

Chapter 1: INTENTIONAL INTERVIEWING, COUNSELING, AND PSYCHOTHERAPY

Each of us has his or her own style of teaching; this is one of the things that makes education so valuable. We know you will adapt, change, and shape our presentation here. We have gained much from feedback from students and professors. So, please treat all the ideas here as ideas. We hope that some are helpful.

CHAPTER GOALS AND COMPETENCY OBJECTIVES

Awareness and Knowledge

- ▲ Define and discuss similarities and differences among interviewing, counseling, and psychotherapy and review who 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 integrate your knowledge and skills in your own way.
- ▲ 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 in 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 therapy, cognitive behavioral therapy, 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. While you are developing and practicing a portfolio of competencies, keep a journal in which you provide a summary of each experience.

CONTENTS OF CHAPTER 1

- ▲ Introduction: Interviewing, Counseling, and Psychotherapy
- ▲ Cultural Intentionality: The Flexible, Aware, and Skilled Counselor
- ▲ Resilience and Self-Actualization
- ▲ The Microskills Hierarchy: The Listening and Action Skills of the Helping Process

- ▲ Neuroscience and Neurobiology: Implications of Cutting-Edge Science for the Future of Counseling and Psychotherapy
- ▲ Office, Community, Phone, and Internet: Where Do We Meet Clients?
- ▲ Your Natural Helping Style: Establishing Your Baseline
- ▲ Key Points: The Art of Applying and Taking Action as You Work Through this Book
- ▲ Portfolio of Competencies and Personal Reflection

OVERVIEW OF CHAPTER 1

Chapter 1 offers an overview and a road map of what this book can do for you and your students. It begins with definitions of interviewing, counseling, and psychotherapy. The microskills hierarchy and an outline of the competencies to be achieved in the book follow. Development is stressed as the aim of interviewing and counseling. This chapter also outlines cultural intentionality and cross-cultural applications of the skills approach. The teaching model of microskills is outlined. Research validation of the model and relevant content on neurology and brain research are introduced. Finally, suggestions for the first audiotape or videotape transcript are presented.

MINDTAP FOR INTENTIONAL INTERVIEWING AND COUNSELING: FACILITATING CLIENT DEVELOPMENT IN A MULTICULTURAL SOCIETY

MindTap for *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*, 9th edition, engages and empowers students to produce their best work. By seamlessly integrating course material with videos, activities, apps, and much more, MindTap creates a unique learning path that fosters increased comprehension and efficacy. Each chapter of the MindTap includes activities to help students answer the following questions:

- Why am I here?
 - Chapter opening polling activity
- What am I learning?
 - Chapter reading
 - Quiz: Did I get it?
- How do I practice what I've learned? (various activities included for each chapter)
 - Video activities
 - Practice activities
 - Case studies
 - Helper Studio
- What does this mean to me?
 - Reflection activity

DEMONSTRATIONS, FILM, AND VIDEO SUGGESTIONS

- ▲ *Basic Attending Skills* has a brief introductory lecture on microskills by Allen Ivey.
- ▲ *Counseling Children: A Microskills Approach* by Mary Bradford Ivey shows how microskills are used with children. If the class includes many elementary school counselors, this will be especially helpful. A brief example is presented in the MindTap.

- ▲ *Counseling: An Indigenous Perspective* by David Rathman discusses how indigenous people conceptualize the helping process. Although the text is written from an Australian perspective, it is well received and understood by students outside of Australia.
- ▲ *Video Activity: Demystifying the Helping Process*. Watch the video and answer the questions.

The video recommendations mentioned here are available from Alexander Street Press/Microtraining. The website is <http://alexanderstreet.com/products/counseling-and-therapy-video-series>. ASP/Microtraining offers a constant new stream of videos that you will want to examine. You can contact them for a free exploratory session to preview some videos.

CLASS PROCEDURES

Different instructors use different procedures according to their class organization. Some prefer to begin with a discussion of the similarities and differences among interviewing, counseling, and psychotherapy. Some like to introduce ethical coaching at this time. Others begin with a discussion of the microskills hierarchy. Usually, intentionality and culture are introduced to highlight the importance of cultural and contextual issues in helping others. The following is what we do when we want to cover the most important ideas of the chapter.

1. *Lecture/discussion of interviewing, counseling, and psychotherapy*. We use a brief lecture based on the associated PowerPoints to introduce interviewing, coaching, counseling, and psychotherapy. We follow up with a discussion about the similarities and differences among these professional activities. We engage students in an active discussion of the topic and summarize and link their responses to each of these four activities. You may wish to divide your class into small groups and have each group discuss the similarities and differences among these activities and report back to the class. We follow up with a discussion of microskills used in these activities by coaches, counselors, and psychotherapists. We think that starting the class by highlighting the fact that all professionals use the microskills to some degree is important.

2. *The Microskills Hierarchy*. Central to the lecture and discussion is introduction of the Microskills Hierarchy, which provides students with an outline of the competencies they will achieve in the course. We have found that the structure of the Microskills Hierarchy helps students become more competent in all theories of counseling and therapy and increases their sense of how to use skills and strategies with clients.

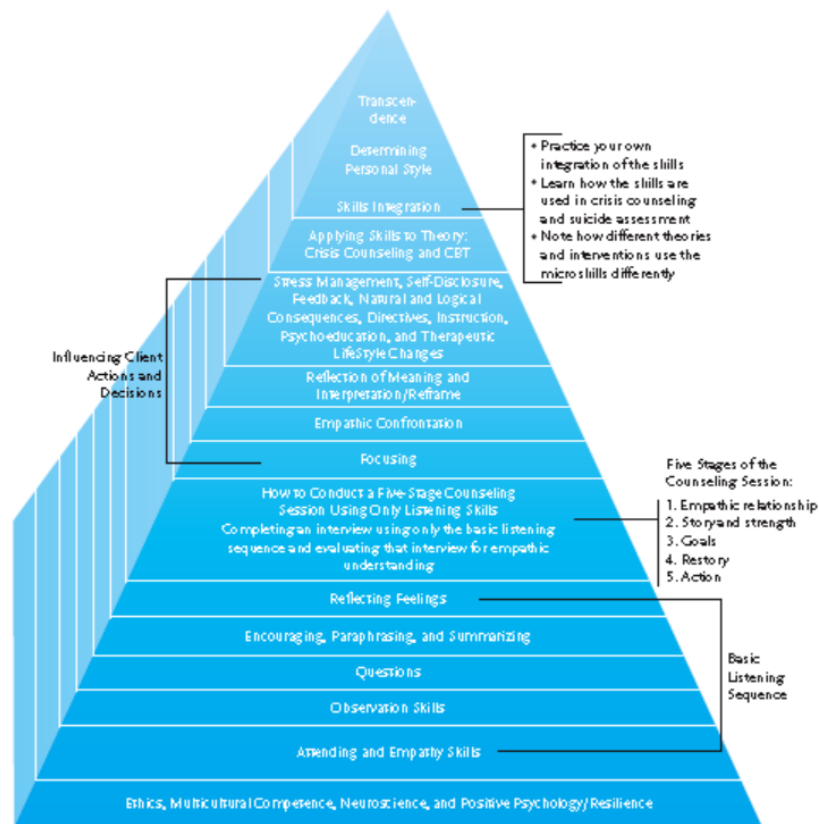


FIGURE 1.2 The microskills hierarchy: A pyramid for building cultural intentionality.

Copyright © 1982, 2003, 2012, 2014, 2018 Allen E. Ivey. Reprinted by permission.

3. *Model for learning microskills.* We explain that the model for learning microskills is practice oriented and follows a step-by-step progression, and we invite students to briefly try the model, as it will appear throughout the course as a basic learning framework.

The model includes the following steps:

1. **Introduction.** Focus on a single skill or strategy and identify it as a vital part of the helping process.
2. **Awareness, Knowledge, and Skills.** Read about the single skill or strategy and/or hear a lecture on the main points of effective use from your instructor. Cognitive understanding is vital for skill development. However, understanding is not competence, nor does it show that you can actually engage in an effective interview, counseling, or therapy session.
3. **Observation.** View the skill in operation via a transcript and process analysis—or better yet, watch a live demonstration or view a videotaped presentation.
4. **Multiple Applications.** Review different applications of the skill or strategy, variations according to diversity and other cultural dimensions, and additional ways in which the skill or strategy can be used.
5. **Action: Key Points and Practice.** Ideally, use video or audio recording for skill practice; however, role-playing practice with observers and feedback sheets is also effective. Seek immediate feedback after your practice session. Use the Feedback Sheets. How did those who watched the session describe your interaction?

6. **Portfolio of Competencies and Personal Reflection.** Develop a summary of your interviewing, counseling, and psychotherapy abilities. You will be asked to summarize the meaning of the chapter for practice now and in the future.

We believe it is important to help students understand that they can “go through” the skills quickly and understand them, but practicing them to achieve full mastery results in real expertise.

5. *Cultural Intentionality.* A lot can be done with this chapter, and covering every issue will be a challenge. However, a discussion of concepts such as intentionality — which asks students to be themselves but also to realize that they need to be flexible and constantly learn new ways of interacting with clients during interviews — is very important.

6. *Viewing of an interview video.* We like to show the full version of the *Basic Attending Skills*. This video provides an effective introduction to the listening skills. Furthermore, it provides positive and negative examples of each skill. We follow the video presentations with brief role-plays demonstrating the negative and positive applications of the skill. You may also wish to show and discuss the MindTap videos on your laptop with your students.

7. *Neuroscience and neurobiology.* If possible, or if you have more than 3 hours to spend on this content, a discussion of the implications of brain research for the interview is in order. The evidence that effective counseling and therapy can produce new neurons in the brain is clear. Discussion of neuroscience findings provides a novel validation of the work we do, and students appreciate it.

8. *Your Natural Style: An Important Audio or Video Exercise.* Students have a natural style of communicating, and the concepts presented in the book should be used to supplement that natural style. The goal is for students to learn new skills while being themselves. The first audio or video recording using the student’s natural communication style during an interview will help him or her obtain an accurate picture of where he or she is at the start of this course. Students will want to compare their first interview with later work as they progress through this course. Their natural style is a baseline they will want to keep in touch with and honor.

DISCUSSION OF COMPETENCY PRACTICE EXERCISES

Exercise. Your Natural Helping Style. We believe this exercise is one of the most important in the book. Students have a natural style of communicating, and it is that natural style and their social skills on which they need to build. We want them to learn these helping skills while maintaining their natural style. We seek authenticity, not actors playing a role.

Critical to student success is the use of the Client Feedback Form presented in Chapter 1.

Self-Assessment and Portfolio of Competence. We suggest creating a journal assignment and space for students to identify their level of competence in relation to the concepts presented in the chapter. On the MindTap companion website, students can find a downloadable form to be completed and added to the portfolio for future chapters.

KEY POINTS

Each chapter features a list of key points. Chapter 1 key points are as follows:

- ▲ Interviewing, Counseling, and Psychotherapy
- ▲ Counseling Is Both Science and Art
- ▲ Cultural Intentionality
- ▲ Resilience and Self-Actualization
- ▲ Microskills and Microskills Hierarchy
- ▲ Neuroscience/Neurobiology and Stress
- ▲ Places Where We Meet Clients
- ▲ Your Natural Helping Style

DISCUSSION QUESTIONS

1. Discuss the microskills presented in the Microskills Hierarchy. What are your thoughts about the way they are organized in the Microskills Hierarchy?
2. With which microskills are you most familiar? About which microskills would you like to learn more?
3. How competent do you feel about incorporating microskills into your practice? What are some techniques you might use to master these microskills?

WEB LINKS

National Center for PTSD

A comprehensive view of issues of trauma.

<http://www.ptsd.va.gov/>

American Academy of Experts in Traumatic Stress

Another comprehensive source of information on trauma.

<http://www.aaets.org/>

UCLA Center for Mental Health in Schools

Click for information on working with children on issues of crisis and trauma.

<http://smhp.psych.ucla.edu/>

American Academy of Pediatrics

Helping children and adolescents deal with crisis.

<http://www.aap.org/en-us/Pages/Default.aspx>

The Center for Mental Health Services

The Substance Abuse and Mental Health Services Administration (SAMHSA) provides resources for supporting its mission to reduce the impact of substance abuse and mental illness on America's communities.

<http://store.samhsa.gov/home>