

ALLEN E. IVEY

JERRY AUTHIER

MICROCOUNSELING

**INNOVATIONS IN INTERVIEWING,
COUNSELING, PSYCHOTHERAPY,
AND PSYCHOEDUCATION**

SECOND EDITION

CHARLES C THOMAS • PUBLISHER • SPRINGFIELD • ILLINOIS

Second Edition

MICROCOUNSELING

Innovations in Interviewing, Counseling, Psychotherapy, and Psychoeducation

By

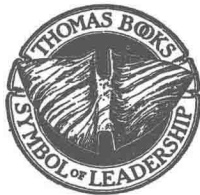
ALLEN E. IVEY, Ed.D.

*Professor, Counseling and Mental Health Administration
Human Services and Applied Behavioral Science
University of Massachusetts
Amherst, Massachusetts*

and

JERRY AUTHIER, Ph.D.

*Departments of Family Practice and Psychiatry
University of Nebraska Medical Center
Omaha, Nebraska*



CHARLES C THOMAS • PUBLISHER
Springfield • Illinois • U.S.A.

Published and Distributed Throughout the World by
CHARLES C THOMAS • PUBLISHER
BANNERSTONE HOUSE
301-327 East Lawrence Avenue, Springfield, Illinois, U.S.A.

This book is protected by copyright. No part
of it may be reproduced in any manner without
written permission from the publisher.

© 1971, 1978, by **CHARLES C THOMAS • PUBLISHER**

ISBN 0-398-03712-4

Library of Congress Catalog Card Number: 77-21556

With THOMAS BOOKS careful attention is given to all details of manufacturing and design. It is the Publisher's desire to present books that are satisfactory as to their physical qualities and artistic possibilities and appropriate for their particular use. THOMAS BOOKS will be true to those laws of quality that assure a good name and good will.

Printed in the United States of America

N-1

Library of Congress Cataloging in Publication Data

Ivey, Allen E

Microcounseling

Bibliography: p.

Includes indexes.

1. Interviewing—Study and teaching. 2. Counseling—Study and teaching. I. Authier, Jerry, joint author. II. Title.

H62.I85 1978

658.31'12

77-21556

ISBN 0-398-03712-4

MICROCOUNSELING

Foreword by

Bernard G. Guernsey, Jr., Ph.D.

*Professor, Human Development
Head, Individual and Family Consultation Center
College of Human Development
The Pennsylvania State University
University Park, Pennsylvania*

Introduction by

Dwight W. Allen, Ed.D.

*Professor, Education
University of Massachusetts
Amherst, Massachusetts*

With Contributions by

Norma B. Gluckstern, Ed.D.

*University Research Corporation
Chevy Chase, Maryland
Adjunct Assistant Professor
Institute of Criminal Justice
University of Maryland
College Park, Maryland*

Kay Gustafson, Ph.D.

*Staff Psychologist
Veterans Administration Hospital
Omaha, Nebraska*

Jerry A. Kasdorf, Ph.D.

*Program Manager
Drug Abuse Services
Department of Mental Health
San Bernadino County
San Bernadino, California*

To Our Great Teachers

those with whom we have worked personally . . .

Edith Dowley	Phillip Anast
Francis Keppel	William Banaka
Eugene Oetting	Bob Innes
David Tiedeman	Lew Yager

and those with whom we have worked
through literature and films . . .

Fritz Perls
Carl Rogers
B. F. Skinner

FOREWORD

AS A GUIDE to conceptualizing the etiology of emotional and interpersonal problems, the disease model is dead. Like the mummified remains of some saint it is paraded about whenever it can work to separate third parties from their money. But as a model to inspire robust concepts, hypotheses, and paradigms for psychosocial services, it can work no more. The learning model has replaced it, permanently.

The end of the competition between the disease model and the learning model has had, however, surprisingly little effect on the struggle between the larger, parent models—the medical versus the educational models. Whether it be due to cultural lag or some other reason, the fact is that the great majority of practitioners who reject the disease model and accept the learning model conceptually nevertheless use the medical model exclusively in the way that they organize and implement their practice. The competition between the medical and educational models as *systems of service-delivery* has only just begun in earnest.

The question at the heart of the struggle is this: Will the practitioner tend to look upon potential clientele as an unfortunate minority who have fallen accidental victims to psychic injury, or will he or she regard clientele as those who seek more understanding and skill in order to lead more satisfying lives, emotionally and socially? The former perspective will, as it has done in the past, dictate a model of delivering service in which clients will be treated as physicians treat patients. The latter perspective will dictate a model of delivering service in which clients will be educated as educators teach students.

The medical model of service, regardless of whether it is applied to small groups or to individuals, calls for diagnostic-prescriptive services specifically tailored to the individual: the cause of the specific trauma or malfunction must be determined

and a specific remedy administered accordingly. Conceptually and in practice, this model is very appropriate and highly effective for curing physical illness (and, incidentally, I believe there are psychotic and affective disorders which have biochemical causes and remedies that have not yet been discovered). The model is, however, totally unsuited for dealing with the *psychosocial* problems of individuals, and it is the psychosocial problems which consume the major portion of the time of counselors, psychologists, and even psychiatrists.

We will never succeed in helping the general public solve their nonorganic emotional problems through a system of delivering service based on an assumption that individual diagnostic-prescriptive procedures are required to overcome some sort of psychological abnormality or malfunctioning. It is like battling a continental-sized Hydra. As one works to slowly help an individual or small group of individuals as if each person had unique problems or deficits, many of these people within their families are inadvertently growing unhappy souls to take their place should they ever in fact be "cured."

The educational model, in contrast, shows us that it is natural for all people to have problems and frustrations while (a) the social systems in which they function are being redesigned to meet their emotional needs for self-determination and self-esteem and (b) they are learning to control themselves and their interpersonal environment to optimize the satisfaction of such needs. We must think not in terms of two static *states*, the abnormal and the normal, but of a continual *process* of self-improvement. An unchanging personal agenda or a fixed institutional curriculum is the equivalent of death. Politicians and revolutionaries have as their primary business helping people accomplish changes in the social structure, and psychosocial service providers have primary responsibility for helping them accomplish control of self and their immediate interpersonal environment.

Thus, the educational model calls for teaching basic psychosocial skills to every adult (and child) who wants to learn them as soon as possible, dropping stigmatizing labels such as "neurotic" or "maladjusted" and making no greater distinction among

clients than would be made between those in a class for the mathematically inclined versus those who don't like math. In place of a one-by-one system of treatment, curricula with appropriate texts, films, behavioral homework, etc., would be designed to be used on a massive scale. Each program would be so designed as to encompass a broad range of individual differences in capacity for learning those particular behaviors. Eventually, individual tutoring would be reserved for those who already had failed to benefit from the programmatic group instruction (or for those who desire and could afford the luxury of private tutoring). When basic psychosocial skill programs — for example, communication skills, such as are taught in microcounseling, and interpersonal problem solving skills, such as are taught in Relationship Enhancement programs, and habit-control skills, such as are taught in certain behavior modification programs — are in wide use, the professional could afford to spend more and more time developing effective mass programs for skills in less wide demand. Eventually, one can hope that all of the problems currently dealt with by psychotherapists in untried and unsystematic ways can be overcome through systematic programs of instruction.

We never could have taught the general public to read, write, and do arithmetic (and then, later, chemistry and physics) if we had been misled into thinking that each individual had to demonstrate a deficit before being educated and so had to be individually studied, and prescribed for, before any teaching could take place. Yet we have been similarly misled by the medical model when it comes to teaching people psychosocial skills.

The more sophisticated programmatic instruction becomes, the more each program can encompass a wide range of individual variations within it (as witness the recent development of what is unfortunately termed "prescriptive" education). The more sophisticated the program, the less the need to consider a special program for each individual, because there is enough structured flexibility built into the system to accommodate almost anyone. Programmatic efforts can provide a very fine individual fit. The key difference between programmatic efforts and the case-by-case

approach is whether one has to improvise to get a fit or whether there is a wide array of already prepared effective components from which to choose, so that one can nicely fit almost anyone efficiently without having to improvise. The improvisational approach is expensive. It can help the rich, but only a programmatic thrust can slay the Hydra.

What can we expect when the educational model does replace the medical model? When treatment is replaced by skill training, fear of stigmatization will be replaced by ambition and the desire to get ahead emotionally. The demand for psychosocial services will be expanded enormously, and the efficiency of the educational model of service delivery will permit that demand to be met. As the general public flocks to the psychosocial educator, the ken of personality theorists no longer will be limited to the college sophomore and the white rat. Designers of personality tests will begin to have more viable criteria — specific attitudes and skills with behavioral referents — around which to construct and validate their measures. Perhaps most pertinent of all, the development of clearly defined and systematic programs to help people develop their emotional and interpersonal potential will vastly expand the opportunities for controlled, replicable scientific research into methods of helping people to develop constructive personal attitudes and behaviors. This should significantly increase the pace of the development of vital, highly efficient programs for helping people.

And where does this auspicious chain of events begin? Before anything else can happen, the psychosocial educators must themselves receive training consonant with an educational model. It is their training that will give shape in turn to the type of training received by their professional trainees and clients.

Hence, the significance of this volume extends far beyond the realm of professional training as such. The authors have developed training methods which can be used by people from all walks of life. We can be especially grateful that Ivey and his colleagues have been so thoughtful, careful, thorough, and effective in developing microcounseling techniques. In this volume, it is easy to see the high productivity, the quality, and the heuristic

nature of the research generated by microcounseling in recent years. Microcounseling itself, and the research to which it has given rise, are a *reflection* of the power of the educational model, and at the same time, they will serve as significant *stimuli* for further growth and development of the educational model.

No practicing professional and no student of counseling or allied professions could be considered knowledgeable in the most sophisticated and advanced methods of training in counseling-related communication skills without a thorough knowledge of microcounseling methods, the range of application of these methods, and the research supporting microcounseling as these are described in this book. Fortunately, the acquisition of this knowledge is made easy and most interesting by the directness, clarity of writing, and aptness of example the authors provide. The impact of microcounseling already has been profound, and this book doubtless will further broaden its highly beneficial influence.

BERNARD G. GUERNEY, JR.

PREFACE

THIS BOOK deals with interviewing, counseling, and therapy skills. Microcounseling is centrally concerned with identifying the components of the effective helping session. Research studies and countless clinical training workshops have led us to realize that the systematic approach of microcounseling "works" with populations as varying as medical students and nurses, clinical psychologists and school guidance workers, peer drug counselors and parent volunteers, and social workers and teachers.

Out of ten years of study of the interview has come an increasing realization that the components which make for effective helping also work toward effective interpersonal communication. In effect, the skills of helping as manifested in the interview have rather direct implications for everyday personal interaction. People who have worked with microtraining have found themselves conducting training sessions with highly skilled clinicians one day and then using the same or analogous concepts to teach communication skills to lay people the next.

The psychoeducational or "training as treatment" model has arrived. Work started by Bernard Guerney is coming to fruition. More and more professional helpers find themselves not only working in one-to-one and group counseling and therapy sessions, but also training fellow professionals, paraprofessionals, and lay groups in helping skills. James Hurst (1976) has gone so far as to suggest that terms such as "counseling" and "therapy" are limiting and indicates strongly that other intervention strategies for helping people may be as effective or more effective than traditional routes to personal change.

I do not believe that there is a conflict between training as treatment and one-to-one helping, nor do I believe that systematic workshops in skill training will ever replace the need for effective counseling and psychotherapy. In fact, early data suggest that

effective psychoeducational programs often expand the use of traditional helping services. It is my contention that one-to-one and small group counseling and therapy will remain central aspects of the professional helper's role. However, professionals are increasingly finding themselves sharing their important expertise with others. As they do so, they find the joy of teaching and "making a difference" in the lives of people *before* serious problems erupt. Further, as the helping process becomes more defined as effective communication, more and more professionals will be anxious to share what they know with ever-enlarging groups of individuals.

Thus, training as treatment is not a challenge to the sacred role of the professional. Rather, it is a new opportunity for service, consultation, and scholarship. It may be anticipated that the helper of the future will spend increasing amounts of time training and teaching others the skills of living and working as a consultant to less skilled helpers. The scholarly opportunities lie in defining even more precisely what it is that makes for effective and satisfactory interpersonal communication. What skills, what qualitative conditions, what theories are most applicable to which groups of people under what conditions? The precision of microtraining and the potential of the training as treatment movement combine to suggest many new directions for the professional helper, whether researcher or practitioner.

However, before we become too enamored with newness and innovation, it seems wise to recall that one of the facts of any professional's life is reinventing the wheel. In some ways, there is really nothing in this book that hasn't been said before. I am especially appreciative to John Darley, former Executive Officer of the American Psychological Association and Professor at the University of Minnesota, who shared with me his twenty-five-page pamphlet, "The Interview in Counseling," published by the U.S. Department of Labor in 1946. In this early and excellent statement, one finds clear descriptions of helping skills such as questions, reflecting feelings, and the use of silence. There is also discussion about distribution of talk-time, the significance of the personal pronoun in the interview, and highly

specific suggestions for practice role-plays. Darley suggests use of a stopwatch to note the talk-time of the interviewer, an observer who counts personal pronouns in the helping session, an observer who counts the number of topics discussed in the interview, and an observer who "counts the number of times the 'interviewer' uses questions that can be answered by 'yes' or 'no' . . ." The parallels between these recommendations and the detailed microcounseling workshops presented in this text are immediately apparent. Darley's early efforts should have been followed up more carefully. Unfortunately, however, professional helping moved primarily toward theoretical explanations of the helping process in the following years and away from skills. While this exploration has been helpful, of course, it seems time to join theory and practice more closely.

Thus, the Second Edition of *Microcounseling* takes theory more into account, whereas the prior edition was centrally concerned with technique. Several alternative approaches to helping are presented with an analysis of interviewing behavior from a microcounseling point of view. In truth, microcounseling is a structural framework upon which many different and even antagonistic theories may be examined. As microcounseling has now ventured into the area of theorizing about helping processes, this text is on less stable ground than was the First Edition. However, we have tried to present microtraining as an evolving meta-theory about the helping process, and with this statement we invite others to join us in the search for a unified theory of helping.

A unified theory of helping must take cultural factors into account. The word *culture* barely appeared in the first edition of this book but has become central in this venture. As we search the literature, we find extensive comments about the importance of considering cultural differences in helping, but we find very little to help us think through *how* we may take such differences into account in the helping interview. Microtraining research on this topic is limited but nonetheless sufficient for a chapter in this text. I am personally convinced that different helpees need different theoretical orientations and different patterns of skills usage in the interview. However, our research on this topic is now only

in the primitive stages. I anticipate major developments in this area to be forthcoming.

Thus, psychoeducation, a new emphasis on theory and meta-theory, and cultural factors represent the primary added dimensions of the new edition of this text. Other changes center on the provision of a demonstration interview so that specific examples of skills in operation may be seen, addition of new materials on other systematic training programs in helping skills, and a vastly enlarged section on research in microtraining thanks to many colleagues who have examined the framework in detail. The Appendix adds a complete workshop for those who wish to teach others helping skills and contains several instruments useful for analyzing both the helping interview and, I believe, two-person and small group communications as well.

Teaching of microtraining in interviewing skills courses, psychotherapy seminars, and paraprofessional workshops is increasing. This book has been designed for classroom as well as general reference use. Particularly important for professors using this text may be Appendix VII where specific behavioral competencies expected from trainees using these materials are defined. The essence of the defined competencies is that the effective student will be able to: (1) define his or her *own* unique interview behavior; (2) identify its effect on the client; and (3) demonstrate other interviewing and therapeutic styles and identify their content and effectiveness. In my courses in counseling and therapy, I now have all students provide typescripts and scoring of their behavior throughout the course. This material proves invaluable for student learning and for research purposes enabling further improvement in instructional programs and changes in the micro-training course.

This book would not have been possible without the energetic and scholarly involvement of Jerry Authier. Jerry first came to my attention by way of his stimulating thesis on microcounseling, completed at the University of Portland. Since that time, I have followed his career with interest. He has constantly helped me to enlarge my view of the helping profession, he has challenged my ideas (and my writing style!), and he has developed several new

strands of thinking which enable me to make more sense of the helping process in general. His review of the psychoeducation process (Authier et al., 1975) will become a classic of the profession. I feel very lucky and humble that he was able to share this exploration with me.

Norma Gluckstern, Kay Gustafson, and Jerry Kasdorf have been central to the development of the ideas in this book. Norma helped make microcounseling more precise through our joint work as we delineated via video modeling tapes the concepts which are discussed in this book. Kay has completed valuable research in microcounseling and, in addition to writing some excellent chapters, she also assisted greatly through comments on the manuscript. Jerry, along with Kay, has completed an excellent and challenging review of the now extensive literature on microcounseling and microcounseling-related research. It is tempting to find only those facts which support one's case. They have found a good balance between supportive and critical research which should be valuable in delineating the microtraining models of the future.

I feel lucky and rich in the professional companionship that these colleagues have provided in the development of this work and delighted that they were willing to share their expertise. Microcounseling and microtraining have now taken much more of my life and time than I ever anticipated. This work has put me in touch with dedicated and aware professionals and lay people throughout the country. The growth and change in this volume comes from relationships with people and their ideas. Microtraining is not fixed and final; it is a fluid program which will be constantly shaped and adapted by those who work with it. I am willing and anxious to work with students and professionals who examine this book and wish to conduct workshops or research. Share your ideas with Jerry Authier and me; we are anxious to work with you and to learn with you.

ALLEN E. IVEY

Amherst, Massachusetts

INTRODUCTION

MICROCOUNSELING AND ITS EDUCATIONAL IMPLICATIONS

MICROTEACHING was designed as a new approach to teaching facilitative classroom instructional skills. In the early phases of our experimentation and research, we deliberately eliminated conceptual frameworks and theoretical constructs as we searched for a method which consistently showed results — a system that “worked” was needed rather than one which was theoretically sophisticated. Our belief was that a theoretical structure for microteaching would evolve out of application and practice.

The publication of the second edition of this work brings the microtraining paradigm to a new level which illustrates even more clearly its adaptability to an almost infinite number of training situations. Further, we are beginning to see the development of a systematic rationale and theory underlying the teaching of single skill units. While the technology and training units presented by Allen Ivey and his colleague Jerry Authier are powerful, the evolving metatheory which describes commonalities and differences among many approaches to helping may ultimately be the major contribution. Technology without a direction and goal is a potentially dangerous tool; the goal concepts of *cultural expertise* and freeing the individual to create new and unique responses represent general themes which permit the comparison of alternative forms of treatment and teaching. Thus, we who have been committed to microtraining approaches find ourselves at a new and important beginning.

Cultural constraints are a constant in any helping or teaching situation; we have long talked about culture as having vital implications for our work, but very few of us have been able to synthesize and demonstrate *how* cultural factors can be systematically