

Guided Discovery and Socratic Questioning

Knowledge

An ability to be aware of, and draw on, knowledge that guided discovery usually consists of four steps:
asking questions to uncover relevant information outside the client's current awareness
accurate listening and reflection by the therapist
summarising the information discovered
forming a synthesising question that asks the client to apply the new information discussed to the client's original belief

Application

An ability to make effective use of questioning techniques (e.g. Socratic questions) aimed at helping the client to discover useful information that can be used to help him/her to discover alternative meanings and gain a better level of understanding
An ability to help the client develop an alternative perspective based on information provided by the client (and not the therapist)
An ability to help the client adopt an experimental approach to evaluating beliefs, behaviours, moods and plans for change
An ability to adopt an open and inquisitive style aimed at helping the client draw his/her own conclusions
An ability to help the client develop hypotheses regarding his/her current situation and to generate potential solutions for him/herself
An ability to help the client develop a range of perspectives regarding his/her experience by examining evidence, considering alternatives, and weighing the advantages and disadvantages of different perspectives
An ability to help provide the opportunity for re-evaluation and new learning to occur by using guided discovery to create doubt in place of certainty.
An ability to refrain from imposing a particular point of view on the client, for example by reliance on debate, persuasion, "lecturing", or "cross-examining" the client

Maintaining a flexible and responsive style

An ability to employ a flexible and responsive questioning technique which flows from the general to the specific, and back again
An ability to frame and to phrase questions in a way which is consonant with client's likely current level of understanding

Sources:

Padesky, C.A. and Greenberger, D. (1995) *Clinician's guide to mind over mood* New York: Guilford Press

Blackburn, I.M. James, I.A. Milne D.L & Reichelt F.K. (2001) *Cognitive Therapy Scale – Revised (CTS-R)*

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