



Basic Counseling Skills Goals and Objectives



1. *Counselor Development*
2. *Micro Counseling Skills*
3. *Counseling Theory*
4. *Self-Disclosure and Keeping Clear Boundaries*
5. *Cultural/Ethnic Issues*



1. Counselor Development





Process of Thinking and Reasoning

Global vs. Linear Thinking

- **Global Thinking:** process whereas the answer is stated within the argument
 - It assumes to be true what you are trying to prove
 - The conclusion is a single assumption
 - Certain of starting point
 - Thought processes tend to jump forward, and from side to side through the steps of a project, in an effort to see the big picture and tackle those areas where they have the most interest: A is B, therefore B is A



Process of Thinking and Reasoning

Global vs. Linear Thinking

- **Linear Thinking:** process of thought following known step-by-step progress whereas a response to a step must be elicited before another step is taken
 - Has a starting point and an end point
 - Often utilized in problem solving: If $A = B$, and $B = C$, then $A = C$
- **A significant difference between circular and linear thinking:**
 - Global thinking: the conclusion is contained in a single creative assumption
 - Linear thinking: the conclusion is derived from multiple assumptions



The Learning Process

<i>Visual</i>	<i>Auditory</i>	<i>Kinesthetic</i>
<i>Guided Imagery</i>	<i>Auditory Tapes</i>	<i>Experiments</i>
<i>Demonstrations</i>	<i>Reading Aloud</i>	<i>Role-play</i> <i>Acting Scenes Out</i>
<i>Copying Notes</i>	<i>Oral Instructions</i>	<i>Games</i>
<i>Highlighting Key Ideas in Notes</i>	<i>Lectures</i>	<i>Problem Solving</i>
<i>Flash Cards</i>	<i>Repeating Ideas Orally</i>	<i>Writing Notes</i>
<i>Color Coding</i>	<i>Poems/Rhymes/Word Associations</i>	<i>Making Lists</i>
<i>Diagrams/Charts/Graphs/</i> <i>Photos/Movies</i>	<i>Group Discussion</i>	<i>Physical Examples</i>
<i>Mind Maps/Acronyms</i>	<i>Music/Lyrics/TV</i>	<i>Associating Emotions with Concepts</i>



Activity: Global/Linear & Visual/Auditory/Kinesthetic

Global...Linear Thinking

- How do you process information presented to you?*
- Who in your life do you believe processes information on the other end of the scale from you?*
- How do you adjust your communication when speaking with a person who processes differently than you?*

Visual...Auditory...Kinesthetic

- How do you feel that you learn best?*



Poll Question #1:

What type of LEARNER are you?

- *Visual*
- *Auditory*
- *Kinesthetic*
- *Mixture (2 or more of any of the above)*
- *Other*



Integrated Developmental Model

Stoltenberg, McNeill, and Delworth (1988)



Integrated Developmental Model

Stoltenberg, McNeill, and Delworth (1988)

- *Counselors develop in a step-by-step approach*
- *Counselors are seen to move through three levels of development in a relatively orderly fashion relevant to professional activities*
- *The model allows for brief regressions when counselors are faced with new or ambiguous tasks*

Integrated Developmental Model

Stoltenberg, McNeill, and Delworth (1988)



- *People are continuously growing and growth is not linear but sporadic.*
- *Growth can be affected by changes such as case load, treatment setting, supervisory relationship, and population served.*

Integrated Developmental Model

Stoltenberg, McNeill, and Delworth (1988)

- *Levels of counselor development:*

- *Beginning*
- *Intermediate*
- *Advanced*

- *Overriding Structures:*

- *Self-and other Awareness*
- *Motivation*
- *Autonomy*



Integrated Developmental Model

Stoltenberg, McNeill, and Delworth (1988)

- *Eight Growth Areas:*

- *Intervention Skills Competence*
- *Assessment Techniques*
- *Interpersonal Assessment*
- *Client Conceptualization*
- *Individual Differences*
- *Theoretical Orientation*
- *Treatment Plans and Goals*
- *Professional Ethics*



Levels of Counselor Development

Levels of counselor development:

- *Beginning*
 - *Intermediate*
 - *Advanced*
-
- *Level One: counselors are full of trust and hope*
 - *Level Two: confusion stage, striving for independence, less imitative, sometimes frozen attitudes, ambivalence, instability*
 - *Level Three: calm after the storm, able to concentrate, demonstrates development, learning is a life-long process*

2. Microcounseling Skills





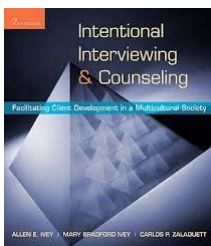
Microcounseling Skills



Allen E. Ivey is Distinguished University Professor (Emeritus), University of Massachusetts, Amherst and Professor of Counseling at the University of South Florida, Tampa (Courtesy Appointment). Allen is author or co-author of more than 40 books and 200 articles and chapters, translated into eighteen languages. He is the originator of the Microskills approach.



Microcounseling Skills



- *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society (with CD-ROM)*
By Allen E. Ivey, Mary Bradford Ivey and Carlos P. Zalaquett



- *Essentials of Intentional Interviewing: Counseling in a Multicultural World.*
By Allen E. Ivey, Mary Bradford Ivey



Microcounseling

- *Micro-counseling is an analysis of counseling skills that looks carefully and in great detail at the elements of the counseling relationship.*
- *Regardless of the aims and methods of a counseling relationship, understanding its micro-elements helps counselors improve their counseling effectiveness.*



Attending and Attending Behavior

Attending

- *Counselor's interest in the client demonstrated by eye contact, body posture and accurate verbal following.*

Attending Behavior

- *Encourages client talk*
- *Active Listening*

Allen E. Ivey, 1994



Open and Closed Questions

- *Open Questions:*
 - *Cannot be answered in a few words.*
 - *Offer encouragement, and the client will speak more freely.*
- *Closed questions:*
 - *Focuses the dialogue.*
 - *Tends to turn the focus on the professional and away from the client. You may get caught in the Q & A trap.*

Allen E. Ivey, 1994



Client Observation Skills

Reflective Listening

- *Nonverbal behavior: 85% of communication*
- *Verbal behavior: key words*
- *Discrepancies in Client's Communication:*
 - *Mixed messages*
 - *Contradictions*
 - *Conflicts*
 - *Incongruities*

Allen E. Ivey, 1994

The task is not to problem solve –but to understand “where the client is coming from”.



Encouraging, Paraphrasing, and Summarizing

Reflective Listening

- *Encouraging*
- *Paraphrasing*
- *Summarizing*



Allen E. Ivey, 1994



Reflecting Feelings

Reflecting Feelings

- *The client's feelings, either stated or implied, as expressed by the counselor*

Feelings of client can be:

- *Non-verbal*
- *Verbal*



Reflecting Meaning



- *Finding the deeply held thoughts and feelings underlying life experience*
- *Paraphrase is to thoughts as reflection is to feelings*
- *Breaks down complex behaviors into parts*



Empathy

Understanding what the client is experiencing and putting oneself in the client's place

Functions of empathy

- *Builds a firmer relationship with client*
- *Enables counselor to better understand client's behavior*

Common problems with conveying empathy

- *Language and cultural differences between client and counselor*



National American Indian & Alaska Native

ATTC

Addiction Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Poll Question #2:

Which of the Microskills has the most challenge for you?

- *Attending Behavior*
- *Open vs. Closed Questions*
- *Reflective Listening*
- *Empathy*



National American Indian & Alaska Native

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3. Counseling Perspective - Theory





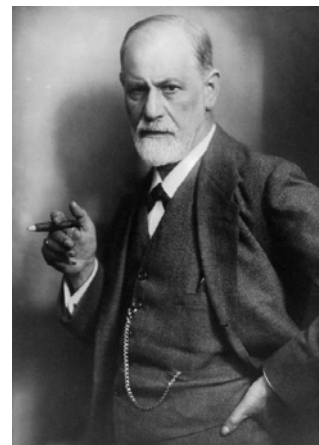
Psychoanalytic Perspective

- *Consists largely of using methods to bring out the unconscious*
- *Working through the past -transference relationships*
- *Focus on childhood experiences*
- *Training is required beyond the scope of most counselors -an advanced degree in psychology or psychiatry is necessary.*



Psychoanalytic Perspective

- *Sigmund Freud*
 - *Struggle between the life and death instincts at the heart of human nature*
 - *Dynamics of the unconscious and its influence on behavior*
 - *Role of anxiety: motivates us to do something*
 - *Personality structure is divided into components -ID EGO SUPER EGO*
 - *Development of personality at various life periods*





Psychoanalytic Perspective

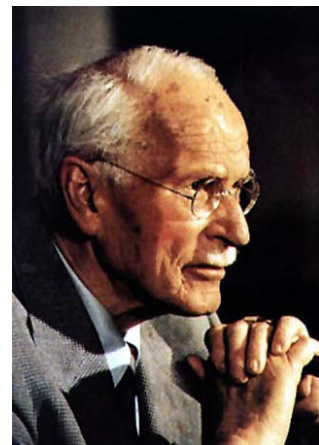


- *Erick Erickson*
 - *Broadened the developmental perspective beyond early childhood*
 - *Establishing balance between ourselves and our social world—biosocial approach*
 - *Crisis is equivalent to a turning point*
 - *Ego, developing strength and ways to deal with life tasks*
 - *Personality stages*



Psychoanalytic Perspective

- *Carl Jung*
 - *Psychological aspect of personality development during midlife*
 - *Views humans positively*
 - *Individuation*
 - *Spiritual approach — meaning of life*
 - *Constant development, growth and moving toward a balanced and complete level of development*



Overview - Psychoanalytic Perspective

- ***Limitations:***
 - *Lack of ego strength needed for change; biological predisposition*
 - *Great responsibility placed on parenting (mothers)*
 - *Cost*
- ***Contributions:***
 - *Conceptual framework for looking at behavior*
 - *Past experiences may pertain to the current life*
 - *Value and role of transference*
 - *Overuse of ego defenses can keep clients from functioning effectively*
 - *Role of early childhood development*

Adlerian Perspective

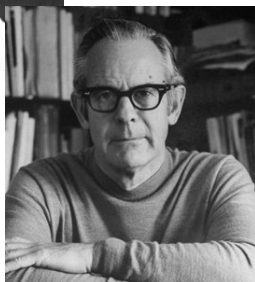
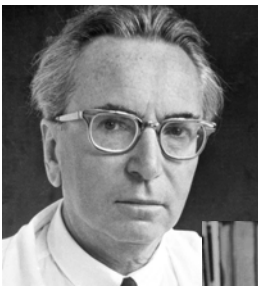


- ***Alfred Adler***
 - *Goal to help clients identify and change their mistaken beliefs about life and thus participate more fully in a social world*
 - *People need to understand and confront basic mistakes*
 - *Family is an important factor*
 - *Cooperative therapy between clinician and client*

Adlerian Perspective

- ***Limitations:***
 - *Difficult to empirically validate the basic hypotheses*
 - *Detailed exploration of early childhood, early memories, and dynamics within the family*
- ***Contributions:***
 - *Working out an action plan to make changes in life*
 - *People are social, goal-seeking decision makers*
 - *Subjectively understanding the unique world of an individual*
 - *Sensitive to cultural and gender issues*

Existential Perspective



- *Viktor Frankl, Rollo May*
 - *Philosophical approach that influences the counselor/client therapeutic process*
 - *We are not the victim of circumstances because to a large extent we are what we choose to be*
 - *Self-awareness in Therapy*
 - *A process of searching for the value and meaning in life*
 - *Individual world view*
 - *People are faced with the anxiety of choosing to create an identity in a world that lacks meaning*



Existential Perspective

- **Limitations:**
 - *Lacks a systematic statement of the principles and practices of psychotherapy*
 - *Lacks rigorous methods*
 - *Concepts are abstract*
 - *Highly focused on the philosophical assumption of self-determination*
- **Contributions:**
 - *The person is the central focus*
 - *Emphasis on the human quality of the therapeutic relationship*
 - *Individuals freedom to redesign his or her life by choosing awareness*



Person-Centered Perspective

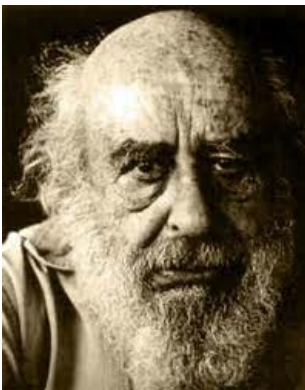
- **Carl Rogers (branch of existential)**
 - *Capability of self-directed growth, potential for understanding self, resolving own problems without therapist's direct intervention*
 - *Therapist role is to be, rather than to do something*
 - *Focuses on the person*
 - *Each of us has within us by nature a potential that we can actualize and through which we can find meaning.*
 - *Innate striving for self-actualization*



Person-Centered Perspective

- ***Limitations:***
 - *Therapists tend to be supportive without being challenging*
 - *Limited techniques: attending and reflecting*
 - *Therapist training: more emphasis on the attitudes of the counselor*
 - *All individuals may not have within them a growth potential or ability to trust their own inner directions*
- ***Contributions:***
 - *Stated concepts as testable hypotheses and was submitted to research*
 - *Nondirective counseling*

Gestalt Perspective



- ***Fritz Perls***
(existential/phenomenological approach)
 - *Based on the premise that people must find their own way in life and accept personal responsibility if they hope to achieve maturity*
 - *Therapist do not aim to change their clients, rather assist in: experiencing all feelings - avoid interpretations and focus on clients behavior -technique based*
 - *Client self-awareness*



Gestalt Perspective

- ***Limitations:***
 - *De-emphasis of the cognitions (thinking)*
 - *Not for all clients (abuse history)*
 - *Dangerous as a result of the therapists power to manipulate the client through techniques*
- ***Contributions:***
 - *Action approach*
 - *Pays attention to verbal and non-verbals*
 - *Compassionate confrontation*
 - *Perspective on growth and enhancement*



Control/Reality Perspective

- ***William Glasser***
 - *Rejects the medical model*
 - *Clients live in an external and internal world*
 - *Counselors function is a teacher or model*
 - *Focus on personal responsibility and gaining control*
 - *Total behavior*
 - *Clients have psychological needs for belonging, power, freedom and fun*





Control/Choice/Reality Perspective

- ***Limitations:***

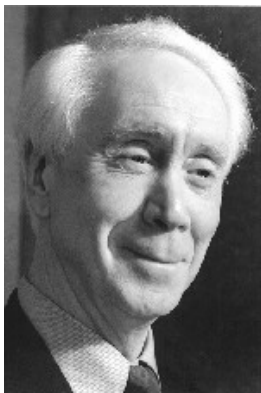
- *De-emphasis on the counseling process*
- *Does not take into account the unconscious*
- *Vulnerable to the counselor who assumes the role of an expert in deciding for others*

- ***Contributions:***

- *Short-term focus dealing with conscious behavior*
- *Contract approach; punishment and blaming is a basic reality*
- *Psychosis can be related to unfulfilled needs*



Behavior Perspective



- ***Arnold Lazarus***

- *Interplay between individual and environment*
- *Emphasis on specific goals at the onset of the therapy*
- *Based on scientific method*
- *Clients are expected to engage in specific actions to deal with problems*
- *Therapist uses: summarization, reflection, clarification, and open-ended questioning*
- *Therapy is a collaborative partnership*
- *Three major areas of development*



Behavior Perspective

- **Limitations:**
 - *Changes behaviors but not change feelings*
 - *Ignores importance of relational factors*
 - *Does not provide insight*
 - *Treats symptoms rather than causes*
 - *Involves control and manipulation by the therapist*
- **Contributions:**
 - *Cognitive factors and subjective reactions of people to the environment*
 - *Systematic behavioral techniques*
 - *Ethical accountability*



Cognitive-Behavior Perspective



- *Albert Ellis, Aaron Beck, Donald Meichenbaum*
 - *Rational Emotive Behavior Therapy (REBT): thinking, judging, deciding, and doing*
 - *Emotions stem mainly from beliefs, evaluations, interpretations and reactions to life situations*
 - *Active directed techniques*
 - *Challenge belief system; self-awareness*
 - *Therapeutic relationship; collaborative relationship between client and therapist; teacher and role model*
 - *Psychological distress is largely a function of disturbances in cognitive processes*
 - *Focus on changing cognitions to produce desired changes in affect and behavior*
 - *Client needs to assume an active role*



Cognitive-Behavior Perspective

- ***Limitations:***
 - *Does not encourage clients to address unfinished business*
 - *Personal warmth is not essential effective therapy*
 - *Transference*
 - *Less concerned with unconscious factors and ego defenses*
 - *Confrontational therapy (advantages and disadvantages)*
- ***Contributions:***
 - *Self responsibility in maintaining self-destructive ideas and attitudes*
 - *Emphasis on putting newly acquired insights into action*
 - *Teaches clients to carry on their on therapy*
 - *Comprehensive and eclectic therapeutic practice*



Family System Perspective

- *Murray Bowen, Virginia Satir, Carl Whitaker, Salvador Minuchin, Jay Haley, Cloe Madanes, Tom Andersen, Michael White*
 - *Cause of problem understood by viewing the role of the family*
 - *Unresolved emotional fusion to one's family*
 - *Emotionally detached therapist, teacher, model, coach*
 - *Here-and-now interactions between family members*
 - *Techniques: family mapping, enactments, reframing*



Family System Perspective

- ***Limitations:***
 - *Client may be lost in the system and language (dyads, triads, functional, dysfunctional, stuck, enmeshed, disengaged)*
 - *More research needed*
- ***Contributions:***
 - *Neither the individual nor the family are blamed for a particular dysfunction*
 - *The family is empowered*
 - *Understanding the individual within a system*



Integrative Perspective

- *Creating an integrative stance is truly a challenge*
- *It does not simply mean picking bits and pieces from theories in a random and fragmented manner*
- *It is important to ask which theories provide a basis for understanding thoughts, feelings, and behavior*
- *Must have an accurate in-depth knowledge of each theory—you cannot integrate what you don't know*
- *It is an art to when, where and why to use a particular intervention*
- *A long-term venture !!!*
- *CAUTION -DO NO HARM.*



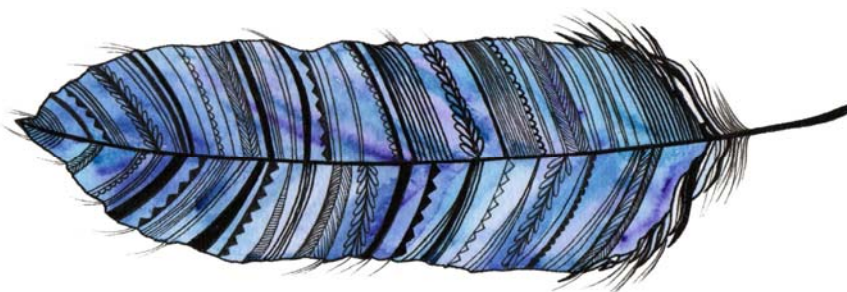
Poll Question #3:

Which of the theories are you most drawn to:

- *Psychoanalytic*
- *Adlerian*
- *Existential*
- *Person Centered*
- *Gestalt*
- *Choice/Reality*
- *Behavioral Therapy*
- *Cognitive Behavioral Therapy*
- *Family Systems*
- *Integrated*



Assessing Readiness to Change



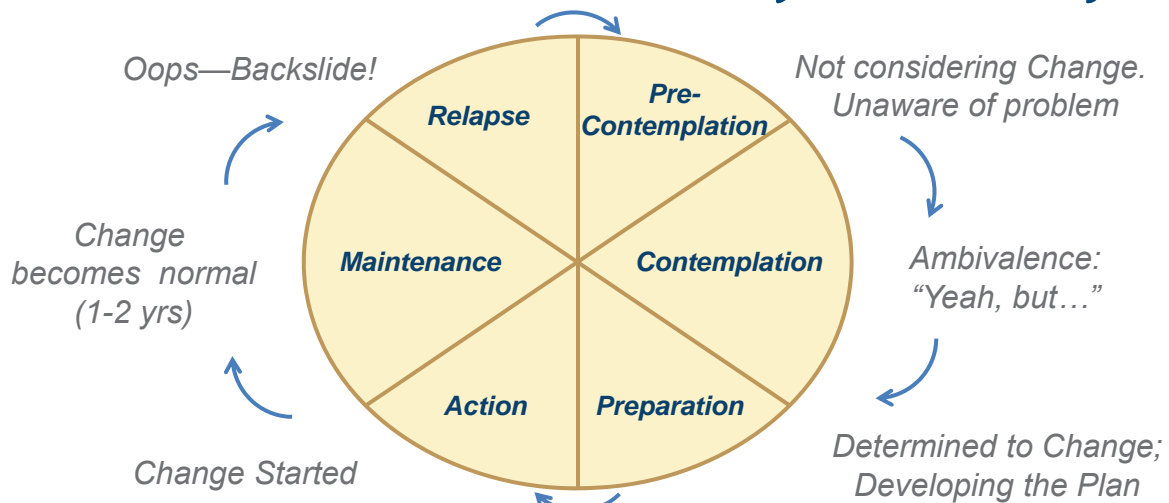


Prochaska & DiClemente



- The Stages of Change were developed by psychologists Prochaska and DiClemente in the 1980s in an effort to capture the change process in cigarette smokers in treatment.
- It has since been used to characterize changes in other addictive disorders including alcoholism.

Prochaska and DiClemente's Cycle of Change





4. Self-Disclosure and Keeping Clear Boundaries



Self-Disclosure and Keeping Clear Boundaries



- *Self-disclosure is sharing personal, emotional and experiential information.*
- *self-disclosure on the part of the counselor requires careful consideration*
- *Consider alternatives*
- *Client needs “always” come first
-DO NOT HARM!*



Self-Disclosure and Keeping Clear Boundaries

- *Self Disclosure Barriers*
 - *Slow down or even stop the sharing process*
 - *Client may lose confidence in the counselor*
 - *Client may move away from self-focus and focus*

Criminal Conduct and Substance Abuse Treatment, Wanberg & Milkman 1998



How often did informal discussion occur? *(736 MI and MET sessions rated)*

- *42% of all rated sessions*
- *On average, discussions occurred once or twice per session*
- *68% of counselors had informal discussions 3 or more times in at least one of their sessions*
- *20% of counselors initiated informal discussions in 75% or more of their sessions*

(Martino et. al., 2009)



Poll Question #3:

How helpful do you think informal conversations are in therapeutic sessions?

- *A little helpful*
- *Moderately helpful*
- *Very Helpful*



5. Cultural and Ethnic Issues





Culture



*A Key Element
which Enhances
Opportunity for
Change*



What is Culture?

Culture is...

- *Everything that people have, think, and do as members of a community or society*
- *Material objects, ideas/values/attitudes, and behavioral patterns*
- *A template that shapes behavior and consciousness within human society*
- *Dynamic*
- *Shared*
- *Learned*



Our culture is shaped by...

- *History*
- *Religion*
- *Ethnicity/Race*
- *Geography*
- *Group membership (subculture)*



The ADDRESSING Model: What Does It Do?

- *Gives us a framework for understanding the effect of diverse cultural influences on therapists' and clients' worldviews*
- *Helps us recognize the areas where we identify with the "dominant group" vs. various minority groups*
- *Become more aware of how identification with dominant group can limit knowledge and experience of groups we do not identify with*



Why Is This Important?

- *Knowledge of clients' salient identities gives clues to:*
 - *How clients see the world*
 - *What they value*
 - *How they may behave in certain situations*
 - *How others treat them*
- *The more we know, the closer our hypotheses will be to the clients' realities*
- *The greater our credibility, efficiency, accuracy*



**ADDRESSING Model*

A = Age & generational influences
D = Developmental disability
D = Disability acquired later in life
R = Religion & spiritual orientation
E = Ethnic & racial identity
S = Socioeconomic status
S = Sexual orientation
I = Indigenous heritage
N = National origin
G = Gender

**Hays, 2008*



Privilege vs. Oppression

- *We all have ADDRESSING areas of privilege and oppression*
- *We tend to be more aware of areas of oppression*
- *Privileged areas present a greater challenge for therapists*
- *We need to consciously work to increase our awareness about our areas of privilege*



Increasing Our Awareness

- *Investigate our own cultural heritage*
- *Pay attention to the influence of privilege on our understanding of cultural issues and work with clients*
- *Educate ourselves through diverse sources of information*
- *Develop sustained diverse relationships*
 - *Learn from diverse groups*
 - *Not simply learn about diverse groups*

*Dr. Duane Mackey “Waktaya Naji” Award for Excellence in
Native American Education, Research and Human Rights*



-IN MEMORY OF-
Duane H. Mackey, Ed.D.

“Waktaya Naji”
(One Who Stands Guard)

Dakota Isanti
October 5, 1938 – March 11, 2010



*Prairielands ATTC Native American Initiative Regional Coordinator
who dedicated his work in providing education to enhance knowledge
to better serve Native Americans*



*For more information regarding this annual award contact the National AI & AN ATTC:
319.335.5362 · attcnetwork.org/americanindian*



Native Americans

- *565 federally recognized American Indian tribes and Alaska Native groups in the U.S.*
- *More than 250 different languages*
- *Different cultures, traditions, histories, identities*
- *In 2010 census, 5.2 million people identified as AI/AN alone or in combination with another race (up from 4.1 million in 2000)*
- *Estimated IHS service population = 2 million*



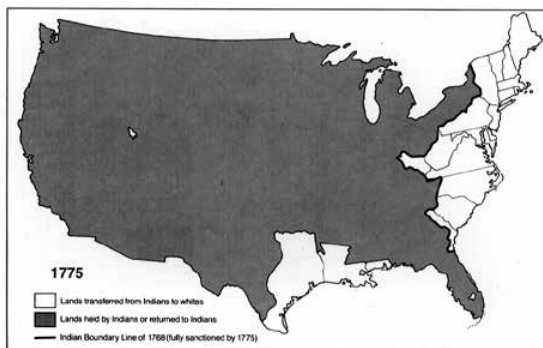
Dakota/Lakota/Nakota Bands

- **SANTEE BANDS**
 - Sisseton (Sissetunwan oyate), Marsh or Fish Village People
 - Wahpeton (Wahpetunwan oyate), The Leaf Village People
 - Spirit Lake (Mdewakantunwan oyate), People Who Live At Spirit Lake
 - Leaf Shooter (Wahpekute oyate), The Leaf Shooter People
- **TETON BANDS**
 - Oglala (Oglala), Scatter Ones Own People
 - Brule (Sicangu oyate), The Burn Thighs People
 - Hunkpapa (Hunkpapa oyate), Those Who Camp At The Entrance People
 - Sans Arc (Itazipacola oyate), Those Who Have No Bows People
 - Mniconju (Mniconju oyate), Those Who Plant Near The Water People
 - Two Kettle (Oohenunpa oyate), Two Boilings People
 - Black Feet (Sihasapa oyate), The Black Moccasin People
- **YANKTON BANDS**
 - Yankton (Ihanktunwan oyate), Those Who Camp At The End People
 - Yanktonai (Ihanktunwanna oyate), Same as Above

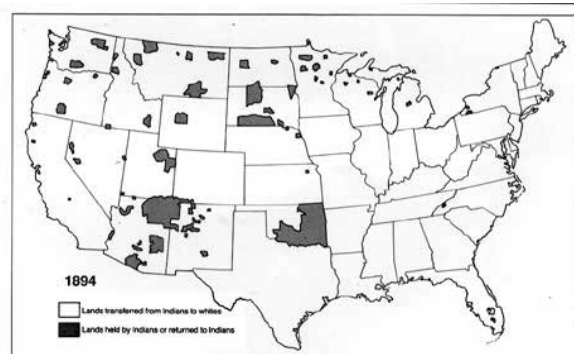


Land Transfers from Native Americans to White

• 1775



• 1894



Native Americans

Cultural values:

- *Harmony with the environment.*
- *Individuals are part of a larger system.*
- *Respect for elders.*
- *Children are the future.*
- *The importance of helping others.*
- *Prayer and traditions*



71

Intervention with Native Americans

Development of interventions must consider:

- *Specific sociopolitical history*
- *The continuing transfer of unresolved trauma and grief across generations*
- *Socioeconomic conditions*
- *Current and past experiences of racism and oppression*





Tips for the Clinician

- *Be aware of the many ways of perceiving, understanding, and approaching health, wellness, healing*
- *Be careful not to misinterpret, stereotype, or otherwise mishandle encounters*
- *Be aware that ethnicity is used to stereotype diversity and can lead to distrust*
- *Assess the degree of acculturation in the target group*
- *Seek to become more culturally responsive*
- *Take the risk to discover own biases and stereotypes*



Cultural Considerations

- *Tips for becoming culturally-responsive:*
 - *Primary source of cultural information should be your client*
 - *Multicultural skills must be personalized*
 - *Learn from your mistakes*
 - *Learn to reframe problems*
 - *Recognize your biases and cultural perceptions*
 - *View psychological problems as social constructs*

Source Brammer, R (2004). Diversity in Counseling.



Summary

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Clear Boundaries*
5. *Cultural/Ethnic Issues*

