

7<sup>TH</sup> EDITION

# Intentional Interviewing & Counseling

Facilitating Client Development in a Multicultural Society

ALLEN E. IVEY | MARY BRADFORD IVEY | CARLOS P. ZALAUQUETT

**SEVENTH EDITION**

# **Intentional Interviewing and Counseling**

**Facilitating Client Development  
in a Multicultural Society**

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**Intentional Interviewing and Counseling:  
Facilitating Client Development in a  
Multicultural Society, Seventh Edition**

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Cover Designer: Laurie Anderson

Cover Image: Photonica, Getty Images;  
Photographer: Ralph Mercer, VEER

Compositor: Macmillan Publishing Solutions

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Library of Congress Control Number: 2008940673

ISBN-13: 978-0-495-60123-4

ISBN-10: 0-49560123-3

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*Love is listening.*

—Paul Tillich

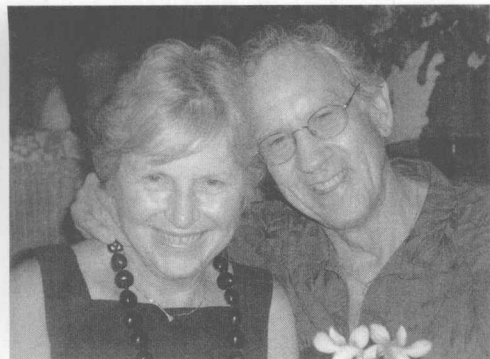


*To our sons and daughters  
John Allen Ivey and William Spencer Ivey  
Elizabeth Bohn Robey and Kathryn Bohn Quirk*

*To my family  
Jenifer Zalaquett  
Andrea Zalaquett and Christine Zalaquett*

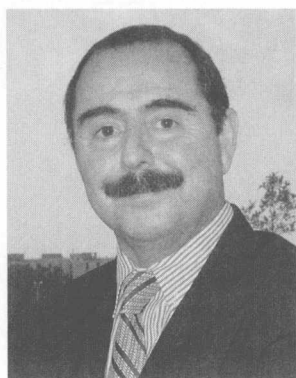


## ABOUT THE AUTHORS



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# **PREFACE**

Welcome to the seventh edition of *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. Our goal is to present the critical basics of interviewing, counseling, and therapy with sensitivity to diversity, ethics, and a positive approach to the interview. This book will ground students in skills and provide a solid introduction to how skills are used in several theories of interviewing, counseling, and therapy.

The information here is based on more than 40 years of extensive teaching, research studies, and counseling and clinical practice. Each of the authors comes from a different background in practice and research. Designed for the skills course in counseling, human relations, psychology, and social work, this edition continues our focus on clear presentation of the specifics of effective and accountable interviewing that enables students to:

- ▲ Learn and master the key interviewing skills and strategies one by one in a step-by-step framework.
- ▲ Work from a solid basis of understanding ethics, multicultural competence, and wellness/positive psychology. Multicultural and diversity issues, as always, are thoroughly integrated throughout the text.
- ▲ Draw out client stories, issues, and problems through the basic listening sequence, and facilitate developing new stories, leading to client change and action.
- ▲ Complete a full interview using only listening skills by the time students are halfway through the book.
- ▲ Learn and master the influencing skills of confrontation, interpretation/reframing, psychoeducation, and more. Understand how these skills can be used in varying theoretical approaches.
- ▲ Integrate key skills and strategies of ethical coaching in their interviewing, counseling, and therapy practice.
- ▲ Develop basic competence in five approaches to the interview: decisional, person-centered, cognitive-behavioral, brief counseling, and motivational interviewing.
- ▲ Examine and self-evaluate their own performance through working with the optional and popular interactive CD-ROM. On the CD-ROM students will find case studies where they can make decisions on what they would do with clients, video examples of many skills, flashcards, practice examinations, downloadable Portfolios of Competence, plus many other features. Students can email completed exercises from the CD-ROM to their professors. Complementing the CD-ROM is CengageNOW, the interactive Web site. There students will find pre- and post-tests that connect to the textbook plus extensive practice exercises. Students who use these materials attest that they perform better on examinations.

Suggestions and specifics for a Portfolio of Competence are presented in each chapter. Our experience has been that a well-done portfolio can help students obtain practicum positions and, at times, professional jobs as well. If students work on their portfolios and meet basic objectives regularly, they may complain about the workload, but at the end of the course, the portfolio makes it clear how much they have learned. It even increases our course ratings!

We have heard from several instructors that they would prefer a shorter version of this text, to better align with the needs of their courses. Many instructors teach the skills course at an undergraduate or early graduate level. Others are looking for an abbreviated text for use in practicum or field experience courses, where students may have limited knowledge of what actually makes the interview work. For these instructors, we have created a 300-page essentials version of this text, entitled *Essentials of Intentional Interviewing*.

Together, the comprehensive and essentials versions of this text—*Intentional Interviewing and Counseling* and *Essentials of Intentional Interviewing*—provide the flexibility to meet your teaching needs in skills training. Because they are backed by over 450 databased, research-based studies, both books have also been used with excellent results in multicultural courses and in field experience, as either the main text or a supplemental text.

## FEATURES NEW TO THE SEVENTH EDITION

The 21st century brings with it many new challenges—the changing ethnic and racial demographics of society, an up-and-down economy in which many individuals suffer, technological innovations, and continuing wars, terrorism, and traumas. These and other issues make counseling ever more important and prominent in our society. This seventh edition of *Intentional Interviewing and Counseling* continues the tradition of the past but also seeks to prepare students for an unpredictable future. Former users of this book will find that the basics are the same, but we have instituted several changes that will enrich the concepts for all levels of students.

**Further streamlining of a text that is research and training based.** *Intentional Interviewing and Counseling* is the most thoroughly researched and classroom-tested counseling skills text available. In this latest edition, every concept and sentence has been reviewed to ensure clarity and relevance. This streamlining makes the text easier to read while ensuring that specific information is provided. Also, updated research findings are highlighted in the text.

**A new “tone” for our scientific base.** Throughout this edition, you will note a stronger emphasis on relationship and the working alliance. This emphasis has always been part of the listening skills, but in this edition we have given this central area much more attention. You will also find increased emphasis on the words *here and now* and *immediacy*. Counseling and neuroscience research reveals the importance of the here and now for successful and healthy living. We have added quotations to each chapter that emphasize the uniqueness and importance of thinking about each skill more broadly. “Love is listening,” the quotation by Paul Tillich on our dedication page, captures the essence of the hope and goal of this revision.

**Relationship—story and strengths—goals—restory—action.**<sup>1</sup> This is a new formulation of the popular five-stage interview structure. This language change integrates these concepts and helps students understand and utilize microskills more effectively. The model also makes it easier for students to generalize the five stages to multiple theories and practices in human relations, social work, counseling, and psychotherapy. Nonetheless, the concepts of the five-stage model are still retained within this new, more understandable, language.

<sup>1</sup> The terminology “relationship—story and strengths—goals—restory—action” is copyrighted © 2009 by Allen E. Ivey and is released to Cengage Learning for this seventh edition of *Intentional Interviewing and Counseling* for use throughout.

**More information on certain skills.** Reflection of meaning and interpretation/reframing are now presented in a new Chapter 11. The added depth gives students a better opportunity to understand and practice these two central influencing skills. More attention has been given to the work of Viktor Frankl and the positive reframe.

The logical consequences strategy has been given more emphasis with a focus on its relationship to decisional counseling and the emotional side of decision making.

What was previously termed the *advice/information* skill is now reframed as *information/psychoeducation*. Giving details to clients on where to find career information, how to work their way through the bureaucracy, and how to relate to family members is indeed an important undertaking that we previously have not addressed fully. When we add that significant word *psychoeducation*, it reminds us that we have a crucial role in teaching clients how to be healthy and exercise sufficiently, how to cope with a difficult boss, how to communicate more effectively in the family, and how to examine values and goals.

**Increased integration of cutting-edge neuroscience with counseling skills.** We now know that interviewing and counseling change the brain and build new neural networks in both client and counselor through neural plasticity. The discussion of neuroscience and its specific impact on interviewing practice has been enhanced, including an appendix with additional practical implications. Students will find that virtually all their learning in the counseling field is supported by biopsychological research. This material will better enable students to plan the type of interventions likely to be most successful and help them to understand and communicate better with other professionals. Appendix II provides diagrams and an overview of neuroscience and counseling.

**Cognitive-behavioral therapy and how to's of practice.** These have been added to Chapter 14, where you will find a complete transcript on how to use stress management in the session. This interview demonstrates several cognitive-behavioral strategies, such as automatic thoughts, self-management techniques, and how to use information about the brain during the session.

**Predicting skill and interview outcome.** We can predict how microskills will affect client conversation. Each microskill is clearly defined with its predicted outcome in the session. Needless to say, the root concept of intentionality reminds us that predictions are never perfect and that it is critical to have another response ready for the unexpected we often find in interviewing and counseling.

**Multicultural issues and competencies.** Diversity is constantly emphasized in this path-breaking text, the first to recognize cultural differences in the counseling process. We have updated the coverage of multicultural issues and added the RESPECTFUL model of diversity dimensions in Chapter 2 with a new interactive exercise. As always, we continue to integrate diversity issues throughout the text.

**An interactive, dialogical view of the interview.** The interview affects both client and counselor. New and special attention is given to this interaction in which both the language and brains of both counselor and client are changed throughout the process. Students will understand the concepts of consciousness, short-term memory, and how their skills can help the client move new thoughts, feelings, and behaviors to long-term memory.

**The creative New and the Client Change Scale.** The *creative New* concept, drawn from the work of theologian Paul Tillich, is introduced in Chapter 9. In interviewing and counseling,



the concept of the *creative New* means that when we help empower clients to solve problems, resolve issues, and restore their lives, something *New* has been created. This concept provides more depth to the Client Change Scale and also enables us to use creativity research and practice as part of the skills course.

The Client Change Scale (CCS) represents a change of language and expansion of the Confrontation Impact Scale (CIS), so that students and professionals are aware that the measurement of change flows across all interviewing and counseling. The CCS can be used to assess client change both in the here and now of the interview and over several sessions.

## TEACHING TOOLS

An expanded array of teaching aids supplement *Intentional Interviewing and Counseling*, which provide you and your students with many alternatives for instruction.

**Book Companion Web site.** The Companion Web site, accessed from [www.cengage.com/counseling/ivey](http://www.cengage.com/counseling/ivey), includes chapter-by-chapter study and review resources for students, such as chapter outlines, flashcards, weblinks, quizzes, and essay questions. In addition, instructors can access and download password-protected resources such as the Instructor Resource Guide and two PowerPoint® presentations.

**Optional CD-ROM package.** The popular and effective CD-ROM has been updated to include a variety of learning activities and more than 30 interactive exercises. Each CD-ROM chapter includes most or all of the following: flashcards, interactive exercises, case study, video activity, weblink critique, quiz, Portfolio of Competence, client feedback form, and specific skills forms. Each feature is intended to improve students' learning and practice of the skills. Flashcards encourage rehearsal of key chapter concepts, short movie vignettes bring to life specific issues regarding the interview, and quizzes allow students to test their level of achievement. The CD-ROM helps students work through case studies, interactive exercises, and video activities, and puts all feedback forms, key training documents, and handouts right at the student's and instructor's fingertips. These updated forms are central for self-assessment and for skill practice and feedback. Students can access the Portfolio of Competence and use the reflections on personal style and the self-evaluation of chapter competencies checklist to develop a personalized portfolio that will prove invaluable in their journey to become effective helpers. Furthermore, students can e-mail their assignments directly from the CD-ROM to their instructors if requested. The completion of these assignments can be noted in course management platforms such as Blackboard.

We have endeavored to provide choices for our readers by offering the book alone (ISBN 0-495-59974-3) or the book and CD-ROM prepack (ISBN 0-495-60123-3). We are pleased that our publisher is able to offer the CD-ROM for a nominal additional fee, as we believe that the interactivity and learning potential available through this technology are invaluable.

**CengageNOW** (Printed Access Card ISBN 0-495-83258-8). This interactive Web site brings students into the virtual world of education. The comprehensive online learning environment offers the following important features:

▲ *eBook.* The complete textbook is available online in CengageNOW.

- ▲ *A flexible menu.* Instructors can assign online chapter readings and assignments according to their own teaching preferences. Students can move freely between chapters.
- ▲ *Pretests and posttests of textbook material for student self-evaluation.* Incorrect answers immediately indicate to students the specific pages in the text where they can find why their answer needs further consideration and should be changed.
- ▲ *Study plan.* CengageNOW offers students a personalized plan of study based on their responses to pretests. Students can use this plan to focus on specific content areas.
- ▲ *Interactive case studies.* CengageNOW offers more than 30 interactive case studies. When presented with transcripts of interviews, students respond to client statements by selecting specific interview responses. They receive immediate feedback on their choices. Professionals from around the world also present real cases. Students are asked to think through their case management plans and then can compare those plans with what the experts actually did.
- ▲ *Flashcards* are used to reinforce student learning and understanding.
- ▲ *Video clips* are used in most electronic chapters to illustrate counseling skills. Follow-up questions allow students to further reflect on their observations.
- ▲ *Weblinks.* Links to Web sites related to chapter contents are used throughout this virtual learning environment. Follow-up questions allow students to further reflect on the content of these Web sites.
- ▲ *Important forms and exercises* can be downloaded. By the end of the term, each student will have a complete Portfolio of Competence that can be presented for field site placements and even for professional positions.

***Instructor Resource Guide*** (ISBN 0-495-60332-5). Available online to adopters, the Instructor Resource Guide (IRG) includes chapter goals and objectives, suggested class procedures, additional discussion of end-of-chapter exercises, and microskills practice exercises. The IRG also includes in the appendices a chapter on developmental counseling and therapy (DCT) that many professors find useful in beginning skills courses. Students also profit from examining their theoretical/practical preferences via the inventory titled "What Is Your Preferred Style?" This informal instrument provides a framework for looking at how each student relates to clients. The IRG is available for download at the password-protected Companion Web site ([www.cengage.com/counseling/ivey](http://www.cengage.com/counseling/ivey)). To obtain the password, contact your Cengage Learning representative or call 1-800-354-9706.

***eBank Test Bank and ExamView®*** (Windows/Macintosh, ISBN 0-495-60216-7). An electronic test bank is available upon request from your Cengage Learning representative. The Test Bank is also available in the flexible and user-friendly ExamView software, which allows instructors to create and edit tests easily and effectively.

***Two sets of PowerPoint® slides.*** These are available on the book's companion Web site at [www.cengage.com/counseling/ivey](http://www.cengage.com/counseling/ivey). One set is quite detailed, covering all the concepts of each chapter. The second is abbreviated and covers the main concepts. You may download either or both sets and change and sort/reorder the slides according to your teaching preferences. You can then project them as PowerPoint presentations from your computer.

***Microtraining supportive Web site.*** At [www.emicrotraining.com](http://www.emicrotraining.com), students will find interviews with leaders of the field such as Patricia Arredondo, Michael D'Andrea, Janet E. Helms,

Jane Myers, Paul Pedersen, and Derald Wing Sue. With more than 100 weblinks, Microtraining Associates, a privately owned company independent of Cengage Learning, is known for its wide array of multicultural training videos and now has the most complete set in the nation of supplementary materials on multicultural concerns as well as many videos on counseling and therapy skills and strategies.

**DVDs illustrating the microskills.** Several DVDs that can supplement this text are available from Microtraining Associates (phone/fax 888-505-5576, or visit [www.emicrotraining.com](http://www.emicrotraining.com)). A new *Basic Attending Skills* video is now available featuring Deryl Bailey and Azara Santiago-Rivera as well as Mary and Allen Ivey and Norma Gluckstern Packard. These videos and the accompanying text have been translated into Spanish by Carlos Zalaquett. Thus, it is now possible to provide students with supplemental Spanish language interviewing training. The *Basic Influencing Skills* video can be obtained to supplement the last half of this book. A new video, *Microcounseling Supervision: Classifying Interview Behavior*, has recently been released with a supplementary CD-ROM. This should be helpful to students in classifying and working with skills. Those with an orientation to theoretical approaches should find the new skill and strategy videos useful.

## ALTERNATIVE INSTRUCTIONAL SEQUENCES

Each instructor has her or his own view on how to present material. Student backgrounds and experiences vary from campus to campus. Thus, we'd like to speak to some issues of reordering ideas in the text to match student needs and interests. The order of the chapters in this book remains basically the same as in the past, but we have separated from the influencing skills a new chapter on the skills of reflection of meaning and interpretation/reframing. However, some instructors will want to reorder chapters to meet their own instructional goals. We have tried to organize the chapters in such a way as to make alternative sequencing easy.

**Questioning questions.** Some instructors prefer to teach questioning after the listening skills of encouraging, paraphrasing, and reflection of feeling. They point out that some students have difficulty "going beyond" questions and really listening to clients. This more person-centered approach is certainly effective and a good way to emphasize the importance of active listening.

**Challenging confrontation.** Another major sequencing issue concerns the placement of confrontation. In Allen and Mary's book with Paul Pedersen, *Intentional Group Counseling: A Microskills Approach* (Microtraining Associates, 2007), we place confrontation skills as the last set of microskills to be learned. We do this because confrontation in groups is particularly complex. We are aware that it can be equally complex with individuals. One possible approach is to have the students read just the Client Change Scale information and then apply it to the skills that follow. Then confrontation can be brought in later. We chose to discuss confrontation in Chapter 9, because we find that the emphasis on attending, observing, and basic listening skills in the first half of the book allows effective and early teaching of basic confrontation.

**Empathy and reflection of feeling.** It may be wise to ask students to read the material on empathy along with the chapter on reflection of feeling. They really do fit together well. This may be a particularly apt approach for instructors who like to spend three to six hours of class time on this area.

**Dealing with five theories of counseling.** Many instructors choose from decisional, person-centered, CBT, brief, and motivational interviewing, selecting the theories that make the

most sense to their program. Others have groups in each class study a single theory and present it to their classmates. Advanced students will be able to engage in all five theories by the end of the course if they are diligent and work hard.

The sections in Chapter 14 can be paired with earlier chapters. Instructors can combine reading on person-centered interviews with the first eight chapters and cognitive-behavioral theory with influencing skills in Chapter 13. Brief solution-oriented approaches could be paired with Chapter 4 on questions, particularly if questions are taught after the other listening skills. Motivational interviewing is a variety of decisional counseling and could be paired with Chapters 8 and 13.

***Teaching in a two-semester course.*** Some community colleges and universities have used *Intentional Interviewing and Counseling* over two semesters, supplemented by other texts. This enables handling the skills and theories in a more unified plan. Another possibility is to use the book in both the skills and multicultural courses. These alternatives could be used in either a single semester or over a two-semester sequence.

***Have it your way!*** Each instructor needs to shape and adapt textbooks to meet the students' needs and her or his own approach to teaching. Other sequences of skills can be arranged, and we welcome your feedback on this important and challenging instructional issue. We'll give you credit for your contributions.

## ACKNOWLEDGMENTS

Thomas Daniels, Memorial University, Cornerbrook, has been central to the development of the microskills approach for many years, and we are pleased that his summary of research on over 450 databased studies is available on the CD-ROM that accompanies this book. We are appreciative of one of our students, Penny John, for permission to use her interview as an example in Chapter 13. Amanda Russo, a student at Western Kentucky University, also allowed us to share some of her thoughts about the importance of practicing microskills.

Weijun Zhang's writing and commentaries remain central to this book. We also thank Owen Hargie, James Lanier, Courtland Lee, Robert Manthei, Mark Pope, Kathryn Quirk, Azara Santiago-Rivera, Sandra Rigazio-DiGilio, and Derald Wing Sue for their written contributions. Robert Marx and Joseph Litterer were important in the early development of this book. Discussions with Otto Payton and Viktor Frankl have clarified the presentation of reflection of meaning. William Matthews was especially helpful in formulating the five-stage model of the interview. Lia and Zig Kapelis of Flinders University and Adelaide University are thanked for their support and participation while we served as visiting professors in South Australia.

David Rathman, Chief Executive Officer of Aboriginal Affairs, South Australia, has constantly supported and challenged this book, and his influence shows in many ways. Matthew Rigney, also of Aboriginal Affairs, was instrumental in introducing us to new ways of thinking. These two people first showed us that traditional, individualistic ways of thinking are incomplete, and therefore they were critical in the development of the focusing skill with its emphasis on the cultural/environmental context.

The skills and concepts of this book rely on the work of many different individuals over the past 30 years, notably Eugene Oetting, Dean Miller, Cheryl Normington, Richard Haase, Max Uhlemann, and Weston Morrill at Colorado State University, who were there at the inception of the microtraining framework. The following people have been especially important personally and professionally in the growth of microcounseling and microtraining over the

years: Bertil Bratt, Norma Gluckstern, Jeanne Phillips, John Moreland, Jerry Authier, David Evans, Margaret Hearn, Lynn Simek-Morgan, Dwight Allen, Paul and Anne Pedersen, Lanette Shizuru, Steve Rollin, Bruce Oldershaw, Oscar Gonçalves, Koji Tamase, and Elizabeth and Thad Robey.

The board of directors of the National Institute of Multicultural Competence—Michael D’Andrea, Judy Daniels, Don C. Locke, Beverly O’Bryant, Thomas Parham, and Derald Wing Sue—are now part of our family. Their support and guidance have become central to our lives. Many of our students at the University of South Florida, Tampa, University of Massachusetts, the University of Hawai’i, Manoa, and Flinders University, South Australia, also contributed in important ways through their reactions, questions, and suggestions.

Fran and Maurie Howe have reviewed seemingly endless revisions of this book over the years. Their swift and accurate feedback has been really important in our search for authenticity, rigor, and meaning in the theory and practice of interviewing, counseling, and therapy.

Jenifer Zalaquett has been especially important throughout this process. She not only navigates the paperwork but is instrumental in holding the whole project together.

We are grateful to the following reviewers for their valuable suggestions and comments: Victoria Bacon, Bridgewater State College; Stephanie Hall, Eastern Kentucky University; Garrett J. McAuliffe, Old Dominion University; Graham Neuhaus, University of Houston—Downtown; Uchenna Nwachuku, Southern Connecticut State University; John Patrick, California University of Pennsylvania; Sandy Perosa, University of Akron; Tiffany Rush-Wilson, Walden University; Holly Seirup, Hofstra University; and Heather Trepal, University of Texas at San Antonio. They shared ideas and encouraged changes that you see here, and they also pushed for more clarity and a practical action orientation.

Machiko Fukuhara, Professor Emeritus, Tokiwa University, and president of the Japanese Association of Microcounseling, has been our friend, colleague, and coauthor for many years. Her understanding and guidance have contributed in many direct ways to the clarity of our concepts and to our understanding of multicultural issues. We give special thanks and recognition to this wise partner.

Lisa Gebo and Claire Verduin guided the development of this book for many years, and they are present on every page. Julie Martinez and Marquita Flemming added their wisdom to the process and helped us deal with the complexities of the publishing world. These four experts have become valued friends and consultants. Seth Dobrin, new to the support team, is a “quick study,” and we have been vastly impressed with his ideas and contributions to this new version. Without these five individuals, this seventh edition would never have seen the light of day.

Finally, it is always a pleasure to work with the rest of the group at Brooks/Cole, notably Trent Whatcott, Andrew Keay, Allison Bowie, Rachel McDonald, Rita Jaramillo, Vernon Boes, and their associates. Our manuscript editor, Patterson Lamb, has become an important adviser to us. Anne and Greg Draus of Scratchgravel Publishing Services always do a terrific job. We thank all of the above.

We would be happy to hear from readers with your suggestions and ideas. Please use the form at the back of this book to send us your comments. Feel free to contact us also via e-mail. We appreciate the time that you as a reader are willing to spend with us.

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# **CONTENTS**

*List of Boxes*     *xi*

*Preface*     *xiii*

## **As We Begin: Interviewing and Counseling as Science and Art**     **1**

Welcome!     1

What Does This Book Offer for Your Development?     3

The Microskills Model     4

The Science and Art of Interviewing     4

Build on Your Natural Style of Helping     5

Competency Practice Exercise     5

Self-Understanding and Emotional Intelligence     6

Practice Leads to Mastery and Competence     7

A Final Word     8

---

## **SECTION I**     ***Introduction***

**9**

### **Chapter 1**     **Toward Intentional Interviewing and Counseling**     **11**

Introduction: What Is the “Correct” Response to Offer a Client?     12

Interviewing, Counseling, and Psychotherapy     13

The Core Skills of the Helping Process: The Microskills Hierarchy     14

Drawing Out Client Stories     17

*Relationship—Story and Strengths—Goals—Restory—Action*     17

Increasing Skill and Flexibility: Intentionality, Cultural Intentionality,  
and Intentional Prediction     20

Theory and Microskills     22

Brain Research and Neuroscience: Implications for the Interview     26

Summary: Mastering the Skills and Strategies of Intentional Interviewing  
and Counseling     27

Your Natural Style: An Important Audio or Video Exercise     29

Competency Practice Exercises and Self-Assessment     30

Determining Your Own Style and Theory: Critical Self-Reflection  
on Your First Interview     32

### **Chapter 2**     **Ethics, Multicultural Competence, and Wellness**     **33**

Ethics in the Helping Process     34

Diversity and Multicultural Competence     41

|  |    |
|--|----|
| Developing Appropriate Intervention Strategies and Techniques  | 47 |
| Wellness and Positive Psychology   | 48 |
| Summary: Integrating Wellness, Ethics, and Multicultural Practice  | 55 |
| Competency Practice Exercises and Portfolio of Competence  | 57 |
| Determining Your Own Style and Theory: Critical Self-Reflection<br>on Ethics, Multicultural Competence, and Wellness | 60 |
| Our Thoughts About Kendra  | 61 |

### **Chapter 3 Attending Behavior: Basic to Communication 62**

|  |    |
|--|----|
| Introduction: The Basics of Listening  | 64 |
| Example Interviews: I Didn't Get a Promotion—Is This Discrimination?                                   | 67 |
| Instructional Reading: Getting Specific About Listening<br>and Some Multicultural Differences in Style | 72 |
| Psychoeducation, Social Skills, and Attending Behavior   | 78 |
| Using Attending in Challenging Situations  | 79 |
| Summary: Becoming a Samurai  | 80 |
| Competency Practice Exercises and Portfolio of Competence  | 82 |
| Determining Your Own Style and Theory: Critical Self-Reflection<br>on Attending Behavior               | 89 |
| Response to Client on Page 74  | 89 |
| Comments on Individual Practice, Exercise 2  | 89 |

---

## **SECTION II *Hearing Client Stories: How to Organize an Interview***

---

91

### **Chapter 4 Questions: Opening Communication 93**

|   |     |
|---|-----|
| Introduction: Questioning Questions   | 94  |
| Example Interview: Conflict at Work   | 97  |
| Instructional Reading: Making Questions Work for You                              | 101 |
| Coaching and Powerful Coaching Questions  | 109 |
| Summary: Making Your Decision About Questions                                     | 113 |
| Competency Practice Exercises and Portfolio of Competence                         | 115 |
| Determining Your Own Style and Theory: Critical Self-Reflection<br>on Questioning | 120 |
| Our Thoughts About Benjamin   | 120 |

### **Chapter 5 Observation Skills 122**

|  |     |
|--|-----|
| Introduction: Keeping Watch on the Interview                                 | 123 |
| Example Interview: Is the Issue Difficulty in Studying or Racial Harassment? | 125 |
| Instructional Reading  | 130 |
| Summary: Observation Skills  | 140 |

|  |     |
|--|-----|
| Competency Practice Exercises and Portfolio of Competence                                | 142 |
| Determining Your Own Style and Theory: Critical Self-Reflection<br>on Observation Skills | 148 |
| How Allen Responded to the Courtroom Situation   | 148 |
| Correct Responses for Exercise 4   | 148 |

## **Chapter 6 Encouraging, Paraphrasing, and Summarizing: Key Skills of Active Listening 149**

|   |     |
|---|-----|
| Introduction: Active Listening  | 150 |
| Example Interview: They Are Teasing Me About My Shoes   | 152 |
| Instructional Reading: The Active Listening Skills of Encouraging, Paraphrasing,<br>and Summarizing | 157 |
| Summary: Practice, Practice, and Practice   | 163 |
| Competency Practice Exercises and Portfolio of Competence   | 165 |
| Determining Your Own Style and Theory: Critical Self-Reflection on the Active<br>Listening Skills   | 169 |
| Our Thoughts About Jennifer   | 170 |

## **Chapter 7 Observing and Reflecting Feelings: A Foundation of Client Experience 171**

|   |     |
|---|-----|
| Introduction: Reflection of Feeling   | 172 |
| The Language of Emotion   | 174 |
| Example Interview: My Mother Has Cancer, My Brothers Don't Help                             | 175 |
| Instructional Reading: Becoming Aware of and Skilled With Emotional Experience              | 182 |
| Summary: A Caution About Reflection of Feelings in the Interview                            | 189 |
| Competency Practice Exercises and Portfolio of Competence                                   | 191 |
| Determining Your Own Style and Theory: Critical Self-Reflection on Reflection<br>of Feeling | 197 |
| List of Feeling Words   | 198 |

## **Chapter 8 Integrating Listening Skills: How to Conduct a Well-Formed Interview 199**

|  |     |
|--|-----|
| Introduction: A Review of Cultural Intentionality and Intentional Competence                                   | 200 |
| Instructional Reading 1: Empathy and Microskills   | 203 |
| Instructional Reading 2: The Five Stages/Dimensions of the<br>Well-Formed Interview                            | 209 |
| Example Decisional Counseling Interview: Using Listening Skills to Help Clients<br>With Interpersonal Conflict | 219 |
| Summary: Conducting a Well-Formed Interview  | 225 |
| Competency Practice Exercises and Portfolio of Competence  | 227 |
| Determining Your Own Style and Theory: Critical Self-Reflection on Integrating<br>Listening Skills             | 235 |

|                    |   |            |
|--------------------|---|------------|
| <b>SECTION III</b> | <b><i>Helping Clients Generate New Stories That Lead to Action:<br/>Influencing Skills and Strategies</i></b>         | <b>237</b> |
| <b>Chapter 9</b>   | <b>The Skills of Confrontation: Supporting While Challenging Clients</b>  | <b>239</b> |
|                    | Introduction: Helping Clients Move From Inaction to Action  | 240        |
|                    | Instructional Reading: Challenging Clients in a Supportive Fashion  | 241        |
|                    | Example Interview: Balancing Family Responsibilities  | 253        |
|                    | Summary: Confrontation and Change   | 256        |
|                    | Competency Practice Exercises and Portfolio of Competence   | 257        |
|                    | Determining Your Own Style and Theory: Critical Self-Reflection on Confrontation                                      | 263        |
|                    | Our Thoughts About Chris  | 264        |
| <b>Chapter 10</b>  | <b>Focusing the Interview: Exploring the Story From Multiple Perspectives</b>   | <b>265</b> |
|                    | Introduction to Focusing  | 266        |
|                    | Example Interview: It's All My Fault—Helping the Client Understand<br>Self-in-Relation                                | 268        |
|                    | Instructional Reading: Multiple Contextual Perspectives on Client Concerns  | 272        |
|                    | Advocacy and Social Justice   | 282        |
|                    | Summary: Being-in-Relation, Becoming a Person-in-Community  | 283        |
|                    | Competency Practice Exercises and Portfolio of Competence   | 285        |
|                    | Determining Your Own Style and Theory: Critical Self-Reflection on Focusing   | 290        |
|                    | Our Thoughts About Vanessa  | 290        |
| <b>Chapter 11</b>  | <b>Reflection of Meaning and Interpretation/Reframing:<br/>Helping Clients Restory Their Lives</b>                    | <b>292</b> |
|                    | Introduction: Defining the Skills of Reflecting Meaning<br>and Interpretation/Reframing                               | 293        |
|                    | Example Interview: Travis Explores the Meaning of a Recent Divorce  | 297        |
|                    | Instructional Reading 1: The Specific Skills of Eliciting and Reflection of Meaning                                   | 300        |
|                    | Frankl's Logotherapy: Making Meaning Under Extreme Stress   | 304        |
|                    | Instructional Reading 2: The Skills of Interpretation/Reframing   | 307        |
|                    | Summary: Helping Clients Restory Their Lives  | 312        |
|                    | Competency Practice Exercises and Portfolio of Competence   | 314        |
|                    | Determining Your Own Style and Theory: Critical Self-Reflection<br>on Reflecting Meaning and Interpretation/Reframing | 323        |
|                    | Our Thoughts About Charlis  | 324        |