

Jay Hayley „Learning and teaching therapy“

If we fail with a case, it makes things more difficult for the next therapist dealing with that person.

p.2 To survive today therapist must be a generalist, not a specialist.

The instrument of change in therapy is the therapist, and that instrument can be uncertain or faulty.

p.3 Supervisors must teach trainee therapists to be skillful tacticians while responding sensitively to a client's misery.

p.8 As Gregory Bateson once put it, the probe we stick into human beings always has another end at the end that sticks into us.

p.13 Clients communicate in different ways, and that when they wish to speak more explicitly about something, they will do so.

p.18 The goal of supervision is to produce therapists who improve upon what they learn.

p.20 Terapija yra karštesnis užsiėmimas nei supervizija.

p.22 Therapy is essentially interview technique.

(if it is a mystery to the therapist why the change has taken place, then he or she is not made responsible for it by the client or family)

Finally, it must be acknowledged that if trainees can only do what their supervisors can do, the training is not fully successful.

p.23 One's social context largely determines what one thinks.

p.29 It is not assumed that insight causes change, but, rather, that change can cause insight.

p.32 Often the clients change when they believe the therapist will never give up. (Ir čia visai priešingai nei pas Farberį, kad klientai keičiasi tada, kai pajaučia terapeuto neviltį).

p.38 Far more important is whether a therapist loves and respects people in distress.

p.40 Novice therapists sometimes underestimate the problem's severity.

p.44 Therapists tend to side with the client they see alone. (It is helpful for a supervisor to arrange for the therapist to meet alone with that person. This usually improves the situation.)

p.45 The action is not in the mind, but in the real world.

p.52 Exposure of trainees to as great a range of psychopathology as possible should be achieved.

p.55 One change was that therapy began to be less intellectual and more behavioral, a change that helped many intellectual therapists enter the real world.

p.59 **[Therapy is] exploratory discussion.**

p.60 Anxious trainees would prefer to have rigid rules and standard procedures to follow, but supervisors must teach them an experimental attitude.

p.63 Most child problems are somewhere between two extremes: The child is withdrawn and must be coaxed out, or he or she is agitated, even violent, and must be restrained safely.

p.66 Office visits bring out public behavior, and one can be quite surprised to discover how different people are at home.

p.67 If one thinks like an anthropologist, seeing a family only in the office is like asking a primitive tribe to come on a cruise ship to be studied.

p.69 To be eclectic means never taking a position or having a firm opinion on anything.

p.70 Trainees need security.

p.73 There are at least three different types of theories the supervisor must clarify and take position on: 1 a theory on normal behavior, 2 a theory of why people do what they do, 3 a theory of change.

p.82 A primary consequence of systems theory was the abandonment of the idea that past causes psychopathology.

If a person or a family reaches a stage in the life cycle and cannot get past it, the goal of therapy is to help the client reach the next stage of development.

p.97 The family member he or she listens to most respectfully rises in the family hierarchy.

p.105 The primary approach of almost all schools of therapy has been educational. The discovery that motivation lies in the social context suggests that a person responding to a system has little room for choice.

p.106 It has been estimated that 78% of the interpretations therapists make to clients are attempts to educate them in something they already know.

p.110 Believing that education is the cause of change can be naive. Clients should never be made to feel more unhappy or guilty than they already feel.

p.113 One must change social situation to change a symptom.

p.116 What a client does is caused by what other people do, not the past.

p.126 Once one recognizes that a symptom that communicates the idea "I cannot help myself" gains the person power in a relationship, one can understand why it is clearly the method of choice for those who feel powerless.

P.131 [helping disengage] One way to arrange this is to schedule longer intervals between sessions as improvement takes place.

p.154 Awareness of how a therapist accomplishes this need not be shared with a family if such awareness might interfere with the change. Therapists who try to be totally honest with a client typically end up as not respected. The therapy context is not like other situations where honesty is appropriate, as among friends.. ????

Therapy is a process of influence and therefore a process of manipulation.

p.158 [Taking metaphors literally.]

p.163 [Directive therapy needs directives]

p.170 Therapy is about the past when, in fact, the therapy will focus on the present and the future.

p.171 The more indirect the message, the more the person is indicating that he or she doesn't know the therapist and so doesn't know how the therapist will receive and respond to him or her.

p.172 The therapist, while being an expert, should be a nonthreatening, benevolent presence, not distant and neutral, but personal and friendly.

p.184 Usually, indirect approaches are used with a client when straightforward directives aren't followed.

p.188 Usually, beginning trainees follow their supervisor's directives without hesitation. To act and to bring about change means knowing what to do.

p.190 One procedure that is helpful to a therapist in formulating a problem is to have the client imagine the ultimate destination of a symptom (if a symptom gets worse).

p.191 A trainee who responds slowly and leisurely does not need to be transformed into a rapid responder.

p.194 For example, if a man is on trial and doesn't know what crime he has committed, he doesn't know what he might say that would prove him guilty. His safest course is to avoid direct communication and use metaphor, which can have multiple and ambiguous meanings.