

# INITIAL PSYCHOLOGY SESSION (TREATMENT SETTING)

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## WHAT CAN I EXPECT WHEN I SEE A PSYCHOLOGIST?

#### Depends! ©

When most people picture a psychologist, they think about the counselling or clinical setting (a comfortable room, a patient/client speaking with a psychologist).

But psychologists work across many settings, and their job depends on the context and setting (e.g. prison, employment, defence force, health clinic, school, recruitment, marketing, performance, research).

Even within counselling and clinical settings, the first session may be very different depending on their training and theoretical orientation.

#### EXAMPLE OF TWO OVERARCHING APPROACHES

#### Cognitive

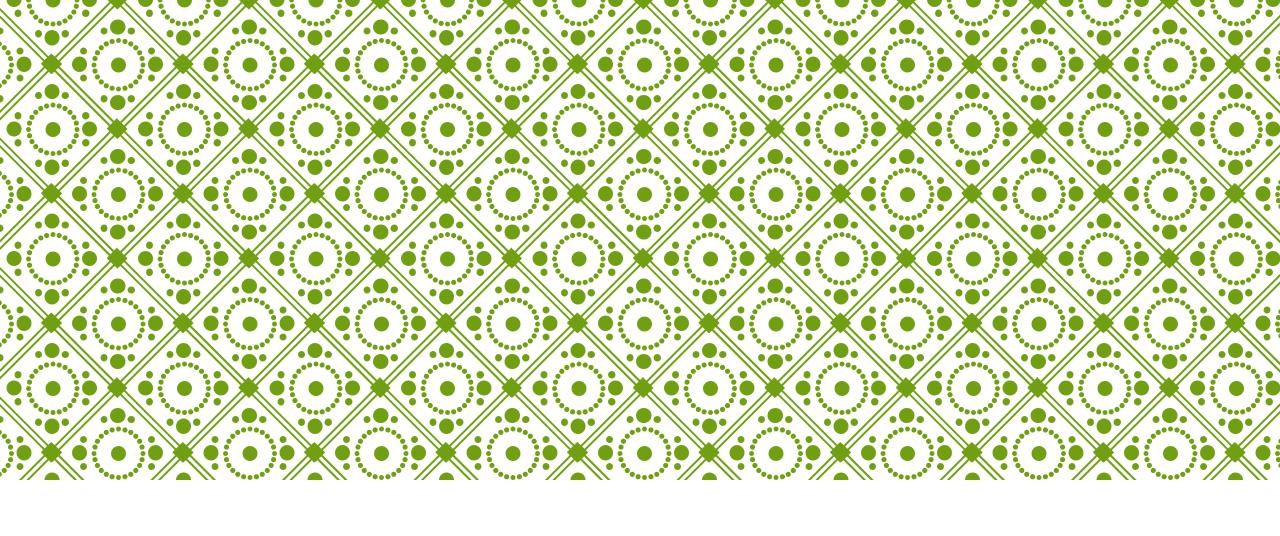
Assumption that our view of the world impacts how we operate in the world. By understanding and shaping this view, we become more effective at navigating life's challenges.

- ☐Thinking styles
- Core beliefs
- Reframing thoughts
- Reality testing

#### Behavioural

Assumption that our behaviours are shaped by things that happen in our environment. By changing the environment, we reshape our behaviours.

- □ Exposure schedules
- Activity scheduling
- Reinforcements (rewards/ punishments)
- ☐ Training trials



SIMILARITIES ACROSS INITIAL COUNSELLING SESSIONS

# PURPOSE OF THE INITIAL SESSION (FROM A PSYCHOLOGIST'S PERSPECTIVE)

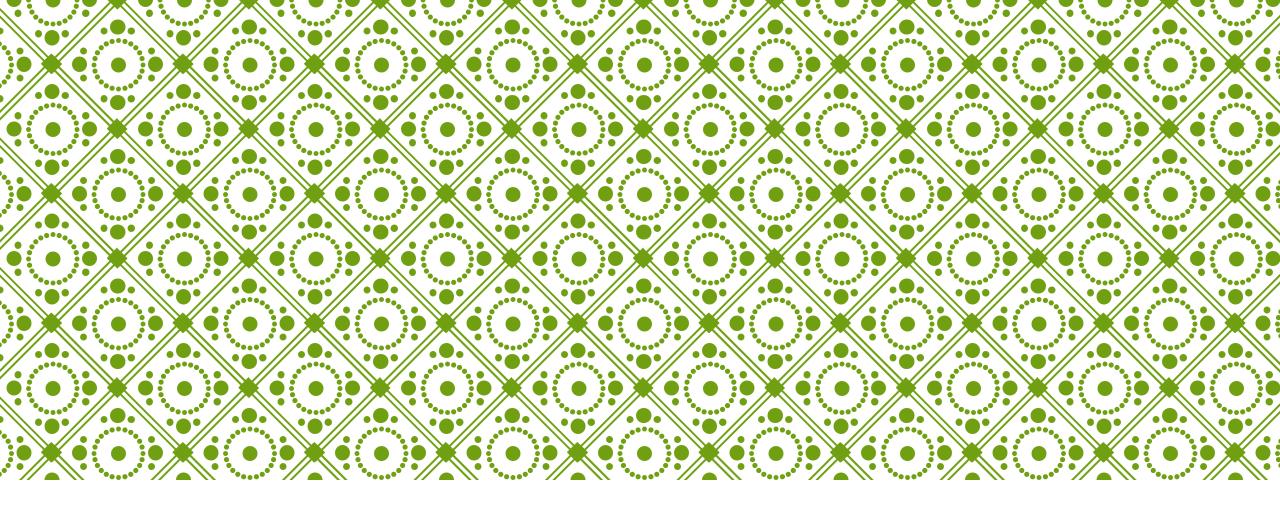
- To get a working understanding of the client's presenting issue (aka the reason why they are here).
- To establish a relationship that makes it more likely for both client and therapist to work together (aka rapport).
- To develop a mutual understanding of expectations and limitations of service.
- □ To begin a formulation based on the presenting issue, informed by therapy modality, that maps onto desired outcome.
- To provide some skills development or education while there is still buy-in from the client to change.
- ☐ To communicate a plan or the next steps to the intervention.

### FIRST SESSION BINGO!

Informed consent obtained	Client feels comfortable	Baseline/Outcome measure administered	Psychoeducation
Communication with referrer	Opportunity for client to ask questions	Skills training	Schedule of appointments
Relevant client history obtained	Forms signed/returned	Notes completed	Homework assigned
Joint understanding and agreement to activities/plan	Formulation and treatment plan	Risk assessment and plan	Psychologist has some idea of presenting problem

### BUT WHAT ABOUT WHAT THE CLIENT WANTS?

To learn something new, know there's a different path	To not feel scared and angry and confused and sad	Норе	To know someone cares
To understand what's going on with me	A psychologist who is 'a normal human'	Someone I can talk to	Some strategies that I can implement myself
Someone to tell me what to do (you are the professional, you will know)	Catharsis	I don't know what I want, but I want something. Help me clarify it	To meet a legal/ professional/ personal obligation
My wife told me to come	To vent or confide in someone	Something that will help me	A psychologist who 'knows their stuff'



## EXAMPLE OF AN INITIAL APPOINTMENT

Does someone want to role play something from a bingo tile?

### WHAT MAY IS LOOKING FOR WHILE SHE IS LISTENING

- How are internal and external stimuli functioning for the client?
  - Is the relationship with thoughts/emotions/sensations problematic?
  - Is there an alignment of behaviours with intention/desire?
  - What are the competing contingencies?
  - What is the strength of the associations?
- Can the client see this functioning?
- ■What function does this behaviour serve?
- To the detriment of what?
- What is the level of willingness to engage in intervention? Ability to engage?

### OBSERVATIONS INFORM DIRECTION OF SESSION

Avoidance of emotions causing reactive decision making when emotional

Psychoeducation on emotional processes aimed to increate attention and motivation for new behaviour

Skills training and experiential exercises to reinforce new behaviour

"I can't let go so I just shut down" Perseveration of a certain thought (internal verbal behaviour)

Exposure and response prevention to create a possible pathway to new verbal behaviour

Increase generative responding when perseveration is cued (alternatives to rehearsed verbal behaviours)

Selection via consequence

Function behaviour becomes dysfunctional in another setting

Increase contextual discrimination and examine functioning in specific contexts

Once tracking is established, introduce augmenting rules that increase adaptability to environment

3 possibilities of many

#### HOW IT ACTUALLY LOOKS

Do you find that you shut down because the emotions would otherwise be too strong?

Can we slow down and notice the feeling instead of just reacting? Now that the feeling doesn't push you around so much, what do you want to do instead?

"I can't let go so I just shut down" Is it like your mind just returns again and again to the issue?

Let's imagine that the thought is a train, and we want to coast it to a stop at the station.

In this station, there are many trains.
Which one do we want to get on?

How did you go with the strategies?

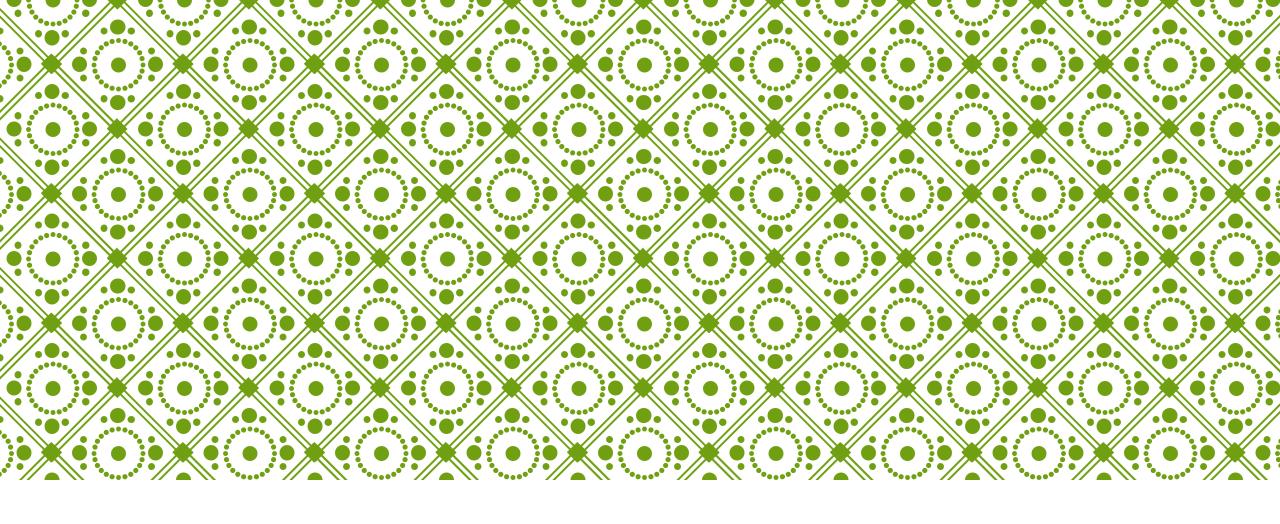
Do you mean that you find it hard care about everything, so it's easier to not care about anything?

So when is caring helpful? When is it a waste of good energy?

Sometimes you might make a split-moment decision. Is it ok to change your mind?

3 possibilities of many

Selection via consequence



## BURNING QUESTIONS? FEARLESS FEEDBACK?

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