MICROCOUNSELING

ABOUT THE AUTHORS

Thomas Daniels is a retired Professor of Psychology at Memorial University of Newfoundland (Sir Wilfred Grenfell College). He spent thirty years at Memorial University and served in a variety of capacities there, in addition to professor, including Counselor, Departmental Chair, Divisional Head and Vice-Principal. He received his undergraduate degree and masters from St. Francis Xavier University in Antigonish, Nova Scotia and his Ph.D. from Dalhousie University in Halifax, Nova Scotia. He has authored numerous articles and several book chapters in the area of microcounseling and counselor education and has presented numerous papers at conferences throughout North America. His article coauthored with Stanley Baker and Anne Greeley published in *The Counseling Psychologist* entitled "Systematic Training of Graduate-Level Counselors: Narrative and Meta-Analytic Reviews of Three Major Programs," won the 1991 National Research Award from Association of Counselor Education and Supervision in the U.S.A. and the 1991 Research award from the Northwest Regional Association of Counselor Education and Supervision. He has served as a referee for AERA and is on the editorial boards of the *Canadian Journal of Counseling* and *Guidance and Counseling*. He is currently in private practice in Corner Brook, Newfoundland.

Allen E. Ivey is Distinguished University Professor (Emeritus), University of Massachusetts, Amherst. He is president of Microtraining Associates, an educational publishing firm. He received his undergraduate degree (Phi Beta Kappa) from Stanford University. After a Fulbright year studying social work at the University of Copenhagen, Denmark, he earned his counseling doctorate at Harvard University.

Allen is the author or coauthor of more than 25 books and 200 articles and chapters, translated into 15 languages. A past president of the Division of Counseling Psychology of the American Psychological Association, he is a Fellow of APA and a Diplomate of the American Board of Professional Psychology. He is also a Fellow of APA's Society for the Study of Ethnic and Minority Psychology. He has spoken widely in North America and internationally. Allen received the International Award from the Division of Counseling and Psychotherapy of the Portuguese Psychological Association for his new writings on developmental counseling and therapy. Allen's contributions led him to the top award of the American Counseling Association, the Professional Development Award.

MICROCOUNSELING

Making Skills Training Work in a Multicultural World

By

THOMAS DANIELS, Ph.D.

and

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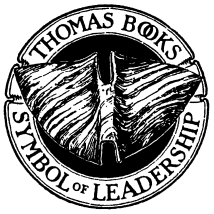

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We would like to dedicate this book to our families who have provided, and continue to provide such ongoing love and support that we can't help but feel blessed by their presence. For me, Tom, this dedication is to my daughter Susan and her husband Pete Davis, my son Tom and his wife Gabrielle MacLellan, and my wife Marie. For me, Allen, this dedication is to my wife Mary and my children and grandchildren.

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PREFACE

This book deals with the skills of interviewing, counseling, and therapy in a multicultural world. The central context for a discussion of these constructs is "microcounseling." Since its conception by Allen Ivey in the mid-1960s, microcounseling has grown from a methodology for teaching basic counseling skills to a conceptual framework for the multicultural intentional helper. Well over 450 empirical studies have been conducted on microcounseling, investigating its components, its comparative effectiveness with other training methodologies, its application both within and outside the field of counseling and therapy, and its effectiveness as a therapeutic modality. A wide variety of lay and professional populations have experienced microcounseling, including graduate students, counselors and psychologists, physicians, children, the elderly, and individuals with varying personal challenges. In summary, microcounseling has proven to be a very effective training paradigm with a wide variety of individuals from various cultures and contexts.

Because of its wide application and utilization, "microcounseling" has become one of the most widely used constructs in the field of helping. It is not uncommon to see courses in graduate and undergraduate counseling programs labeled "microcounseling." Such courses also occur in schools of social work, nursing, and medical education. Google the term "microcounseling" and you will find an immense number of sources, courses, syllabi, etc. – the term microskills, which derived within microcounseling, is now used common place in many professions.

Central to the microcounseling paradigm is the psychoeducational model. Work started by Bernard Guerney and refined by Allen Ivey holds that there are many ways to positively impact the lives of others in need, and one such method is the sharing of our skills. The psy-

choeducational model emphasizes "training as treatment." Numerous studies (see Chapter 4) have validated this approach. Microcounseling is a teaching paradigm and the skills associated with microcounseling have long been associated with effective interpersonal communications and dynamics. It should hold then that such skills would be of benefit to any individual who values good interpersonal relationships. In Ivey and Authier's second edition of *Microcounseling*, the point was made that there is no conflict between "training as treatment and one-to-one helping." Research has shown that in fact, microcounseling with clients can be an important therapeutic adjunct, if not modality. Van der Molen's work in The Netherlands illustrates this quite well. The extension of microcounseling in this manner is but one application of a training model which is increasingly proven to have validity.

In Ivey's first edition of *Microcounseling*, the groundwork was laid for the application of a teaching paradigm which appeared to have considerable promise. The steps of the model were outlined and a number of microskills of helping were identified and have since become associated with microcounseling (e.g., attending behavior and the basic listening skills). The concept of "the intentional helper" was posited and the importance of cultural relevance was anticipated. Furthermore, microcounseling's applicability as a research tool was also outlined. At a time when there was a call for more research into counseling processes, microcounseling, as an independent variable, seemed well-positioned to provide one framework which could assess a number of the dependent measures prized in counseling and helping. The studies conducted to that point were some of the best microcounseling studies ever done. This set a high standard for subsequent research in counselor training. Microcounseling's applicability in various settings was established and microcounseling as an "open system" (a key fundamental of microcounseling to this day) was offered.

The second edition of *Microcounseling* established this training paradigm as a force in counselor education. There was less emphasis on microcounseling technique and more emphasis on theory. A comprehensive treatment of assessing the training and helping process was offered and central to this discussion was the Ivey Taxonomy (IT). The IT presented a conceptual framework for understanding what helping skills and dimensions were important in training and the helping process in general. There was a discussion of the relevance of microcounseling in terms of a unified theory of helping and the

importance of cultural relevance was underscored. In this edition, Kasdorf and Gustafson provided a comprehensive review of the microcounseling research which indicated not only is microcounseling a counselor training paradigm, but that it has wide applicability outside the field of counseling as an approach to training.

This work on microcounseling is really about the promise anticipated by Allen Ivey in his first edition of *Microcounseling*. Microcounseling has become so widely used around the world that it is difficult to imagine a counselor training program which either has not used microcounseling or something from this model. What we propose in this book is the latest thinking on microcounseling. However, much of this thinking is really an extrapolation of what has been previously theorized by Allen Ivey with the refinements resulting from the extensive body of research and theorizing of colleagues around the world during the past near 30 years.

Specifically, this work outlines the major theoretical constructs and concepts of the microcounseling model. These constructs and concepts are framed within the context of "the culturally effective intentional helper." Culture was a key construct in the second edition of *Microcounseling* and in this present work, culture is an essential construct. In fact, Part II of this book is devoted to culturally relevant applications of microcounseling, and we are very fortunate to have colleagues from around the world and representing different rich and wonderful cultures contribute to this discussion. This book also details the skills and dimensions of microcounseling as outlined in The Microskills Hierarchy. This Hierarchy is derived from the Ivey Taxonomy (see Appendix) and is influenced by over 40 years of research and theorizing related to microcounseling and counseling in general. The Microskills Hierarchy represents a metatheoretical approach to the helping process. This book also emphasized microcounseling as a "technology of constructivism." Here the emphasis is not simply on the skills and dimensions of microcounseling, but on the constructive relevance of those skills. The work of George Kelly and other constructivists help provide a backdrop for microcounseling and supervision in microcounseling as constructivist processes. We also provide here a comprehensive review of the research on microcounseling. Over 450 studies are summarized and reviewed. Part II, as mentioned, provides applications of microcounseling with an emphasis on culture. Our colleagues and friends, Dr. Paul Pedersen, Dr. Henk Van der Molen, Dr. Machiko Fukuhara, and Dr.

Kay Gustafson, who have contributed so much to microcounseling and its development over the years, have so kindly agreed to write in their respective areas of expertise and give the reader important information on culturally relevant applications of microcounseling.

Through all of the collaborations related to this work on microcounseling, I feel that I have been the one most benefited by my associations with the wonderful colleagues who have contributed to this edition. First and foremost, I am indebted to Allen Ivey, my mentor, colleague, and dear friend for having me on board with this project. Allen and microcounseling have been the most important influences in my scholarly life. I have been able through my association with Allen to meet wonderful and dedicated helpers and scholars, many of whom are in this book. I am amazed by the creativity and energy of those who have been involved in microcounseling research and how much their work has contributed not only to understanding issues related to training helpers, but to understanding the helping process in general. It is our hope then that this volume will make some contribution to those who are interested in helping others, which is what microcounseling is all about.

Please share your ideas, suggestions, and criticisms with Allen and me. There is much yet to be done and we are willing to continue learning.

Thomas Daniels
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ACKNOWLEDGMENTS

Microcounseling and this volume in particular rely heavily on the contribution of a vast number of individuals and groups spanning the period from the mid 1960s to present and encompassing a truly international/worldwide collaboration. Our colleagues' ideas, research, and clinical practice have informed the fundamental constructs on which microcounseling is founded. What Ivey and Authier indicated in the second edition of *Microcounseling* still holds true today; that it would be impossible "to mention all those who have helped clarify and extend the concepts of microcounseling and microtraining," However, there are a number of individuals in particular who must be mentioned here.

The original conceptualization of microcounseling as a teaching paradigm owes much to Dwight Allen and his microteaching. It was the microteaching model which served as a template for the form and technology of microcounseling. Particular mention must be made of Allen Ivey's colleagues at Colorado State University and the University of Massachusetts conducted the original microcounseling studies which introduced the concepts to the world. In particular, the following scholars need to be thanked for their contributions: Dean Miller, Weston Morrill, Cheryl Normington, Eugene Oetting, Charles Cole, James Hurst Richard Weigel, Jeanne Phillips, Jeff Lockhart, John Moreland, Richard Haase, and Max Uhlemann. The scholars not only pioneered the scientific application of microcounseling but helped lay the foundation for the articulation of important concepts underlying the application of microcounseling and the discovery of the microskills. A particular thank you goes to Jerry Authier for his ongoing support and continued contribution to microcounseling.

We particularly want to thank our colleagues and friends who directly contributed to this book and whose work forms Part 2 of this

volume. Paul Pedersen, who has written Chapters 5 and 6, is an international expert on multiculturalism. His research and ideas helped define microcounseling as a multicultural tool. His innovation of the Triad Model helps operationalize multicultural concepts for the microcounseling paradigm. Dr. Kay Gustafson has been a longstanding contributor to microcounseling and, together with Jerry Authier, provided the very first comprehensive evaluation of the microcounseling research. Here, she teams up with Allen Ivey in Chapter 7 to detail the contextual applications of microcounseling. Dr. Henk Van Der Molen is one of the most significant researchers of the microcounseling model. His research in The Netherlands represents some of the best research ever done on microcounseling. In Chapter 8, he details how microcounseling may be used as part of a treatment modality. Dr. Machiko Fukuhara is the foremost microcounseling scholar in Japan and can be credited with introducing microcounseling to that country. In Chapter 9, she reports on the development of microcounseling in Japan and further shows how microcounseling may be adapted in other cultures.

In addition, there are many important contributors we would like to mention, including the following: Azara Santiago-Rivera, William Matthews, Zig and Lia Kapelis, Eugene Oetting, Dean Miller, Cheryl Normington, Richard Haase, Max Uhlemann, Weston Morrill, Norma Gluckstern Packard, Elizabeth Robey, Bruce Oldershaw, Peter Stasso, John Moreland, David Evans, Margaret Hearn, Lisa Gebo, Lynn Simek-Morgan, Dwight Allen, Lanette Shizuru, Steve Rollin, and Koji Tamase.

A particular thank you goes to Sir Wilfred Grenfell College of Memorial University of Newfoundland. This institution has provided ongoing support for over 25 years to Thomas Daniels' research and work on microcounseling. We would also like to acknowledge the contribution of Dr. John Stewart of the University of New Brunswick who provided valuable editorial work in the early stages of this project. We would be remiss if we didn't mention a number of scholars whose current work in microcounseling is helping further define and extend the model. Dr. Stan Baker has helped conduct some of the most significant evaluations of the model. Dr. Lori Russell-Chapin and her Microcounseling-Supervision Model has provided an excellent framework and evaluation tool for microcounseling supervision. Drs. Paul Toth and Rex Stockton have provided an excellent framework for using microcounseling to teach group counseling skills. Dr.

Koji Tamase's research has provided valuable insight into the finer points of the microskills.

Finally, we would like to thank Mr. Michael Payne Thomas for his support and patience.

CONTENTS

MICROCOUNSELING

SECTION I
THE MICROCOUNSELING PARADIGM

INTRODUCTION

The purpose of this first section is to provide a comprehensive overview of the microcounseling paradigm. This detailed examination will outline the development of microcounseling over the past 40 years, and the evolution of its concepts, constructs, principles, and practices within a broad multicultural framework.

Chapter 1 defines microcounseling as a technology of constructivism and outlines its concepts and constructs. The basic steps in the microtraining model and its three major areas of application are discussed. This chapter concludes with a discussion of microcounseling and the culturally effective intentional helper, and the evolution of microcounseling as an integrative model of helping.

The focus of Chapter 2 is the construct of "intentional competence" and how this is achieved through the microskills hierarchy. We then provide a detailed examination of the microskills hierarchy, the basic skill/dimension/strategy framework of microcounseling. Finally, we conclude with a discussion of microcounseling and Metatheory.

Chapter 3 is primarily aimed at the counselor trainer. Microcounseling as a model of supervision is outlined in detail and includes a discussion of the supervision environment, and microskills and supervision. This chapter concludes with a discussion of the Microcounseling Supervision Model (MSM).

Chapter 4 is an overview of the research on microcounseling. A detailed examination of over 450 empirical studies on microcounseling is provided and covers the period from 1967 to present. Suggestions for future research in the area are discussed.

Chapter 1

MICROCOUNSELING: INTRODUCTION TO THE CONCEPTS AND CONSTRUCTS

Microcounseling was originally conceived as a behavioral training program for teaching interviewing skills to beginning counselors (Ivey, Normington, Miller, Morrill, & Haase, 1968). It has since evolved into a theoretical model in itself which serves to provide a basic vocabulary for discussing and investigating clinical and training sessions. Furthermore, microcounseling provides an operational framework for training helpers and scrutinizing the counseling process in a practical and verifiable manner.

Microcounseling's broad applicability has been demonstrated in over 450 empirical studies within a variety of fields including psychological education, medicine, dentistry, nursing, social work, teacher training, the ministry, and business, and with participants in varying ages from elementary school children to seniors (see Chapter 4). Research on microcounseling has led to a continued development and refinement of its concepts and the articulation of a metatheoretical framework for describing the counseling process in general (Ivey, 1993; Ivey & Bradford-Ivey, 2006).

A number of psychological models have been employed to explain microcounseling. While humanistic principles tend to underlie microcounseling, the training paradigm has been described in terms of both social and operant learning theory (Ivey & Authier, 1978). Baker and Daniels (1989) have suggested that microcounseling has cognitive-behavioral underpinnings, and more recently, microcounseling has been conceptualized as a constructivist paradigm (Daniels, 1992; Ivey, 1993; Ivey & Bradford-Ivey, 2006).

Microcounseling has evolved within a psychoeducational model of human functioning that holds that the client can be taught to achieve

a greater degree of satisfaction in life through a process of goal setting and skill teaching (Authier, Gustafson, Guernery, & Kasdorf, 1975). The psychoeducational model is concerned with how people become more content and competent in their own lives – this model does not emphasize notions of illness, diagnosis, treatment, and cure, *per se*. Yet within microcounseling, the skills of a competent diagnostician and therapist can play a role in supplementing the interviewing process and facilitating client growth.

As originally formulated, microcounseling was seen as a technology for teaching basic skills of therapeutic communication such as the attending skills. However, research on microcounseling suggests it may be extended for other training purposes outside psychoeducational paradigms (Baker & Daniels, 1989; Baker, Daniels, & Greeley, 1990; Daniels, 1994; Ivey, 1994; Ivey & Bradford-Ivey; Kazdorf & Gustafson, 1978; see Chapter 4). What is clear is that microcounseling, in a systematic and clearly articulated manner, brings several diverse perspectives on learning to the teaching and learning of psychotherapeutic skills and counseling processes.

Finally, microcounseling considers the centrality of **culture** and **context** in both *counseling training* and the *counseling process* (Ivey, 1993, 1994, 1997, 1998, 1999; Ivey & Gluckstern, 1974; Ivey & Bradford-Ivey, 2006). Within this context, Nwachuku and Ivey (1991) have introduced a paradigm for utilizing microtraining concepts in culturally-relevant theories and practices. Subsequently, microcounseling has been effectively applied in culturally diverse settings (see Chapter 4).

THE THREE MAJOR APPLICATIONS OF MICROCOUNSELING

The data suggest that helpers in various professions, including those in education, psychology, and medicine can learn helping skills and strategies at varying levels of complexity via microcounseling (Baker & Daniels, 1989; Daniels, 1994; Kazdorf & Gustafson, 1978; Van Der Molen, Smit, Hommes & Lang, 1995) (see Chapter 4). Furthermore, because microcounseling is fundamentally a teaching paradigm, it can and has been applied within the therapeutic setting itself to teach the client communication and social skills.

Microcounseling (or microtraining – the two terms will be used interchangeably) has three main applications:

- First, microcounseling is a technology of ***teaching and supervision*** – a systematic format for teaching 'skills', particularly skills of therapeutic communication. Microcounseling is a multicomponent training paradigm that uses a variety of approaches to learning that are operationalized through a supervision process using videotape (modeling), manuals, self-observation, and practice. In this manner, the trainee systematically is taught a particular skill of therapeutic communication. Usually, only one skill or strategy is taught in any one microcounseling training session. Such strategies may be advanced skills or skill sequences that incorporate larger concepts. Depending on the skill being taught, a training session ranges from 1 to 2.5 hours. In classroom work, the skills are still taught one at a time, but the method of instruction varies widely (c.f. Ivey and Bradford Ivey, 2006). Furthermore, microcounseling can be used to teach counseling skills and strategies within any number of therapeutic frameworks and modalities (Ivey, 1994). For example, it is possible to use microcounseling to teach helpers complex strategies of cognitive-behavioral counseling (e.g., how to conduct relaxation training, conduct an A-B-C analysis, engage in thought stopping) or psychodynamic therapy (e.g., specify the steps of dream analysis). From Ivey et al. (1968) to Schaefle, Smaby, Maddux, and Cates (2005), we believe that microcounseling is able to clearly operationalize the professional helping behaviors regardless of theoretical orientation. Yet, as indicated, microcounseling is not limited to teaching counseling skills.
- Second, microcounseling is a ***conceptual framework and an atheoretical model*** for describing the counseling process in general. This framework describes the helping process in a hierarchical context from the simplest skills to the more complex modes of therapeutic interaction that are found in any of a variety of contemporary approaches to helping and that are founded on appropriate cultural and ethical considerations. In this regard, microcounseling is metatheoretical in nature and can be used as psychotherapeutic framework with adults (Ivey, 1999) and, when adapted, with children (Van Velsor, 2004).
- Third, microcounseling is a ***practical research vehicle*** for investigating both the training and helping processes. Partly because of its componential nature and partly because the ease at with which the format is operationalized, it has been widely used as a