## CONTENTS

For	eword	xvii
Pre	face	xviii
Ack	nowledgments	xxi
SE(	CTION ONE: PREPARING FOR PRACTICE	1
1.	Culture, Counseling, and Care	2
	Introduction: Counseling as a Cultural Practice	2
	Conversation	5
	Talk as Intervention	5
	Honing Familiar Skills to a New Level	5
	Culture	6
	Recognizing the Role of Culture	6
	Culture in Pluralistic Terms	7
	Student Voices. Talia: Changing Identities	7
	Box 1.1. Multiple Cultural Locations	8
	Box 1.2. Wearing Many Hats: Maria's Multiple Cultural Locations	9
	Counseling and Colonization	11
	Context as Cultural Location	11
	Reflection 1.1	12
	Care	12
	Care as a Guiding Compass	12
	Meaning and Story	13
	Reality Through a Human Lens	13
	Reflection 1.2	14
	Meaning and Culture	14
	Student Voices. Rahima: The Meaning of Weekend	15
	Counseling and Psychotherapy as World Making	15
	Centering Client Meanings	15

	Power	16
	A Process Both Generative and Oppressive	16
	Not All Stories Are Created Equally	16
	The Role of Power in Ethics	18
	Reflection 1.3	19
	Social Justice	19
	Making Meaning, Doing Justice	19
	Individualism and a Deficit Focus	20
	Responding to Injustice	21
	Collaborative Dialogue	21
	Tapping Insider Knowledge	21
	Resistance as a Lapse in Collaboration	22
	From Discovery to Creation	23
	Relationship	23
	Natural Science Versus Cultural Exchange	23
	Practice-Based Evidence	24
	Relationship as Process	24
	Mindfulness	25
	High-Stakes Conversations	25
	Attending Inwardly and Outwardly	26
	Reflection 1.4	26
	Mindfulness and Ethical Caring	26
	Chapter One Recap	27
	Chapter One Discussion Questions	28
2.	Therapeutic Conversation	30
	Introduction	30
	Reflection 2.1	31
	Therapeutic Conversation as a Specialized Form of Talk	31
	Box 2.1. The Distinct Features of Therapeutic Conversation	32
	Professional Activity, Shared Expertise	33
	Invisible Hierarchies	34
	Reflection 2.2	35
	Language Games: Working With Theory	35
	Counseling and Psychotherapy as Venues for World Making	36
	Reflection 2.3	37
	Therapeutic Conversation and Culture	38
	Talk as Poetry	38
	Meaning: Beyond Information Transmission	39
	Co-construction of Meaning	40
	Intentionality: Doing Things With Words	41
	Student Voices. Kira: Putting Hands in the Dough	42
	Chapter Two Recap	42

	Chapter Two Discussion Questions	43
	Box 2.2. Topics for Practice Conversations	44
	Chapter Two Activities	44
SEC	CTION TWO: CONSTRUCTING A FOUNDATION	
FOI	R COLLABORATION	47
3.	Receiving and Listening	50
	Introduction	50
	Receiving: Creating a Hospitable Space for Sharing	51
	Using Transparency to Create Trust and Enable Informed Consent	52
	Box 3.1. Transparency	53
	Reflection 3.1	54
	Student Voices. Margaret: First-Session Nerves	57
	Reflection 3.2	57
	Being Present With Compassion and Empathy	57
	Compassion as Shared Humanity	57
	Box 3.2. Suffering and Connection	58
	Empathy: Walking in Another's Shoes	60
	Student Voices. Inez: Being a Client for the First Time	60
	Reflection 3.3	61
	Documenting Clients' Lives: Notes and Records	61
	Listening: Attending to the Moment	62
	Student Voices. Margaret: Handing Over the Spotlight	64
	Reflection 3.4	64
	Hearing Ourselves	65
	Using Silence	66
	Student Voices. Talia and Margaret: Growing Accustomed	(7
	to Silence	67
	Reflection 3.5	68
	Chapter Three Recap	69 70
	Chapter Three Discussion Questions	70
	Chapter Three Activities	71
4.	Building the Relationship	73
	Introduction	73
	Research on Therapeutic Outcomes	74
	The Importance of the Therapeutic Relationship	75
	The Myth of Neutrality	76
	One-Way and Two-Way Accounts of Therapy	76
	Reflection 4.1	77
	Self-Disclosure and the Therapeutic Relationship	78
	Student Voices. Estrella: Withholding Her Illness Story	78

	Student Voices. Talia: From Indiscriminate to Intentional Sharing	79
	Authenticity and Genuineness Revisited	80
	Student Voices. Bella: Shifting Relationships, Shifting Identities	82
	Reflection 4.2	83
	Therapeutic Stance: Relating as an Ally	83
	Box 4.1. An Appreciative Ally	84
	Bringing Forward Local Knowledge	85
	Both/And: Listening for Possibilities and Preferences	86
	Box 4.2. Both/And (And, And)	87
	Reflection 4.3	89
	Double Listening: Listening as an Ally	89
	Relating to Values	91
	Reflection 4.4	92
	Relating to Skills and Abilities	93
	Relating to Agency	94
	Chapter Four Recap	95
	Chapter Four Discussion Questions	96
	Chapter Four Activities	98
SEC	TION THREE: MAPPING CLIENTS' EXPERIENCE	99
-	Receiving and Reading Meaning	101
5.	Receiving and Reading meaning	101
5.	Introduction	101
5.		
5.	Introduction	101
5.	Introduction Verbal Expression	101 102
5.	Introduction Verbal Expression <i>Cultural Curiosity</i>	101 102 102
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i>	101 102 102 104
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i>	101 102 102 104 105
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i>	101 102 102 104 105 107
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i> <i>Minimizing Misreadings</i>	101 102 102 104 105 107 107
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i> <i>Minimizing Misreadings</i> <i>Reflection 5.2</i>	101 102 102 104 105 107 107 108
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i> <i>Minimizing Misreadings</i> <i>Reflection 5.2</i> Nonverbal Expression	101 102 102 104 105 107 107 107 108 109
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i> <i>Minimizing Misreadings</i> <i>Reflection 5.2</i> Nonverbal Expression <i>Reading Nonverbals</i>	101 102 102 104 105 107 107 107 108 109 109
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i> <i>Minimizing Misreadings</i> <i>Reflection 5.2</i> Nonverbal Expression <i>Reading Nonverbals</i> <i>Student Voices. Inez: Attending to Nonverbals</i>	101 102 102 104 105 107 107 107 108 109 109
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i> <i>Minimizing Misreadings</i> <i>Reflection 5.2</i> Nonverbal Expression <i>Reading Nonverbals</i> <i>Student Voices. Inez: Attending to Nonverbals</i> <i>Cultural Variations in Nonverbals</i>	101 102 102 104 105 107 107 107 108 109 109 110 111
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i> <i>Minimizing Misreadings</i> <i>Reflection 5.2</i> Nonverbal Expression <i>Reading Nonverbals</i> <i>Student Voices. Inez: Attending to Nonverbals</i> <i>Cultural Variations in Nonverbals</i> Context and Meaning	101 102 102 104 105 107 107 107 108 109 109 110 111 113
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i> <i>Minimizing Misreadings</i> <i>Reflection 5.2</i> Nonverbal Expression <i>Reading Nonverbals</i> <i>Student Voices. Inez: Attending to Nonverbals</i> <i>Cultural Variations in Nonverbals</i> Context and Meaning <i>Words Among Words</i>	101 102 102 104 105 107 107 107 108 109 109 109 110 111 113 113
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i> <i>Minimizing Misreadings</i> <i>Reflection 5.2</i> Nonverbal Expression <i>Reading Nonverbals</i> <i>Student Voices. Inez: Attending to Nonverbals</i> <i>Cultural Variations in Nonverbals</i> <i>Cultural Variations in Nonverbals</i> Context and Meaning <i>Words Among Words</i> <i>The Hermeneutic Circle</i> <i>Intuition and Accountability</i> Encouraging Sharing	101 102 102 104 105 107 107 107 108 109 109 109 110 111 113 113 114 117 118
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i> <i>Minimizing Misreadings</i> <i>Reflection 5.2</i> Nonverbal Expression <i>Reading Nonverbals</i> <i>Student Voices. Inez: Attending to Nonverbals</i> <i>Cultural Variations in Nonverbals</i> <i>Cultural Variations in Nonverbals</i> Context and Meaning <i>Words Among Words</i> <i>The Hermeneutic Circle</i> <i>Intuition and Accountability</i> Encouraging Sharing <i>Conveying Attention and Concern Nonverbally</i>	101 102 102 104 105 107 107 108 109 109 109 109 110 111 113 113 114 117 118 118
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i> <i>Minimizing Misreadings</i> <i>Reflection 5.2</i> Nonverbal Expression <i>Reading Nonverbals</i> <i>Student Voices. Inez: Attending to Nonverbals</i> <i>Cultural Variations in Nonverbals</i> Context and Meaning <i>Words Among Words</i> <i>The Hermeneutic Circle</i> <i>Intuition and Accountability</i> Encouraging Sharing <i>Conveying Attention and Concern Nonverbally</i> <i>Reflection 5.3</i>	101 102 102 104 105 107 107 108 109 109 109 109 110 111 113 113 114 117 118 118 119
5.	Introduction Verbal Expression <i>Cultural Curiosity</i> <i>Reflection 5.1</i> <i>Avoiding the Rush to Understanding</i> <i>Student Voices. Lydia: The Impact of Curiosity</i> <i>Minimizing Misreadings</i> <i>Reflection 5.2</i> Nonverbal Expression <i>Reading Nonverbals</i> <i>Student Voices. Inez: Attending to Nonverbals</i> <i>Cultural Variations in Nonverbals</i> <i>Cultural Variations in Nonverbals</i> Context and Meaning <i>Words Among Words</i> <i>The Hermeneutic Circle</i> <i>Intuition and Accountability</i> Encouraging Sharing <i>Conveying Attention and Concern Nonverbally</i>	101 102 102 104 105 107 107 108 109 109 109 109 110 111 113 113 114 117 118 118

	Chapter Five Recap	123
	Chapter Five Discussion Questions	124
	Chapter Five Activities	125
6.	Responding to and Confirming Meaning	128
	Introduction	128
	Reflection 6.1	128
	The Relational Dance of Dialogue	130
	Reflection 6.2	131
	Response-Ability and Improvisation	131
	Verifying Clients' Intended Messages	132
	Restating	132
	Reflection 6.3	133
	Paraphrasing	136
	Reflection 6.4	137
	Student Voices. Rachelle: Clarity Through Dialogue	140
	Confirming the Counselor's Understanding	142
	Box 6.1. Confirming the Counselor's Understanding in Three Steps	143
	Student Voices. Talia: When Counselors Don't Confirm Their	
	Understandings	144
	Reflection 6.5	144
	Summing Up	147
	Recapping	147
	Reflection 6.6	147
	Summarizing	150
	How Are We Doing? Consulting Clients on the Joint Process	152
	Chapter Six Recap	153
	Chapter Six Discussion Questions	155
	Chapter Six Activities	156

## SECTION FOUR: ASSESSING CHALLENGES, PREFERENCES, AND OPPORTUNITIES

161
1(2)
163
163
164
165
166
167
167
167

159

	Naming Rights	168
	Reflection 7.1	168
	What's Up? Asking About Clients' Concerns	169
	Box 7.3. Problem Definition and Diversity	169
	Opening the Conversation	169
	Box 7.4. Language Diversity to Match Client Diversity	170
	Student Voices. Handing Over the Spotlight	171
	The Shifting Definition of Problems	171
	Reflection 7.2	173
	Co-Constructing Language for Problems	173
	Loaning Descriptive Support to Clients	174
	Escaping Problem Identities: Separating Person and Problem	175
	Box 7.5. Externalizing: Separating People and Problems	176
	Reflection 7.3	177
	Box 7.6. Internalized and Externalized Problem Descriptions	178
	Problems and Preferences: Two Sides of a Coin	180
	Student Voices. Nadia: Problems and Preferences,	
	Flip Sides of the Coin	180
	Pointing in a Direction: Client Preferences as a Compass	
	for the Journey	181
	Invoking Preferences Through Questions	182
	Reflection 7.4	183
	Describing a Preferred Outcome	183
	Box 7.7. The Miracle Question	184
	Student Voices. Serena: Vivid Imagery Through	
	the Miracle Question	185
	Letter From the Future	185
	Chapter Seven Recap	187
	Chapter Seven Discussion Questions	188
	Chapter Seven Activities	189
8.	Assessment I: Evaluating Challenges and Competencies	191
	Introduction	191
	Box 8.1. Narrow and Broad Versions of Assessment	192
	A Moving Target	193
	Identifying Problems and Challenges Early in the Process	194
	Previous Counseling and the Client's Theory of Change	195
	Reflection 8.1	197
	Evaluating Risk of Harm	197
	Harm to Others	198
	Harm to the Client	199
	Self-Harm	200
	Keeping Diversity Visible Through a Stance of Curiosity	200

	Assessment as Intervention: Selective Curiosity	201
	Reflection 8.2	202
	Box 8.2. Who's in the Mirror? Generating Experience	
	Through Assessment	202
	Assessing Competence	203
	Box 8.3. Resha's Story: Competence Amid Challenges	204
	Reflection 8.3	207
	Effects and Responses: Foregrounding Action	207
	Effects Questions	207
	Box 8.4. Effects-Focused Questioning	208
	Response-Based Questioning	209
	Box 8.5. Responding to Violence, Aggression, and	
	Other Problems	209
	Box 8.6. Response-Based Questioning	210
	Reflection 8.4	211
	Box 8.7. Nora's Story: From Effects to Responses	211
	Box 8.8. Foregrounding Responses	213
	Chapter Eight Recap	214
	Chapter Eight Discussion Questions	215
	Chapter Eight Activities	216
9.	Assessment II: Attending to the Wider Context	217
	Introduction	217
	Considering Context	218
	Sensible Accounts of Client Action	218
	Reflection 9.1	219
	Countering Traditions of Individualism	219
	Box 9.1. The Relational Self: Context and Assessment	220
	Cultural Constraints and Supports	221
	Box 9.2. Resha's Constraints and Supports	222
	The Ecology of Experience: Scoping the Immediate and Wider Terrains	222
	Box 9.3. The Ecology of Experience	223
	Multiple Contexts, Multiple Selves	223
	Reflection 9.2	224
	Box 9.4. Generating Questions Across Contexts	225
	Painting Pictures: In Praise of Specificity	225
	Box 9.5. Scaling Experience to Evoke Concrete Description	226
	Using Genograms to Locate Experience in Social Contexts	227
	Box 9.6. Mapping Social Relations With a Genogram	228
	Thin and Thick Description	229
	Engaging Clients in Critical Reflection on Diagnostic Labels	229
	Box 9.7. Therapeutic Conversation and the Diagnostic	
	and Statistical Manual of Mental Disorders (DSM)	230

	Box 9.8. Generating Thick Description in Relation	
	to Diagnostic Labels	232
	Reflection 9.3	233
	Dignifying Clients: Thick Description and Insider Knowledge	233
	Capturing Three-Dimensionality Through Layered Description	233
	Box 9.9. Multilayered Descriptions in Assessment	234
	Cultural Considerations in Assessment	236
	Normal According to Whom?	236
	Box 9.10. Culture-Specific Syndromes	237
	Reflection 9.4	238
	Client Acculturation and Assessment	239
	Considerations in Assessing Trauma	240
	Chapter Nine Recap	243
	Chapter Nine Discussion Questions	243
	Chapter Nine Activities	244
SEC	<b>CTION FIVE: PROMOTING CHANGE</b>	247
10.	<b>Collaborative Influence: Achievable Goals Toward</b>	
	Preferred Outcomes	249
	Introduction	249
	In the Client's Favor: Collaborative Influence	250
	Advice Giving Versus Facilitative Questioning	251
	Reflection 10.1	251
	Box 10.1. The Dilemma of the Meandering Conversation	252
	Scaffolding Client Learning Through Questions	254
	Box 10.2. Scaffolding: The Heart of Outcome-Oriented	
	Collaborative Dialogue	255
	Change in Manageable Increments	257
	A Collaborative Relational Posture	258
	Box 10.3. Collaborative Influence and Relational Posture	259
	Resistance and Collaboration	260
	Box 10.4. Encountering Resistance	262
	Reflection 10.2	264
	Preferred Outcome as Destination	264
	Using a Miracle Question to Paint a Picture of a Preferred Outcome	264
	Exceptions: Fragments of Preferred Outcomes	266
	Establishing Achievable Goals	269
	Student Voices. Razni: Preferences, Goals, and Preferred Outcomes	270
	Box 10.5. Well-Defined Goals	270
	Reflection 10.3 Par 10.6 To Coal or Not to Coal?	272 272
	Box 10.6. To Goal or Not to Goal? Maria and Jorge's Collaboration on Goal Satting	
	Maria and Jorge's Collaboration on Goal Setting	273

	Box 10.7. Highlights of Jorge's Miracle Scenario	273
	Box 10.8. Jorge's Goals	274
	Invitation to Critical Reflection	275
	Box 10.9. Eyes Wide Open: Critical Reflection	275
	Critical Reflection and Mindful Practice	277
	Reflection as Inquiry	278
	The Role of Theory in Collaborative Influence	279
	Avoiding Culture-Bound Myopia	279
	Chapter Ten Recap	281
	Chapter Ten Discussion Questions	282
	Chapter Ten Activities	283
11.	Working With Actions	286
	Introduction	286
	Research on Counseling Theories and Models	286
	Do Something Different: Keying in on Action	288
	Causality and Human Action	288
	Action Versus Explanation	289
	Reflection 11.1	290
	Capitalizing on the Constancy of Change	291
	Inquiring About Presession Change	292
	Projecting Change Into the Future	292
	When Change Isn't Evident: Coping Questions	293
	Promoting Intrinsic Motivation	294
	Alternatives to Cheerleading	294
	Action in the Face of Adversity	296
	Reflection 11.2	297
	Action and the Language of Change	298
	Constructing What You Look For	298
	Slowing Down the Image	299
	Reflection 11.3	302
	Rehearsal for Action: In-Session Enactments	303
	Trying It out Between Sessions: Homework	308
	Chapter Eleven Recap	309
	Chapter Eleven Discussion Questions	311
	Chapter Eleven Activities	311
12.	Working With Thoughts and Beliefs	314
	Introduction	314
	The Mediating Role of Thoughts	316
	Box 12.1. The Fallout of Dario's Thoughts	316
	Box 12.2. Monica: Event, Thought, Consequence	317
	Linking Activating Event, Thought, and Consequence	318

	Helping Clients Identify Self-Talk	318
	Discerning Implicit Self-Talk	319
	Box 12.3. Reading Between the Lines	320
	Box 12.4. Moods	321
	Box 12.5. An Alternative to the Rational-Irrational Dichotomy	322
	Gauging the Impact of Automatic Thoughts	323
	Box 12.6. Inviting Clients to Evaluate the Impact of Thoughts	325
	The Relationship Between Automatic Thoughts and Global Beliefs	326
	Challenging the Truth Claims of Thoughts and Global Beliefs	329
	Identifying Exceptions to Unhelpful Thoughts and Beliefs	329
	Disputing Problematic Thoughts and Beliefs Through	
	Socratic Dialogue	331
	Generating Alternative Thoughts and Beliefs	334
	Generating Beliefs Embedded in Exceptions	334
	Generating Beliefs Arising From Disputation	335
	Constructing Thought Records	336
	Box 12.7. Jorge's Thought Record	337
	Mindfulness Practice and Cognition	337
	Incorporating Mindfulness When Working With Thoughts	
	and Beliefs	338
	Loosening the Grip of Unhelpful Cognitions	339
	Chapter Twelve Recap	343
	Chapter Twelve Discussion Questions	344
	Chapter Twelve Activities	345
13.	Working With Emotions and Values	347
	Introduction	347
	Reflection 13.1	349
	Culture and Emotion	349
	Reflection 13.2	350
	Balancing Universalist and Relativist Views of Emotion	350
	Choosing Alternate Emotions	351
	Feel Something Different	352
	Box 13.1. Exceptions to Problematic Feelings	353
	Reflection 13.3	355
	Emotional Expression in Session: Strong Brew	355
	Safety Considerations Around Emotional Sharing	355
	Counselor Avoidance of Emotional Content	356
	Reflection 13.4	359
	Using Immediacy: Identifying Emotion in the Here and Now	359
	From Abstract Language to Experience in the Moment	359
	Using Immediacy in Response to Nonverbals	360
	Box 13.2. Inviting Emotional Exploration	363

	Dis-Solving Emotional Knots Through Examination and Reflection	364
	Reflection 13.5	366
	Turning Toward Difficult Emotion	366
	Chapter Thirteen Recap	372
	Chapter Thirteen Discussion Questions	373
	Chapter Thirteen Activities	374
14.	Working With Stories	375
	Introduction	375
	Story and Culture	377
	Deconstruction: Tracing Problems to Cultural Stories	378
	Reflection 14.1	384
	The Ripple Effect of Deconstruction	385
	Interrogating the Discourses Informing Counselor Practices	385
	The Temporal Dimension of Stories	386
	Box 14.1. Changing the Past, Altering the Future	387
	Identifying Exceptions: Threads of Alternate Stories	390
	Reflection 14.2	390
	The Role of Double Listening in Restorying	391
	Box 14.2. The Thread of a Problem-Saturated Account	392
	Box 14.3	395
	Developing Thick Descriptions of Exceptions	396
	Reflection 14.3	402
	Linking Exceptions Through Time	402
	Box 14.4	406
	Name the Emerging Story	408
	Chapter Fourteen Recap	409
	Chapter Fourteen Discussion Questions	410
	Chapter Fourteen Activities	410
15.	Endings and Beginnings	412
	Introduction	412
	When Is It Over? Determining When to End Therapy	412
	The Ending of Therapy as a Rite of Passage	414
	Reflection 15.1	415
	Taking Stock of Learnings	415
	Celebrating, Documenting, and Soliciting Witnesses to Changes	416
	Reflection 15.2	418
	Preparing for Next Steps	419
	Box 15.1. Preparing for Setbacks	420
	Reflection 15.3	421
	Chapter Fifteen Discussion Questions	422
	Chapter Fifteen Activities	423

## xviii THE PRACTICE OF COLLABORATIVE COUNSELING AND PSYCHOTHERAPY

Glossary	425
Appendix 1: Assessment	431
Appendix 2: Signs of Abuse	436
Appendix 3: Assessing for Suicidality	440
Appendix 4: Mindfulness, Meditation, and the Breath	444
References	448
Index	469
About the Author	477