



# HELPING RELATIONSHIPS

AND

# STRATEGIES

S e c o n d   E d i t i o n

DAVID E. HUTCHINS & CLAIRE G. COLE

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# STRATEGIES

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S e c o n d   E d i t i o n

**To Marilyn, Mark, and Jon**

— D A V E

**To Steve, Patrick, Scott, and Robin**

— C L A I R E

# P R E F A C E

WE expect this book to be used by insightful and creative teachers, clinicians, and students who challenge themselves to find increasingly effective methods of helping people resolve problems. We have made significant changes in this edition in order to provide a practical way of integrating diverse methods.

Systematic integration of different approaches to the helping process is the most significant and challenging development in counseling and psychotherapy today (Frank, 1981; Norcross, 1986; Smith, 1982; Ward, 1983). It is significant because new methods arise from foundations laid by such major pioneers as Rogers, Ellis, Wolpe, and others. The challenge is in determining which approaches apply to which client (Paul, 1967).

## **The TFA Model**

We use the TFA systems model (Hutchins & Vogler, 1988) throughout, defining behavior as “the integration of *thoughts, feelings, and actions*” (Hutchins, 1984). In Chapter 2 we introduce the TFA triangle, a practical, easily under-

stood graphic method of integrating numerous helping procedures and theoretical approaches. The TFA model has been tested in classrooms and clinical practice for more than a decade, and has extraordinary appeal for many people:

- *Beginning students* find the TFA model easy to understand. It helps them organize and conceptualize the many different methods and theories used in the helping process.
- *Teachers, clinicians, and advanced students* use the TFA model to integrate a wide range of techniques and strategies with diverse theoretical concepts.
- *Clients* immediately grasp the central TFA concepts. The visual stimulus of the TFA triangle often helps clients understand their behavior clearly and quickly. The critical test of any helping relationship is whether it makes a positive difference to the client. In a process that relies on the client to implement changes it is necessary for the client, as well as for the helper, to understand essential parts of the process.

## Organization

The book is in four parts, which makes it accessible to those who want to learn (or refresh themselves on) basic skill development. In Part 1 we focus on the helping process, introduce the TFA model, and show how to give and receive feedback (Hersey and Hakel, 1988). In Part 2 we examine the helping relationship itself, highlighting listening and systematic inquiry, reflecting and clarifying, silence, and using confronting behavior. In Part 3 we show how to integrate the techniques into the problem-solving process. In Part 4 we describe the major strategies for helping clients make positive changes in their behavior. We conclude with a new chapter on continuing professional growth.

## Changes in the Second Edition

We have expanded to three chapters our introduction to the helping process and the TFA model (Chapters 1–3), and increased our coverage of such crucial topics as the understanding of self and others, awareness of the setting and cross-cultural aspects of helping, and evaluation of the helping process. We have updated the references and recommended readings, and clarified and broadened the role plays and examples. We use the change cycle to integrate the

relationship building chapters (Part 2) with the problem solving chapters (Part 3) and the chapters on strategy (Part 4). Some material has been omitted or condensed; for example, Chapter 22 now combines several strategies. The chapters on consultation were dropped as a result of feedback about the first edition.

### Special Features

- Examples of using techniques in a variety of settings
- A list of Key Points at the beginning of each chapter
- Role-playing suggestions to help students master chapter content
- Focus checklists of chapter content, to help students critique interviews and get feedback
- Summary checklists that help students integrate all techniques and strategies cumulatively
- References and Recommended Reading at the end of each chapter

## Using This Book

Experience has taught us five major ways in which *Helping Relationships and Strategies* can be used to great advantage.

1. *Use all four parts* of the text to gain a basic understanding of the major components of helping relationships and strategies.
2. *Use Parts 1, 2, and 3* to focus primarily on the helping relationship.
3. *Use Part 4* with students who already know many interpersonal helping skills. This section provides an excellent start toward implementing strategies to help clients change behavior.
4. *Use the personal change project* as a basis for conducting the entire course. Students initiate the personal behavior change projects, and course content stems from this experiential base to include more didactic aspects of the helping relationship.
5. Use this text as an excellent overview and refresher for more advanced students before they begin their internship and practicum experience.

## Acknowledgments

David would like to acknowledge contributions to the TFA model and its early assessment by Dennis Hinkle, and to the



continuing development of TFA Systems™ by Dan Vogler, the world's greatest hobby counselor.

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