

MICROCOUNSELING

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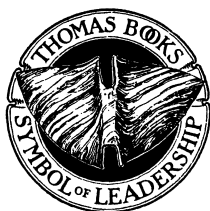
MAKING SKILLS TRAINING WORK
IN A MULTICULTURAL WORLD

By

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and

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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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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

	<i>Page</i>
<i>Preface</i>	vii
<i>Acknowledgments</i>	xi

SECTION I. THE MICROCOUNSELING PARADIGM INTRODUCTION

Chapter

1. MICROCOUNSELING: INTRODUCTION TO THE CONCEPTS AND CONSTRUCTS	5
The Three Major Applications of Microcounseling	6
The Basic Microcounseling Model: Steps in the Microtraining Process	9
Microcounseling and the Culturally Effective Intentional Helper	12
Microcounseling and an Integrative Model of Helping . . .	13
Summary	14
2. MICROCOUNSELING AND INTENTIONAL COMPETENCE	16
The Microskills Hierarchy	16
The Microskills Hierarchy: An Overview	16
Qualitative Dimensions in Microcounseling	20
The Skills, Dimensions, and Strategies of the Microskills Hierarchy	21
Attending Behavior	21
Skills of the Basic Listening Sequence (BLS)	25
Client Observation Skills	28
The Five-Stage Interview Process	33

	Confrontation, Focussing, and Reflection of Meaning . . .	35
	Influencing Skills and Strategies, and Developmental Skills	36
	Skill Integration	39
	Determining Personal Style and Theory	39
	In Search of a Metatheoretical Approach to Helping	40
	From Microcounseling to Metatheory: The Development of a Model	41
	Skills and Dimensions in Microcounseling	42
3.	MICROCOUNSELING SUPERVISION: ISSUES AND STRATEGIES	48
	A Technology of Constructivism	48
	Qualities of the Supervision Environment	53
	Supervision and the Microskills	54
	The Microcounseling Supervision Model (MSM)	59
	Summary	60
4.	RESEARCH ON MICROCOUNSELING: 1967 TO PRESENT	62
	The Method, Scope, and Organization of This Review	62
	Previous Reviews of Microcounseling Research	63
	Narrative Reviews	63
	Meta-Analytic Reviews	65
	Relevant Studies Not Covered in Previous Reviews	67
	Counseling-Related Outcome Studies	67
	Summary	74
	Microtrained Helpers and Their Effects on Clients	74
	Summary	77
	Studies Comparing Microcounseling to Other Training Approaches	77
	Summary	80
	Studies Analyzing the Components of Microcounseling	80
	Modeling	80
	Practice (Overt and Covert/Mental)	83
	Supervision	84
	Programmed Manuals and Computers	85
	Summary	86

The Relationship Between Trainee Personality/
Cognitive Characteristics and Microtraining
Outcome 86
Summary 90
Alternative Applications of Microcounseling 90
Microcounseling: Training as Treatment 90
Microcounseling Applications in
Non-Counseling Settings 95
Summary 96
Assessing Microcounseling Process and Outcome 97
Conclusions and Future Direction 101

**SECTION II. CULTURALLY RELEVANT APPLICATIONS
OF MICROCOUNSELING: INTRODUCTION**

5. CULTURED-CENTERED MICROTRAINING
PAUL PEDERSEN 109
Gender and Ethics Contexts 113
Racial Ethnic Identity Development Models 117
A Direct Training Approach for Cocounseling 122
Microtraining in Interracial Communication 125
The Triad Training Model 128
Conclusion 134
Summary 135

6. TOWARD IDENTIFYING CULTURALLY RELEVANT
PROCESSES AND GOALS FOR HELPERS
AND HELPEES
PAUL PEDERSEN 137
Four Conditions for Examining the Helping Process 138
Condition 1: Appropriate Process,
Appropriate Goals 139
Condition 2: Appropriate Process,
Inappropriate Goals 140
Condition 3: Inappropriate Process,
Appropriate Goals 141
Condition 4: Inappropriate Process,
Inappropriate Goals 142
The Cultural Grid 143

	Cultural Expertise and The Effective Helper	147
	The Culturally Experienced Individual	154
	Matching Helper and Helpee.	154
	Summary.	156
7.	MICROTRAINING AS USED IN OTHER SETTINGS	
	KAY GUSTAFSON, ALLEN IVEY, AND THOMAS DANIELS.	158
	Microtraining as Used in Other Settings	159
	Teacher Training	159
	Paraprofessional Counselor Training.	161
	Training in the Related Helping Professions.	165
	Student Training	166
	Psychiatric Inpatient Training.	169
	Outpatient Training.	172
	People Training	173
	Summary.	174
8.	THE AVOIDANT PERSONALITY AND SHYNESS: AN INTEGRATED EXAMINATION OF THE APPLICATION OF THE MICROSKILLS APPROACH FOR TREATMENT	
	HENK T. VAN DER MOLEN	176
	Introduction.	176
	Treatment as Education	179
	Definition of Shyness.	180
	The Training Program	181
	Objectives	182
	Method	183
	Cognitive Behavioral Approach	184
	Microskills Training	184
	Choice of Skills	185
	Skills Training: Combination of Ivey's Microskills- Teaching Method and Goldstein's Structured Learning Therapy	188
	Homework.	190
	Lessons on Irrational Cognitions	191
	Relaxation Training	191
	Knowledge, Attitude and Behavior of the Trainer .	192
	Summary.	193
	Effectiveness of the Course	194
	Results.	195

Discussion and Conclusion	198
9. APPLYING MICROCOUNSELING IN JAPAN	
MACHIKO FUKUHARA	200
The Japanese Association of Microcounseling (JAMC) . . .	200
A Brief History of JAMC	200
Developing a Policy for JAMC.	202
Activities of JAMC	203
Analysis of Microskills: Their Fit and	
Role in Japanese Culture	204
Similarities and Differences: The Importance of	
Intentionality in Using the Skills: From the	
View of an Experiment	206
The Non-Profit (NPO) Education Center.	208
The Purpose of the NPO Center	208
Outline of the NPO Center.	208
Activities of the NPO Center.	209
History of the NPO Center	210
Organizations Contact Information.	212
APPENDIX	215
BIBLIOGRAPHY	221
REFERENCES: A Compendium of Microcounseling	
Studies From 1967 to Present.	229
AUTHOR INDEX	263
SUBJECT INDEX.	269

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