



National Aboriginal Health Organization (NAHO)
Organisation nationale de la santé autochtone (ONSA)
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IKAJURNIQ

BASIC COUNSELLING SKILLS:

Inuit Voices, Modern Methods

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Inuit Tuttarvingat



Marja Korhonen, PhD

Reprinted March 2009



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DEDICATION

In memory of Marja Korhonen, PhD.

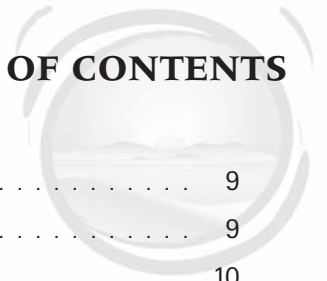
*In her several years as a research officer with
the Ajunnginiq Centre (now Inuit Tuttarvingat)
of the National Aboriginal Health Organization,
Marja researched and wrote numerous
mental wellness, education and health resources,
including this publication.*

We wish to dedicate this edition to her.

Marja Korhonen, 1946 - 2008.

***Acknowledgements from the author,
(as printed in the first edition):***

*Thanks to Kim Smiley, Judy Gane,
the staff of the Ajunnginiq Centre
for suggestions and feedback,
and Denise Rideout for editing.*



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Inuit have always been a people who adapted new ideas, practices, and technology, but also kept the best of the past. Today, Inuit say they also want to develop counselling that is a combination of the best old ways and effective modern methods, "to see mental health workers incorporating both Inuit Qaujimajatuqangit, and a good knowledge of Inuit language and culture, with a specialized knowledge of mental health skills."¹

Modern counselling and traditional helping fit together well. Inuit helping values and beliefs were basically the same as those that modern counselling says are important. Inuit also used many of the same basic methods.² The purpose of this manual is to provide an outline of helping skills that includes these Inuit values and practices and modern counselling methods that build on what Inuit already did.

Traditional helping practices included dealing with feelings, learning new behaviours, and thinking about a situation and the consequences of behaviour. Modern counselling also involves emotions, behaviours, and thinking, but modern counselling has developed hundreds of different ways of helping people in these three areas.

A person's life is made up of many parts—physical, emotional, work, spiritual, relationships of many kinds (parents, relatives, spouse, children), friendships, community, school, health, etc. A problem in one part will have some kind of effect in every other part. But an improvement in one part, even a small one, will also have effects in other parts. Sometimes all it takes is one small change to make a big difference.

This manual explains the basic effective counselling process on which good helping is based. Some ideas for specific helpful activities are also included. It is not possible to include everything that is available or helpful. Counsellors are encouraged to learn more about different methods.³ It is best to have a variety of ideas available because what works for one person may not necessarily be right for another. As Victor Tungilik, who was once a shaman, says about healing, "There were different reasons for illnesses ... All healings were different."⁴

THE PURPOSE OF HELPING

Every counselling situation is based on a problem that clients have not been able to fix or change on their own.

There are many kinds of problems. Some of the most common ones are:

- emotional (feeling angry, unloved, depressed, etc.);
- having problems with others (arguing with spouse or children, not having friends, etc.);
- behaviour (managing anger, drinking too much, etc.);
- lack of skills (getting a job, parenting, etc.);
- health problems; and
- financial, housing, employment, etc.

Every person has developed ways of coping with problems. Sometimes these coping methods create even more problems. For example, someone may cope with stress by getting drunk.

Sometimes the coping methods work in some situations, but not in others. For example, a couple may cope with a hot argument by leaving for a walk to give both of them a chance to cool off. But walking away from a difficult discussion with your boss may make the situation worse.



INTRODUCTION

Sometimes people think something should work and keep trying it even though the problem keeps happening. For example, parents may think yelling at their children should make them understand they have done something wrong ... but the children keep doing the same thing no matter how angrily the parents shout.

Sometimes people cope well with all kinds of problems, but then face a new situation in which none of their usual methods work.

The basic purpose of counselling is to help people use their existing problem-solving skills more effectively or to develop new or better coping skills. Good counselling helps people build skills they can use in the future with other problems. For example, if people learn good communication skills in dealing with their spouses, they can also use those communication skills with children, friends, or co-workers. They will have learned how to communicate better with everyone.



Counsellors do not have the training necessary to deal with mental illness or serious emotional problems. Refer to a doctor or a specialist, or talk to your supervisor for guidance.

THE COUNSELLING PROCESS

Counselling is a process that usually has a beginning, middle, and end. There are certain things a counsellor should do in each part. This process can take place over just a few sessions or over a longer period. Effective counselling does not necessarily take a long time. In fact, research shows that many times, clients feel they have received the help they need in just three or four meetings.

Sometimes one meeting is all someone needs. The chance to explain a problem may make it clearer or talking it out may relieve anxiety and other problem feelings.

"When I found a person I could talk to, I would feel a lot lighter."⁵

"Once a person talks about something, they can let it go. Then they can deal with another issue."⁶

Whether the process is short or longer, counsellors must have the necessary skills to truly help clients.

In the beginning, the counsellor starts to build a trusting relationship with the client and finds out important information about the client's problem.

In the middle part, the counsellor helps the client set goals—make decisions about what the client wants. Once goals are decided, the counsellor and client develop ideas about how the client can reach those goals. During this period, the client will try certain things. Then the counsellor and client discuss what happened and whether the method is working.

When the client feels he or she has achieved what he or she wanted, the client and counsellor prepare for the end of counselling.



BUILDING A COUNSELLING RELATIONSHIP



The most important element in successful counselling is a good relationship between the counsellor and the clients. A trusting relationship grows when clients can see the counsellor:

- is warm, welcoming, kind;
- will not tell other people about their problems;
- understands, accepts, and respects their situation and feelings, and will not make negative judgments; and
- believes the problem can be solved and believes they have the ability to solve the problem, with some help.

The Elders knew this in the past:

“The person should talk to anyone who will listen to them, even if the person is younger or older . . . as long as the person is trustworthy and doesn’t talk about what is said . . . [even] some teenagers were really easy to talk to and were kind and welcoming.”⁷

“I was advised never to judge a person or say they were good or bad.”⁸

“There are not too many people you can seek advice from and the ones that were approached knew how to keep a confidence.”⁹

“We are all different.”¹⁰

Counsellors must make sure to act in a way that shows respect and develops trust. Here are some ways to do that.

WARM, WELCOMING, RESPECTFUL

Have your office set up comfortably and in a welcoming way. For example, try to have the chairs set up so the desk is not between you and the client. That way, you can talk back and forth naturally. Greet your clients respectfully. You might make some small talk about the weather or whatever when clients first arrive.

Asking for help can be stressful, so by being relaxed and welcoming yourself, you can help clients feel more comfortable.

Sometimes you may visit clients at home. Always behave respectfully and allow clients to guide your behaviour in their home. For example, allow clients to show you where to sit.

CONFIDENTIALITY

The counsellor must keep clients’ information private. Other people may already know what is going on in clients’ lives, especially in a small community. However, it is essential that the counsellor does not add to gossip or questions about clients’ situations.

“[During counselling] if things of a serious nature were said, we did not want them spread around as gossip . . . The wrong-doer who confessed might end up in a worse situation if what he said became an item of gossip.”¹¹

Be careful you do not talk to friends, neighbours, or relatives about what you know or whom you are seeing. If people ask you questions, just tell them you cannot talk about it.

The only people you can talk to about clients’ situations are your supervisor or other members of your team. Even then, you should tell them only as much as is necessary.

In your files, write down only essential points. For example, if a client is having marriage problems, all you need to say is something like: “Would like more positive relationship and better communication with spouse.” You do not need to give details about arguments, affairs, or other problems.

However, if you find out something illegal or harmful is happening, you may have to tell. You may have to share information with the courts.

PART I: GETTING STARTED

For example:

A client tells you she knows her cousin is sexually abusing his 12-year-old daughter. By law, you must report this to Social Services so they can investigate.

A client has a court order that says he is not supposed to drink at all. He tells you that he has been drinking. If you are asked to report in court, you would have to tell the court the truth.

Right at the beginning of counselling, you should reassure clients that you will keep their information private. But you should also let them know that, in some situations, you may have to share information. You might say something like:

"I just want you to know that anything we talk about will stay here in this room. There may be times when I want to get advice from my supervisor and talk a little bit about what's going on. My supervisor will keep that private too. Is that OK with you?"

[Note: If the client says they don't want you to tell their story to the supervisor, you must respect that. You can say something like: "That's OK. You and I will work together. If I really feel the supervisor could be helpful, I'll ask you first."]

"Also, you need to know that there are certain things I can't keep private. For example, if I find out that a child is being sexually abused or someone is going to harm themselves or another person, I will have to report it."

KNOWLEDGE

Clients come to a counsellor because they have not been able to solve a problem themselves. Most people try to figure things out by themselves or by talking with friends, families, ministers, or other personal support people. If the problem continues, they may then come to a counsellor because they expect the counsellor to have more knowledge about helping. They hope the counsellor will be able to give them new ideas and helpful suggestions.

It is not necessary that the counsellor has had the same problem as the client is having. For example, a counsellor who has no children can still help a client who is having problems with her children. To be helpful, however, the counsellor must have knowledge about children's development, children's needs, and good parenting skills.

Personal experiences of how you solved a problem are not enough. You must have knowledge about human behaviour, human emotions, and human problems. You must have knowledge about different ways of helping. No one way works for everybody.

In many ways, a good counsellor teaches clients new ways of coping with problems.

For example:

To help clients who have frequent arguments with spouses and children, a counsellor needs to have knowledge about good communication skills. The counsellor then has to be able to show the client how to communicate better so there is less chance of arguments.

A client says she drinks too much when she is out socializing and is starting to get into some trouble at work and home. She does not feel she needs treatment and she does not want to stop drinking completely. She just wants to be able to drink sometimes without getting into trouble. The counsellor must be able to give the client information about how to manage her drinking.

A client feels depressed much of the time. The counsellor must be able to teach the client strategies that will help overcome the depression. The counsellor must also know about different levels of depression, to know when it is necessary to refer a depressed client to a doctor.

It is important that you, the counsellor, get as much training and knowledge about helping methods as you can. Read. Take courses when you have the chance.



If you do not have enough knowledge or training about a certain issue, tell the client. Do not pretend to know. For example, a client may be frustrated and overwhelmed trying to raise a grandchild who suffers from fetal alcohol effects. You do not have much knowledge about children with fetal alcohol spectrum disorders (FASD). You could say something like:

"I know FASD children have special problems, but this is not something I am expert in. Let's talk first about the kinds of problems you are having. Then for our next meeting, I will get more information. One of our other workers has had special training. She will be able to help us."

Clients will usually continue to work with a counsellor who is honest, but who makes the effort to find out what is needed.

UNDERSTANDING AND RESPECT

All clients need to feel they are accepted, understood and respected, even if their own behaviour has been seriously wrong.

*"Even if we hear something bad about a person, we should not be too quick to judge them. We can only learn from our mistakes."*¹²

With each client, start as if you know nothing negative about this person.

To truly understand, you must listen well and get enough information. You need to know what the situation is and how the client feels about what is happening. You also need to understand what the client wants.

You must not assume clients feel the same way as you would feel in the same situation. You must not assume they want the same thing as you would want. You must not make judgments about what is right or wrong.

You must let them tell their stories and you must accept what they tell you, even if in your private mind you do not agree. As counselling goes on, clients may change how they feel, how they see a situation, or what they want. You can help them make positive changes. But you must always start where they are, start by accepting and understanding their viewpoint.

People feel what they feel. They think what they think. They do what they do. Later they may change those

feelings, thoughts, and behaviours. But the counsellor should not make a judgment when clients are telling their stories. Sometimes even statements we think are positive and supportive are actually judgmental. Examples of judgmental statements are things like:

- Oh, you shouldn't feel that way.
- It's not so bad. You'll get over it.
- You're right. He shouldn't be doing that.
- You shouldn't have done that.
- It sounds to me like you need to change your own behaviour.

Later in the counselling process, there will be opportunities to help clients think about their own thoughts, feelings, and behaviours.

BELIEF IN THE POSSIBILITY OF CHANGE

The Elders believe people can create positive lives for themselves, if they think about behaviour, consequences, and what they want.

*"A person can quit anything if they choose to do so."*¹³

*"Even when people get older, there is still the possibility of improvement."*¹⁴

A good counsellor helps clients believe a problem situation can be changed. A good counsellor also encourages clients to believe they themselves can accomplish this change. The counsellor and client are a team, working together.

Clients are the experts on themselves and their lives. All clients have solved many problems in their lives, coped with many stresses. They already have strengths, abilities, and resources, even if their coping tools are not working well at the moment. They are also the only ones who can actually make the changes happen.

The counsellor helps clients to:

- understand themselves and their situations better;
- build faith in themselves;
- use their existing coping skills better;
- develop new coping tools when old ways do not work.

Near the beginning of the counselling relationship, you should explain to clients how you will work together. You should also emphasize that the client has strengths that will make it possible for him/her to make things better.

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For example, you might say something like:

"Together, we'll look at what's happening and what you want. You have a family, a job, you're taking care of your mother. You've coped with many problems and changes in your life, so I know you have many strengths and skills.

I can help you figure out some ideas that might help. You know yourself and your life, so you'll have to tell me if the ideas we come up with work for you. In the end, you're the one who will have done the work. And you'll have new skills and new strengths to add to what you already have."



A NOTE ABOUT DIFFICULT CLIENTS

Most people who come to a counsellor want help and are willing to work at changing a problem. However, it can be difficult to build relationships with some clients. They may be angry all the time. They may always blame others for their troubles. They may be very negative. They may not believe they need to change. They may find excuses not to change. Some clients may have been forced to come, by courts for example, so they may be defensive and unco-operative.

You must be calm and respectful. Try to find something positive in every person. Try to remember that nobody wants to be disliked and in trouble. The Elders understood there may be many reasons why people behave badly.

People may want to change their lives or actions, but their lives may be a series of so many problems that they may have no time and energy to think about how to change things. They may believe they are powerless to change a situation. Friends and family may not support any efforts to change, so clients may feel alone and isolated if they try to do things on their own.

"One of the reasons some mothers mistreat their children is because the victimization they went through themselves is constantly on their minds, even though they want to treat their children well."¹⁵

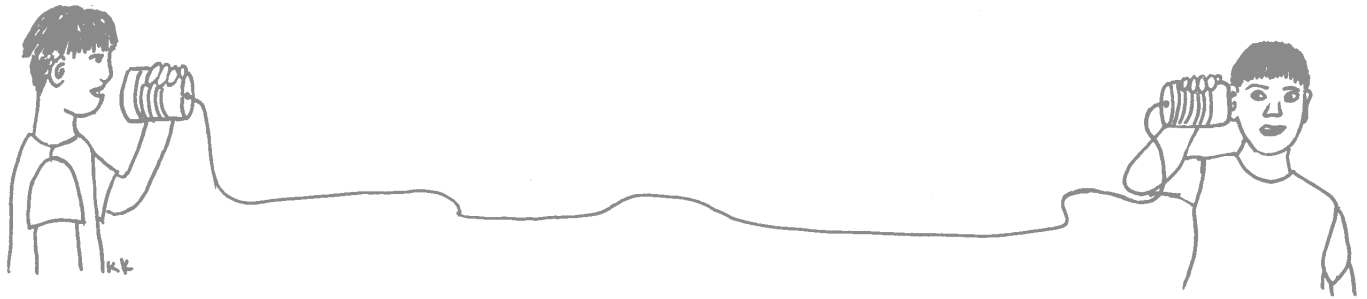
"If a child has behaviour problems...I am sure they want to be like other children...I don't think they really want to be that way."¹⁶

However, people are also responsible for their own behaviour. If they do not want to change, they cannot be forced, but then they need to accept the consequences.

"There are two types of people: those who regret their actions and therefore change, and others who do not...We have to realize [in counselling] that we are not always going to be successful."¹⁷

"As his son did not want to change...he would have to face up to the consequences of his actions."¹⁸





GOOD LISTENING: HEARING AND UNDERSTANDING

In every meeting with clients, you must listen well, and you must show clients that you understand what they are saying... that you have heard their words and their feelings.

IN YOUR OWN WORDS

There are ways of showing clients you understand and respect what they are saying. One good way is to summarize in your own words what they seem to be feeling and saying. This is called paraphrasing.

For example:

A client says she's sure her husband is cheating, even though she has no proof. She is convinced of this because he no longer spends as much time with her as he used to when they were first married. He spends more time out with his friends.

The counsellor can say something like: "So you're feeling that maybe he's not interested in you anymore and is involved with someone else?"

A client complains about problems at work. (The counsellor has heard, because it is a small community, that he is drinking too much and missing quite a lot of work.) He says he is thinking of quitting because his supervisor is always giving him a hard time just because he is sick occasionally. He says he can't help it if he is sick and he always works extra hard to catch up when he has been away.

The counsellor can say something like: "So you're feeling that you're doing your work and it's unfair that your boss gives you a hard time for missing some days."

Notice that the counsellor does not argue with or contradict the client. The counsellor simply summarizes what the client has said. In this way, you show that you are trying to understand. Clients can correct you if they think you misunderstood.

In this way, you are also able to show understanding without making any judgment about whether they are right, or whether you agree. Later on in the process, it may be necessary to confront some clients gently, help them think about their own thoughts and behaviours.

SHARING YOUR OWN EXPERIENCE

*"There are people who are very welcoming. It is easy to listen to them when they speak as well . . . You think to yourself, 'They are like me. They have gone through what I have gone through.'"*¹⁹

Inuit speaking about helpful counselling:²⁰

"I would talk about my experience first and see if they had anything similar that had happened to them."

"[A counsellor can show understanding by] telling the story in [their] own experience."

A way of showing you understand is to share a little bit of your own experience, but then encourage clients to continue their story. Remember this is the client's time to talk. For example, you might say something like:

"Yes, I've felt frustrated with my own kids. How did you handle it?"

"I've been through something like that. I felt very misunderstood. How did it make you feel?"

If a client really wants to know how you handled a situation, you might briefly describe something that worked for you. For example,

You must not assume your feelings or your experience were exactly like the client's. Everyone's experiences and feelings are different.

"Of course, we are all different."²¹

"We are all taking different journeys..."²²

"One thing you can't say is—I know how you feel—the question comes to my mind—really?—my mind says right away—yeah right . . . " (Inuk talking about helpful counselling).²³

Most importantly, you must not suggest your way of coping with a similar situation is the right way, even if it worked for you. Do not say anything like, "This is what I did and it worked. You should do the same thing."

"Well, I usually go for a good long walk. That seems to help me cool down, get calm."

But then say something like:

"But everybody's situation is different. What worked for me might not work for you. We can talk about different ideas. Then you can decide what might be worth trying."

[NOTE: It is important that you have some ideas!]



GATHERING INFORMATION

The Elders say it was important to understand what was happening and why it was happening. Good advice that would enable a person to change could only be given if the situation was clearly understood:

"Of course in each case we have to clearly understand the facts and circumstances in order to be effective."²⁴

Sometimes counsellors jump in too quickly with suggestions. It is important that you get enough information. You cannot make good suggestions, and the client cannot make good decisions, until you both have a clear picture of what is happening.

Help clients tell their stories by asking good questions. You will understand their situation better. But clients will also have a better understanding of their own problem and their own behaviour if you help them fill in important details. When we are stressed, upset, or angry, it is hard to think well. By asking good questions, you can help clients think about the situation more clearly.

"As soon as I started being very blunt and asked focused questions, the person started responding to me . . . It made him rational, made him calm down and think about what he was doing."²⁵

Gathering information will help you understand:

- the problem (what, when, who, why, how long, etc.);
- the client's coping skills and problem-solving methods (what they do, what works, what does not, where the gaps are);
- important feelings; and
- what the situation means to the client (for example, if the husband does not say anything when she tells him she is upset, the client takes that to mean he is not listening and does not care).

GOOD QUESTIONS

Clients may be nervous or stressed. They will say what is most important to them at the moment or what they are feeling at the moment. But they may not automatically tell you everything you need to know.

There are two kinds of questions. One kind does not give you much information. This type is called a closed question because the client can give a short answer like yes or no. The door to more information is closed. The

other kind of question encourages the client to talk more. It is called an open question because it opens the door for the client to explain more fully.

Here are some examples:

Closed questions	Open questions
"How many children do you have?"	"Tell me about your children?"
"Did you talk to her?"	"What did you do?"
"Did it work?"	"What happened when you tried that?"
"Were you angry?"	"How did you feel?"

Closed questions are useful when you need basic information or as a way of helping clients start talking.

Open questions are the most useful when you want to give clients the chance to tell their story in their own way. Open questions encourage clients to think about the situation and to explain in more detail. Open questions can give you much more information.

NOT-SO-GOOD QUESTIONS

Some kinds of questions can make clients feel defensive or unsure. Or they can put your values or expectations into the client's mind, make the client feel like you are expecting a certain answer.

Try not to ask "Why" questions:

Can you remember a situation when you did something and someone asked you "Why did you do that?" and you really did not know why? Many of us have experienced events when we really could not explain our behaviour. Many of us have also experienced situations where we felt defensive when someone asked us a "why" question.

Examples of "why" questions that can create negative feelings in a client:

"Why did you . . .?"

"Why didn't you . . .?"

Instead, you could ask something like:

"Can you remember what was going through your mind at that point?"

This kind of question helps clients try to figure out why they did something, which can be important for both of you to understand. But it makes it possible for the clients to just think about their behaviour, without feeling like they have to justify it.

Do not ask questions that lead to a specific answer. Do not make comments that suggest the client should or should not do something:

Some kinds of questions and comments can make it seem like you are looking for a certain answer or expecting the clients did or will do a certain thing. Remember that what you might think or do is not necessarily the clients' way. If clients get the impression you think they should be thinking and acting in a certain way, they can start to feel defensive, unsure, or foolish. Or they may say what they think you want them to say. Do not ask questions that:

- suggest something probably happened;
- suggest the clients should not have acted in a certain way;
- suggest the clients should have acted in a certain way; or
- suggest the client probably felt certain emotions.

For example:

Leading questions and comments	Questions that do not lead
"You don't believe that, do you?"	"What do you think about that?"
"That must have made you really angry."	"How did you feel when that happened?"
"You called the police, didn't you?"	"What did you do?"
"Was he threatening you?"	"What did he say?"

NON-VERBAL BEHAVIOUR

Clients' body posture, facial expressions, tone of voice, eye movements, hand gestures, etc. can provide information about how they are feeling. However, remember that people's body language can be different. Some people, for example, turn away and never make eye contact when they are talking about a problem, while others lean toward you and talk to your face.

You should pay attention to body language, although you do not always have to mention it. For example, some

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people may be quite nervous talking to a counsellor the first time. Maybe they avoid eye contact, their voice is nervous, etc. There is no need to mention it. That may make them even more nervous. Eventually, when they get more trusting and comfortable, they may be more relaxed.

Sometimes it may be important to let clients know that you do see what is happening. They may want or need a chance to explain.

For example, you have seen a client a few times and have a good relationship with her. Today she says she is not worried about a situation, but you notice her voice is shaky, she is twisting her scarf in her hands, and she has tears in her eyes. You might say something like:

"You say you're not worried, but I hear a shaky voice and see teary eyes. Do you want to talk about that?"



THE INFORMATION YOU SHOULD GET

Here are some examples of important information that will give you a better picture of the client's situation. Allow the client to explain the situation. Find out what it means to the client, why it is a problem. But spending a lot of time on discussing the problem and the background can get you stuck. Try to focus on areas where the client showed strengths and where the client's coping efforts had positive effects, even a little bit. Right from the beginning, set the focus on positive change.

But do not offer ideas yet and do not make judgments about the client's feelings, beliefs, or ways of handling the situation.

WHAT IS THE PROBLEM AS THE CLIENT SEES IT?

Clients come in for a reason. Sometimes there are several problems. Sometimes the problem clients first talk about is not the one that is really important to them. Sometimes it may seem to you that the problem is really completely different. However, let clients start anywhere they want. Let them decide what they want to tell you first. Let them decide what they want to present as the problem. Just remember this is just the beginning of the story. You need much more understanding. Do not start suggesting ideas right away.

You can start by saying something like:

"Tell me what's happening."

Here are examples of questions you could ask:

"How long has this been going on?"

"When did this start?"

If there was a time when the problem did not happen, there must be reasons why it started. Something has changed. Later on, you and the client can discuss what was different then and now. You may find clues and ideas about how to solve the problem.

"Are there times when this doesn't happen?"

Often, people think something happens all the time. But there may be times when things are OK. For example, a husband and wife may argue and be angry at each other so often it seems to them like "we're always fighting." However, there are probably at least a few times when they have been able to get through a disagreement or stressful situation without getting into an argument. This tells you that sometimes they can manage similar difficult situations. You and the client need to look at why things work out in some situations and not in others.

This question gives you important information. Later on in discussion, you and the client can look at the situations when the problem does not happen. What is different about those times? Why does the client think it did not happen at those times? There may be good clues as to how to prevent the problem or ideas about good ways to handle it.

WHAT DOES THE SITUATION MEAN TO THE CLIENT?

Try to find out how the clients see their situation. How do they interpret what is happening?

An event is not necessarily the problem. The problem may be caused because of the way the client thinks about the situation.

For example, a man's girlfriend smiles and talks briefly to a male co-worker. From her point of view, she is just being friendly to the person. But her boyfriend may get angry because he interprets her behaviour as meaning she is flirting and interested in other men.

Another example: Two friends who are in school are having trouble in one of their courses. One woman decides she just needs some extra help. She spends some time after classes with the instructor and starts to do well. The other student becomes depressed and wants to quit because she feels she is just not smart enough.

Examples of questions that can help you understand what the situation means to the client:

"What kinds of thoughts go through your mind when that happens?"

"What do you think her behaviour means?"

"What do you think is the reason for . . .?"

"What do you think is causing . . .?"

HOW DID THE CLIENT TRY TO SOLVE THE PROBLEM?

This is the beginning of change. In listening well to the client's story of coping, you may find client strengths and the beginning of positive paths. For example, clients might say they have tried to discuss a problem with a spouse, but it did not do any good. It is a strength that the clients have tried to communicate. However, it might become clear that the way the clients spoke to their spouse was not the best way. Later, you might be able to show the clients how to express their feelings in a more effective way.

Examples of questions you could ask:

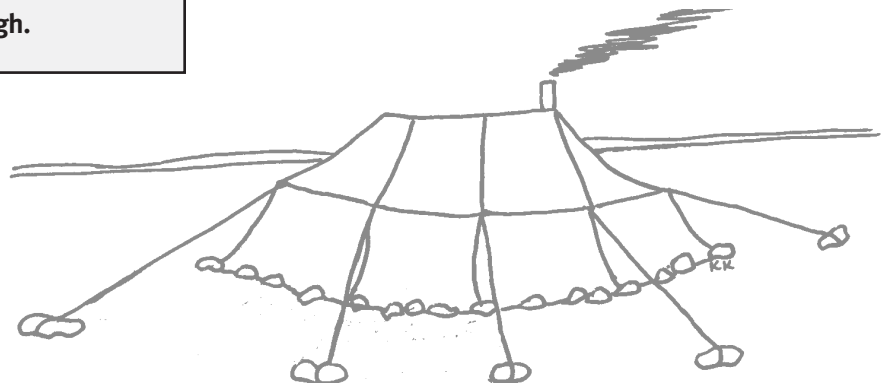
"What did you do when . . .?"

"How have you handled this?"

"How have you tried to change the situation?"

When the clients explain how they have tried to cope, find out if any of the clients' efforts had positive effects. You could ask something like:

"Of the things you've tried, was there anything that made the situation better, even a little bit?"



PART I: GETTING STARTED

You should now have enough information that you have a pretty good idea of:

- what the situation is and what it means to the clients;
- why it is a problem to the clients and what they want to change; and
- what the clients have tried to do about it and if any of their efforts have had any positive effects.

It is time to help the clients figure out what might work to solve the problem. You and the clients are ready to move into the action stage together.

Look for and focus on strengths and positives. Pay attention to anything that has had positive effects, even small good results. Also pay attention to clients' positive attitudes and positive coping skills. Sometimes clients do not recognize the positives in themselves and their actions.

For example, if a client feels overwhelmed by problems, but still manages to get himself to work, that is a real strength. Make sure you talk about that with him and explain to him that it shows he has strengths. How does he manage that? The coping methods he uses in this situation may be helpful in other situations.

Or if a client is having lots of problems with a child, and says she felt like hitting him but did not, that is a positive. She is able to control her actions even under stress. What did she do to stop herself from hitting? The methods she uses to manage her angry feelings may be useful in other problem situations.

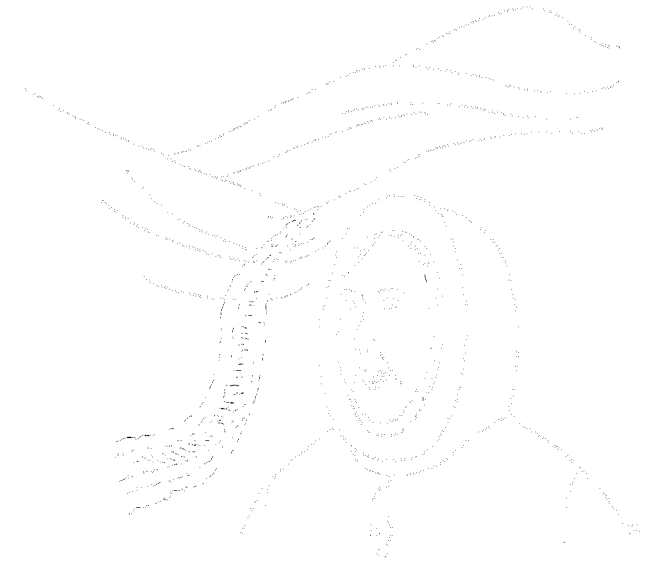
One of the most helpful things you can do is help clients build up faith in themselves. If you listen well, you can help them see they do have strengths and some control in their lives. They may be able to use these coping skills in other ways and other situations.

“It’s that believing. Believing in ourselves. It’s the most strong thing. Because when I don’t believe in myself, that’s when I start to lose hope.”²⁶



SETTING GOALS

You must know exactly where you are going so that you can plan and prepare for the journey.



The purpose of counselling is to help clients reach certain goals. Clients must know what they want to achieve so they can figure out what to do. How would they like the situation to be? What would they like to change about themselves or the situation? Goals give a sense of direction.

Inuk explaining how her mother helped her in problem situations: “Even with my mother...[she asked] ‘What do you want? How do you want to deal with it? What do you want in your life?’”²⁷

If there is a good goal, it will be easier to plan how to reach the goal. Sometimes even a small change can result in many positive effects. Goals are motivators. They encourage people to keep going. Reaching a goal, even a small goal, makes people feel better. It gives hope that things can be changed.

GOOD GOALS

Usually, clients have a general idea of what they want. Examples of general goals are things like:

- to solve a relationship problem (spouse or boy/girlfriend, family, friends, children, etc.);
- to solve a money problem;
- to change something about themselves (quit drinking; stop being depressed; cope better with anger; etc.); and
- to get other people to change their behaviour or feelings (make kids behave better; have spouse stop drinking; make partner stop being jealous; etc.).

However, to reach a goal, the goal must be clear. What exactly do the clients want? What specific emotion or behaviour do they want to change? How much of a change do they want? Is this something that can be changed? (For example, the past cannot be changed, although clients can change the way they think about the past.)

For example, to say, “I want a better relationship with my spouse” is a general goal. You must help the clients think about what would be involved in having a better relationship. Would they be arguing less? Spending more positive time together? Being more openly loving towards each other? Forgiving and forgetting their past problems? The clients need to choose something specific to work on.

Remember that positive changes in one area often create positive changes in many other areas too. For example, if the clients find ways to spend more time with their spouses, it is possible that this will lead to fewer arguments, etc.

The counsellor can help the clients decide on a specific goal that they can actually accomplish.

Finally, the counsellor can make suggestions for goals if the client is not sure where to start. However, clients must be allowed to make the final decision about what they want to work on.

People do best when they can make their own choices, rather than being pushed to do something. The clients must own their goals.

PART II: ACTION

Clear and Specific Goals

Focus on behaviour! A good goal involves behaviour. The clients will be doing something that will enable them to achieve what they want.

For example:

Unclear goal: "I want to have a better relationship with my husband."

Clear goal: "I want to be able to tell my husband when I'm upset without getting into an argument."

Unclear goal: "I need to stop drinking too much."

Clear goal: "I want to be able to drink once in a while without getting drunk or being hungover the next day."

Unclear goal: "I'm so depressed since my husband left. I want to feel better."

Clear goal: "I want to do an activity every day that makes me feel good."

When a goal is clear and specific, the client will have a way of knowing whether the desired change has happened. For example, the client learns how to express her feelings effectively. As a result, her husband is more willing to listen to her. As a result, they do not argue nearly as much and their relationship is better.

Realistic Goals

Goals must:

- be achievable;
- be something the client can control; and
- fit with the client's values and abilities.

Some things cannot be changed:

- You cannot change what happened in the past. You can only change how you let the past affect you today and how your future is going to be.
- You cannot change other people's behaviour or feelings. They must change themselves. You can only change your own behaviour or thoughts.

*"It can be depressing. Then I thought, if they want to say this about me, let them. I didn't let it bother me."*²⁸

*"[Having been raised by an aggressive father]. He was just a small child when he said, 'I am going to get a wife one day but I don't want to be like my father.'"*²⁹

- You cannot change every situation. You can only change your thoughts or reaction to a situation.

*"I told them that even if they cry it won't help, because there is no way around it."*³⁰

*"We tend to experience good and bad things in life. Feelings of pain and loss do occur, but they pass."*³¹

Sometimes people say they want something they are not ready for yet. In that case, they may have to break their goal down into steps and reach smaller goals before they get to their big one. For example, a client may decide to go back to school. However, he does not have the necessary writing and math skills to get into the training program he wants. Instead of giving up, he decides his first goal will be to go into an up-grading program.

Sometimes, you cannot get everything you would like. Clients should be encouraged to think about how much of a change would be enough to make their situation acceptable. For example, a client may be having trouble with her teenager. It may be unrealistic to expect the child would always do everything the parent wants. However, the situation might be less stressful if she and the teenager could work out a couple of important rules they can both agree to.



Sometimes people are not yet ready to do the work necessary to reach their goal. Any kind of change takes effort and commitment. Sometimes it takes many tries before things really change. The counsellor cannot do the work for the client. Only the client can make choices and take action.

Examples of questions that help clients develop good goals include:

"What do you want?"

"What do you need?"

"How would you like things to be?"

"What would be better?"

"What would you like to see happening?"

"How much of a change would be enough?"

"What do you think would be a good starting point?"

"It's hard to force someone else to change, but often if you change some of your own behaviour, it can have a good effect on the other person's behaviour. Is there anything you could do differently that might lead to some changes?"

If a client has talked about several problems, you could ask something like:

"Of the things you've talked about, which one seems to be the most important one to work on right now?"

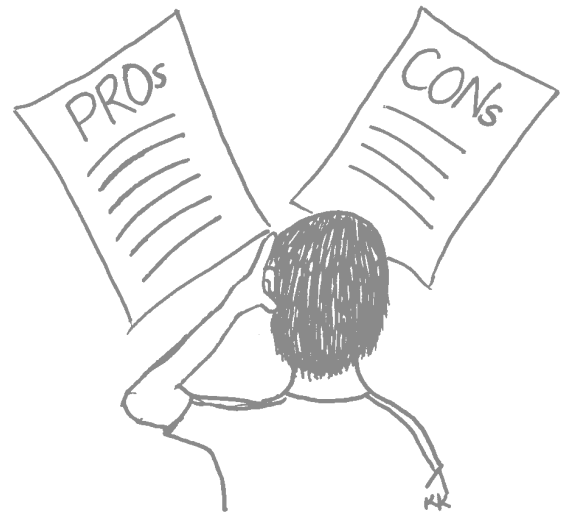
"What would you most like to change?"

"Sometimes it helps to start with something small or easy. Sometimes small changes can lead to more important changes. What do you think might be easiest to change right now?"

PREPARING FOR POSSIBLE DIFFICULTIES

"We would counsel them by making them think about the future."²²

Change does not always come easily. Sometimes it takes time and practice. Sometimes other people will not be supportive. Sometimes a method just does not work. Sometimes new problems get in the way.



Every change can have good and bad consequences. Even changes that are very positive may have some negative results. For example, when a client stops drinking too much, there will probably be many positive results: better health; better relationships; better self-esteem; etc. However, the person may also lose some friends or there may be new problems in a marriage if the spouse drinks a lot and does not want to change.

You can help the clients prepare for possible difficulties and negative results by having them plan ahead.

Examples of questions that help clients prepare for change include:

"What will be the good results of this change?"

"What obstacles might you run into while you're trying to reach your goal?" "How could you handle those difficulties...what could you do?"

"What might be some negative consequences or difficulties once you reach your goal?" (Clients may not have thought there would be any negative consequences. You may have to explain and give some examples first.) "What could you do if that happens?"

COMMITTING TO A GOAL AND A PLAN

To make any situation better, the client must be willing to do the necessary work.

To help clients get committed and motivated, you should be positive and encouraging. You might say something like:

"That's great. You've really thought about what you want and how you might get there. I know from what you've told me that you have real strengths and skills already."

PART II: ACTION

Then you can ask something like:

"When do you want to start?"

"Are you ready to make a plan? Together, we can figure out ways to reach that goal."

MAKING A PLAN

Most goals must be worked at step by step. You can help clients get started on change by helping them plan what they need to do first, next, and so on. For each step, you can then work out the activities together.

For example:

A client has decided she wants to go back to school to upgrade her job skills. She will need to:

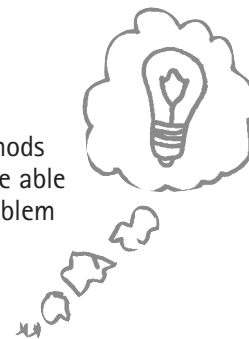
- find out about courses, requirements for getting in, financial help;
- complete the application forms, get references if necessary, apply for student loans;
- plan how she will handle daycare, home responsibilities, class time, and homework time; and
- think about how she will be able to handle any difficulties.

A client wants to learn to communicate better with his wife. He will need to:

- learn effective ways of talking about his feelings and what he wants;
- practice the new communication skills with the counsellor;
- try them out in real life situations with his wife; and
- evaluate if they worked and make changes if necessary.

MOVING TOWARDS GOALS: SUGGESTIONS AND ACTIVITIES

Clients come to you because their own methods have not worked. It is important that you are able to give the clients ideas. Talking about a problem is usually not enough. You must be able to give some suggestions about new or better strategies that can help the clients achieve their goals.



Mind, body, and emotions are all tied together.

*"If you were keeping a wrongdoing hidden, you would be anxious, you would become so anxious that you would get sick from keeping this inside you."*³³

*"If I have terrible thoughts or negative thoughts, then I won't have a long life at all."*³⁴

For example, when we are in a certain situation, we think something, an emotion attaches to the thought, and then our behaviour is influenced by the emotion. Remember the earlier example about jealousy? The man sees his girlfriend talking to male coworkers. He thinks they are flirting. He gets angry. He starts an argument.

Modern science has discovered that brain chemicals are involved in emotions. For example, negative thoughts can lead to changes in brain chemistry that create negative emotions. Negative emotions can create physical changes that lead to physical stress and illness. But positive thoughts can lead to changes that create positive emotions and less stress.

Physical behaviour can also change emotions. For example, laughing, smiling, doing something new, doing something you enjoy, and exercise all help the brain produce chemicals that make us feel better.

Remember, positive changes in even one small area can cause positive changes in other areas.

The Elders talk about several helpful suggestions. Sometimes people need help thinking about themselves, what they want, what they are doing, and the consequences

of their behaviour. Sometimes they need help in changing their thoughts or expectations. Thinking well was important in traditional life and helping people think deeply was an important helping tool.

“We were taught how to think when we were growing up. We weren’t taught other people’s ideas; we learned how to make decisions of our own. If we felt something was right, we accepted it, and if we felt it was wrong, we didn’t. We had to learn to think for ourselves.”³⁵

“You must always make them think . . . we have to think about the future, what is coming and how it can affect what you are doing.”³⁶

Sometimes people need to change their behaviour or do something active to take their mind off negative feelings and thoughts.

“I was told that when you stay in one place, you start getting sick easily and . . . become tired.”³⁷

“What he said is true for me too. When you go to another place for a while . . . you come back rejuvenated. You come back rested and happier.”³⁸

Sometimes people need to talk out their troubles.

“You have a wound in your mind and it is painful . . . The wound has to heal by talking and crying first . . . Even when a person goes into healing as an adult or a teenager, ongoing discussions are needed.”³⁹

You must be able to explain and demonstrate a strategy clearly. It is not enough to tell a client to change what they are thinking or to do things a different way. You must be able to explain why a certain strategy may be helpful and how to do it. It is important that strategies make sense to the client. Always remember that clients have a right to decide if they want to try your suggestion.

The Elders always emphasized that it was important to explain why a person should behave a certain way. That is still true today.

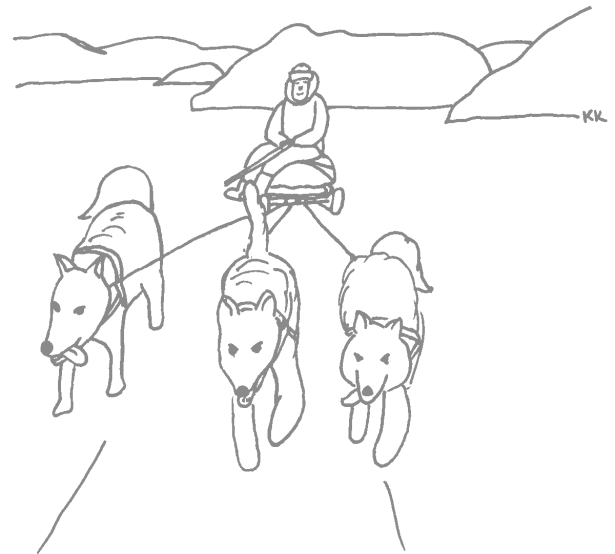
Modern counselling also uses all these methods and has developed many different variations. Research has shown that, just like in traditional Inuit life, strategies that focus on thinking, analysing behaviour and consequences, and learning new behaviours and thoughts seem to be effective in many kinds of problems.

Research also shows that focusing on negative feelings and thoughts can make those feelings even stronger. We can stay stuck in hopelessness, anger, and helplessness.

“The mind is very powerful. If you don’t talk to someone about your feelings, your thoughts, they will grow and dominate you . . . You pout easily and get depressed and even when people are doing something nice, you see them as doing something bad.”⁴⁰

“If we see our children not doing well at school, we shouldn’t say, ‘You are doing terribly.’ What we should be looking for is any improvement . . . If they hear that then they will start believing they are good and can do it.”⁴¹

Therefore, helping methods should focus attention on strengths, positive events and behaviours, and positive emotions.



PART II: ACTION

COGNITIVE CHANGE: HELPING CLIENTS CHANGE UNHELPFUL THOUGHTS

"The fact that you can change what is on your mind, makes me believe that the brain is the most important part of the body."⁴²

"Our mind is very powerful in its control over us."⁴³



The word cognitive refers to thinking. Cognitive strategies are those that involve thinking about behaviour and consequences, examining the thoughts clients have about themselves or a situation, or developing new ways of thinking. Psychologists and counsellors call this cognitive restructuring because clients are building, or constructing, new ways of thinking.

Common Kinds of Negative Thoughts and Beliefs

These are examples of thoughts and beliefs that can have negative results on emotions and influence behaviour.

"I (he, she, we, you, it, they) always. . ." or "I (he, she, we, you, it, they) never. . ."

Nobody always or never acts a certain way, but we can get stuck in this hopeless kind of thinking. Help clients think of even one situation when things were different or better and what was happening that made it different. Focusing on recognizing the positives can help clients recreate more positive situations and feelings.

"I (he, she, we, you) should. . ." or "I (he, she, we, you) shouldn't. . ."

Why should or shouldn't they? Sometimes there is no reason except this is what the clients believe. Clients can be helped to think about why they believe this. They may realize that maybe it is because that is what they were taught, how they themselves always did things, or that it is just what they want. There may be new ways of looking at the situation.

"I can't. . ."

Often, the issue is not that the client cannot do something. More likely, they are afraid to, do not really want to, or do not know how to. You can help clients understand their own underlying thoughts and feelings so they can change this to an "I can if I. . ."

"I haven't told him, but he should know that. . ."

Sometimes clients think other people should be able to read their minds and know how they are feeling or what they want.

"It's my fault. If I could only do better. . ."

Sometimes people blame themselves even when a situation is not their fault. You can help clients understand if this makes sense.

There are many other kinds of thoughts that can lead to unhelpful emotions and behaviour. Help your clients analyse what they are thinking, whether the thinking makes sense or is helpful to them, and how to change to more productive thinking.

Examples of questions and statements that can help a client analyse their thoughts and beliefs include:

"What goes through your mind when. . .?"

"How do you feel and what do you do when you start thinking that?"

"Tell me about some situations when that wasn't true."

"What are some other reasons why this might be happening?"

"What's actually happened to show you this is true?"

"How else could you look at the situation?"

"Let's see if we can come up with some thoughts that might be more helpful."

Explain how thoughts can make us feel and act in certain ways, then help clients develop some more positive thoughts. (If necessary, you can then help clients plan how they can make the positive thought a reality.)

For example:

Unhelpful thought	More helpful thought
I always mess things up.	I made a mistake, but we learn from mistakes. I'll do better next time.
I can't do anything about it.	I've managed to cope with lots of problems before. This is a tough one, but I'll figure it out.
It's ruined my life.	It was bad. It hurt me. But I'm not going to let it keep me down forever. I have many strengths.
I can't do it, but if I say no, they'll get mad at me.	So what if they're mad for a while. I always help when I can.

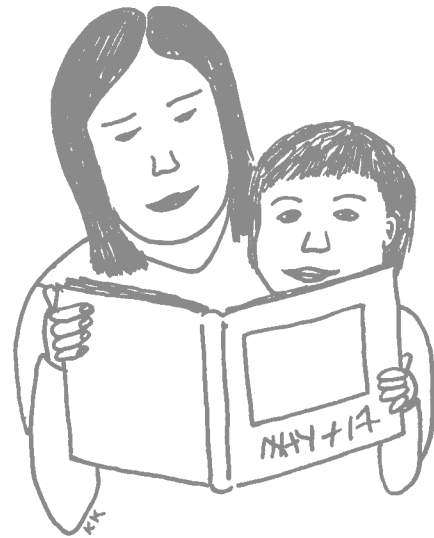
BEHAVIOUR CHANGE: HELPING CLIENTS DEVELOP NEW SKILLS

Clients will often need to learn new or more effective behaviour. This will usually involve thinking about what they are doing right now, what the consequences are, and what they could do instead. There are many kinds of skills that you can teach:

- life skills like managing money or applying for a job;
- parenting;
- anger management;
- communication; or
- problem-solving.

Communication Skills

*"People would work at returning to harmony by talking to each other."*⁴⁴



*"When we Inuit have someone we love and we find their actions inappropriate, we need to tell them this."*⁴⁵

*"If offenders were not made to feel embarrassed, and they understood what we said to them, there would be more of a chance to improve their behaviour."*⁴⁶

It is important to be able to express feelings and needs in a way that will encourage the other person to listen without feeling like they are being blamed or judged. Too often, especially when we are upset, we end up arguing, crying, shouting, demanding, or criticising.

Another situation that may turn to anger is when two people want different things. Each person wants to win.

Using I-messages

An effective way to express feelings and needs is to use words like "I feel . . ." and "I need . . .", without blaming or demanding.

Often, especially when we are upset, we start saying things like, "You always . . ." or "You never . . ." or "You're so selfish . . ." etc. The other person will probably get defensive right away. Soon there is an argument with both sides angry and not listening.

An I-message can tell the other person you are upset, why you are upset, and what you need or want. But an I-message does not create as much of a sense of blaming, judging, or demanding. The pattern for a simple I-message is:

"When you (describe the behaviour calmly) . . . I feel (emotion) ... because (give your reason without blaming) ..."

PART II: ACTION

Examples of poor and good messages:

Judgmental message	I-message
There you are again, out all night without letting me know. I'm sick and tired of you being so inconsiderate!	When you stay out late and don't let me know where you are, I get upset because I feel forgotten and ignored.
You always think you're right. Well, you're wrong.	I don't agree.
You make me so mad!	I get so frustrated.
You're wasting time. Do your homework right now.	I worry that you'll fail if you don't do your homework.

Help clients pay attention to the words they use. Some language can seem emotional and judgmental, leading to defensiveness. For example, if you say, "When you stay out late and don't bother to let me know where you are", the word 'bother' adds a kind of negative judgment and blame to the statement.

Win-win conflict solving

The best way to solve a conflict where two people want different things is to try to find a compromise so neither person feels he or she has lost out completely.

I-messages are a good way to start discussing a conflict. But both sides need to have a chance to talk about what they want and why. Then they can negotiate to something both of them can accept.

For example:

"I get upset when I do all the housework by myself after working all day and all week. I get tired and stressed and I really need some help. I'd really like to hear what you think. How can we solve this so that we're not always getting into arguments about it and so neither one of us feels that we're being treated unfairly?"



The speaker then listens without interrupting. After hearing the partner's point of view, negotiating can begin. Both should give some ideas of how they could solve the conflict.

The more options the better. They do not all have to be fair—the point is that there should be a variety of choices the clients can discuss. They can then choose one they can both accept.

For example:

- dividing the chores evenly, with some choice for each person;
- partner or kids help with dishes, but only after having the chance to relax in front of the TV for an hour after work;
- partner agrees to a few chores spread out over the week; or
- partner does everything one day a week.

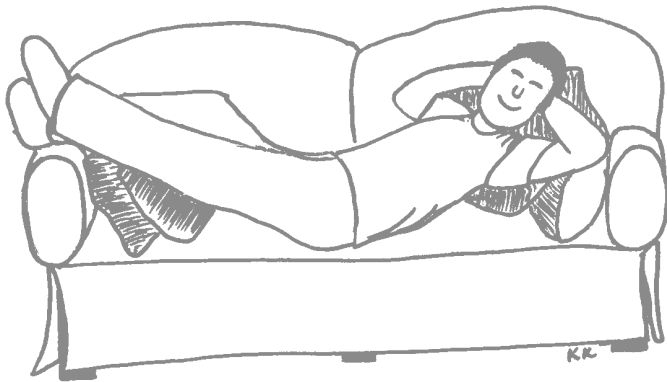
Listening well

We often forget that listening is also a communication skill. Good listening involves several behaviours:

- both people listen without interrupting;
- both use body language that shows they are listening non-judgmentally (do not look bored, do not make faces, do not start doing something else, etc.); and
- both try to show understanding of what the other has said by summarizing in their own words: "So you mean you don't like it when . . ."

Stress Management

We cannot avoid stress. A certain amount of stress is even necessary and positive because it motivates us to do things. But too much stress that makes us feel overwhelmed and helpless and can create physical and mental health problems.



Stress can be managed and kept in control. You can discuss various stress management strategies that can be useful.

- Set priorities.
- Pay attention to the thoughts that come in these situations and try to change thoughts. For example, "I'm so nervous. This is awful. I'll never get through it," can be changed to "I don't like this, but I'll make it through. It'll be over soon." Changing to more helpful thoughts can reduce the strong emotions that can create unhelpful stress.
- Plan and prepare ahead of time for situations you know will be stressful. For example, visualize or practice what you will do and say in a situation that makes you nervous.
- Exercise. Physical activity can create positive physical and emotional changes.
- Learn to use deep breathing exercises. For example, 5 or 10 minutes of slow full breathing in and out can bring down stress level and anxiety.
- Laughter is effective in lowering stress, anxiety, anger, etc. Watch something funny. Tell jokes with a friend. Try to find some humour in a stressful situation or in your reaction to the situation.

Using Roleplay

Roleplay can be helpful in counselling sessions. You can use roleplay to demonstrate new behaviours to a client. Or you can use it with clients to:

- practice behaviours in the office so they will be better prepared to try them out in the real world;

Examples of behaviour practice:

A client has just developed some I-messages to try in a specific situation with her husband. You can play the role of the husband while she tries out her I-message. You can give her feedback about the words she used, her tone of voice, her body language, etc.

A client's mother is highly critical. The client understands her mother probably cannot or will not change, but the situation always upsets her. The client might play the role of the mother being critical, while you demonstrate different ways of responding (for example, just calmly agreeing without arguing or getting angry; calmly changing the subject; etc.) The client can then try different responses herself, with you taking the role of the mother.

- recreate situations to figure out what happened and what could be done differently;

Examples of recreating a situation:

A husband and wife want to figure out ways to reduce the number of arguments. You have them roleplay a typical argument, talking the way they usually do during an argument. Then help them analyse what happened: what feelings came up in each of them and why, what was helpful, what made things worse, etc. After learning some more effective communication skills, they can roleplay again using new skills.

A mother is talking about the problems she has getting her kids to do their chores. You have her roleplay herself and her child. First she acts and talks like she usually does with them. Then she roleplays what the children say and do. You and the client can then analyse what happened and how she might do things differently.

- release strong emotions.

PART II: ACTION

Example of releasing strong emotion:

A client had a difficult childhood with her father. Many years later, she still gets emotional when she talks about some of the situations. She says she has never talked to him about these things and is not sure she ever can. You place an empty chair in front of her. She then can visualize her father there while she tells "him" everything that is in her heart.

It is important to explain clearly why a roleplay might be helpful. But give clients a choice. Do not force them. Sometimes roleplays can seem awkward, scary, funny, or too emotional. That is OK. Create a safe and accepting atmosphere in which clients are able to practice, make mistakes, laugh, and cry.



HOMEWORK

Clients must have opportunities to work on changes in their real lives. It is not enough that they see you once a week. Changes can only happen if clients use methods in real situations. It is important that you give clients some ideas that will help them focus on the goals they have set for themselves. Homework assignments allow clients to practice new ways of acting and thinking. Office meetings then allow for discussion, analysis, and feedback.

The purpose and directions for homework assignments should be clearly explained. Clients must understand what they are to do and why you believe this activity will be helpful.

Keep homework assignments fairly simple and uncomplicated. Do not expect clients to do many things at once.

There are many ideas in counselling books and articles. You will also develop ideas of your own. Be creative.

Work together with clients. Get their ideas about what situations might be best to try the activity. Clients may come up with ideas themselves about activities they could try. Have them anticipate possible problems and possible ways of coping with the difficulty. Give examples. Practice if necessary.

Reassure clients that it is alright if they have difficulties. Encourage them to try their best.

At the next meeting with the client, discuss what happened. How did they feel? What problems did they have? How often were they able to do the activity? What positive results happened? Is it something they believe will be helpful now that they have tried it? Are they willing to keep trying, even if there was not yet much change?

Make sure you ask clients to do homework activities that focus as much as possible on positive behaviours, feelings, results, and situations. Focusing on negative feelings or on what went wrong can keep us stuck. Focusing on positive feelings and events, even if they do not happen often at first, helps us realize that sometimes things do go well. For example, if a client is trying to stop drinking too much, you can ask her to keep track of the days when she did not drink. If a client has been depressed, you can ask him to try to find (or do) one thing each day that makes him feel pleased or proud or just smiling for a while.

When positive feelings or events are the result of something the clients have actually done, it gives hope that they can create positive change. For example, if a client tries a new relationship communication skill and the spouse responds a little more positively than usual, it shows the client that what she did made a difference. She is not helpless. The situation is not hopeless. She can make positive things happen in her life.

Keeping a Journal

Writing about positive hopes, feelings, events, strengths, consequences, etc. can be a powerful tool. It gives us a chance to organize our thoughts. It gives us a chance to really think about what we want to achieve and what we are doing to achieve it. It brings strengths out into the open.

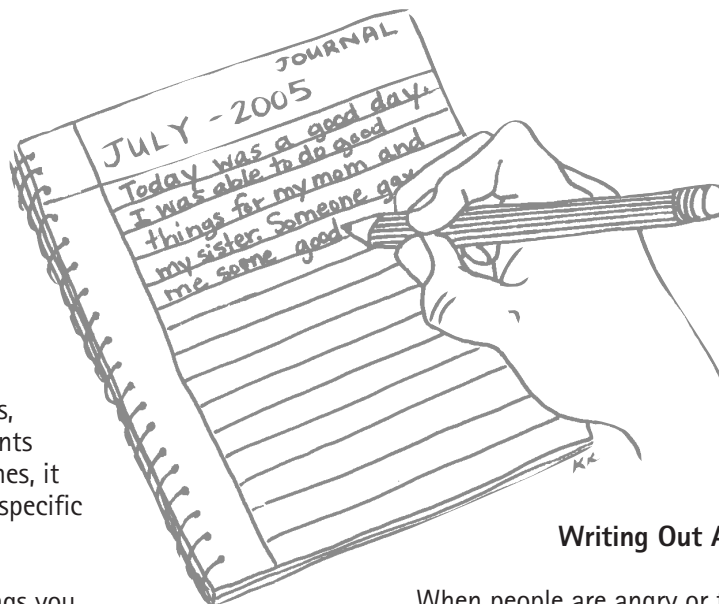
Sometimes just writing about dreams, goals, strengths, and positive events can help clients change beliefs and behaviours. At other times, it can be helpful to keep a journal about the specific results of other strategies clients try.

Explain clearly to clients what kinds of things you would like them to focus on and why that might be helpful. Journal events can be discussed in your meetings with clients.

Examples of things clients can record in their journals include:

- what worked—even small positive changes;
- what did not work out well and how they might do things differently next time;
 - ✓ It is important to have the client think about how things might be better next time. If they just focus on what went wrong, it can lead to a feeling of helplessness and hopelessness. However, if they think about what could be done differently, it puts the focus on the possibility of change.
 - ✓ It may turn out that some methods or activities just do not fit with the clients' personality, home situation, etc. That is important information.
- specific situations in which their efforts worked well;
- strengths they have recognized in themselves;
- new ways of handling problems that they thought of;
- things they have learned about themselves;
- daily positive events and feelings; and
- things they have learned from others or about others, which will help them change their own situation.

Ask clients to try to stay focussed on their goals. If clients have had a bad day or a bad experience, they can write about it too. But it is helpful to write about those events as a learning experience—what clients learned about themselves, others, or the situation.



Writing Out Anger

When people are angry or frustrated, it can be helpful to write down all their thoughts, all their reasons for the anger, etc. In writing, they can release strong emotion. Writing may be all the release they need. Or they may need to follow through in some way.

If clients tell you about writing out an anger situation, you might ask, "How did writing it out affect your feelings? Are you OK about it now or are you still feeling anger?" Writing it out might be all they needed to do to get it off their mind.

If they still feel the need to do something more about the situation, you can help them figure out a helpful next step.

Examples of possible next steps include:

- For intense issues that cannot be solved otherwise, a useful ritual might be to burn the paper as a symbol that the person will no longer allow this to dominate their thoughts.
- They may decide to rewrite the really angry letter in a way that explains their feelings more calmly and give that to the person who is involved to give that person a chance to read it in private. This may give them a chance to discuss the issue calmly later when they have both cooled down and had a chance to think.
- They can plan and practice how to effectively say what they want to say in person.

If clients have difficulty writing, they could use a small tape recorder instead, talking about their efforts and experiences.

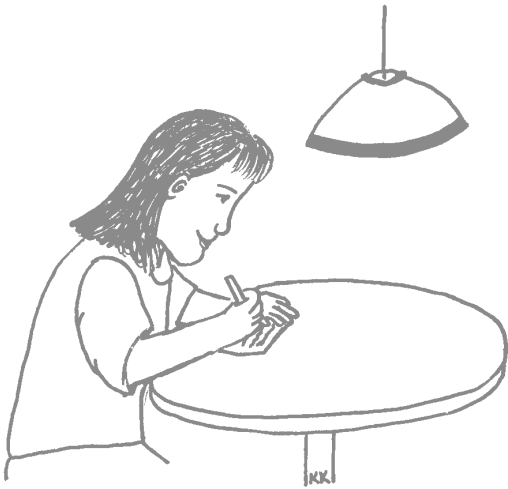
PART II: ACTION

Monitoring: Keeping Track

When people are learning new behaviours, skills, and ways of thinking, it is helpful to have them keep track of how they are doing.

When something goes wrong or when we are not immediately successful, it is easy to start thinking that things never go right. If clients keep track of the positive behaviours and thoughts they are trying to develop, they will have a record that shows they are on the right track.

Seeing proof of positive change is a motivator. Clients will be encouraged to increase the number of times they manage to achieve what they are trying to do. As clients do this over a period of time, they can see their progress.



One way of keeping track is to keep a weekly chart with the specific goal for the week written in at the top. Simple information on a chart can give you and your clients important positive information.

For example, a client working on fighting less with family might have this chart:

Goal: To say at least one positive statement to a family member each day						
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Jimmy – gave him a hug		Lucy – she looked nice	Husband – glad to see him back from Salluit	Opposite – family said they liked my caribou stew. I felt really good		Told my husband I was proud of his hunting skill (he got 2 caribou)
Lucy – thanked her for doing dishes		My mom – apologized for not calling her back yesterday				

In keeping this chart, the client has to focus on positive relationship behaviour. The client will see how much she is capable of saying positive things. She will also realize how many different kinds of statements and behaviours can be positive. As she continues to do this, you will discuss with her if and how relationships are changing. (They should change for the better!) Notice that it is OK that she did not manage it sometimes. She does not let that knock her down. She just gets back on track.

Another example might be a client trying to stay out of trouble with alcohol who has this kind of a chart:

Goal: No more than 3 beers a day, some non-drinking days						
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
✓	✓	0	✓			

In this simple chart, the client checks off those days when he keeps his drinking down to three beers or less. He writes zero for those days when he does not drink at all. From this particular chart, you and he will be able to immediately see that for more than half the week, he met his goal, including a non-drinking day. The end of the week, the weekend, he did not achieve his goal. If this is his usual pattern, it lets you and him know:

- he can control his drinking;
- it is harder on the weekends for some reason; and
- it is necessary to figure out what happens on the weekends and what kind of new behaviours or thoughts he may have to develop (for example, saying no firmly to friends if they urge him to have another beer.)

Another example might be a client who just started to work at feeling better about herself:

Goal: Change a negative thought to a positive one						
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
		Drunk neighbour started criticising me. I started to get mad but told myself it wasn't worth it, I know I'm a good mom.				

She only managed her goal once in the week. But trying anything new can be hard. The fact that she managed to do this at all is a major accomplishment. It means she is really trying, she understands what to do, and she is

capable of doing it. The fact that she managed this in a situation where it would be easy to get defensive is an even bigger accomplishment. In the meeting with her, emphasize these positives.

Models: People Who Are Coping Well

Another homework assignment that can be useful, especially in the beginning stage of planning change, involves observing and/or talking to people who seem to handle similar situations well. What do they do? How do they act and talk? Paying attention to and analysing the behaviour of good role models can provide helpful ideas for specific problems.

For example:

A man who frequently finds himself drinking too much may have a friend who drinks, but never gets drunk and another friend who used to be frequently drunk, but now does not drink at all. What do his friends do to stay sober?

Pretending/Faking it

Sometimes we know that even if we are feeling a certain way (nervous, annoyed, unsure, sad, etc.) we can pretend we are not feeling that way. For example, you may be bored in a certain situation, but you smile, nod your head, say "Iiiii" and lean forward towards the person who is talking to make it seem like you are interested. (Pretending always involves behaviour.)

Research has found that often when we pretend to feel positive, we actually end up feeling that way. For example, forcing ourselves to smile or laugh can relieve feelings of stress or anger. (The muscles involved send signals that fool the brain into thinking we are feeling good, releasing feel-good brain chemicals.) If we act like we feel confident, even when we are nervous and unsure, people will react in ways that show us they believe we know what we are talking about. When they react with respect, it makes us feel more confident.

You can help clients figure out what behaviours they need to act out to present a certain feeling.

For example:

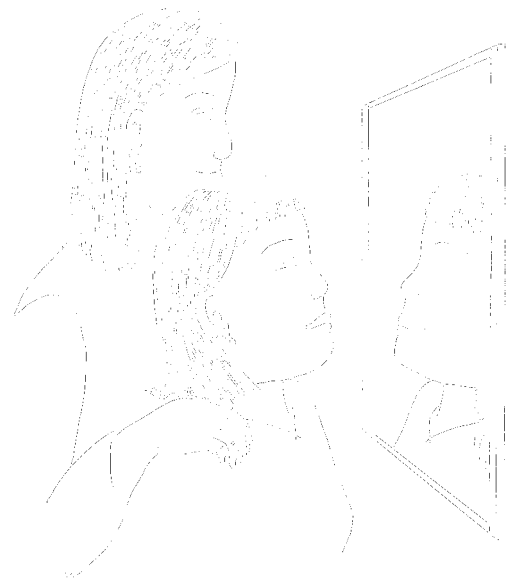
"What kinds of things would you be doing if you weren't feeling depressed?"

"Well, I'd visit my favourite aunt and do some sewing. I'd go out and pick some berries. I'd probably go dancing on the weekend with my best friend. I'd smile and chat with people. But I just don't feel like doing anything."

"OK. I'd like you to try something. One day this weekend, just pretend you're feeling really good. Maybe make arrangements to go to your aunt's. Maybe think of a funny joke or story you could tell her. Take your unfinished sewing project and ask her to help you with it. The whole time you're there, just pretend to be feeling happy. Talk and act the same way you do when you're feeling good. If she asks you how you're feeling, tell her you're feeling great. Try to stay there at least an hour. The other days, whenever you meet a friend or neighbour in the grocery store or somewhere, pretend you feel fine. Smile, shake hands, talk about the weather, the kids, or whatever, even for just a couple of minutes. Do you think you could try that?"

"I can try."

"Great. Do the best you can. When you get back home, write about the experience. Were you able to act happy? What did you do to show your aunt and others you were feeling good? What thoughts did you use to keep doing that? How did your aunt and others react to you? Did you finish your sewing? How did you feel about that? Did your inner feelings change at all? And so on. When we get together next week, let's talk about the experience."



PART II: ACTION

OTHER EXAMPLES OF HOMEWORK ACTIVITIES

The following activities can help people feel better about themselves, come out of depression, and get involved in positive ways.

- List all your strengths. (If they say they have none, get them started with a couple of the strengths you have seen in them. For example, the fact that they are in your office is a strength. They are willing to ask for help.)
- In a journal, write at least one good thing about yourself each day. Give an example for each good thing.
- Make a list of things you enjoy and do one of these things every day. (Enjoyable events and activities can be simple things like listening to music, going to church, or sitting by the water.) Make notes in your journal about why you enjoyed the activity. (For example: "I felt very peaceful for a few minutes." "My friend made me laugh.")
- Pay attention to negative thoughts about yourself. Record the thought in your journal. Then write down a positive thought to replace the negative one. Then write down an event that is proof of the positive thought. (For example: "I'm a rotten parent." "I'm a loving parent. I know I am because my son hugged me and told me he loved me.")
- Plan an activity that is kind or helpful to someone else. (Help the client with ideas and planning if necessary. For example: doing grocery shopping or just visiting an Elder who is stuck at home.) Do that activity at least once during the week. Make notes in your journal about the other person's reaction to your kindness and any positive feelings you felt afterwards.
- Say or do one positive thing to a family member each day. It can be a compliment. It can be a simple thank you. It can be an expression of appreciation for any positive thing. (For example: "I really appreciated that you didn't argue when I asked you to help with the dishes.") It can be a hug.
- Keep track of how many times in the next two weeks you are successful at managing your anger. Make a note about what method you used to control your anger. (For example, giving yourself a time out, paying attention to your thoughts and changing them, or whatever other method you used.) Keep track of what happened and how you felt afterwards.

ONGOING EVALUATION: ARE CHANGES NECESSARY?

It is important to discuss the results of activities.

Clients may need more practice. They may find the activity is something they are not comfortable doing. They may have run into problems and not known how to get around the difficulty. The activity simply may not have worked at all.

Changes take time. New behaviours take time and practice. But if clients have tried several times and it is just not working or if they just cannot get comfortable, it is time to discuss alternatives. Remember, not everything works for everyone.

It is also important to discuss positive results. When positive changes, even small ones, are recognized, clients are motivated to build and strengthen more changes. Sometimes small positive changes can get lost. Listen carefully as clients talk about their experiences. You may notice something positive the client has missed.

Evaluating experiences and results will make it easier for you and your clients to know when it is time to move on to another step or activity.

IS GENTLE CONFRONTATION NECESSARY?

Sometimes clients will not have done their assignments or practice. Clients may have a variety of reasons.

It is helpful to clients if you expect them to be responsible for their behaviour. You can accept their reasons, but also make it gently clear they need to follow through if they want to make the changes they chose.

If clients repeatedly do not make any effort, but continue to see you about their problem, you may have to gently tell them there is nothing else you can do right now. Remind these clients that only they can create changes. Perhaps they thought they wanted to change the situation but are not ready yet. Assure them that you will work with them again when they are ready.

“If the individual did not listen to the counselling after several attempts, then the person was told to live on his own if he didn’t want to abide by the rules of the community. Later . . . when he started thinking about this, he would want to go back to the community. All of us have a mind. We are all able to think. The person who they were trying to rehabilitate also had a mind . . . If they decided not to listen . . . They were not totally abandoned but they wanted him to think of the consequences of their actions.”⁴⁷



EVALUATING PROGRESS

When clients are ready to end counselling, it is helpful to look at what they have achieved and to encourage them to continue to use new skills in their lives.

Review what the situation was like at the beginning and discuss the positive changes that have happened. Discuss why the changes happened. Emphasize that they are the result of the clients' efforts, capabilities, and skills.

There may have been changes along the way. Clients may have ended up achieving some other goal than their original choice. They may not have achieved everything they wanted, but they are happy with where they are. Discuss such things because there have been lessons learned in that process.

Review problems the client had and how they were overcome. Again, emphasize that clients themselves were able to overcome difficult situations. They did the work and had the skills. Recognizing such strengths makes it possible for clients to strengthen their belief in their own ability to handle future problems.



PREPARING FOR THE FUTURE

Clients may feel confident as they prepare to end counselling. However, it will be helpful to have them plan for possible future problems or questions—even for future positive events. Change creates other changes and even the most positive of changes can be stressful. (Think how stressful it is to start a new job, even when you are happy about the job.)

You can help clients anticipate possible difficulties and stresses, and make coping plans. Help them identify supports and resources that they can use.

Examples of questions that will help clients plan:

"What might be the hardest thing...?"

"What could you do if that happens?"

"Who would you be comfortable asking for help with...?"

"Where could you go if you need...?"

"Let's make a list of all the support systems you have in your life."

FOLLOW-UP

Reassure clients that you will be available to them if they need you again. If they are willing, set up an appointment in two or three months time to see how they are doing. In a follow-up meeting, focus on talking about the client's positive events: problems they were able to overcome, new behaviours that are working, support systems that have been helpful, etc. If there are ongoing or new problems, you can then help the client figure out how to use their new strengths in solving those situations.



ELDERS

None of the following books is about traditional counselling specifically. However, they all give a lot of information about how Inuit traditionally helped themselves and others to deal with difficult emotions and problem situations. There is information about raising children, dealing with people who broke the rules or behaved in unacceptable ways, dealing with depression and other emotional problems, and coping with difficult situations. The Elders also have much to say about what kind of person was considered to be a good helper.

Interviewing Elders: Introduction

Saullu Nakasuk, Herve Paniaq, Elisapee Ootoova, and Pauloosie Angmaalik.
 Edited by Jarich Oosten and Frederic Laugrand (1999).

Traditional Law

Mariano Apilaarjuk, Marie Tulimaaq, Emile Imaruittuq, Lucassie Nutaraaluk, Akisu Joamie.
 Edited by Jarich Oosten, Frederic Laugrand and Wim Rasing (1999).

Child Rearing

Naqi Ekho and Uqsuralik Ottokie.
 Edited by Jean Briggs (2000).

Cosmology and Shamanism

Mariano Apilaarjuk, Lucassie Nutaraaluk, Marie Tulimaaq, Rose Iqallijuq, Johanasi Ujarak, Isidore Ijituuq and Michel Kupaaq
 Edited by Bernard Saladin D'Anglure (2001).

Health

Alacie Joamie, Akisu Joamie, Jayko Pitseolak, Malaya Papatsie, Elisapee Ootoova and Tirisii Attagutsiak
 Edited by Frederic Laugrand and Michelle Therrien (2001).

Transition to Christianity

Rachel Uyarasuk and Victor Tungilik.
 Edited by Jarich Oosten and Frederic Laugrand (2000).

Travelling and Surviving on our Land

George Agiaq Kappianaq and Cornelius Nutarak
 Edited by Jarich Oosten and Frederic Laugrand (2001).

Dreams and Dream Interpretation

Felix Pisuk, Salome Ka&Etak Qalasiq and Geroge Agiaq Kappianaq
 Edited by Stephane Kolband and Sam Law. (2001).

Inuit Qaujimajatuqangit: Shamanism and Reintegrating Wrongdoers into the Community

Mariano Apilaarjuk, Peter Suvaksuq, Felix Pisuk, Pujuat Tapaqti, Levi Iluittuq, Luke Nulijuk, Ollie Itinnuaq, Jose Angutinngurniq
 Edited by Jarich Oosten and Frederic Laugrand (2002).

These books are available in Inuktitut and English. They can be ordered from Nunavut Arctic College, Nunatta Campus, in Iqaluit. Some of them are also available on the Internet, in English or Inuktitut:
<http://www.nac.nu.ca/publication/index.html>

BOOKS ABOUT COUNSELLING METHODS

Structured Relapse Prevention: An Outpatient Counselling Approach.

By M. Annis, M.A. Herie, and L. Watkin-Merek. Toronto: Addiction Research Foundation, 1996.

This book focuses on helping clients who have strong substance abuse problems. However, it has many worksheets, assessment forms, activities and exercises that are very useful for helping clients learn coping skills in many areas of their lives. The worksheets and exercises for setting goals, making plans, keeping track of positive changes, managing anger, coping with grief, developing healthy relationships, etc. can be adapted for many different situations, not just alcohol/drug problems.

Keys to Solution in Brief Therapy.

By Steve de Shazer. New York: Norton, 1985.

Evidence shows that short-term counselling that emphasizes finding solutions rather than focusing on problems is a very effective approach to helping. Brief solution-focused helping does not focus on the past or on much discussion about the underlying reasons. Instead, it focuses on what clients can do right now to create positive change. This involves finding out what problem-solving skills they already have, and having a clear goal. Often, solving even a fairly small problem will have positive effects in other areas of the client's life. And the strengths and coping skills the client discovers may turn out to be useful in helping him/her deal with other problems as well.

Some useful worksheets, guidelines and handouts are available at
http://www.brief-therapy.org/insoo_handouts.htm.

READING AND RESOURCES

Also see Steve de Shazer's "Miracle Question" Internet resource below for an example of using a brief therapy method.

The Skilled Helper: A Problem-Management Approach to Helping.

Exercises in Helping Skills: A Training Manual to Accompany The Skilled Helper.

By Gerard Egan. 7th ed. Belmont, CA: Brooks/Cole Publishing, 2001.

These books outline a practical method that focuses on helping clients learn how to manage problems better and reach their goals. The emphasis is on helping clients decide what they want or need, use their own strengths and opportunities, and learn new constructive ways of dealing with problems. Egan developed this method 30 years ago, and the basic process has become the foundation of much effective counselling. The Exercises manual gives counsellors activities that help them develop better skills.

Counselling with Choice Theory: The New Reality Therapy.

By William Glasser. Toronto: HarperCollins, 2001.

Choice Theory/Reality Therapy emphasizes that all behaviour is the result of choices. People make good or bad choices that have positive or negative consequences in their lives. Clients are encouraged to think about what they want and what they are doing. If the choices they are making do not help them have the life they say they want, the counsellor helps them make a plan for new behaviour and new choices. Emphasis is always on client choice, responsibility and strength. (Reality Therapy/Choice Therapy fits well with the traditional Inuit values of thinking, analysis of behaviour and consequences, responsibility, and personal choice.)

The book is available by Internet from:
<http://www.harpercanada.com>

Seeking Safety: A Treatment Manual for PTSD [Post-Traumatic Stress Disorder] and Substance Abuse.

By Lisa M. Najavits. New York: Guilford Press, 2002.

This manual provides guidelines for counsellors and activities for women clients who are trying to quit drinking and who also have had traumatic

experiences in their past. The activities help women make changes in their drinking, and help them get over past issues. The emphasis is on a more positive life now, rather than a focus on the past.

The book can be ordered from:

http://www.amazon.ca/exec/obidos/ASIN/1572306394/qid=1106842443/sr=1-1/ref=sr_1_2_1/702-8920450-8270405

Taimainnut: Basic Counselling Skills.

By Pauktuutit. Ottawa: Pauktuutit, no date.

This explains some basic beginning interviewing and helping skills. The book is written in English and Inuktitut. Pauktuutit is not publishing this booklet anymore but photocopies may be available if you contact pauktuut@pauktuutit.ca.

Responsible Drinking.

By F. Rotgers, M.F. Kern, and R. Hoetzel. Oakland: New Harbinger Publications, 2002.

This manual can be used by individuals or by counsellors with clients, in order to cut back or quit drinking. It has worksheets that help the person assess their drinking and the need for change. It guides the person in making a step-by-step plan for change. It also provides many ideas and activities that help the person stay on track, and develop ways of coping with relapses.

Some of the materials are also available on the Internet at www.moderation.org.

Authentic Happiness.

Toronto: Free Press, 2002.

Learned Optimism: How to Change your Mind and Your Life.

New York: Simon and Schuster, 1990.

Both by Martin Seligman.

Dr. Seligman's books emphasize positive psychology. The latest research shows that these specific ways help people develop happier lives. Rather than focusing on negative experiences, negative emotions, and past problems, his methods teach people to pay attention to, and to create, positive thoughts, emotions and events. By focusing on the development of positive events and positive ways of thinking, people learn to believe that their lives can be better, and

that they can manage difficulties. They develop the attitudes, strengths and coping skills that lead to mental health.

These books can be ordered online at <http://www.authenticchappiness.org/Book.html> or through bookstores.

INTERNET RESOURCES

Note: All resources were downloaded and available on March 14, 2005.

If you have access to a computer and the Internet, there are many helpful materials available. These are just a few examples. If you use an Internet search tool, you can find a wide variety of strategies for helping people change feelings and behaviours, and develop better coping skills.

Controlling Anger – Before It Controls You.

American Psychological Association. 2005.
<http://www.apa.org/pubinfo/anger.html>.

This site explains why people get angry, and describes some simple techniques for calming anger before it gets out of control. Counsellors can use this information in discussions and planning with clients.

The American Psychological Association is a professional organization for psychologists and counsellors. Their website has many plain-English articles giving information about and helpful strategies for various mental health issues, relationship problems and other stressful situations. Click on the links at the APA Help Center site:
<http://helping.apa.org/articles/>

Beck Institute for Cognitive Theory and Research.

2005.
<http://www.beckinstitute.org/books.htm#booklets>

Dr. Aaron Beck and his organization have done much research about how our thoughts affect our behaviour and emotions, and have developed some effective helping methods. If you click on "Booklets" near the top of the web page, you will see a list of plain-English pamphlets and worksheets. They can be used with clients in order to explain how thoughts affect behaviour and feelings, and as

part of the process of helping clients change. They are not free, but the cost is very reasonable.

The Work of Katie Byron.

<http://www.thework.com/>. 2005.

This site provides plain-English strategies that help people change their thoughts and their way of viewing problems, themselves, others, and their lives. Ms. Byron bases her work on four main questions: Is it true? Can you absolutely know that it's true? How do you react when you believe that thought? What would you be without the thought? Clients are asked to think deeply about these questions as they relate to their problem. They are then asked to change the questions, to look at the situation from a different angle.

If you click on the "Resources" link, you will find a worksheet and explanations of how to use Byron's strategies.

CMHA Mental Health Pamphlet Series.

Canadian Mental Health Association.
http://www.cmha.ca/english/info_centre/mh_pamphlets/index.htm

This site gives has basic plain-English information about mental health and mental illnesses, and ideas for coping with a variety of mental health issues.

Download Site for Youth Depression Treatment and Prevention Programs.

By Greg N. Clarke, Peter Lewinsohn, , and others.
Kaiser Permanente Center for Health Research, 2002.
<http://www.kpchr.org/public/acwd/acwd.html>

This website focuses on counselling with depressed teenagers. It has counsellor guidelines and workbooks for running groups, individual counselling, and helping parents of depressed teenagers. All the materials can be downloaded for free.

Guide to developing a WRAP – A Wellness Recovery Action Plan.

By M.E. Copeland. 2002.
http://www.mentalhealthrecovery.com/art_devwrap.html.

This is an example of a plan, using simple strategies, that can be used to change feelings and to create change in lives. As a counsellor, you can help the client develop and use this plan.

READING AND RESOURCES

The Miracle Question.

Steve De Shazer. Brief Family Therapy Centre, Milwaukee, WI. 2004. http://www.brief-therapy.org/steve_miracle.htm.

This question/series of questions forms the basis of Shazer's brief therapy counselling method. It is called the "miracle question" because it asks the client, "If a miracle happened overnight and you woke up tomorrow and your problem was solved, how would you know it was solved? What would be different?" On this website, he explains how counsellors can ask the question and use it to help clients focus on moving towards a solution.

Videos that show brief therapy being used with different types of client problems are available here for a cost:

<http://www.brief-therapy.org/videos.htm>

About Ilisaqsivik.

Ilisaqsivik Society. 2002.
<http://www.ilisaqsivik.ca/eng/about/about.html>.

The Ilisaqsivik Society is a community wellness organization in Clyde River which bases its work on the belief that wellness develops when people learn to make good choices, find their strengths, and take responsibility for living healthy lives. Their counselling is based on Reality Therapy/Choice Theory. They explain the basic ideas of Choice Theory here: <http://www.ilisaqsivik.ca/eng/about/choicetheory.html>. They already have translated some other helping books into Inuktitut, and will gradually be adding more. The Inuktitut books are available off the website. All the information on their website is available in Inuktitut.

Nunavut Wellness Website.

2003.
<http://www.nunavutwellness.ca/english/index.html>.

This website provides information about wellness issues, workers and projects in Nunavut. There is also information about websites, books, training and other materials that are helpful to counsellors. The website is available in Inuktitut.

Psychology Today.

2005. <http://cms.psychologytoday.com/pto/home.php>.

This is a magazine that provides articles about mental wellness and research about human behaviour and emotions. It is written in clear English. Some of the articles are available only if you pay to get the magazine. However, there are many free articles that can be read on the computer.

Authentic Happiness website

By Seligman, M.: <http://www.authentichappiness.org>

You can register for free on this website. Once you are registered, you can get copies of many questionnaires that will help you and your clients look at your coping and happiness skills and develop new ones.

Dr. Seligman has another website that has information about and materials for developing a happiness plan. There are some free materials, but the full program costs a few dollars a month:

<http://www.reflectivehappiness.com>

Psychological Self-Help.

C. Tucker-Ladd. <http://mentalhelp.net/psyhelp/>. 2000.

This is a full online book that explains many mental wellness issues in quite easy to understand language. It also describes specific activities people can do to cope with problems. The methods that are presented are basic strategies that counselling has developed. Individuals can learn these methods on their own, or counsellors can teach them to their clients. There are ideas for dealing with negative emotions like anger and depression, strategies for learning effective ways of expressing feelings and thoughts, and methods that help people change their thoughts and behaviours.

Anger Management for Substance Abuse and Mental Health Clients: A Cognitive Behaviour Therapy Manual.

United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration.

<http://store.health.org/catalog/productDetails.aspx?ProductID=16231>. 2002

This is a free manual that can be ordered from the U.S. Department of Health and Human Services.

It gives counsellors the information they need to set up a 12-week anger management group based on cognitive behavioural methods. It has been developed use with for clients who have alcohol and anger problems, but may be helpful with others too.

Anger Management for Substance Abuse and Mental Health Clients. Participant Workbook.

United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. 2004. <http://kap.samhsa.gov/products/manuals/pdfs/anger2.pdf>

This is the workbook that clients use when they are taking part in the anger management workshop. Clients look at how they react when they are angry; what positive rewards they get from angry behaviour; the negative consequences of their angry behaviour; and new and better ways of coping.

Recovering Your Mental Health: A Self-Help Guide.

United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration.

<http://www.mentalhealth.org/publications/allpubs/SMA-3504/default.asp>

Building Self-Esteem: A Self-Help Guide. United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration.

<http://www.mentalhealth.org/publications/allpubs/SMA-3715/default.asp>

Dealing with the Effects of Trauma: A Self-Help Guide. United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration.

<http://www.mentalhealth.org/publications/allpubs/SMA-3717/default.asp>

These are a series of short helping articles that were written so individuals can use them on their own. However, they give ideas that counsellors can use with their clients.

ENDNOTES

1. Nutarak, J. Standing Committee on Culture, Education and Health. "Report on the 1999-2000 Six-Month Departmental Progress Updates," p. 14. Iqaluit: Government of Nunavut, 2002.
2. Korhonen, Marja-Liisa. "Inuit Clients and the Effective Helper: An Investigation of Culturally Sensitive Counselling." Unpublished Ph.D. thesis, University of Durham, 2002.
3. For example, the Ilisaqsvik Society in Clyde River, Nunavut, has information about Reality Therapy/Choice Theory at <http://www.ilisaqsvik.ca/eng/about/choicetheory.html>. The bibliography at the end of this manual also suggests some books and websites that counsellors may find useful.
4. *Transition to Christianity*, pp. 99-100
5. Victor Tungilik, in *Transition to Christianity*, p. 78
6. Jaikku Pitseolak, in *Health*, p. 248
7. Elisapee Ootoova, in *Health*, p. 99
8. Tipuula Attagutsiak, in *Health*, p. 98
9. Jaikku Pitseolak, in *Health*, p. 255
10. Uqsuralik Ottokie, in *Childrearing*, p. 53
11. Mariano Aupilaarjuk, in *Law*, p. 49
12. Elisapee Ootoova, in *Health*, p. 47
13. Emile Imaruittuq, in *Law*, p. 55
14. Akisu Joamie, in *Law*, p. 55
15. Alacie Joamie, in *Health*, p. 248
16. Elisapee Ootoova, in *Health*, p. 87
17. Emile Imaruittuq, in *Law*, p. 52
18. Emile Imaruittuq, in *Law*, p. 44
19. Jaikku Pitseolak, in *Health*, p. 255
20. Korhonen, pp. 283, 332. (Informants confidential)
21. Uqsuralik Ottokie, in *Childrearing*, p. 53
22. Elisapee Ootoova, in *Interviewing Elders*, p. 19
23. Korhonen, p. 334.
24. Akisu Joamie, in *Law*, p. 52
25. Lucassie Nutaraaluk, in *Law*, p. 158
26. Korhonen, p. 327
27. Korhonen, p. 326
28. Victor Tungilik, in *Transition to Christianity*, p. 113
29. Naki Ekho, in *Childrearing*, p. 220
30. Saullu Nakasuk, in *Interviewing Elders*, p. 78
30. Tipuula Qaapik, in *Health*, p. 99
32. Mariano Aupilaarjuk, in *Law*, p. 58
33. Mariano Aupilaarjuk, in *Law*, p. 22
34. Lucassie Nutaraaluk, in *Cosmology and Shamanism*, p. 28
35. Tipuula Atagutsiak, in *Health*, p. 86
36. Naqi Ekho, in *Childrearing*, original transcript
37. Victor Tungilik, in *Transition to Christianity*, p. 161
38. Rachel Uyarasuk, in *Transition to Christianity*, p. 161
39. Alacie Joamie, in *Health*, p. 248
40. Uqsuralik Ottokie, in *Childrearing*, original transcript
41. Uqsuralik Ottokie, in *Childrearing*, p. 60
42. Alacie Joamie, in *Health*, p. 215
43. Elisapee Ootoova, in *Interviewing Elders*, p. 23
44. Rachel Uyarasuk, in *Transition to Christianity*, p. 26
45. Victor Tungilik, in *Transition to Christianity*, p. 26
46. Akisu Joamie, in *Law*, p. 44
47. Emile Imaruittuq, in *Law*, p. 54

*Full details for the books mentioned above are listed in the Reading and Resources section of this manual, on page 37.