

Solution Manual for Intentional Interviewing and Counseling Facilitating Client Development in a Multicultural Society 8th Edition Ivey Zalaquett 1285065352 9781285065359

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Solution Manual:

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Chapter 1:

Intentional Interviewing, Counseling, and Psychotherapy.

Each of us has our own style of teaching; this is one of the things that makes education so valuable. We know 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 MISSION

- ▲ To present the major concepts underlying the skills and strategies of this book and provide an outline of what you can expect. The competency objectives listed below outline the goals of this chapter.

CHAPTER GOALS AND COMPETENCY OBJECTIVES

- ▲ Explore the session as both science and art. In this process, we ask you to reflect on yourself as a potential helper. While science undergirds what is said here, you as an independent artist will find your own integration of ideas, skills, and competencies.
- ▲ Define and discuss similarities and differences among interviewing, counseling, and psychotherapy, and review who actually conducts most of the helping sessions. This may be surprising and rewarding.
- ▲ Gain knowledge of the microskills step-by-step approach that provides an adaptable base on which to define your personal style and, later, your view of theories of counseling.
- ▲ Examine key goals of counseling and psychotherapy: self-actualization, resilience, and resolution of client issues.
- ▲ Develop increased awareness of what “multiculturalism” really is and the importance of being able to work with clients from widely varying backgrounds.

- ▲ Consider the place of cutting-edge neuroscience in your own work and for the future of the counseling and psychotherapy field.
- ▲ As your first practical exercise, record a counseling session demonstrating your natural style of communicating and helping. This first exercise concludes the chapter and provides a baseline so that later you can examine how your counseling style may have changed during your time with this book.

CONTENTS OF CHAPTER 1

- ▲ Introduction: What Is the “Correct” Response to Offer a Client?
- ▲ Interviewing, Counseling, and Psychotherapy
- ▲ The Science and Art of Counseling and Psychotherapy

- ▲ The Flexible Counselor and Client: Intentionality and Cultural Intentionality
- ▲ Intentionality, Resilience, and Self-Actualization
- ▲ The Core Skills of the Helping Process: The Microskills Hierarchy
- ▲ Drawing Out Client Stories in a Well-Constructed Counseling and Psychotherapy Session
- ▲ Empathic Relationship—Story and Strengths—Goals—Restory—Action
- ▲ Our Multicultural World
- ▲ RESPECTFUL Counseling and Psychotherapy
- ▲ Neuroscience: Implications of This Cutting-Edge Science for the Future of Counseling and Psychotherapy
- ▲ Your Natural Helping Style: An Important Audio or Video Exercise
- ▲ Summary: Mastering the Skills and Strategies of Successful Relationships With Clients
- ▲ Competency Practice Exercises and Portfolio of Competence

OVERVIEW OF CHAPTER 1

Chapter 1 offers an overview and a road map of what this book can do for you and your students. 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 *empathic 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 and brain research implications for the session are 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 COURSEMATE CHAPTER 1

Many of the following can be printed out and turned in as homework assignments and/or used in student portfolios.

- ▲ *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.
- ▲ *Video Activity*: Includes two videos introducing the book authors.
 1. *Getting To Know the Authors*. Allen Ivey and Mary Bradford Ivey speak about themselves and the development of the microskills.
 2. *Getting To Know Our Coauthor*. Allen Ivey introduces Carlos Zalaquett. Both share their multicultural views and discuss important considerations in their work with clients from different backgrounds.

Also, we hope students will be able to videotape their first interview by now. Of course, audiotape is fine. 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 *empathic relationship — story and strengths — goals — restory — action* model. Specific questions to facilitate this analysis are included.

- ▲ *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.
- ▲ *Portfolio of Competence*. This starts students on an important self-evaluation of their understanding and competencies in the material covered in each chapter.
- ▲ *Research on the Microskills*. A current update on the research on microskills offers students the possibility to learn about studies confirming the effectiveness of the microskills in multiple settings. The work by Dr. Thomas Daniels expands the database of studies supporting the microskills.
- ▲ *Neuroscience Section*. This section includes the Appendix, a set of flashcards, and a quiz to assist students with the important field of neuroscience and its continuous discoveries supporting the work we do in counseling and psychotherapy. Combined, the outcomes of neuroscience studies demonstrate that the “talk cure” works!

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 CourseMate.
- ▲ *Counseling: An Indigenous Perspective* by David Rathman 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.
- ▲ *Getting To Know the Authors*. Allen Ivey and Mary Bradford Ivey speak about themselves and the development of the microskills

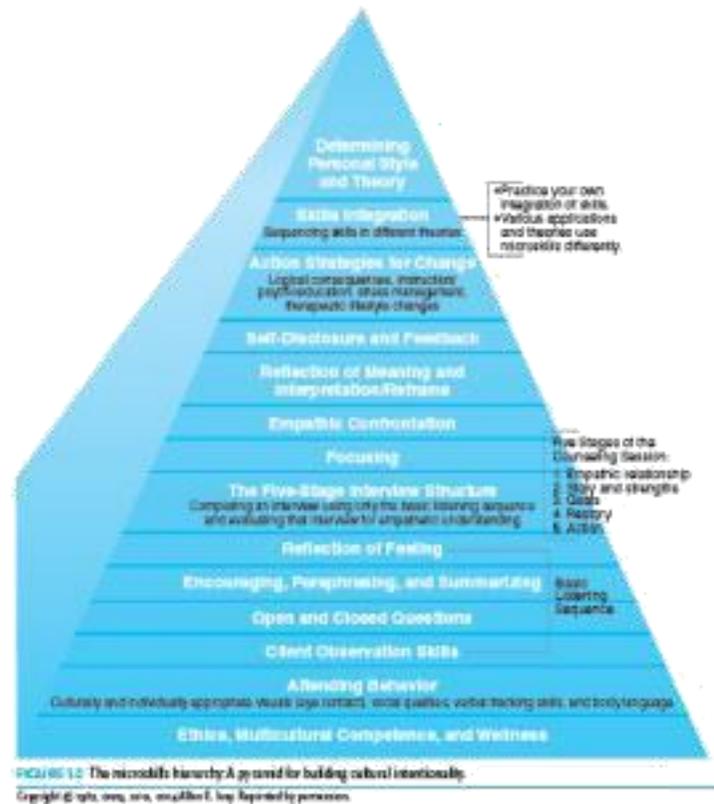
- ▲ *Getting To Know Our Coauthor*. Allen Ivey introduces Carlos Zalaquett. Both share their multicultural views and discuss important considerations in their work with clients from different backgrounds

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 *empathic 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: *empathic relationship, story and strengths, goals, restory, and 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:

- a. **Warm up.** Focus on a single skill and identify it as a vital part of the holistic interview.
- b. **View.** View a DVD or observe a live demonstration.
- c. **Read.** Read about the skill or hear a lecture on the main points of effective usage. Cognitive understanding is vital for skill maintenance.
- d. **Practice.** Ideally, use video or audio recording for skill practice; however, role-play practice with observers and feedback sheets is also effective.
- e. **Generalize.** Complete a self-assessment. Integrate the skills and contract for action into the “real world” of interviewing, counseling, and therapy.

We believe it 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. *Empathic relationship—story and strengths—goals—restory—action model.* The narrative model of *Intentional Interviewing and Counseling* may be described as follows:

First we establish an empathic 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:

- a. *Empathic relationship*
- b. *Story and strengths*
- c. *Goals*
- d. *Restory*
- e. *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 CourseMate videos on your laptops with your students.

7. *Brain Research and Neuroscience.* If possible, or if you have more than a 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 video recording 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.

9. *Getting to know... videos.* Students are shown both videos to help them hear from Allen, Mary, and Carlos the driving motivations and goals and their passion for the work they do.

DISCUSSION OF COMPETENCY PRACTICE EXERCISES

Exercise. 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 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 Chapter 1.