



**Using Evidenced-Based Resiliency Practices in Counseling
Part Two: Basic Skills of Resiliency in Clinical Practice**

**Webinar Follow-up Question and
Answer Session with Dr. Michell Temple**

Question from A. Vosburg:

Your discussion of exposure to adverse and/or traumatic circumstances and successful adaption following exposure is fascinating, how do we combine the two issues for success when the client is fighting the progressive process through denial and/or acceptance of their problems?

Answer from Presenter

Moving toward resilience or successful adaption after exposure to adverse and/or traumatic responses intertwines with the stages of change and the recovery process post-exposure. So how a clinician conceptualizes traumatic responses informs the process of journeyin with clients who are fighting denial/acceptance (which by the way sound like grief). Grief is hypothesized to be a part of the recovery process that results in positive adaption.

A reader may find these articles helpful:

Ehlers, A., & Clark, D. M. (2000). A cognitive model of posttraumatic stress disorder. *Behaviour Research and Therapy*, 38(4), 319-345. doi:10.1016/S0005-7967(99)00123-0

Bonanno, G. A. (2005). Resilience in the Face of Potential Trauma. *Current Directions in Psychological Science*, 14(3), 135–138. <https://doi.org/10.1111/j.0963-7214.2005.00347.x>

Question from C. Reiche:

How do you deal with setbacks?

Answer from Presenter

The counseling experience for many clients, in my experience, is iterative – which is different from a setback. Clients may be a return to an old habit, however, I preceive it as unfinished business that they must finish before they can move through the stages of stage.

A reader may find this article helpful:

Freeman, A., & Dolan, M. (2001). Revisiting Prochaska and DiClemente's stages of change theory: An expansion and specification to aid in treatment planning and outcome evaluation. *Cognitive and Behavioral Practice*, 8(3), 224-234. doi:10.1016/S1077-7229(01)80057-

Question from C. Reiche:

In your opinion, which resiliency skills are central for the dealing with the pandemic?

Answer from Presenter

Emotion regulation!

A reader may find this article helpful (though it is specific to self-injury):

<http://www.selfinjury.bctr.cornell.edu/perch/resources/what-is-emotion-regulationsinfo-brief.pdf>

Question from C. Black:

Do you have an example of teaching environmental mastery?

Answer from Presenter

Ryff (1989) defines environmental mastery as demonstrating agency with an awareness of one's physical or emotional actions. An example of teaching environmental mastery could be helping someone who must use public transportation to access resources learn how to ride the bus and develop skills to manage the stressors associated with the activity.

A reader may find this seminal article helpful:

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi-org.ezproxy.regent.edu/10.1037/0022-3514.57.6.1069>

Question from C. Black:

How to you reinforce self-affirming humor instead of self-defeating humor?

Answer from Presenter

The easiest strategy to reinforce self-affirming behavior including humor within a counseling relationship is by presenting it within the framework of unconditional positive regard. Then by explaining the difference between humor that focuses on a person's ability from a functional, procedural perspective compared to a self-concept, identity perspective.

A readers may find these articles helpful:

Cann, A., & Collette, C. (2014). Sense of humor, stable affect, and psychological well-being. *Europe's Journal of Psychology*, 10(3), 464-479. doi:10.5964/ejop.v10i3.746

Gelkopf M. (2011). The use of humor in serious mental illness: a review. *Evidence-based complementary and alternative medicine : eCAM*, 2011, 342837.

<https://doi.org/10.1093/ecam/nep106>