. _____ B. Focus on his/her flaws and weaknesses so s/he could improve his/her interpersonal skills.

20. If I knew I might be assigned to an important position in our group and my friends' attitudes toward me had become rather negative, I would:

_____ A. Discuss my shortcomings with my friends so I could see where to improve.

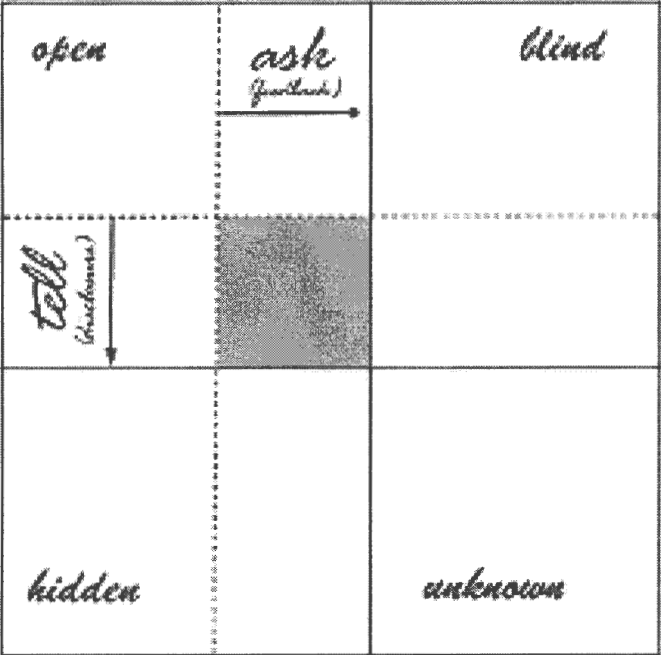
_____ B. Try to figure out my own shortcomings by myself so I could improve.

Appendix (C): Calculating Your Score

Copy your point values from the questionnaire to the appropriate spaces below. Add up the total points for each column.

Solicits Feedback	Willingness to Disclose/ Give Feedback
2B	1A
3A	4B
5A	6B
7A	9B
8B	11B
10B	13A
12B	15A
14B	17B
16A	18B
20A	19B
Total= _____	Total = _____

		Solicits Feedback											
		0	5	10	15	20	25	30	35	40	45	50	
Willingness to Disclose	0	Open								Blind			
	5												
	10												
	15												
	20												
	25												
	30												
	35												
	40	Hidden											



Appendix (D): Feeling Cards

SAD	BITTER	TENSE
ISOLATED	SARCASTIC	JEALOUS
SKEPTICAL	INADEQUATE	AMUSED
MAD	SHY	EMPTY
STIMULATED	SERENE	THANKFUL
SURPRISED	OPTIMISTIC	PLAYFUL
TRUSTING	PROUD	CRITICAL
HATEFUL	CONTENT	INTIMATE
TRUSTING	AWARE	ENERGETIC
CHEERFUL	REJECTED	ANGRY
SLEEPY	RELAXED	IMPORTANT
HOPEFUL	BEWILDERED	DISTANT
HURT	STUPID	GUILTY
CLOSED	CHALLENGED	DISGUSTED

WARM	WHOLE	WITHDRAWN
PARANOID	UNCOMFORTABLE	FRIGHTENED
ALONE	AWKWARD	INFURIATED
BAFFLED	APPRECIATED	ALIVE
EAGER	EMPTY	PRESSURED
OPEN	VULNERABLE	WORRIED
CONTENT	DETERMINED	EXHAUSTED
HAPPY	FRUSTRATED	LOVING
EXCITED	HATEFUL	PEACEFUL
THRILLED	EXCITED	PLEASANT
SCARED	STUPID	NICE
FEARFUL	DISTRACTED	BORED
SHAMEFUL	INSPIRED	JOYOUS
ADEQUATE	RELAXED	EAGER

Appendix E: Fishing for Values (Fishing Exercise n.d.)

wisdom	happiness	faith	popularity
health	fame	honesty	courage
love	power	friends	skill
creativity	excitement	beauty	wealth

You've had a good day and you have caught the five fish you'd hoped to catch. ***Circle these.*** However, while you doze off on the bank of the river, two get away. ***Cross out these two from your catch.*** Then, along comes your best friend, and she/he's hungry, so you give her one of your fish. ***Cross this off.*** And while you talk, a cat sneaks up and runs off with another fish. ***Cross this off.*** Leaving you with just one.

Which is it? _____

It is probable what you value most.... What are you doing to see to it that your time is spent in activities likely to provide you with this?

Appendix (F): Resources

1. Alexander Street: Becoming a Therapist: Inside the Learning Curve

This link leads to a video that involves the process of what is it like for individuals to talk about their experience of beginning counsellors.

http://search.alexanderstreet.com/preview/work/bibliographic_entity%7Cvideo_work%7C2542863

Most universities have access to Alexander Street, please see the link below for more information.

<http://alexanderstreet.com/>

2. Brene Brown: The Power of Vulnerability

Brene Brown, a doctor in Social Work, discusses individuals' ability to empathize, belong, and love. She shares deep insight from her research which shares what one needs in order to get to know themselves as well as understand humanity.

<https://www.youtube.com/watch?v=iCvmsMzIF7o>

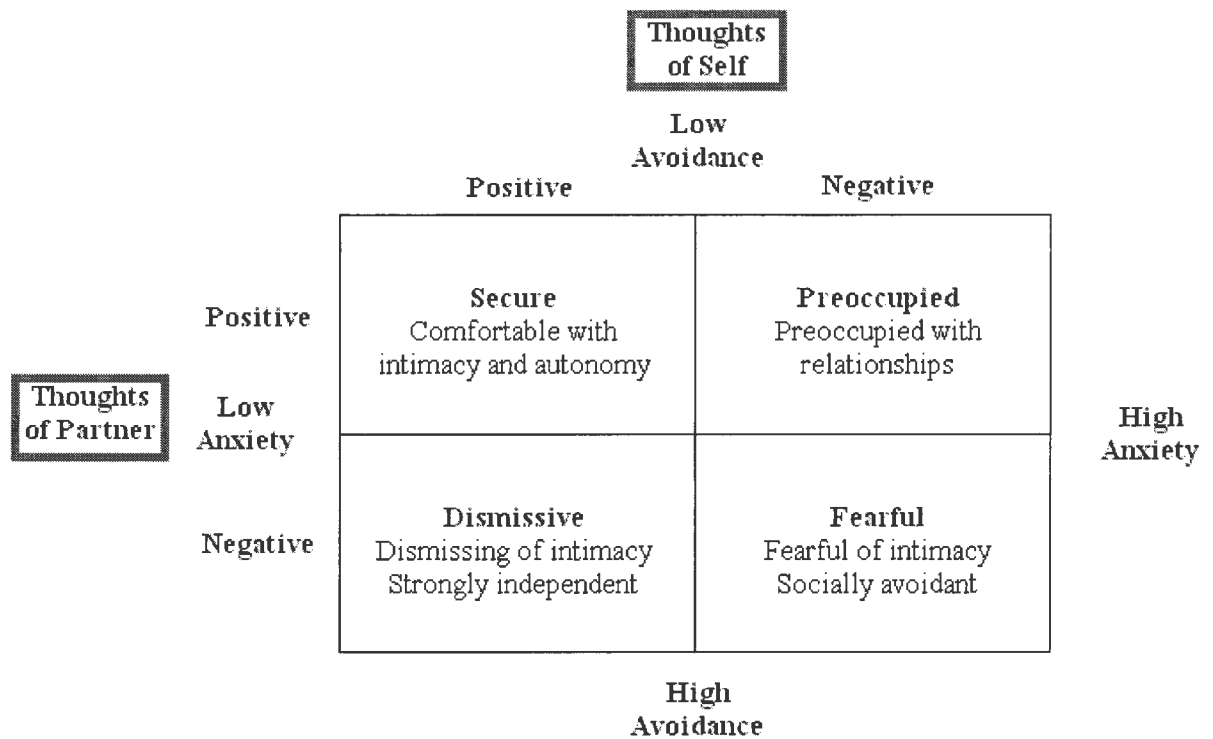
3. Jean Campbell: Voices Together (Psychodrama)

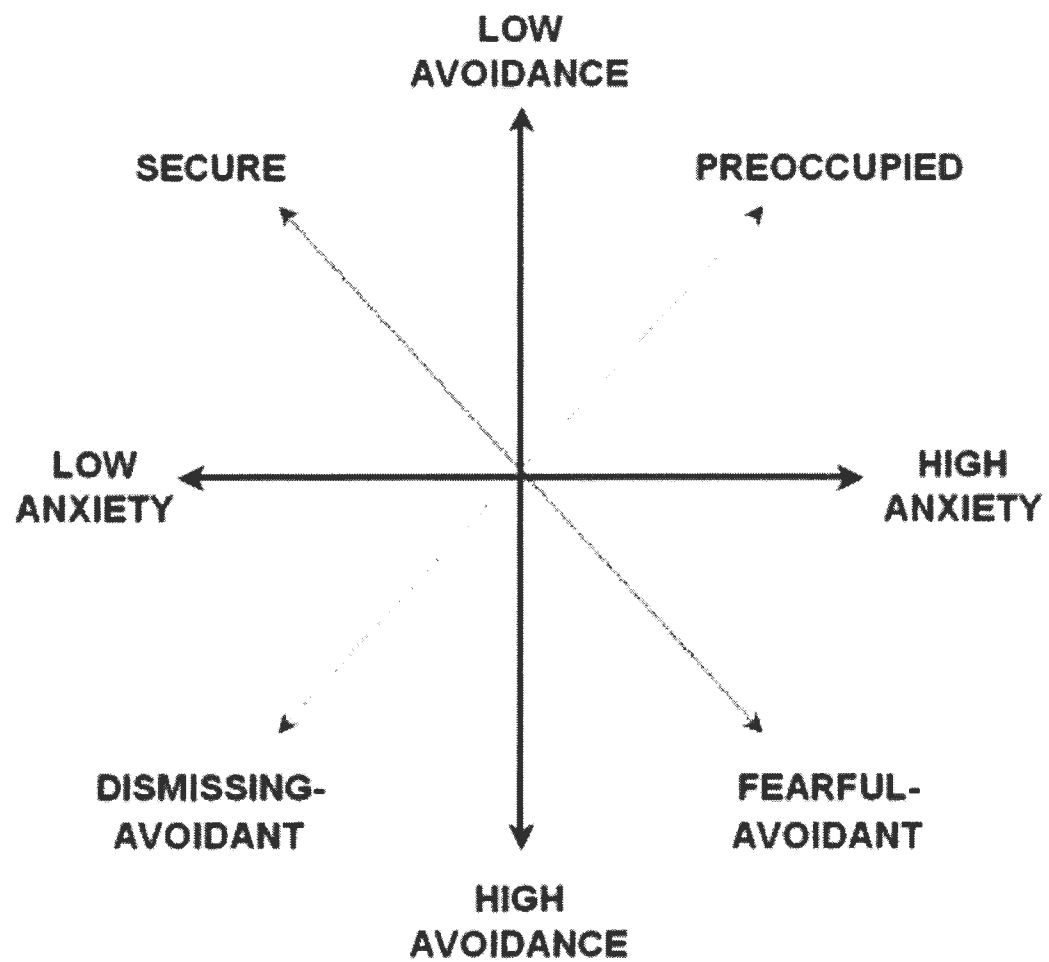
As a result of her own personal journey, Jean has brought both bodywork and spirituality into her work with others, allowing them to heal on all levels. In so doing, she facilitates her student's and trainee's discovery and nurturing of the presence of Spirit and intuition into their lives.

<https://www.youtube.com/watch?v=OdvErKtIVUE>

Appendix (G): Attachment Chart Diagrams

(Adapted from Bartholomew & Shaver, 1998)





Appendix (H): Sue Johnson Emotionally Focused Couples Therapy (EFT) in Action

Video Clip and Summary

Video: Sue Johnson Emotionally Focused Couples Therapy (EFT) in Action Video

URL: <https://www.youtube.com/watch?v=xaHms5z-yuM>

Video length: 3:49.

The video begins in the middle of the session where the therapist is working with a couple named Matt and Rhea. Prior to entering therapy, the couple were struggling with communicating which created distance and frustration toward one another. These fights were noted as “dispirited” and “frequent”. During the clip, Rhea appears to be distressed and emotional. The therapist struggles to contain the heated conflict in order to help them reconnect with positive feelings. After serving in Iraq as a helicopter pilot, Matt has returned with a PTSD diagnosis and finds himself shutting down emotionally, leaving Rhea to feel hurt. Interactions between the couple has been escalating in anger leaving Matt feeling overwhelmed and wanting to withdraw further from Rhea. The therapist explores Rhea’s needs and underlying emotion. Rhea suggests she needs reassurance from Matt and wants to be heard and loved. The therapist intervenes, exploring Rhea’s attachment needs and longings (love, belonging and reassurance). Through the session, the therapist attempts to address these attachment needs by bringing them into the moment.

Appendix (I): Sue Johnson Emotionally Focused Couples Therapy in Action Written**Case Study**

Matt and Rhea have been together for approximately 5 years. Prior to entering therapy, the couple were struggling with communicating which created distance and frustration toward one another. These fights were noted as “dispirited” and “frequent”. During the clip, Rhea appears to be distressed and emotional. The therapist struggles to contain the heated conflict in order to help them reconnect with positive feelings. After serving in Iraq as a helicopter pilot, Matt has returned with a PTSD diagnosis and finds himself shutting down emotionally, leaving Rhea to feel hurt. Interactions between the couple which has been escalating in anger leaving Matt feeling overwhelmed and wanting to withdraw further from Rhea. The therapist explores Rhea’s needs and underlying emotion. Rhea suggests she needs reassurance from Matt and wants to be heard and loved. The therapist intervenes, exploring Rhea’s attachment needs and longings (love, belonging and reassurance). Through the session, the therapist attempts to address these attachment needs by bringing them into the moment.

Appendix (J): Video Case Study Discussion Worksheet**Part I - Case Study Worksheet**

Case Study Discussion, Matt and Rhea	What attachment styles do you recognize in this couple?	What did you notice about the therapists approach?	What feelings came up for you when watching this video?

Appendix (K): Attachment Case Scenario 1

Scenario 1: Tim and Sandy have been in a relationship for about five years. Tim is a physician and often works late hours. Sandy stays home and spends time caring for their children. Sandy is independent and often cares for her husband and children without any complaints. She often feels satisfied when she provides for her family. Tim works very late hours in the hospital and often needs to leave family time in order to attend to the needs of his patients. Sandy is often supportive with Tim and understands that he is busy with his work. When Sandy feels overwhelmed with the demands of being a wife and a mother she often approaches Tim openly and expresses her concerns. She is open and honest in her feelings to Tim, as a result, Tim responds to Sandy and she feels heard. Lately, Sandy has felt alone and isolated as she is left with many demands around her home. She misses being at work and socializing with friends. She would like to attend counselling in order to get to know herself better and reflect on her role as a mother, and wife. She has invested a lot of her time supporting her husband and now figures it is time for her to care for herself. She is looking for a safe space to explore her feelings and understand her own personal growth. How would you work with Sandy?

Appendix (L): Attachment Case Scenario 2

Scenario 2: Donna was raised in India and grew up in a family where role, rules and values were very important. Growing up, there was a lot of protection and anxiety around what Donna was doing and where she was going. As a result, Donna often stayed home in order to avoid feeling guilty. Recently, Donna decided to pursue her own life and moved to Canada to attend University. Recently, she was finding herself lonely and anxious. She finds herself wanting to connect to others in order to receive comfort and support. She also notices it is easy for her to meet friends, but often finds herself worrying about what others are thinking, and if her friends like her. She is also experiencing guilt for moving away from home. Donna attends counselling to discuss her anxiety of developing a new life in Canada. She would like to discuss her relationships and need for reassurance. How would you help Donna?

Appendix (M): Attachment Case Scenario 3

Scenario 3: Kerry is very engaged in her job as a lawyer. She finds herself working late hours, and does not care to engage with her colleagues and others around her office. From an early age, Kerry has lived in multiple foster homes and had an unstable upbringing. As a result of her childhood, Kerry learned what was important for her to care for herself and be independent. Kerry enjoys being around others, but does not care to develop any close relationships with her colleagues. In her romantic life, Kerry has had a few relationships, she often finds herself in multiple short-term relationships as she finds herself losing interest as soon as a partner displays intimacy and affection. Kerry was referred to counselling through work in order to work through conflict resolution. Kerry does not feel she needs counselling and feels very angry that she was referred to counselling. She feels angry towards her counsellor and feels as though it is the counsellor's fault she is attending counselling. How would you help Kerry?

Appendix (N): Countertransference Case Scenario 1

You have been working with Bill for a few months; he is the president of a major corporation. He has a tremendous amount of power and responsibilities. He hires and fires people very frequently, and he has let you know that you may be fired as well. You think about how great it would be to win this man over and help him; you think maybe he would invite you to work for his company as he has offices all over the world. He attends his appointments every week but each week, he states he does not want to sit and process, he needs things to help him overcome his anxiety quickly as he needs to get back to work. He has stated that what you have been doing in therapy with him has not yet been helpful but he continues to attend hoping each week will be different.

Appendix (O): Countertransference Case Scenario 2

Rajen is a 20 year old Indo-Canadian male and a first-year student at a community college. Recently, he suffered from a psychotic break and had to be placed on antipsychotic medications. Rajen's parents have not been supportive and are verbally and often physically abusive to Rajen. They also do not believe Rajen should be on any medication as they believe it is not helpful for him. Currently, Rajen is living with his grandmother who is very supportive of Rajen. However, he has become very dependent on his grandmother and his grandmother feels it is important for him to develop skills to care for himself. You have been assigned to work with Rajen and help foster his independency.

Appendix (P): Countertransference Case Scenario 3

You have been working with a man who you feel very frustrated towards. He tends to complain about everything. You find him hopeless, incompetent, and needy. You are having difficulty connecting with each other. Your client is often disliked by others, so he does not feel your relationship with him is any different. You feel lost with this client and do not know how to help him, as his depression persists each session. You end up feeling helpless like him because he refuses to change or do anything to help himself. You start feeling guilty as you find yourself losing compassion toward this client.

Appendix (Q): Countertransference Case Scenario 4

You are a male counsellor working at a private agency. You have been seeing a young woman for a few months. She suffers from anxiety and is struggling with returning back to work. You find her very attractive, and you notice she begins to flirt with you in session. One day, she attends session early and invites you to dinner. You become stuck and find yourself not knowing how to respond.

Appendix (R): Workshop Evaluation

How did you find the overall content of the workshop?

What did you like best about the workshop?

What did you like least about the workshop?

How could the workshop be improved?

Appendix (S): Referral Services Prince George

<p>Community Response Unit (CRU)- Northern Health</p> <p>1705 3rd Ave, Prince George, BC V2L 3G7</p> <p>Phone: 250-565-2668</p>	<p>-CRU provides brief assessments, short term supportive counselling and crisis intervention. CRU is the access point for Northern Health Mental Health and Addictions services such as the Developmental Disabilities Mental Health (DDMH), Community Acute Stabilization Team (CAST) and the Community Outreach and Assertive Services Team (COAST) as well as other Mental Health and Addictions Services. Can self-refer to CRU.</p>
<p>24-hour Crisis Line Information</p> <p>250-563-1214 or</p> <p>1-888-562-1214</p>	<p>-24-hour Crisis Line Information provides crisis support and referral information for services in Prince George, BC.</p>
<p>24-hour Suicide Support Line</p> <p>1-800-SUICIDE or</p> <p>1-800-784-2433</p>	<p>-24-hour Suicide Support Line provides suicide intervention and emotional support.</p>
<p>Community Care Centre 1310 3rd Avenue, Prince George, BC</p> <p>Phone: 250-960-6457</p>	<p>-Low-cost (\$10/session) confidential counselling provided by supervised graduate students from UNBC's M.Ed. in Counselling program. Can self-refer.</p> <p>-Provides supervision for individuals working in the field of counselling</p>