**Cooper – Norcross Inventory of Preferences (C-NIP-T) v1.1.1**

**Psychotherapist/counsellor version**

There are diverse styles of providing psychotherapy and counselling. Please tell us about your preferred style. We appreciate that it is sometimes difficult to pick a single answer, and your style may vary with different clients. We are asking you to indicate the style you feel most comfortable with as a therapist/counsellor. On each of the items below, please indicate how you prefer to work with your clients by circling a number. A 3 indicates a strong preference in that direction, 2 indicates a moderate preference in that direction, 1 indicates a slight preference in that direction, 0 indicates no preference in either direction/an equally strong preference in both directions.

**‘When working with clients, I prefer to…’**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Focus on specific goals | | |  |  | No or equal preference | | | |  |  | Not focus on specific goals | | |
| 3 | 2 | | 1 | | | 0 | -1 | | -2 | | -3 |
| 2.  Give structure to the therapy | | |  |  | | No or equal preference | | |  |  | Allow the therapy to be unstructured | | |
| 3 | 2 | | 1 | | | 0 | -1 | | -2 | | -3 |
| 3. Teach clients skills to deal with their problems | | |  |  | | No or equal preference | | |  |  | Not teach clients skills to deal with their problems | | |
| 3 | 2 | | 1 | | | 0 | -1 | | -2 | | -3 |
| 4. Give clients ‘homework’ to do | | |  |  | | No or equal preference | | |  |  | Not give clients ‘homework’ to do | | |
| 3 | 2 | | 1 | | | 0 | -1 | | -2 | | -3 |
| 5.  Take the lead in therapy | | |  |  | | No or equal preference | | |  |  | Allow clients to take the lead in therapy | | |
| 3 | 2 | | 1 | | | 0 | -1 | | -2 | | -3 |

**Scale 1.** Positive scores represent preference for therapist directiveness. Negative scores represent preference for client directiveness.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. Encourage clients to go into difficult emotions | | |  |  | No or equal preference | | |  |  | Not encourage clients to go into difficult emotions | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |
| 7. Talk with clients about the therapy relationship | | |  |  | No or equal preference | | |  |  | Not talk with clients about the therapy relationship | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |
| 8. Focus on the relationship between us | | |  |  | No or equal preference | | |  |  | Not focus on the relationship between us | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |
| 9. Encourage clients to express strong feelings | | |  |  | No or equal preference | | |  |  | Not encourage clients to express strong feelings | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |
| 10. Focus mainly on clients’ feelings | | |  |  | No or equal preference | | |  |  | Focus mainly on clients’ thoughts | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |

**Scale 2.** Positive scores represent preference for emotional intensity. Negative scores represent preference for emotional reserve.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. Focus on clients’ life in the past | | |  |  | No or equal preference | | |  |  | Focus on clients’ life in the present | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |
| 12. Help clients reflect on their childhood | | |  |  | No or equal preference | | |  |  | Help clients reflect on their adulthood | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |
| 13. Focus on clients’ past | | |  |  | No or equal preference | | |  |  | Focus on clients’ future | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |

**Scale 3.** Positive scores represent preference for past orientation. Negative scores represent preference for present orientation.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14. Be gentle | | |  |  | No or equal preference | | |  |  | Be challenging | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |
| 15. Be supportive | | |  |  | No or equal preference | | |  |  | Be confrontational | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |
| 16.  Not interrupt clients | | |  |  | No or equal preference | | |  |  | Interrupt clients and keep them focused | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |
| 17. Not be challenging of clients’ beliefs and views | | |  |  | No or equal preference | | |  |  | Be challenging of clients’ beliefs and views | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |
| 18. Support clients’ behaviour unconditionally | | |  |  | No or equal preference | | |  |  | Challenge clients’ behaviour if I think it’s wrong | | |
| 3 | 2 | | 1 | | 0 | -1 | | -2 | | -3 |

**Scale 4.** Positive scores represent preference for warm support. Negative scores represent preference for focused challenge.

© licensed under the Creative Commons Attribution-NoDerivatives 4.0 International licence

© licensed under the Creative Commons Attribution-NoDerivatives 4.0 International licence