

Carkhuff: His Scale for Assessing Facilitative Interpersonal Counselling

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II. Facilitative Conditions

Carkhuff examined seven major characteristics he thought a facilitator should possess. The following material is taken from Carkhuff's book: Helping and Human Relations, Vol. I.

The facilitator is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in his response to others. He communicates an accurate empathic understanding and a respect for all of the feelings of other persons and guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relations with others, in his commitment to the welfare of the other person he is quite capable of active, assertive, and even confronting behavior when it is appropriate.

A. Empathy: The ultimate purpose of the empathic response is to communicate to the client a depth of understanding of him and his predicament in such a manner that he can expand and clarify his own self-understanding as well as his understanding of others. The guidelines for empathy are: (1) the helper concentrates with intensity upon the client's expressions, both verbal and non-verbal. (2) the counsellor concentrates upon responses that are interchangeable with those of the client. (3) the counsellor formulates his responses in language that is most attuned to the client. (4) the counsellor responds in a feeling tone similar to that communicated by the client. (5) the counsellor is most effective in communicating empathic understanding when he is most responsive, (6) the counsellor moves tentatively toward expanding and clarifying the client's experiences at higher levels. (7) the counsellor concentrates upon what is not being said. (8) the counsellor employs the client's behaviour as the best guideline to assess the effectiveness of his responses.

Respect: The communication of respect to the client has several purposes: (1) to establish a relationship based upon trust and confidence in which the client can explore relevant concerns; (2) to establish a basis on which the client can come to respect himself in areas relevant to his effective functioning; (3) to establish a modality through which the client can, with appropriate discriminations, come to respect others in areas relevant to his own functioning. The guidelines for the communication of respect are as follows: (1) the counsellor suspends all critical judgments concerning the client. (2) the counsellor communicates to the client in at least minimally warm and modulated tones. (3) the counsellor concentrates upon understanding the client. (4) the counsellor gives the client the opportunity to make himself known in ways that might elicit positive regard from the counsellor. (5) the counsellor communicates in a genuine and spontaneous manner,

Genuineness and Self-Disclosure: Genuineness provides both the goal of helping and the necessary contextual base within which helping takes place. The dimension of self-disclosure serves a complementary role to genuineness. The guidelines for communication of these dimensions are as follows: (1) the counsellor attempts to minimise the effects of his role, professional or otherwise. (2) the counsellor communicates no inauthentic responses while he demonstrates an openness to authentic ones. (3) the counsellor increasingly attempts to be as open and free within the helping relationship as is possible. (4) the counsellor can share experiences with the client as fully as possible, (5) the counsellor can learn to make open-ended inquiries into the most difficult areas of his experience. (6) the counsellor relies upon his experiences as the best guideline.

Confrontation: In order to enable the client to confront himself and others effectively when appropriate, the counsellor must confront the client for the following discrepancies in his behavior: discrepancies between the client's expression of who or what he wishes to be and how he actually experiences himself; discrepancies between the client's verbal expression of his awareness of himself and his observable or reported behavior; discrepancies between how the counsellor experiences the client and the client's expression of his own experiences. The following guidelines may be employed in formulating confrontation responses: (1) the counsellor concentrates upon the client's expressions., both verbal and non-verbal. (2)

the counsellor concentrates initially upon raising questions concerning discrepant communications from the client. (3) the counsellor focuses

Immediacy: With regard to interpretation of the immediacy of the relationship, the key question is, "what is the client really trying to tell me that he cannot directly tell me?" The guidelines for communication of immediacy are as follows: (1) the counsellor concentrates on his own personal experience in the immediate moment (2) the counsellor temporarily disregards for the moment the content of the client's expression. (3) the counsellor employs the frustrating, directionless moments of helping to search the question of immediacy. (4) the counsellor periodically sits back and searches the key question of immediacy.

Level 1

The counsellor and the client discuss everything on strictly an abstract and highly intellectual level. The counsellor makes no attempt to lead the discussion into the realm of personally relevant specific situations and feelings.

Level 2

The counsellor and the client may discuss "real" feelings but they do so in an abstract, intellectual level. The counsellor does not elicit discussion of most personally relevant feelings and experiences in specific and concrete terms.

Level 3

The counsellor will help to make it possible for the discussion with the client to centre directly around most things that are personally important to the client, although there will continue to be areas not dealt with concretely and areas that the client does not develop fully and specifically. 'This level constitutes the minimal level of facilitative functioning,.

Level 4

The counsellor is able on many occasions to guide the discussion to specific feelings and experiences of personally meaningful material.

Level 5

The counsellor involves the client in discussion of specific feelings, - situations, and events regardless of their emotional content. He facilitates a direct expression of all personally relevant feelings and experiences in concrete and specific terms.

Key(1)

High Responsive HR Low Responsive LR

High Action HR Low Action LR

Excerpt # 1

Those people! Who do they think they are? I can't stand being around them anymore. They're just a bunch of phonies. They make me so frustrated! So anxious. I get angry -it myself. I don't even want to be bothered with them anymore. I just I could be honest with -,hem, and. tell them all to go to hell! but I guess I just can't do it.

a. They really make you very angry. You wish you could them more effectively than you do. *HR LA 3.0

b. Damn, they make you furious! But it's just not them. It's with yourself, too, because you don't act on how you feel. *HR LA 4.0

c. *Why do you* feel these people are phony? what do they say to you? *LR LA 1.0

d. Maybe society itself is at fault here-making you feel inadequate, giving you this negative view of' yourself, leading, you to be unable to successfully interact with others. *LR HA 1.5

Excerpt #2

I'm so thrilled to have found a counsellor like you. I didn't know any existed. You seem to understand me so well. it's just great. I feel like I'm coming alive again. I have not felt like this in so long.

a. Gratitude is a natural emotion. *LR LA 1.0

b. This is quite nice but remember, unless extreme caution is exercised, you -may find yourself moving in the other direction. *LR HA 1.0

c. That's a good feeling. *HR LA 3.0

d. Hey, I'm as thrilled to hear you talk this way as you are! I'm pleased that I have been helpful. I do think we still have some work to do yet, though.
*HR HA 4.0

Excerpt # 3

It's not an easy thing to talk about. I guess the heart of it is sort of a sexual problem. I never thought I would have this sort of problem. But I find myself not getting the fulfilment I used to. It's not as enjoyable for my husband either, although he goes forward to making love. don't discuss it. I used to enjoy and look forward to making love. I used to have an orgasm but I don't anymore. I can't remember the last time I was satisfied. I find myself being attracted to other men and wondering what it would be like to go to bed with them. I don't know what this means. is this just a symptom of our whole relationship as a marriage? Is something wrong with me or us?

a. perhaps you feel your marriage and role of mother is holding you back and preventing you from being something else you want to be. Your resentment here against your husband is manifested in your frigidity. Perhaps it is your way of paying him back for keeping you down in this role, for confining you, for restricting you *LR HA 1.5

b. What about your relationship with your husband, his role as father and companion? *LR LA 1.5

c. You don't quite know what to make of all this but you know something is dreadfully wrong and you are determined to find out for yourself, for your marriage. *HR HA 3.5

d. What's happened between you and your husband has raised a lot of questions about you, about him, about your marriage. *HR LA 3.0

Excerpt # 4

I get so frustrated and furious with my daughter know what to do with her. She's bright and sensitive, but damn, she has some characteristics that make me so on edge. I can't handle it sometimes. She just—I feel getting more and more angry I She won't do what you tell her, to. She tests limits like mad. I scream and yell and lose control and think there is something wrong with. Me—I'm not an Understanding mother or something. Damn I What potential! What she could do with what she has. There are — times she doesn't use what she's got She gets by too cheaply. I just don't know what to do with tier. Then she can be so nice and then, boy, she can be as ornery as she can be. And. then I scream and yell and I'm about ready to slam tier across the room. I don't like to feel this way. I don't know what to do with it.

a. So you find yourself screaming and yelling at your daughter more frequently during the past three months. *LR LA 1.0

b. Why don't you try giving your daughter some very precise limitations. Tell her what you expect from her and what you don't expect from her. No excuses. *LR HA 1.5

c. While she frustrates the hell out of you, what you are really asking is, "How can I help her? how can I help myself, particularly in relation to this kid?" *HR HA 4.0

d. While she makes you very angry, you really care what happens to her. *HR LA 3.0

Excerpt #5

No response. (Moving about in chair.)

- a. You can't really say all that you feel at this moment. *HR HA 3.5
- b. A penny for your thoughts. *LR LA 1.5
- c. Are you nervous? Maybe you haven't made the progress here we hoped for. *LR HA 1.5
- d. You just don't know what to say at this moment. HR LA 3.0

V. Conclusions

The overall ratings are biased in favor of the level of responsive conditions. The HR-LA response generally received a rating of 3.0, while LR-HA received a 1.5 rating. This implies that the responsive dimensions are the necessary but not sufficient conditions for constructive change in the client. Adding the action oriented dimension further increased the effectiveness of the interpersonal functioning. "without high levels of understanding then, directionality, is meaningless. [p. 125]."

These ratings are more specific in nature than man scales which are used to rate the level of communication from counsellor-to-client As potential counsellors, you may be asked to rate these situations. Your deviation from the ratings of experts determines your level of discrimination

Carkhuff, R. R. (1969). *Helping and human relations: a primer for lay and professional helpers*. New York: Holt, Rinehart and Winston.