**Chapter 1:**

**TOWARD INTENTIONAL INTERVIEWING AND COUNSELING**

Each of us has our own style of teaching and this is one of the things that make education so valuable. We know that 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**

1. Identify key ideas of the microskills approach and show how the step-by-step model of the microskills hierarchy relates to broad concepts of interviewing, counseling, and psychotherapy
2. Infuse intentional interviewing to facilitate the drawing out of client stories, enabling clients to find new ways of thinking about these stories and new ways of acting. Interviewers need to have multiple techniques for responding to clients in a culturally sensitive fashion.

**Competency objectives**

▲Identify the similarities and differences among interviewing, counseling, and psychotherapy.

▲Understand the step-by-step microskills framework for mastering the interview.

▲Recognize the varying patterns of microskill usage used with different theories of counseling and psychotherapy.

▲Define intentionality, cultural intentionality, and intentional competence.

▲ Anticipate the impact of your comments on client conversation through learning the basics of intentional prediction.

▲ Outline and define the *relationship—story and strengths—goals—restory—action* model of counseling and therapy.

▲ Develop awareness of the impact of interviewing, counseling, and psychotherapy on the brain.

▲ Examine your own natural helping style and use personal expertise as a base for further development.

***Overview* *of Chapter 1: Toward Intentional Interviewing and Counseling***

Chapter begins with definitions of interviewing, counseling, and psychotherapy. The importance of 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 and the *—* *relationship—story and strengths—goals—restory—action* model is summarized. 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 as well as brain research implications for the interview is summarized. A brief theoretical presentation of the skills concepts is part of the chapter. Finally, suggestions for the first audio or videotape transcript are presented.

***Overview of CD-ROM’s Chapter 1*** (Many of the following can be printed out and turned in as homework assignments and/or used in student portfolios.)

The outline of the CD-ROM follows:

* *Flashcards.* Overview of key concepts, questions, and answers. This highlights important ideas and gives students an overview of the chapter. It also provides a practice session before they take an exam. Can they approximate our answers before reading the other side of the flashcards?
* *Interactive Exercises:* The following key exercises are included here:

1. *Your Natural Helping Style: An Important Audio or Video Exercise*. We suggest you conduct this interview before reading further into this CD so that you can have a record of your natural style.

2. The Microskills Hierarchy. Interviewing, counseling, and psychotherapy require a relationship with the client; they all seek to help clients work through issues by drawing out and listening to the client’s story. The hierarchy provides the most complete representation of the core skills of the helping process, including expected outcomes.

3. Interactive Exercise: We Are All Multicultural Beings. This contains an exercise in awareness of self as a multicultural person

* *Case Study*: *Working with a difficult case* is the title of this study. Case helps students review and analyze an overwhelming situation, and discuss what to do and say under this difficult circumstance.
* *Client Feedback Form:* We believe that students will profit from routinely asking their clients in real or role-played situations for feedback on the interview. We recommend that students return to this form from time to time as they work throughout this course. And, of course, we recommend that you adapt this form to meet your own special needs and interests.
* *Weblink critique:* Weblinks related to the chapter. These Internet links offer additional possibilities. We have used these innovative tools in three ways:

1. We offer many links to multicultural and diversity issues, thus enabling a fuller consideration of these issues throughout the course;

2. We have a large number or trauma resources—we believe that those who experience trauma represent cultural groups within themselves; and

3. Supplementary links on the chapter with special attention given to important links for the key theoretical orientations.

* *Portfolio of competence:* This starts students on an important self-evaluation of their understanding and competencies in the material covered in each chapter.
* *Video Activity:* We do not have a specific video featured here but hope students will be able to videotape their first interview by now. Of course audiotape is fine but if they audio or videotape, then this exercise is for them. Students should watch their video and analyze it from the point of view of intentionality and the *relationship—story and strengths—goals—restory—action* model. Specific questions to facilitate this analysis are included.
* *Quiz:* Multiple choice questions help students master key concepts of this chapter. The quiz is automatically scored and the results sent to you via e-mail if you requested it.
* *Client Feedback Form*. Students will be asked to conduct many skill practice sessions and interviews throughout this course. We suggest students ask their clients to complete the Client Feedback Form after completing any of such activities. This is a downloadable and printable form. Once the document opens, we recommend that students immediately save it to their desktop or hard drive where it can be opened in the word processor or application of their choice.

***Brief Overview of CengageNOW Chapter 1***

You may also want to assign portions of the web-located CengageNOW, which includes the full chapter with a pre and posttest that lead to a chapter study plan. Other standard aspects are Flashcards highlighting key points to facilitate student learning, interactive case studies, video clips, and web links. In addition, key forms for this chapter may be found there in downloadable form.

**Microtraining videotapes that we have used in this chapter include:**

* *Basic Attending Skills* has a brief introductory lecture by Allen Ivey on microskills.
* *Counseling Children*: *A Microskills Approach* by Mary Bradford Ivey shows how microskills are used with children. If the class has many elementary counselors, this will be especially helpful. A small example is presented in the CD-ROM.
* *Counseling: An Indigenous Perspective* by David Rathman. This tape discusses how indigenous people conceptualize the helping process very differently from traditional counseling. Although focused on an Australian perspective, it is well received and understood by students outside of Australia.

*Class Procedures.* Different instructors use different procedures according to their class organization. Some prefer to begin with a discussion of the similarities and differences between interviewing, counseling, and psychotherapy. Some like to introduce ethical coaching at this time. Others begin with a discussion of the microskills hierarchy. Others focus on the *relationship—story and strengths—goals—restory—action* model. Usually intentionally 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 professions and report back to the class. We follow up with a discussion of microskills usage by these professions. We think that starting the class highlighting the fact all professionals use the microskills to some degree is important. .

2. *The Microskills Hierarchy.* Central to the lecture/discussion is introduction of the Microskills Hierarchy, which provides students with an outline of the competencies they will achieve in the course. Students are also introduced to a basic structure of the effective interview, which includes five stages: *relationship—story and strengths—goals— restory—action*. We found that the structure of the Microskills Hierarchy helps students become more competent in all theories of counseling and therapy as well as increase their sense of how to use skills and strategies with clients.



3. *Model for learning microskills.* We explain that the model for learning microskills is practice oriented and follows a step-by-step progression, and 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. Warm up. Focus on a single skill and identify it as a vital part of the holistic interview.

2. View. View a DVD or observe a live demonstration.

3. Read. Read about the skill or hear a lecture on the main points of effective usage. Cognitive understanding is vital for skill maintenance.

4. Practice. Ideally, use video or audio recording for skill practice; however, role-play practice with observers and feedback sheets is also effective.

5. Generalize. Complete a self-assessment. Integrate the skills and contract for action into the “real world” of interviewing, counseling, and therapy.

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

4. *Relationship—story and strengths—goals—restory—action* model. The narrative model of *Intentional Interviewing and Counseling* may be described as follows: First we establish a relationship and hear our client stories. We also listen for strengths and assets. With an understanding of client issues and personal power, we have a positive strength-based foundation for change from which we can define mutually agreed goals. Restorying is about developing client stories in new directions and the creation of the New. The new story often makes action and change possible. We discuss in class each of the five dimensions of the narrative:

1. *Relationship*

2. *Story and strengths*

3. *Goals*

4. *Restory*

5. *Action*

5. *Intentionality, Cultural Intentionality, and Intentional Prediction*. There is a lot that 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 if they are to reach a wide variety of clients, they will need to be flexible and constantly learn new ways of being in the interview, is of essence.

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 application of the skill. You may also wish to show and discuss the CD-ROM videos on your laptops with your students.

7. *Brain Research and Neuroscience*. If possible, or if you have more than a one 3-hour lecture for 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. The 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 it is that natural style the book concepts should supplement. The goal is to learn new skills and be yourself. The first audio- or videorecording using the student’s natural communication style during an interview will help him or her obtain an accurate picture of where they are as they start this course. They will want to compare their interview with later work as they progress through this text. Their present natural style is a baseline they will want to keep in touch with and honor.

***Discussion of Competency Practice Exercises***

*Exercise 1. Your Natural Helping Style*. We believe this exercise is one of the most important exercises in the book. Students have a natural style of communicating, and it is that natural style and social skills that they need to build on. Learn these helping skills while still using 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 Box 1.3.

*Exercise 2.* *Diversity, Multiculturalism, and You—Culture Counts!* Cultural and social influences are not the only influences on mental health service and delivery, but they have been historically underestimated—and they do count. This exercise helps student account for cultural differences to ensure that minorities, like all Americans, receive mental health care tailored to their needs.

*Self-Assessment and Portfolio of Competence.* There is a journal assignment and space for identifying one’s level of competence on the concepts of the chapter. On the CD-ROM and CengageNow, there is a downloadable form to be completed and added to the portfolio.

**Multiple Choice and Essay Questions**

Multiple choice and essay questions can be found in the eBank created for Intentional Interviewing and Counseling, 7th Edition. The eBank uses the flexible and user-friendly ExamView software, which allows instructors to create and edit tests easily and effectively. Please contact your Cengage representative to obtain a copy of the ExamView eBank.

**Key Points**

Each chapter features a list of key points presented in each chapter. Chapter 1 key points are listed below:

* Interviewing, counseling, and psychotherapy
* Microskills
* Microskills hierarchy
* Microskills teaching model
* *Relationship—story and strengths—goals—restory—action*
* Intentionality
* Cultural intentionality
* Intentional prediction
* Theory and microskills
* Research validation
* Brain research and neuroscience
* You, microskills, and the interview

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