USING MINDFULNESS TO CREATE HEALTHY RELATIONSHIPS WITH STUDENTS

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CHICKERING & REISSER’S VECTORS OF STUDENT IDENTITY DEVELOPMENT

Developing Confidence
Moving through Autonomy toward Interdependence
Establishing Identity
Developing Integrity
Managing Emotions
Developing Mature Interpersonal Relationships
Developing Purpose

(Chickering & Reisser, 1993)
MOVING THROUGH AUTONOMY TOWARD INTERDEPENDENCE

Emotional Independence

Instrumental Independence

Developing Autonomy
COUNTERTRANSFERENCE: DEFINITION & EVOLUTION

Freud’s definition:
- Countertransference originally signified a counselor’s own unconscious reaction to the client’s projection (transference) (Freud 1910/1959).

Totalistic definition:
- Includes any and all conscious or unconscious reactions that a counselor has to his or her client (Hayes, 2004; Myers & Hayes, 2006).

Integrative definition:
- Counselors’ reactions to clients, whether conscious or unconscious, stem from their own unresolved conflicts (Hayes, 2004).
COUNTERTRANSFERENCE PROCESS: (HAYES 2004)

ORIGINS

TRIGGERS

MANIFESTATIONS

EFFECTS

MANAGEMENT
The origins of countertransference are the conflicts that counselors need to work through in their personal lives.

Common examples of countertransference origins are conflicts related to family, narcissism, and the counselor’s love life (Hayes, 2004).
COUNTERTRANSFERENCE PROCESS: TRIGGERS

Hayes (2004) outlined six possible triggers for counselors:

1) The topic the client wants to discuss
2) Changes to session structure
3) The client’s appearance
4) Progress or termination of therapy
5) Perceptions of client dependency
6) Comparisons between clients and important figures from the counselor’s life

Slater, Veach, and Li (2013) identified 5 triggers for professors:

1) Students who withdraw from professor
2) Students who engage with professor
3) Context: Setting/Student characteristics
4) Identification with students
5) Exposure of limitations
COUNTERTRANSFERENCE PROCESS: MANIFESTATIONS

**POSITIVE INTENT & NEGATIVE INTENT**

- approach reactions
- avoidance reactions
- overprotective
- benign
- negative feelings
- rejecting
- hostile

“It wasn’t that I didn’t want to see him in my class again, I didn’t **ever** want to see him again... ‘You’ve blown it, kid. People have put so much time and energy into you, and nothing’”” (Slater et al., 2013, p. 10).
COUNTERTRANSFERENCE PROCESS: EFFECTS

“...I’m always worried, of course, about issues of consistency in my behavior toward students. So if there is extreme empathy towards one...I’m more concerned about that affecting my judgment than I am about the anger” (Slater et al., 2013, p. 11).

Led professors to question their own judgment, or act differently toward their students (Slater et al., 2013)

“But then I just gave up because I think I wanted to...be the good one who says yes, rather than be the hard one who perhaps might have woken [sic] her up” (p. 11).

“...there are people that you just seem to click with..., and you maybe feel like you understand them, or they may be more like your background or something...in a way...it’s like how you make friends...there’s some kind of connection there...” (p. 11).
Have you ever experienced the effects of countertransference as a student or client?

Have you ever noticed personal countertransference when working with a student?

What were the effects/outcomes of the countertransference that you felt when working with a student?
What are some of the countertransference management techniques that you use?
COUNTERTRANSFERENCE PROCESS: MANAGEMENT

- Ability to conceptualize dynamics (Gelso et al., 2002; Slater et al., 2013)
- Reaching out to others (Slater et al., 2013)
- Self-reflection (Slater et al., 2013)
MINDFULNESS

Present Moment Awareness

Ability to conceptualize dynamics

Reaching out to others

Self-reflection
CRAISINS!? 

Figure 1. Photograph of raisins. VCA Animal Hospitals, http://www.lifelearn-cliented.com/cms/resources/body/4756/grape_and_raisin_toxicity_in_dogs_2.jpg

Mindfully Eating a Raisin (Genesis Framework, 2014)
Mindfulness Benefits

- Countertransference Management
- Increased Mindful Awareness
- Greater Attention and Presence
- Greater Attunement with Self and Others
- Greater Capacity for Support and Acceptance
Mindfulness Practices

Body Scan

Leaves on a Stream
MINDFULNESS PRACTICES

What was it like to slow down and focus on your experiences?

What thoughts or feelings did you notice? What might these be telling you?

Were there any parts of the exercises that were difficult?
THANK YOU!!!