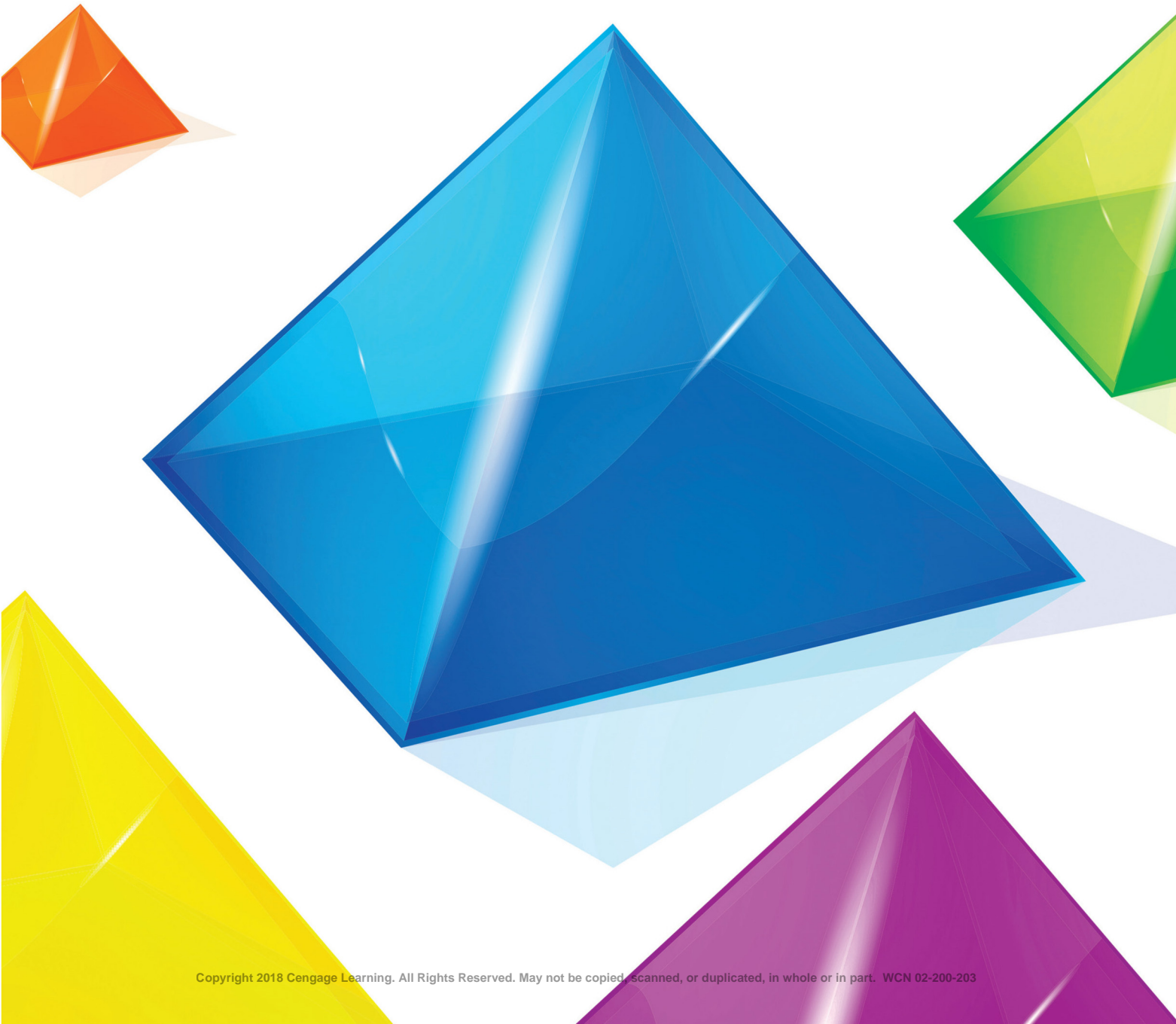


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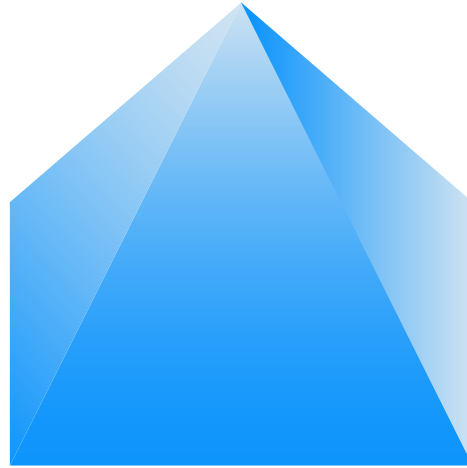
Intentional Interviewing and Counseling

Facilitating Client Development in a Multicultural Society

Allen E. Ivey / Mary Bradford Ivey / Carlos P. Zalaquett



NINTH EDITION



Intentional Interviewing and Counseling

Facilitating Client Development
in a Multicultural Society

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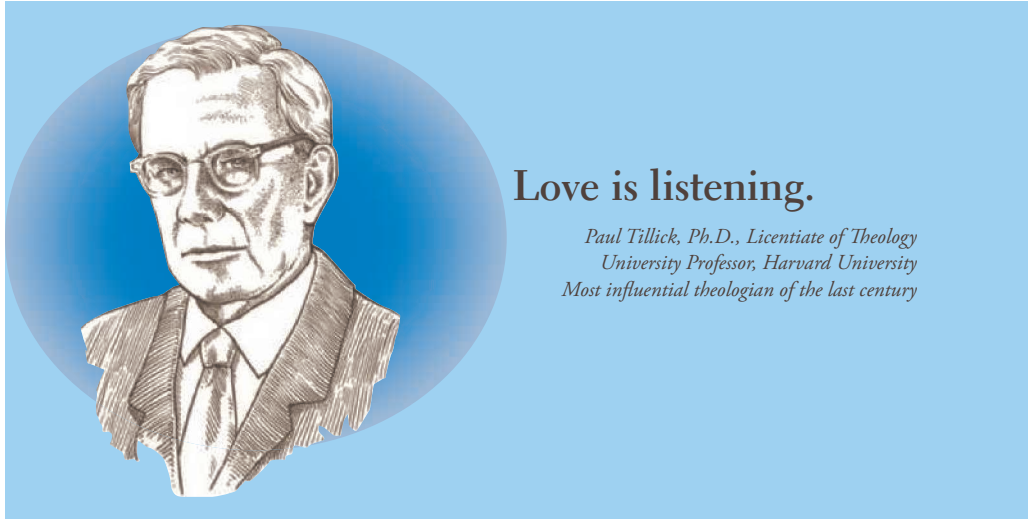
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Love is listening.

*Paul Tillick, Ph.D., Licentiate of Theology
University Professor, Harvard University
Most influential theologian of the last century*

To the multicultural scholars who have changed the nature and practice of counseling and psychotherapy



Courtesy of Patricia Arredondo

Patricia Arredondo, Ed.D. President, Arredondo Advisory Group, author of the *Multicultural Competencies and Guidelines*, past president of the American Counseling Association, National Latina/o Psychological Association, APA Society for Counseling Psychology



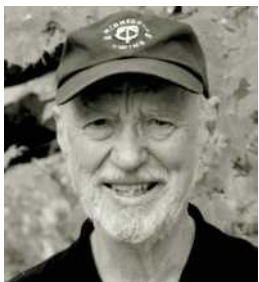
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Courtesy of Derald Wing Sue

Derald Wing Sue, Ph.D. Professor, Columbia University, originator of the *Multicultural Competencies*, nationally and internationally known for writing on microaggressions, past president of the Society for Counseling Psychology President's Committee on Race

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Courtesy of Allen E. Ivey

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Courtesy of Mary Bradford Ivey

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Courtesy of Carlos Zalaquett

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PREFACE

Welcome to the ninth edition of *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*, the original, most researched system in the basics of skilled counseling and psychotherapy. You will find a completely updated and rewritten revision, based on the latest research, and made even more user friendly through restructuring and a new organization.

The microskills approach has become the standard for interviewing, counseling, and psychotherapy skills training throughout the world. Based on more than 500 data-based studies, used in well over 1,000 universities and training programs throughout the world, the culturally sensitive microskills approach is now available in 20 translations. The emphasis is on clarity and providing the critical background for competence in virtually all counseling and psychotherapy theories.

Easy to teach and learn from, students will find that the content, transcripts, case illustrations, and exercises help ensure that they can immediately take to the “real world” the concepts presented in the textbook.

An alternative version of this text is available. *Essentials of Intentional Interviewing* (3rd ed.) covers the skills and strategies of interviewing, counseling, and psychotherapy in a briefer form, with less attention to theory, research, and supplementary concepts.

The Microskills Tradition and Basic Competencies

The backbone of this book continues the original emphasis on competencies. What counts is that students first develop a foundation by becoming competent in listening and empathic skills. This is followed by step-by-step movement through the microskills hierarchy, through which the major aspects of a successful interview are introduced. Students who work with this book will be able to

- Engage in the basic skills of the counseling or psychotherapy session: listening, influencing, and structuring an effective session with individual and multicultural sensitivity.
- Conduct a full session using only listening skills by the time they are halfway through this book.
- Master a basic structure of the session that can be applied to many different theories:
 1. Develop an ***empathic relationship*** with the client.
 2. Draw out the client’s ***story***, giving special attention to strengths and resources.
 3. Set clear ***goals*** with the client.
 4. Enable the client to ***restory*** and think differently about concerns, issues, and challenges.
 5. Help the client move to ***action*** outside the session.
- Observe counseling and therapy in action through the many interview example transcripts throughout the book. We consider this a central part of learning the application of skills and theories with many diverse clients.
- Integrate ethics, multicultural issues, and positive psychology/wellness into counseling practice.

- Analyze with considerable precision their own natural style of helping and, equally or perhaps more important, how their counseling style is received by clients.
- Become able to integrate basic aspects of neuroscience into the session. Develop a client-centric approach, full of genuine desire to help others and advance our communities and societies.

Empathy and empathic communication have become even more central to the microskills framework. While they have always been there, they are now a centerpiece, associated with each and every skill. Students will be able to evaluate each intervention for its quality of empathic understanding and whether or not it facilitates the interview process. Every transcript in this text includes process discussions that illustrate the various levels of empathy. Students will be able to evaluate on the spot how their interviewing leads affect the client.

The Portfolio of Competencies is emphasized in each chapter. Students have found that a well-organized portfolio is helpful in obtaining good practicum and internship sites and, at times, professional positions as well. Students may complain about the workload, but if they develop a solid portfolio of competencies, use the interactive website to reinforce learning, and engage in serious practice of skills and concepts, it will become clear how much they have learned. The portfolio concept and the authors' videos increase course satisfaction and ratings.

New Competency Features in This Ninth Edition

The coming decade will bring an increasing integration of mental and physical health services as we move to new, more sophisticated and complete systems to help clients and patients. Innovations in team practice are bringing counselors and psychotherapists together more closely with physicians, nurses, and human service workers. Furthermore, neuroscience, neurobiology, and brain research are leading to awareness that body and mind are one. Actions in the counseling session affect not only thoughts, feelings, and behaviors but also what occurs in the brain and body. Many exciting new opportunities await both students and instructors.

This ninth edition of *Intentional Interviewing and Counseling* seeks to prepare students for culturally intentional and flexible interviewing, counseling, and psychotherapy. The following features have been added or strengthened as we prepare for this new future.

- *Listening lights up the brain.* The power and importance of attending behavior and empathy are now further validated by neuroscience research showing that specific parts of the brain are activated during empathic listening.
- *Crisis counseling, suicide assessment and prevention,* and a transcript of *cognitive behavioral therapy* are given increased attention. Students can take the learning from earlier chapters to develop beginning competence in these critical aspects of practice. The CBT transcript shows the specifics of work with automatic thoughts and demonstrates clearly how students can use this strategy.
- Included is a newly integrated chapter on the *action influencing skills* (Chapter 12). The skills of self-disclosure, feedback, logical consequences, directives/instruction, and psychoeducation are now presented together through data and transcripts of a four-interview case study with a single client, who makes progress and becomes able to free herself with the counselor to discuss deeper, more critical relationship issues.

- Our emphasis on *multicultural and social justice* has once again been enlarged. With this edition, we introduce Eduardo Duran's concept of the Soul Wound and the historical and intergenerational issue of cultural and individual trauma. New to this edition are specific session recommendations to help clients who have encountered racism, sexism, bullying, and the many forms of harassment and oppression.
- The critical issue of recognizing *stress* and its dangerous impact on the brain and body is emphasized throughout, while also noting that appropriate levels of stress can be positive and necessary for learning, change, and building resilience to master more serious and challenging stress. Research in wellness and neuroscience has revealed the importance of positive psychology and therapeutic lifestyle changes (TLCs) as a supplement to stress management and all theoretical approaches.
- The fifth stage of the interview—action—has been given increased attention with the *action plan*. The action plan is a systematic, comprehensive approach to homework and generalization from the interview to the “real world.” Albert Ellis gave us the term *homework*, which for some clients feels like school. The action plan is more systematic, with an emphasis on collaboration and client decision as to how to take the interview into daily life.
- *Self-actualization, intentionality, and resilience* are clarified and given increased emphasis as goals for the interview. Resilience, especially, has become more central as an action goal to enable clients to adapt and grow as they experience stress. A new section focuses on what we would like to see for our clients as a result of the counseling session. Of course we want to facilitate their reaching their own desired ends, but we also seek to encourage the development of resilience skills to better cope with future stresses and challenges.
- Increased attention and emphasis is given to *transcripts* in most chapters, showing how the skills are used in the interview and their impact on client conversation, leading to personal growth. We see how empathy is demonstrated and rated in the session. The Client Change Scale illustrates how the client is learning and progressing the session. At times, reading key transcripts aloud will bring the interview even more to the here and now.
- *Increased integration of cutting-edge neuroscience with counseling skills*. Counseling and psychotherapy change the brain and build new neural networks in both client and counselor through neural plasticity and neurogenesis. Special attention is paid to portions of the brain (with new illustrations) that are affected in the helping process. Neuroscience research stresses a positive wellness orientation to facilitate neural development, along with positive mental health. An updated neuroscience/neurobiology appendix with additional practical implications is also included. Students will find that virtually all of what we do in the helping fields is supported by neuroscience research.
- One of the most important changes in this edition is a refined and more precise definition of *empathy*. Drawing from neuroscience, paraphrasing is now associated with cognitive empathy, reflection of feeling with affective empathy, and mentalizing (understanding the client's world more holistically) with the summary.
- *CourseMate*, our optional online package, a popular and effective interactive ancillary, has been updated. The many case studies and interactive video-based exercises provide practice and further information leading to competence. Downloadable forms and feedback sheets make it easier for students to develop a Portfolio of Competence. Students who seriously use these resources report that they understand the session better and perform better on examinations.

Supplementary Materials

This text is accompanied by several supporting products for both instructors and students.

MindTap

MindTap for *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*, Ninth Edition, engages and empowers students to produce their best work—consistently. By seamlessly integrating course material with videos, activities, apps, and much more, MindTap creates a unique learning path that fosters increased comprehension and efficiency.

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- Create a unique learning path of relevant readings, multimedia, and activities that move students up the learning taxonomy from basic knowledge and comprehension to analysis, application, and critical thinking.
- Integrate your own content into the MindTap Reader, using your own documents or pulling from sources such as RSS feeds, YouTube videos, websites, GoogleDocs, and more.
- Use powerful analytics and reports that provide a snapshot of class progress, time in course, engagement, and completion.

Online Instructor's Manual

The Instructor's Manual (IM) contains a variety of resources to aid instructors in preparing and presenting text material in a manner that meets their personal preferences and course needs. It presents chapter-by-chapter suggestions and resources to enhance and facilitate learning.

Online Test Bank

For assessment support, the updated test bank includes true/false, multiple-choice, matching, short answer, and essay questions for each chapter.

Cengage Learning Testing powered by Cognero

Cognero is a flexible, online system that allows you to author, edit, and manage test bank content as well as create multiple test versions in an instant. You can deliver tests from your school's learning management system, your classroom, or wherever you want.

Online PowerPoint

These vibrant Microsoft® PowerPoint® lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook.

Acknowledgments

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We are grateful to the many thoughtful reviewers for their valuable suggestions and comments for this new edition. They shared ideas and encouraged the changes that you see here, and they also pushed for more clarity and a practical action orientation.

Again, we ask you to send in reactions, suggestions, and ideas. Please use the form at the back of this book to send us your comments. Feel free to contact us also by email. We appreciate the time that you as a reader are willing to spend with us.

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To the Student: Demystifying the Helping Process

Demystify: make less mysterious or remove the mystery from.

—Webster’s Online Dictionary

Demystify: to make something easier to understand.

—Cambridge Advanced Learner’s Dictionary & Thesaurus

What makes counseling and psychotherapy work? The actual nature of what is happening in the session remained mysterious until 1938, when Carl Rogers, founder of person-centered counseling, began to provide answers. As the first to demystify, he used the newly invented wire recorder to record live counseling sessions. He soon found that what therapists said they

did in the interview was not what actually happened. Among his important discoveries was that an empathic relationship between counselor and client is fundamental to success.

As audio technology progressed, recording and analyzing interviews became common. Nonetheless, questions remained. Among them were “What are the key *behaviors* facilitating client growth?” Finding the central components of this interpersonal relationship called therapy remained elusive. “What is listening?” “Is nonverbal behavior an important aspect of successful therapy?” “How best can we structure an effective session and treatment plan?”

Demystifying the behaviors of a successful counseling session. Until the microskills approach came along, the counseling and psychotherapy field had not yet identified the specific actions and behaviors of effective interviewing. With colleagues at Colorado State University, Allen obtained a grant from the Kettering Foundation to research the interview in depth. For the first time, the group was able to video record using 2-inch-wide videotape (compare that to your smartphone—the world changes). Until this point, no one had examined how verbal skills are related to nonverbal behavior.

Attending, the first behavioral skill. The importance of listening (later termed attending behavior) came to the CSU group almost by chance. To test our new technology, we videotaped Rhonda, our secretary, in a demonstration session. She totally failed to attend to the student she was interviewing—looked away, had awkward verbal hesitations, and shifted her body uncomfortably. She frequently changed the topic, seldom following the interviewee. When we reviewed the video, we identified attending behavior dimensions for the first time: appropriate eye contact, comfortable body language and facial expression, a pleasant and smooth vocal tone, and verbal following—staying with the client’s topic. Three of the key elements of listening and communicating empathy turned out to be nonverbal, a major discovery for our highly verbal profession.

When Rhonda and Allen viewed the videotape, she noticed the same behaviors we listed above. After a short discussion period, Rhonda went back for another video session and listened effectively, and even looked like a counselor. All that happened in a half-hour!

Taking microskill learning home. The next level of demystification came when Rhonda returned after the weekend. “I went home, I attended to my husband, and we had a beautiful weekend!” We had not expected that learned interview behavior would generalize to real life. We became aware of the importance of teaching communication microskills to clients and patients. Children, couples, families, management trainees, psychiatric patients, refugees, and many others have now been taught specifics of communication via the skills taught in this book. Think of microskill teaching as an effective counseling and therapy change strategy in itself.

Demystify your own helping style through video. This book, *Intentional Counseling and Interviewing*, asks you to look at yourself on video as you practice counseling skills. The majority of you now have smartphones, computers, or small cameras that provide the opportunity to see yourself as others see you. Go through practice sessions with classmates and friends and obtain valuable feedback.

The microskills demystification goes viral. Allen’s first book was translated into multiple languages and has become a regular part of the curriculum in counseling, social work, psychology, and other departments in the United States and abroad. Working for her doctoral degree at the University of Massachusetts, Mary soon joined Allen and was the first

person to teach listening skills to managers. Carlos, trained in the microskills as part of his graduate program in Chile, soon taught them as part of the first course on counseling skills in South America and has translated the skills into Spanish.

What about multicultural issues? About a year after the identification of key skills of listening, Allen was enthusiastically teaching a workshop. He talked of attending behavior, including the importance of eye contact, but then a beginning counselor from Alaska challenged him and described her experience with Native Inuits. She pointed out that traditional people could see direct eye contact and close face-to-face interaction as uncaring or even hostile. One can still attend, but we need to consider the natural nonverbal and verbal communication style of each culture. This led us to give central attention to multicultural issues, as you will see throughout this text.

And now, the demystification of neuroscience and neurobiology. Our most recent venture has been into this newly relevant field. Research in neuroscience has further demystified the helping process. Not too surprising is the discovery that almost all of what has been done in our field is validated by neuroscience: *counseling changes the brain (and the body)*. Neurobiology has become relevant as we learn the impact of stress and trauma on mental *and* physical health. Appendix IV provides a detailed basic discussion with many illustrations. We recommend referring there for more specifics as you read and discover neuroscience within the chapters.

The National Institute of Mental Health is leaving the pathology model of the present *Diagnostic and Statistical Manual of Mental Disorders* in favor of brain-based assessment and treatment. Research on what happens in therapy is changing rapidly. The holistic brain/body approach now includes exploration of how personal interaction even changes DNA and gene functioning, depression as a biological disease, and how social conditions affect human development. Such findings are leading to a new holistic approach suggesting new strategies for facilitating physical and mental health.

Many clients will come to you with some knowledge of the brain, because of extensive coverage of new findings in the media. Even with a beginning knowledge of key brain processes, you can now explain the importance of focusing on stress management, increasing emotional regulation, and using counseling and therapy collaboratively to build resilience and developmental growth. Whether we come from a traditional psychoanalytic, a cognitive behavioral, or an environmentally oriented approach, how we affect the client's brain and body will be clarified by neuroscience, neurobiology, and related fields.

To be continued. The learning process of demystification constantly brings something new and exciting. You may want to visit a rather basic YouTube introduction to neuroscience and counseling by Allen and Mary, using the search terms *allen ively* or *spark lecture*. More generally, the search terms *neuroscience* and *neurobiology* will lead you in fascinating directions on YouTube and elsewhere. At the conclusion of this book, you will find many more specific suggestions for exploring the helping process on YouTube and the Internet.

SECTION

The Foundations of Counseling and Psychotherapy

Section I presents the conceptual underpinnings of effective counseling and therapy. Building on this foundation, the first half of the book focuses on listening skills and the structuring of an effective session. Later chapters will discuss influencing skills and strategies, designed to provide you with many possibilities for empowering your clients to take charge, find meaningful goals, and change their lives. The book concludes with integrative applications and illustrates how these skills can be applied to multiple theories of counseling and therapy, and how you can integrate this learning with your own way of being to advance your own personal style of helping.

Chapter 1, Intentional Interviewing, Counseling, and Psychotherapy, offers an overview and a road map of what this book can do for you. We begin by defining interviewing, counseling, and psychotherapy. Counseling is best considered both a science and an art. We present the central skills of counseling, but it is you who will make this knowledge live in the interview and therapy session. We also ask you to record an interview before you start to identify your natural helping skills. You are not taking this course by chance; something has led you here, with unique abilities, oriented to helping others. You will be asked to reflect on what brings you to the helping field: What do you want to do to help others grow and develop?

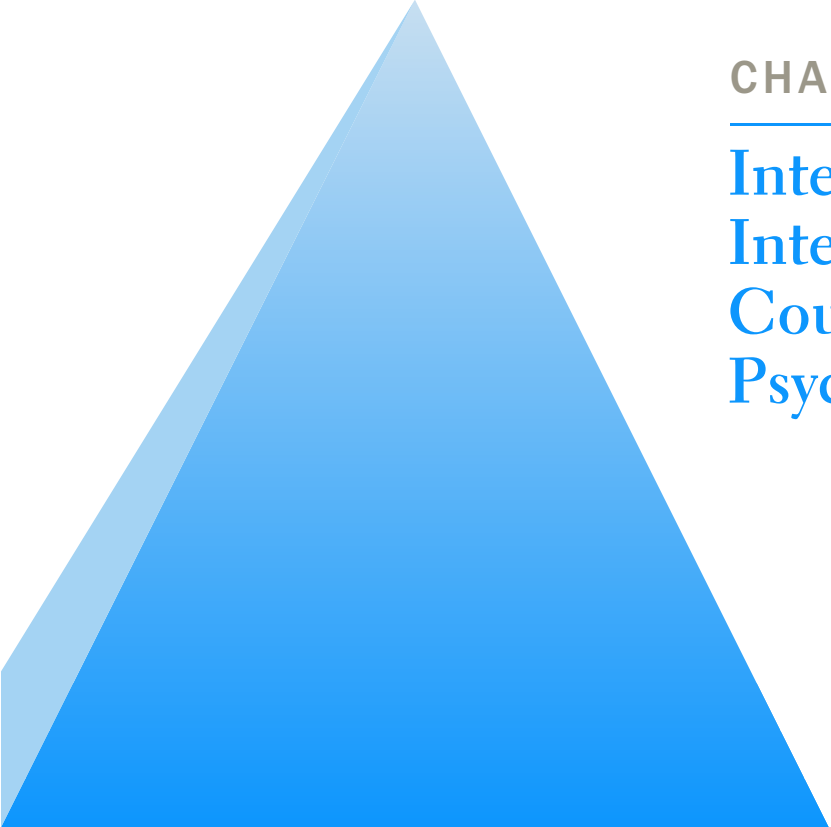
Chapter 2, Ethics, Multicultural Competence, Positive Psychology, and Therapeutic Lifestyle Changes, presents crucial aspects of all counseling and psychotherapy. Ethics—the professional standards that all major helping professions observe and practice—provides counselors and psychotherapists with guidelines on issues such as

competence, informed consent, confidentiality, power, and social justice. Multicultural competence focuses on cultural awareness, knowledge, skills, and action to meet the highly diverse clients we are likely to meet. You will be asked to examine yourself as a multicultural individual. Positive psychology, wellness, and therapeutic lifestyle changes (TLCs) enable clients to identify their strengths and resources to build resilience. This approach significantly facilitates resolving client life issues, focusing on what they “can do” rather than what they “can’t do.”

Chapter 3, Attending Behavior and Empathy Skills, presents the most basic fundamentals of counseling and psychotherapy. Without the listening and attending skills, an empathic relationship cannot occur. Many beginning helpers inappropriately strive to solve the client’s issues and challenges in the first 5 minutes of the session by giving premature advice and suggestions. Please set one early goal for yourself: *Allow your clients to talk*. Observe closely how they are behaving, verbally and nonverbally. Your clients may have spent several years developing their concerns, issues, and life challenges before consulting you. Listen first, last, and always.

Chapter 4, Observation Skills, builds on attending behavior and gives you the further opportunity to practice observing your clients’ verbal and nonverbal behavior. You are also asked to observe your own nonverbal reactions in the session. Clients often come in with a “hangdog” and “down” body posture. Between your observation and listening skills, you can anticipate that they will later have more positive body language, as well as a new story and a better view of self. You can help their body to stand up straight and their eyes to shine.

Begin this book with a commitment to yourself and your own natural communication expertise. Through the microskills approach, you can enhance your natural style with new skills and strategies that will expand your alternatives for facilitating client growth and development.



CHAPTER 1

Intentional Interviewing, Counseling, and Psychotherapy

We humans are social beings. We come into the world as the result of others' actions. We survive here in dependence on others. Whether we like it or not, there is hardly a moment of our lives when we do not benefit from others' activities. For this reason it is hardly surprising that most of our happiness arises in the context of our relationships with others.

—The Dalai Lama

Chapter Goals and Competency Objectives

Each chapter of this book is organized around the counseling framework of awareness, knowledge, skills, and action. Awareness and knowledge of counseling and therapy are obviously basic, but they are not fully meaningful until manifested in skills taken into action. Furthermore, action implies taking awareness, knowledge, and skills beyond the textbook to the real world.

Awareness and Knowledge

- ▲ Define and discuss similarities and differences among interviewing, counseling, and psychotherapy, and review who actually conducts most of the helping sessions. This may be surprising and rewarding.
- ▲ Explore the session as both science and art. We ask you to reflect on yourself as a potential helper. While science undergirds what is said here, you as an independent artist will find your own integration of knowledge and skills.

- ▲ Identify **intentionality** and **cultural intentionality** as bases for increasing your flexibility to reach a wide variety of clients facing an endless array of concerns, issues, and challenges.
- ▲ Examine key goals of counseling and psychotherapy: self-actualization, resilience, and resolution of client issues.
- ▲ Consider the place of cutting-edge neuroscience in your own work and for the future of counseling and psychotherapy.
- ▲ Identify the locations where counseling and psychotherapy are practiced.

Skills and Action

- ▲ The microskills hierarchy provides a foundation for interview action, not only in a beginning form but also in conjunction with multiple theories and approaches to counseling and therapy, including person-centered, cognitive behavioral therapy (CBT), crisis counseling, and many others.
- ▲ As your first practical exercise, record a counseling session demonstrating your natural style of communicating and helping. This provides a baseline so that later you can examine how your counseling style may have changed and grown during your time with this book. Practicing and developing a Portfolio of Competencies provide a summary and journal of your experience.

Introduction: Interviewing, Counseling, and Psychotherapy

Sienna, 16 years old, is 8 months pregnant with her first child. She says, “I wonder when I’ll be able to see Freddy [baby’s father] again. Mom works hard to keep him away from me. I mean, I want him involved; he wants to be with me, and the baby. But my mom wants me home. His mom said she’s looking for a two-bedroom apartment so we could possibly live there, but I know my mom will never go for it. She wants me to stay with her until I graduate from high school and, well, to be honest, so that this never happens again [she points to her belly].”

I listen carefully to her story and later respond, “I’m glad to hear that Freddy wants to be involved in the care of the child and maintain a relationship with you. What are your goals with him? What happens when you talk with your mom about him?”

“I don’t know. We don’t really talk much anymore,” she says as she slumps down in her chair and picks away at her purple nail polish. I reflect her sad feelings, but as I do so, she brightens up just a bit as she recalls that most of the time she does get along with her mother fairly well.

She then describes her life before Freddy, focusing mainly on the crowd she hung around, a group of girls whom she says were wild, mean, and tough. Her mood returns to melancholy, and she seems anxious and discouraged. At the same time, the session has gone smoothly and we seem to have a good relationship. I say, “I sense that you have a good picture of what you are facing. Well, it seems that there’s a lot to talk about. How do you feel about continuing our conversation before sitting down with your mom?”

Surprisingly, she says, “No. Let’s talk next week with her. I think she might come. The baby is coming soon and, well, it’ll be harder then.” As we close the session, I ask her, “As you look back on our talk together, what comes to mind?” Sienna responds, “Well, I feel a bit more hopeful and I guess you’re going to help me talk about some important issues with my mom, and I didn’t think I could do that.”

This was the first step in a series of five sessions. As the story evolved, we invited Freddy for a session. He turned out to be employed and was anxious to meet his responsibilities, although finances remained a considerable challenge. A meeting with both mothers followed, and a workable action plan for all families was generated. I helped Sienna find a school with a special program for pregnant teens.

This case exemplifies the reality of helping. We often face complex issues with no clear positive ending. If we can develop a relationship and listen to the story carefully, clearer goals develop, and solutions usually follow.

Reflective Exercise Love is listening

Famed theologian Paul Tillich says “Love is listening.” *Listening, love, caring, and relationship* are all closely related. These four words could be said to be the center of the helping process.

- What relevance do these words have in the meeting with Sienna?
- What are your reactions and thoughts about the centrality of these words?
- How might the science and art of counseling and therapy speak to this issue?

Defining Interviewing, Counseling, and Psychotherapy

The terms *interviewing*, *counseling*, and *psychotherapy* are used interchangeably in this text. The overlap is considerable (see Figure 1.1), and at times interviewing will touch briefly on counseling and psychotherapy. Both counselors and psychotherapists typically draw on the interview in the early phases of their work. You cannot become a successful counselor or therapist unless you have solid interviewing skills.

Interviewing is the basic process used for gathering data, providing information and advice to clients, and suggesting workable alternatives for resolving concerns. Interviewers can be found in many settings, including employment offices, schools, and hospitals. Professionals in many areas also use these skills—for example, in medicine, business, law, community development, library work, and many government offices.

Closely related to interviewing, **coaching** is “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional

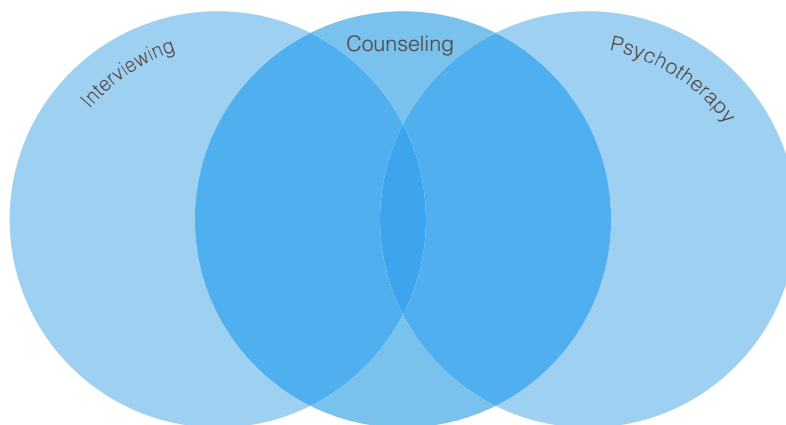


FIGURE 1.1 The interrelationship of interviewing, counseling, and psychotherapy.

potential” (International Coach Federation, 2015). Professional coaches are now hired in increasing numbers. The skills presented in this book are also basic to coaching (see Moore, 2015). You will find many aspects of the newer coaching movement closely related to counseling’s history, but it is now recognized as a separate profession, although many counselors also become formal coaches.

Counseling is a more intensive and personal process. Although counselors and therapists interview to gain client information, counseling is more about listening to and understanding a client’s life challenges and developing strategies for change and growth. Counseling is most often associated with the professional fields of counseling, human relations, clinical and counseling psychology, pastoral counseling, and social work and is also part of the role of medical personnel and psychiatrists.

Psychotherapy focuses on more deep-seated difficulties, which often require more time for resolution. Historically, psychotherapy was the province of psychiatrists, but they are limited in number, and today they mostly offer short sessions and treat with medications. This means that professionals other than psychiatrists conduct most talking therapy. Table 1.1 shows a total of 24,050 psychiatrists along with more than 1 million other helping professionals. Thus, it is only logical that other specialists, such as clinical and counseling psychologists, clinical mental health counselors, and clinical social workers, now provide most psychotherapy. All these psychiatrists and other professionals interview clients to obtain basic facts and information as they begin therapy, and they often provide counseling as part of the therapeutic process. The skills and concepts of intentional interviewing and counseling are equally necessary for the successful conduct of longer-term psychotherapy.

Importance of Attending Sessions. For counseling and therapy to work, clients need to attend their sessions. Do they?

One study, which examined 23,034 clients attending a total of 218,331 psychotherapy sessions, found that about 21% of clients did not return after the first session. About 50% finished at four sessions, another 25% completed their work in 5 to 10 sessions, and most had completed therapy by the 35th session (Carlstedt, 2011). An analysis of 650 studies that included more than 83,000 clients found that nearly 20% of all the clients in the studies ended their treatment early. Dropout rates were highest among the youngest participants (Swift & Greenberg, 2012). In addition, Sue and Sue (2013) note that close to 50% of clients from minority groups drop out after the first session. This suggests that although some clients find that a few sessions provide the help and information they need, many others fail

TABLE 1.1 Numbers of Helping Professionals

School Counselors	135,080	Marriage and Family Counselors	30,150
College Counselors	72,050	Clinical, Counseling, and School Psychologists	104,730
Mental Health Counselors	120,010	Child, Family and School Social Workers	286,520
Vocational Rehabilitation Counselors	103,890	Health Care Social Workers	145,920
Substance Abuse and Behavioral Disorder Counselors	85,180	Psychiatrists	24,060
Human Service Workers—Social and Human Service Assistants	354,800	Professional Coaches identified by the International Coaching Federation	30,000

U.S. Department of Labor. (2015). *Occupational Outlook Handbook*. <http://www.bls.gov/ooh/home.htm>. The Labor Department updates these data regularly.

to find counseling and therapy valuable. Dropouts represent opportunities missed for both client and counselor. Effective use of the skills and interventions presented in this book can help you help others by creating a stronger relationship with clients and reducing dropouts.

The Science and Art of Counseling and Therapy

Is therapy effective? Yes! (Lambert, 2013). Counseling and psychotherapy now have a solid research and evidence base that enables us to identify many qualities and skills that lead to effectiveness. This research focuses on the factors that contribute to establishing an effective working relationship with the client (empirically supported relationships), as well as the effect of specific interventions (empirically supported treatments) (Norcross, 2011). Science has demonstrated that the specifics of listening skills are identifiable and are central to competent helping.

But an evidence-based approach by itself is not enough. Counseling is both a science and an art. You as counselor are similar to an artist whose skills and knowledge produce beautiful paintings out of color, canvas, and personal experience. You are the listener who will provide color and meaning to the interpersonal relationship we call helping.

Like the artist or the skilled athlete, you bring a natural talent to share with others and the flexibility to respond to surprises and change direction when necessary. Theories, skills, and strategies remain essential, but you are the one who puts them together and can uniquely facilitate the development and growth of others.

Neuroscience and neurobiology have now added a new scientific dimension to counseling and therapy practice. Throughout this text, we will be sharing findings from these fields that have useful implications for daily practice. Each conversation we have with a client has the potential for affecting not only the mind but also the brain, which in turn can change the body. As we examine the mind/brain/body connections, you will discover that the vast majority of what counselors and therapists do now has additional importance and validation.

Also essential is to keep the client at the center of our attention. The centrality of clients is important because they are the largest contributors to their own change and improvement. Furthermore, they are the ones who can provide you with feedback about your work, if you dare to ask. We encourage you to seek feedback from your clients regarding the quality of the working relationship, the specific interventions, and progress toward reaching their goals. Adapting your work guided by the feedback you receive can increase your effectiveness (Duncan, Miller, Hubble, & Wampold, 2010). Effective counseling and therapy include the client, the therapist, the relationship, the treatment, the feedback, and the contextual factors surrounding this process.

Reflective Exercise Where is your place in the helping field?

- Do you see yourself emphasizing interviewing, counseling, or psychotherapy?
- Given the many possibilities for service, which of the professions listed in Table 1.1 appeals to you most at this time?
- Would you rather work in a school, a community mental health clinic, a hospital, a business, or private practice?
- What are your thoughts as to your responsibility in meeting the overall mental health needs of minority or economically disadvantaged clients?
- Would you like to work to improve the overall mental health and well-being of your society?

BOX 1.1

National and International Perspectives on Counseling Skills

Problems, Concerns, Issues, and Challenges—How Shall We Talk About Client Stories?

James Lanier, University of Illinois, Springfield

There are different ways of listening to client stories. Counseling and therapy historically have tended to focus on client problems. The word *problem* implies difficulty and the necessity of eliminating or solving the problem. Problem may imply deficit. Traditional diagnosis such as that found in the *The Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; DSM–5; American Psychiatric Association, 2013) carries the idea of problem a bit further, using the word *disorder* with such terms as *panic disorder*, *conduct disorder*, *obsessive-compulsive disorder*, and many other highly specific disorders. The way we use these words often defines how clients see themselves.

I'm not fond of problem-oriented language, particularly that word *disorder*. I often work with African American youth. If I asked them, "What's your problem?" they likely would reply, "I don't have a problem, but I do have a concern." The word *concern* suggests something we all have all the time. The word also suggests that we can deal with it—often from a more positive standpoint. Defining *concerns* as *problems* or *disorders* leads to placing the blame and responsibility for resolution almost solely on the individual.

Recently, there has been increasing and particular concern about that word *disorder*. More and more, professionals are realizing that the way people respond to their experiences is very often a *logical response to extremely challenging situations*. Thus, the concept of posttraumatic stress *disorder* (PTSD) is now often referred to as a *stress reaction*. Posttraumatic

stress reaction (PTSR) has become an alternative name, thus normalizing the client's response. Still others prefer to *avoid naming* at all and seek to work with the thoughts, emotions, and behaviors of the stressed clients.

Finding a more positive way to discuss client concerns and stories is relevant to all your clients, regardless of their background. *Issue* is another term that can be used instead of *problem*. This further removes the pathology from the person and tends to put the person in a situational context. It may be a more empowering word for some clients. Carrying this idea further, *challenge* may be defined as a call to our strengths. All of these terms represent *an opportunity for change*.

Remember, if you listen carefully to most stories, what at first seems "abnormal" often will gradually become more understandable as you discover that the client has presented a "normal" response to an insane situation.

As you work with clients, please consider that change, restorying, and action are more possible if we help clients maintain awareness of already existing personal strengths and external resources. Supporting positive stories helps clients realize the positive assets they already have, thus enabling them to resolve their issues more smoothly and effectively, and with more pride—specifically, they become more actualized. Then you can help them restory with a *can do* resilient self-image. Out of this will come action, generalizing new ideas and new behaviors to the real world.

The next section extends science and art to cultural intentionality, collaborating with clients from different backgrounds to achieve growth and become more flexible and intentional themselves. Please take a moment first to review Box 1.1, which explores how traditional counseling too often focuses only on problems. James Lanier suggests positive ways to draw out clients' stories and focus more on strengths.

Cultural Intentionality: The Flexible, Aware, and Skilled Counselor

All interviewing and counseling is multicultural.

Each client comes to the session embodying multiple voices from the past.

—Paul Pedersen

The culturally intentional counselor acts with a sense of purpose (intention), skill, and respect for the diversity of clients. There are many ways to facilitate client development. *Cultural intentionality* is a central goal of this text. We ask you to be yourself but also to

realize that to reach a wide variety of clients, you need to be flexible, constantly changing behavior and learning new ways of being with the uniqueness of each client.

First, let us describe the word *intentionality*. Intentionality speaks to the importance of being in the moment and responding flexibly to the ever changing situations and needs of clients. Beginning students are often eager to find the “right” answer for the client. In fact, they are so eager that they often give quick patch-up advice that is inappropriate. Even experienced counselors can become encapsulated into one way of thinking.

In short, flexibility—the ability to move in the moment and change style—is basic to the art form of helping. But this needs to be based on solid knowledge, awareness, and skills that are then turned into culturally intentional action. For example, your own personal issues or cultural factors such as ethnicity, race, gender, lifestyle, socioeconomic background, or religious orientation may have biased your response and session plan for Sienna.

The words *cultural intentionality* speak to the fact that the interview occurs in a cultural context, and we need to be aware of diversity and difference. Culturally intentional counseling and psychotherapy are concerned not with which single response is correct but with an awareness that different people from varying backgrounds respond uniquely. We can define **cultural intentionality** as follows:

Cultural intentionality is acting with a sense of capability and flexibly deciding from among a range of alternative actions. The culturally intentional individual has more than one action, thought, or behavior to choose from in responding to changing life situations and diverse clients. The culturally intentional counselor or therapist remembers a basic rule of helping: *If a helping lead or skill doesn't work—try another approach!*

Multiculturalism, also referred to as diversity or cross-cultural issues, is now defined quite broadly. Once it referred only to the major racial groups, but now the definition has expanded in multiple ways. The story is that we are all multicultural. If you are White, male, heterosexual, from Alabama, a Methodist, and able-bodied, you have a distinct cultural background. Just change Alabama to Connecticut or California, and you are different culturally. Similarly, change the color, gender, sexual orientation, religion, or physical ability, and your cultural background changes your worldview and behavior. Multiculturalism means just that—many cultures.

We are all multicultural beings. Culture is like air: We breathe it without thinking about it, but it is essential for our being. Culture is not “out there”; rather, it is found inside everyone, markedly affecting our view of the world. Continually learn about and be ready to discuss cultural difference.

Discussed in detail in Chapter 2, **multicultural competence** is imperative in counseling and psychotherapy. We live in a multicultural world, where every client you encounter will be different from the last and different from you. Without a basic understanding of and sensitivity to a client's uniqueness, you may fail to establish a relationship and true grasp of the client's issues. Throughout this book, you will examine the multicultural issues and opportunities we all experience.

Reflective Exercise Developing your own culturally intentional style

- What is your family and cultural background, and how does that affect the person you are?
- How has each new experience or setting changed the way you think?
- Has this led to increasing flexibility and awareness of the many possibilities that are yours?
- Can you listen and learn from those who may differ sharply from you?