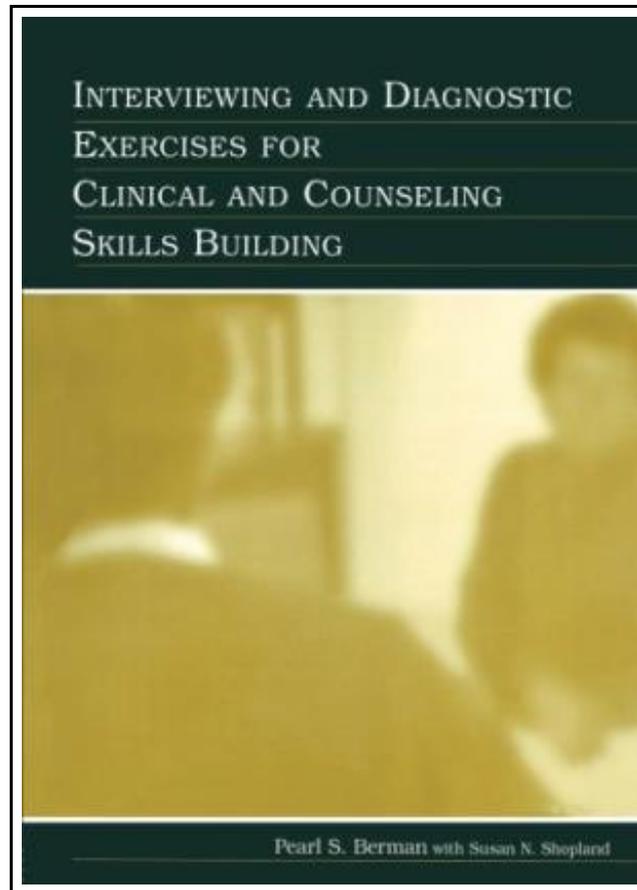


Interviewing and Diagnostic Exercises for Clinical and Counseling Skills Building (Paperback)



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Reviews

This pdf is definitely not easy to get started on studying but quite entertaining to read through. I am quite late in start reading this one, but better then never. Once you begin to read the book, it is extremely difficult to leave it before concluding.

(Ms. Fatima Erdman)

INTERVIEWING AND DIAGNOSTIC EXERCISES FOR CLINICAL AND COUNSELING SKILLS BUILDING (PAPERBACK)



Lawrence Erlbaum Associates Inc, United States, 2004. Paperback. Book Condition: New. New.. 277 x 216 mm. Language: English Brand New Book ***** Print on Demand *****.This book, specifically designed to meet the needs of those teaching and learning interviewing and diagnostic skills in clinical, counseling and school psychology, counselor education, and other programs preparing mental health professionals, offers a rich array of practical, hands-on, class- and workshop-tested role-playing and didactic exercises. The authors, who bring to their task a combined 31 years of practice and 24 years of teaching these skills, present 20 complex profiles of a broad range of clients--adults, teens, and children; differing in ethnicity, gender, religion, socioeconomic status, presenting problems, and problem severity. The profiles provide students/trainees with a wealth of information about each client's feelings, thoughts, actions, and relationship patterns on which to draw as they proceed through the different phases of the intake/initial interview, one playing the client and one the interviewer. Each client profile is followed by exercises, which can also be assigned to students not participating in role-playing who have simply read the profile. The profiles are detailed enough to support a focus on whatever interviewing skills an instructor particularly values. However, the exercises highlight attending, asking open and closed questions, engaging in reflective listening, responding to nonverbal behavior, making empathetic comments, summarizing, redirecting, supportively confronting, and commenting on process. The authors approach to DSM-IV diagnoses encourages students to develop their diagnostic choices from Axis I to Axis V and then thoughtfully review them in reverse order from Axis V to Axis I to ensure that the impacts of individual, situational, and biological factors are all accurately reflected in the final diagnoses. Throughout, the authors emphasize the importance of understanding diversity and respecting the client's perceptions--and of reflecting on the ways...

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