

Having the Difficult Conversation

Therapeutic Responding – Clinical Reasoning Process

Prepare (if required)

- * Gather clear specific examples, set a time and give an indication as to purpose
- * What is happening/ has happened? How is this interpersonal event?
- * What might be going on for the student? Why might this behaviour be occurring? What was the client's interpretation and reaction to the event? How might this relate to their enduring and situational characteristics?
- * What might be going on for you? Why might you be feeling like this?

Response Plan

1. Identify that an interpersonal event has happened
2. Cope with this so that you remain able to think and respond not react – grounding strategies
3. Acknowledge that something has gone wrong. Reflect back to the student that you have noticed something has happened
4. Acknowledge their feelings
5. Be clear and up front in your communication.
6. Explore what has happened. Provide your perspective and clear examples. Ask then for their perspective. Talk less, listen more
7. “ Deep listening”
 - Match their emotional tone, physical posture, pay attention to their preferences and comfort level
 - Pay attention to the student's- facial expressions, position of head and body, + in relation to you and others, use of eyes, tone of voice, sounds, movements and gestures – what are these telling you???
 - Pay attention to your- facial expressions, position of head and body, + in relation to others, use of eyes, tone of voice, sounds, movements and gestures – what are these telling about you???
 - Pay particular attention to the student's affect and their general opinions and perceptions of the experience
8. Indicate your understanding OR ask for further information so that you can understand better
9. Empathise!! But hold to account. Standards, requirements, competencies
10. You don't have to have the answer- together you will work it out
11. Develop a clear plan for moving forward