ESSENTIALS OF INTENTIONAL INTERVIEWING

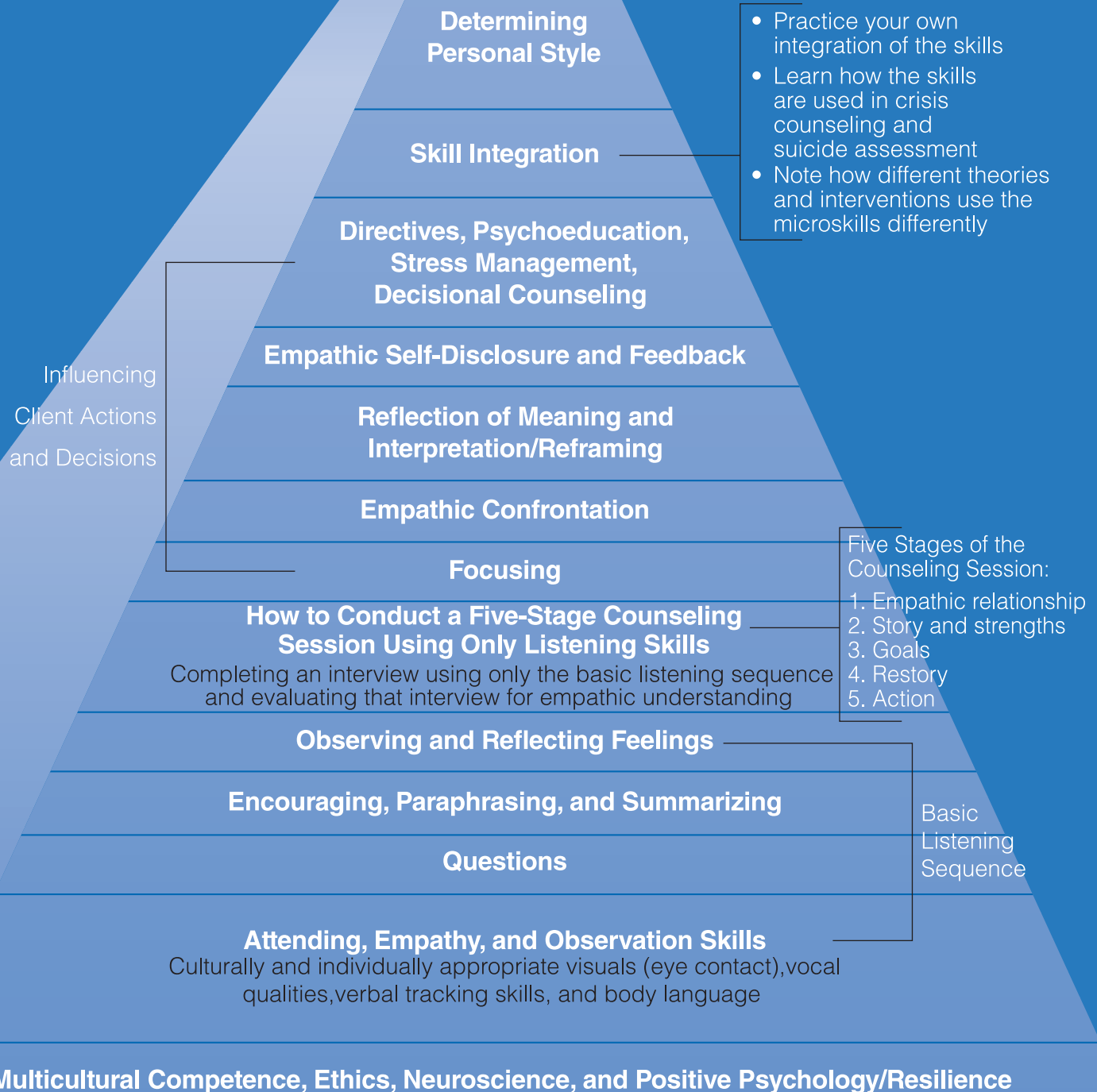## COUNSELING IN A MULTICULTURAL WORLD

Allen E. Ivey
Mary Bradford Ivey
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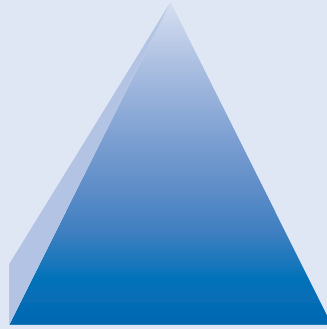3e

The Microskills Hierarchy
A Pyramid for Building Cultural Intentionality

Determining Personal Style

- Practice your own integration of the skills
- Learn how the skills are used in crisis counseling and suicide assessment
- Note how different theories and interventions use the microskills differently

Skill Integration

Directives, Psychoeducation, Stress Management, Decisional Counseling

Empathic Self-Disclosure and Feedback

Reflection of Meaning and Interpretation/Reframing

Empathic Confrontation

Focusing

Influencing Client Actions and Decisions

How to Conduct a Five-Stage Counseling Session Using Only Listening Skills
Completing an interview using only the basic listening sequence and evaluating that interview for empathic understanding

Five Stages of the Counseling Session:
1. Empathic relationship
2. Story and strengths
3. Goals
4. Restory
5. Action

Observing and Reflecting Feelings

Encouraging, Paraphrasing, and Summarizing

Questions

Basic Listening Sequence

Attending, Empathy, and Observation Skills
Culturally and individually appropriate visuals (eye contact), vocal qualities, verbal tracking skills, and body language

Multicultural Competence, Ethics, Neuroscience, and Positive Psychology/Resilience

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THIRD EDITION

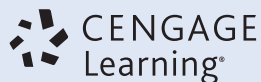# Essentials of Intentional Interviewing

Counseling in a Multicultural World

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Love is listening.

Paul Tillich

To James E. Lanier, Ph.D.,

Retired Professor, University of Illinois, Springfield.

A model of love and listening, James Lanier has a significant influence in this book. He taught boxing to African-American youth and through his relationship and listening abilities, they started coming to him for help with their troubles. Very shortly, he became aware that the word problem was a problem for the youth. "I don't have a problem," they said. He found they responded much better to words such as concerns, issues, and, perhaps most of all challenges. You will find his influence on us specifically in our use of language, but also he was important in our movement toward positive psychology, wellness, and Therapeutic Lifestyle Changes (TLC).

Dedicated to my family

Jenifer Zalaquett

Andrea Zalaquett and Christine Zalaquett

Carlos P. Zalaquett

ABOUT THE AUTHORS

Allen E. Ivey is Distinguished University Professor (Emeritus), University of Massachusetts, Amherst, and Courtesy Professor, University of South Florida, Tampa. Allen is a Diplomate in Counseling Psychology and a Fellow of the American Counseling Association. He has received many awards, but is most proud of being named a Multicultural Elder at the National Multicultural Conference and Summit. Allen is author or coauthor of more than 45 books and 200 articles and chapters, translated into 26 languages. He has lectured & key-noted conferences around the world. He is the originator of the microskills approach, which is fundamental to this book.

Allen Ivey

Mary Bradford Ivey is Courtesy Professor of Counseling, University of South Florida, Tampa. A former school counselor, she has served as visiting professor at the University of Massachusetts, Amherst; University of Hawai'i; and Flinders University, South Australia. Mary is the author or coauthor of 14 books, translated into multiple languages. She is a Nationally Certified Counselor (NCC) and a licensed mental health counselor (LMHC), and she has held a certificate in school counseling. She is also known for her work in promoting and explaining development counseling in the United States and internationally. Her elementary counseling program was named one of the ten best in the nation at the Christa McAuliffe Conference. She is one of the first 15 honored Fellows of the American Counseling Association.

Mary Bradford Ivey

Carlos P. Zalaquett is a Professor and Coordinator of Clinical Mental Health Counseling in the Department of Psychological and Social Foundations at the University of South Florida. He is also the Director of the USF Successful Latina/o Student Recognition Awards Program, Executive Secretary for the United States and Canada of the Society of Interamerican Psychology, and President of the Florida Mental Health Counseling Association and the Florida Behavioral Health Alliance. Carlos is the author or coauthor of more than 50 scholarly publications and four books, including the Spanish version of *Basic Attending Skills*. He has received many awards, including the USF Latinos Association's Faculty of the Year and Tampa Hispanic Heritage's Man of Education Award. He is an internationally recognized expert on mental health, psychotherapy, diversity, and education and has conducted workshops and lectures in seven countries.

Carlos P. Zalaquett

CONTENTS

VIDEO TABLE OF CONTENTS

The following videos will be available to view in the MindTap for *Essentials of Intentional Interviewing*, 3e. The list includes time tested videos as well as 15 new videos developed to enhance your learning. You can access MindTap at CengageBrain.com by searching by title or ISBN.

CHAPTER	Video
1	Getting to Know the Authors
	Getting to Know Our Coauthor
	Neuroscience and Counseling: Interviewing and counseling changes the brain
2	A Graduate Student in Counseling: An Afrocentric Approach–video: A graduate student in counseling. An Afrocentric Approach.
	Toward Multicultural Competence: A Gay Client Coming Out.
	Toward Multicultural Competence: Counseling a Child Being Teased
	Multicultural Video. Basic Listening Skills and Diversity Issues
	Neuroscience and Counseling: Using positive psychology and TLCs for wellness
	Informed Consent
	Toward Multicultural Competence. Self-Disclosure and Race/Ethnicity
	Educating Agents of Change. A Review of the Educational Goals of the Psychology Department in the Central American University.
	Psychology of Liberation: The Legacy of Ignacio Martín Baró, SJ., Ph.D.
3	A Negative and Positive Example of Attending
	Sharpening Your Observation Skills
	Discerning Levels of Empathy I: A Demonstration with Mary Bradford Ivey and Allen E. Ivey
	Discerning Levels of Empathy II: A Demonstration with Allen E. Ivey and Mary Bradford Ivey
	Neuroscience and Counseling: Listen to your clients with empathic awareness
4	The Power of Questions: An exercise to help you think critically about questions.
5	Toward Multicultural Competence
	Encouraging, Paraphrasing, and Summarizing: Can you identify these important skills?
	Neuroscience and Counseling: Client stories develop in a social context

PREFACE

Essentials of Intentional Interviewing: Counseling in a Multicultural World, Third Edition, is based on the most researched framework on helping skills—microcounseling. These helping skills serve as the foundation of counseling, psychology, social work, and education. Students enjoy the focus on specific skills and identified competencies, the emphasis on diversity and positive psychology, and the many practice exercises. Many students develop an individual Portfolio of Competencies that can be shared as they move to practicum and internship settings. This book also provides the basics of interviewing in many other fields, ranging from nursing to business to communication studies.

This book was conceived because we wanted to write a competency-based brief text for courses in basic interviewing skills. This book contains the most important information from our larger book, *Intentional Interviewing and Counseling,* and can produce similar results. A key aspect of our vision is ensuring that students learn concepts that they can immediately take into direct practice in role-plays—and later in actual practice.

Through the step-by-step procedures of microcounseling, students will learn to predict the impact of diverse skills on client thinking, feeling, and behavior and will be able to intentionally flex and use another skill when the prediction does not hold. This is a results-oriented approach, thoroughly tested and researched in thousands of settings throughout the world and in more than 450 data-based research articles.

At the same time, this book moves beyond being a skills text. As students become competent in skills, they are constantly encouraged to generalize the skills beyond the textbook into daily life and interviewing practice. Equally important, students see very specifically in the text how the microskills are played out in actual counseling and clinical practice through transcripts of interviews showing decisional counseling and crisis counseling, while transcripts and details about other popular theories will be found on MindTap, the accompanying website.

Microcounseling introduced diversity and multicultural issues to our field as important issues in 1974, and we have continually expanded that awareness over the years. We believe that multicultural factors enrich our understanding of individual uniqueness and that all interviewing involves multicultural issues. All of us are cultural beings with unique individual differences that contribute to our broader humanity.

Neuroscience and neurobiology take a more integrated place in this new edition and provide scientific reasons for the microskills approach. Recent studies add further support to the extensively researched microskills approach. Neuroscience research validates the centrality of empathy and relationship. Skills such as attending behavior, reflection of feeling, supportive confrontation, and others are the building blocks of a successful working alliance.

The media offer findings from neuroscience on a daily basis, and we include this foundational information because your clients likely will ask questions and neuroscience findings strengthen our interviewing and counseling practice. Counseling, the talk cure, does change the mind and brain!

Thus, the central emphasis of this text is on students' developing interviewing competence, knowing that their actions affect the whole human being in front of them. Helping is a true mind/body intervention. Attending behavior and listening at one level are easy to

read about, but it is essential to understand the profound effect and necessity for dedicated practice that leads to competency in skills.

▶ Who Is This Book for?

This book is designed to meet the needs of both beginners and more advanced students. It will clarify interviewing and counseling skills for community college students, undergraduates, and graduate students in courses oriented toward the helping professions such as human services, all types of mental health work, behavioral health, counseling, medicine, nursing, psychology, coaching, and social work.

In addition, the microskills approach has proven effective in training for many other groups, including communication students, nutrition counselors, AIDS counselors and refugees in Africa, and trainees in management and leadership. The teaching of microskills extends even to agricultural extension and library work. All of us can profit from gaining more skill in communication.

Some of you may be interested in examining and considering the larger book, *Intentional Interviewing and Counseling.* There you will find a full chapter on observational skills, details of motivational interviewing, more information on research background, and detailed material outlining the relationship of neuroscience to counseling and interviewing.

▶ What Fundamental Outcomes Can Students Expect?

Although this edition includes many innovations, discussed below, the central core of *Essentials of Intentional Interviewing* remains the same. This book will enable students to:

▶ Draw out client stories and understand client thoughts, feelings, and behaviors. In addition, look for underlying meaning issues.
▶ Intentionally anticipate how clients will respond to their use of interviewing skills. Because clients will often surprise us with their responses, we need to be able to flex intentionally and meet client needs by spontaneously moving to another skill, strategy, or even theory.
▶ Complete a full interview using only listening skills by the time they are halfway through this book. Students will be able to analyze their behavior and determine how clients are responding generally to their work, but also which skills appear to work best with each client.
▶ Understand and apply three foundations of effective helping: multicultural competence, ethics, and a strength-based positive psychology. All three sections have been rewritten or updated.
▶ Develop beginning competence in three approaches to the interview: decisional counseling, person-centered counseling, and crisis counseling. In addition, the web resources include detailed information on cognitive behavioral therapy, brief solution-oriented counseling, and coaching.
▶ Define their natural style of helping and their own integration of helping skills. Students will be able to analyze their own interviewing behavior and its effectiveness with clients.
▶ *Empathic relationship—story and strengths—goals—restory—action.* The five-stage structure of the interview remains, but with a new set of labels that clarify the meaning and intent of each stage. As students master the stages of the interview,

they are better prepared to become competent in the many strategies and theories of our field.

▶ *Crisis counseling and assessing suicide potential.* All of us will encounter individual and family crises. Likely many of us will be called at some time to assist in a major crisis, ranging from floods and hurricanes to school shootings.

▶ Develop a Portfolio of Competencies, bringing together learning and specific competencies. The MindTap web resources bring the cognitive concepts to action with many practical exercises and videos.

▶ New Competency Features in This Third Edition of *Essentials of Intentional Interviewing*

This thoroughly revised and updated edition contains many important new features. Key among them are videos and interactive exercises, which supplement and support learning.

▶ *Empathy and empathic understanding.* We know that empathic relationships contribute 30% to our success with clients. Starting with Chapter 3, you will find new explanations showing how to integrate empathy with the teaching and learning of listening and influencing microskills. Each chapter's demonstration interviews now illustrate how we can identify and measure empathic understanding throughout the session. Neuroscience has clarified empathy through research on mirror neurons. Our most central concept is no longer just theory—it exists, can be measured, and is more important than ever.

▶ *Positive psychology, resilience, and therapeutic lifestyle changes (TLC).* Our traditional emphasis on client strengths has become more central. Special attention has been given to the importance of focusing on the positive and building on strengths to build resilience.

▶ *New organization of all chapters.* Students prefer books that have a recognizable layout of presentation. *Defining* the counseling skill begins each chapter, followed by *Discerning* the basic techniques and strategies. *Observing* the skill in action via a transcript is next. Then comes *Practicing*, designed to make the concepts immediately real. Elaboration of the skill comes in the *Refining* section, where additional details of skill mastery are presented. *Summarizing*, of course, outlines the main points of the chapter.

▶ *Major updating to chapters on paraphrasing and reflection of feelings, as well as almost totally rewritten material on the influencing skills.* Paraphrasing and summarizing are basic to understanding cognitive executive brain functioning. The material on reflection of feeling explores new findings from neuroscience on emotional regulation. The value of influencing skills such as directives, logical consequences, and psychoeducation is enhanced by increased emphasis on resilience and positive psychology, while therapeutic lifestyle changes (TLC) counseling provides a new system for integrating wellness into the interview.

▶ *Further integration of neuroscience as a rationale for existing interviewing and counseling practice.* Neuroscience research informs us that most of what we are already doing is right and enables us to do it even better. Because of constant media attention to revolutionary new brain discoveries, clients now come to us with some awareness that they can change neural networks and improve cognitive/emotional understanding. We can use information on the brain at appropriate times to explain the value that can be obtained from the session. Early clinical evidence suggests that clients are more likely to take action after the session as they become aware of what positive steps can do to change not only their thoughts and feelings but also their brains.

MindTap for *Essentials of Intentional Interviewing* MindTap for *Essentials of Intentional Interviewing* engages and empowers students to produce their best work—consistently. By seamlessly integrating course material with videos, activities, apps, and much more, MindTap creates a unique learning path that fosters increased comprehension and efficiency.

For students:

▶ MindTap delivers real-world relevance with activities and assignments that help students build critical thinking and analytic skills that will transfer to other courses and their professional lives.

▶ MindTap helps students stay organized and efficient with a single destination that reflects what's important to the instructor, along with the tools students need to master the content.

▶ MindTap empowers and motivates students with information that shows where they stand at all times—both individually and compared to the highest performers in class.

Additionally, for instructors, MindTap allows you to:

▶ Control what content students see and when they see it with a learning path that can be used as is or matched to your syllabus exactly.

▶ Create a unique learning path of relevant readings, multimedia, and activities that move students up the learning taxonomy from basic knowledge and comprehension to analysis, application, and critical thinking.

▶ Integrate your own content into the MindTap Reader using your own documents or pulling from sources such as RSS feeds, YouTube videos, websites, Google Docs, and more.

▶ Use powerful analytics and reports that provide a snapshot of class progress, time in course, engagement, and completion.

In addition to the benefits of the platform, MindTap for *Essentials of Intentional Interviewing* includes:

▶ New video demonstration examples
▶ Interactive learning activities
▶ Case studies
▶ The downloadable interview evaluation forms
▶ Web resources for further reading
▶ The Portfolio of Competencies, and much more

Throughout the text you will see the icon to the left next to each MindTap activity, indicating that you can go to CengageBrain.com to access these valuable web resources.

▶ The Most Up-to-Date Ancillary System Available

A robust set of student and faculty resources is available for *Essentials of Intentional Interviewing: Counseling in a Multicultural World,* Third Edition. Visit CengageBrain.com to learn more or to obtain access to the ancillary materials.

Resources for instructors include an Instructor's Guide with a sample syllabus, PowerPoints® for flexible teaching, and an online Test Bank with many possibilities for testing and evaluation.

Finally, both student and instructor ancillaries are available in a course cartridge that can be loaded into a course management system such as Blackboard. If you are doing online teaching, this package has just about everything you'll need.

Phone and online help for using these materials is available. Contact your local Cengage Learning representative for ordering options and for access to important resources. For technical support, visit Cengage Learning online at www.cengage.com/support. In addition, the authors are available and eager to be of assistance with any problems or issues that may arise: Allen Ivey (allenivey@gmail.com), Mary Bradford Ivey (mary.b.ivey@gmail.com), and Carlos P. Zalaquett (carlosz@usf.edu).

Skype to your classes? Allen, Mary, and Carlos enjoy participating online with students. As time is available for both professors and the authors, feel free to contact us at the above email addresses.

▶ Acknowledgments

This book has been dedicated to James Lanier, Professor at University of Illinois, Springfield. He has been an important part of our constant movement toward a healthier, more positive orientation to human change processes. Thomas Daniels, Memorial University, Cornerbrook, has been central to the development of the microskills approach for many years. His summary of research on more than 450 data-based studies is available by request.

Weijun Zhang's writing and commentaries are central to this book. We also thank Courtland Lee, Robert Manthei, Mark Pope, Kathryn Quirk, Azara Santiago-Rivera, Sandra Rigazio-DiGilio, and Derald Wing Sue for their contributions.

Discussions with Viktor Frankl helped clarify the presentation of reflection of meaning. William Matthews was especially helpful in formulating the five-stage model of the interview. Machiko Fukuhara, Professor Emeritus, Tokiwa University, and president of the Japanese Association of Microcounseling, has been our friend, colleague, and coauthor for many years. Her understanding and guidance have contributed in many direct ways to the clarity of our concepts and to our understanding of multicultural issues. We give special thanks and recognition to this wise partner.

David Rathman, chief executive officer of Aboriginal Affairs, South Australia, has constantly supported and challenged this book, and his influence shows in many ways. Matthew Rigney, also of Aboriginal Affairs, was instrumental in introducing us to new ways of thinking. These two people first showed us that traditional, individualistic ways of thinking are incomplete, and therefore they were critical in the development of the focusing skill with its emphasis on the cultural/environmental context. Lia and Zig Kapelis of Flinders University and Adelaide University are thanked for their support and participation while Allen and Mary served as visiting professors in South Australia.

The skills and concepts of this book rely on the work of many different individuals over the past 40 years, most notably Eugene Oetting, Dean Miller, Cheryl Normington, Richard Haase, Max Uhlemann, and Weston Morrill at Colorado State University, who were there at the inception of the microtraining framework.

Many of our students at the University of South Florida in Tampa, the University of Massachusetts in Amherst, the University of Hawai'i in Manoa, and Flinders University in South Australia also contributed in important ways through their reactions, questions, and suggestions.

We would like to pay special tribute to Anne Draus of Scratchgravel Publishing Services, our longtime publication coordinator. Anne passed on to another place while we were completing this book. She was a warm and wonderful person, a pleasure to work with, and a topnotch project manager. We would also like to give special thanks to Lynn Lustberg and Peggy Tropp, who came aboard quickly and made the final publication of this book possible.

Finally, it is always a pleasure to work with the group at Cengage Learning, particularly our wonderful editors, Julie Martinez and Amelia Blevins. We appreciate the entire team that worked on this edition: Brenda Ginty, Rita Jaramillo, Caryl Gorska, Deanna Ettinger, Brittani Hall, Julie Geagan-Chevez, Sean Cronin, Kyra Kane and Charoma Blyden. We are grateful to the following reviewers for their valuable suggestions and comments: Dena Abbott, Texas Woman's University; Laurence Botnick, Community College of Denver; Jeff Harris, Texas Woman's University; Acacia Parks, Hiram College; Lori A. Russell-Chapin, Bradley University; and Kimberly Turnblom, Boise State University.

We would be happy to hear from readers with suggestions and ideas. We appreciate the time that you as a reader are willing to spend with us. You will be listened to and your thoughts will enrich future editions.

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SECTION I
Overview and Competencies of Culturally Sensitive Listening
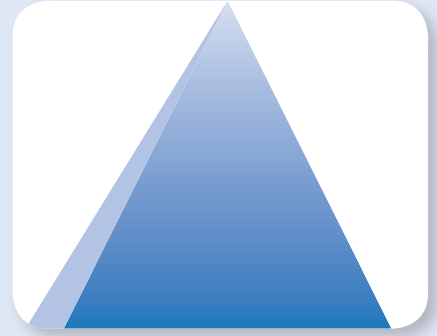
The first thing I'd say . . . is . . . "Listen." It's the second thing I'd say too, and the third, and the fourth. . . . And if you do people will talk. They'll always talk. Why? Because no one has ever listened to them before in all their lives. Perhaps they've not ever even listened to themselves.

—Studs Terkel

What major competencies can you expect to achieve by the time you finish studying *Essentials of Intentional Interviewing*? By the time you are halfway through the text, you will be able to complete a full interview using only the microskills of empathic listening. Consider this your first and major goal.

Other awareness, knowledge, skills, and action competencies that you can anticipate include the ability to:

1. Identify specific components of the interview and master them step-by-step.
2. Understand and practice multicultural competence as a necessary base for interviewing practice.
3. Practice interviewing by listening empathically and ethically.
4. Employ positive psychology to build resilience and counteract the overly negative tone of some interviewing and counseling theories and practices.
5. Discover how the listening and influencing skills of this book can be applied immediately in virtually all methods of interviewing, counseling, and psychotherapy—e.g., decisional, person-centered, narrative, cognitive behavioral, psychodynamic, brief counseling, and many others.
6. Learn and practice the basics of crisis counseling with added information on trauma and suicide.
7. Discover some brain basics as they relate to interviewing and counseling practice.
8. Perhaps most important, *practice* the microskills to full mastery with the ability to anticipate how the client will respond. Reading is only a beginning—*practice with feedback* is what will make this book come alive long after you have completed the course.

Chapter 1, Introduction: Foundations of Interviewing and Counseling, offers an overview and a road map of what this book can do for you. The route toward competency starts when you audio or video record a live interview with a volunteer client.

Chapter 2, Multicultural Competence, Ethics, Positive Psychology, and Resilience, presents three crucial aspects of all interviewing and counseling. A strength-based "can do" approach enables clients to resolve issues rather than focusing on what they "can't do."

Chapter 3, Attending, Empathy, and Observation Skills: Fundamentals of All Interviewing and Counseling Approaches, will enable you to become competent in the most essential behaviors of empathic listening—the foundation skills for all interviewing, counseling, and psychotherapy.

Chapter 1
Introduction
Foundations of Interviewing and Counseling

We humans are social beings. We come into the world as the result of others' actions. We survive here in dependence on others. Whether we like it or not, there is hardly a moment of our lives when we do not benefit from others' activities. For this reason it is hardly surprising that most of our happiness arises in the context of our relationships with others.

—The Dalai Lama

Chapter Goals

Awareness, knowledge, skills, and actions developed through the concepts of this chapter and this book will enable you to:

▶ Most important, reflect on your goals for helping and your natural style of being with others. You will be asked to record and document a brief session as a baseline of the expertise you bring to the helping relationship.

▶ Define and discuss similarities and differences among interviewing, counseling, and psychotherapy.

▶ Focus on the client story to identify strengths and positive resources, and use these for building resiliency.

▶ Gain knowledge of the microskills approach to the interview, a step-by-step approach that provides a flexible base on which to build your personal style and theory of counseling.

▶ Become aware that interviewing and counseling can change the brain in positive ways and that neuroscience and neurobiology are now recognized as the cutting edge of our field, leading us toward greater understanding and competence.

▶ Consider significant factors related to the place you conduct your interviews, whether in an office or in the community. Special attention is given to online counseling and the impact of the Internet on clients.

▶ You as Helper, Your Goals, Your Competencies

Here is a real first interview as summarized by Kathryn Quirk, a student like you. Listening and relationship come first. Listen to Sienna, and think what you might respond if you were the counselor. Compare your thoughts with those of Kathryn.

Sienna, 16 years old, is 8 months pregnant with her first child. She says, "I wonder when I'll be able to see Freddy [baby's father] again. I mean, I want him involved; he wants to be with me, and the baby. But my mom wants me home. His mom said she's looking for a three-bedroom apartment so we could possibly live there, but I know my mom will never go for it. She wants me to stay with her until I graduate high school and, well, to be honest, so that this never happens again [she points to her belly]."

I listen carefully to her story and then respond, "I'm glad to hear that Freddy wants to be involved in the care of his son and maintain a relationship with you. What are your goals? How do you feel about talking through this with your mom?"

"I don't know. We don't really talk much anymore," she says as she slumps down in her chair and picks away at her purple nail polish.

She then describes her life before Freddy, focused mainly on the crowd she hung around, a group of girls whom she says were wild, mean, and tough. Her mood is melancholy, and she seems anxious and discouraged. I say, "Well, it seems that there's a lot to talk about. How do you feel about continuing our conversation before sitting down with your mom?"

Surprisingly, she says, "No. Let's talk next week with her. The baby is coming and, well, it'll be harder then." As we close the session, I ask her, "How has this session been helpful for you?" Sienna responds, "Well, I guess you're going to help me talk about some difficult issues with my mom, and I didn't think I could do that."

This was the first step in a series of five interviews. As the story evolved, we invited Freddy for a session. He turned out to be employed and was anxious to meet his responsibilities, although finances remained a considerable challenge. A meeting followed this with both mothers in which a workable action plan for all families was generated. I helped Sienna find a school with a special program for pregnant teens.

This case exemplifies the reality of helping that you and Kathryn face. We often face complex issues with no clear positive ending. However, if we can develop an empathic relationship and listen to the story carefully, clearer goals develop and solutions usually follow.

> **EXERCISE 1.1** Love Is Listening
>
> *Listening, love, caring,* and *an empathic relationship* are central. Listening is the core of the helping process. What are your reactions and thoughts about the centrality of listening? What relevance does Paul Tillich's affirmation, "Love is listening," have in the interview with Sienna?
>
> Please take a few moments to reflect on a time when you needed help and someone listened. How did you feel inside as they stayed with you as you told your story? Perhaps you can stop for just a moment and imagine the situation as it was. Can you possibly see or even hear the listener now? What was he or she doing, and how did it help?

▶ Online Resources for *Essentials of Intentional Interviewing*

We have created optional interactive exercises and resources to help you further understand major concepts and sharpen your interviewing competencies. Additional case studies, video clips of sessions, and practice tests are designed to help you master the skills of interviewing and counseling. Simply go to www.cengagebrain.com and use the search field to find the

MindTap for *Essentials of Intentional Interviewing,* Third Edition to access these valuable resources.

We will place icons like this one nearby to reference these digital resources, along with suggested websites that you can search for in your web browser. We designed them to make your learning more meaningful and to help ensure competence in interviewing and counseling practice.

If you did not receive an Access Card packaged with your book, you can purchase access to these web resources at CengageBrain.com. Check with your professor first to find out if the online resources are required.

Assess your current level of knowledge and competence as you begin the chapter:

1. Self-Assessment Quiz: The chapter quiz will help you determine your current level of knowledge. You can take it before and after reading the chapter.

2. Portfolio of Competencies: Before you read the chapter, please fill out the Self-Evaluation Checklist to assess your existing knowledge and competence on the ideas and concepts presented in this chapter. Then, at the end of the chapter, complete the checklist again to summarize your competencies after study and practice.

Video: Getting to Know the Authors
Interactive Self-Assessment: Personal Strengths and Your Natural Style
Interactive Self-Assessment: Self-Awareness and Emotional Understanding
Case Study: What Do You Say Next? Working With a Difficult Case

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▶ Interviewing, Counseling, Psychotherapy, and Related Fields

The terms *counseling* and *interviewing* are used interchangeably in this text. The overlap is considerable (see Figure 1.1), and at times interviewing will touch briefly on counseling and psychotherapy. Both counselors and psychotherapists typically draw on the interview in the early phases of their work. You cannot become a successful counselor or therapist unless you have solid interviewing skills.

Interviewing is the more basic process used for gathering data, providing information, and helping clients resolve issues. Interviewers may be found in many settings, including employment offices, schools, hospitals, businesses, law offices, and others. Professional coaches use interviewing skills in career coaching, spiritual coaching, executive coaching, and other specialties such as retirement coaching for elders. All counselors and therapists are continually involved in interviewing.

Counseling is a more intensive and personal process than interviewing. Although interviewing and information gathering are essential, counseling is more about listening to and understanding a client's life challenges and, with the client, developing strategies for change and growth. Counseling is most often associated with the professional fields of human relations, counseling and clinical psychology, pastoral counseling, and social work; it is also part of the role of medical personnel and psychiatrists.
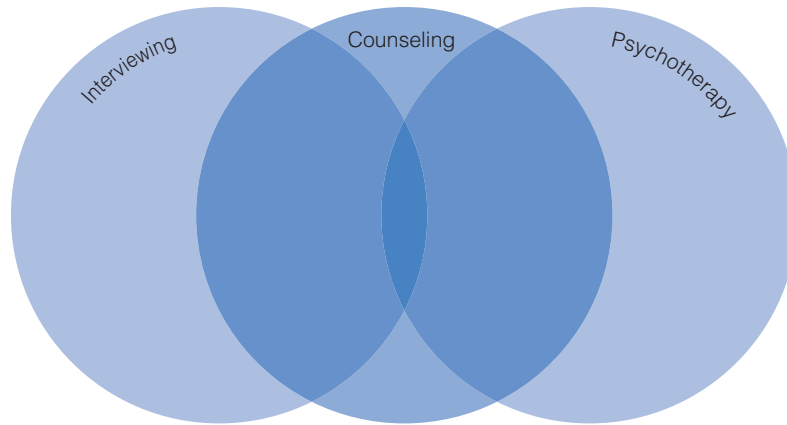
FIGURE 1.1 The interrelationship of interviewing, counseling, and psychotherapy.

Psychotherapy focuses on more deep-seated personality or behavioral difficulties, and may take longer. Psychotherapists interview clients to obtain basic information and often use counseling as well. The skills and concepts of intentional interviewing are necessary for the successful conduct of longer-term psychotherapy.

Figure 1.1 illustrates the considerable overlap among the three major forms of helping. For example, a personnel manager may interview a candidate for a job, but in the next hour may counsel an employee who is deciding whether to accept a promotion that requires a move to another city. A school guidance counselor may interview a student to check on course selection, but may counsel the next student about college choice or a conflict with a friend. A psychologist may interview one person to obtain research data, and in the next hour counsel another concerned with an impending divorce. In the course of a single contact, a social worker may interview a client to obtain financial data, and then move on to counsel the same client about personal relationships.

Interviewing is such a broad area that literally all fields of business, administration, government, medicine, mental health, coaching, and many others use the skills of this book. More than a million counselors, psychologists, social workers, and human service workers in the United States perform primarily interviewing and counseling tasks, although many will engage part- or full-time in psychotherapy. All are concerned with building client resilience in one way or another.

Internet counseling is becoming more frequent, but its place in the helping fields has not yet been resolved. How can ethical and professional standards be met? If you are reading this book as part of an online course, then you understand the potential. With laptop video cameras, face-to-face sessions are possible via Skype, Facetime, and other services. Observing nonverbal communication thus becomes possible, although only to a limited extent. Also, let's not forget the issue of confidentiality and security. There will be other concerns as this form of helping develops.

What does all this mean to you, the student? The basic skills you will find here are used again and again regardless of where you go or how you are employed. The work settings and titles will vary, but it is you who will have the primary responsibility for crisis counseling, work with children and youth in schools and community agencies, family counseling and therapy. In addition, you may encounter much of the challenging work with more severely distressed individuals, those who have been diagnosed with depression or anxiety or have suffered traumatic experience.

Although all the helping fields discussed here are related, each one has a central core of communication skills. In addition, business, medicine, law, nutrition education, library work, and many other fields include time spent on the interview, both listening and influencing. Which professional area(s) appeal to you most?

Interactive Exercise: Interviewing, Counseling, and Psychotherapy

▶ The Microskills Approach

Microskills are communication skill units that help you to interact more effectively with a client, whether you are an interviewer, counselor, coach, or psychotherapist. These same skills are what you will use in all advanced theories and strategies. In addition, microskills are basic to fields that communicate with clients, including business, sales, medicine, physical therapy, public relations, and many others. Developing competence in interviewing skills will enable you to plan and structure a session to make a difference in the life of your client.

The microskills model was developed through years of study and analysis of hundreds of interviews. It is designed to show you how to use specific skills to master the art of communicating with a client. Your natural talent and style will be greatly enhanced by practicing and becoming competent in these skills.

Why the term *microskills*? "Micro" means breaking down complex, larger components into more precise, small, and manageable components. Breaking down the skills of effective counseling into a clear step-by-step process makes them easier to learn and teach.

Knowing how is not enough; doing it well with expertise is very different. The microskills of the interview are critical dimensions of effective interviewing and counseling, just as the specific skills of tennis are to Roger Federer and Maria Sharapova. Rounding a corner for a NASCAR driver, or mastering harmony and style for a new pop singer or band, takes persistence and extensive practice to become truly expert. Practice and feedback are key to mastering all skills, including the microskills!

As you become competent with each microskill, you are prepared for learning the next level. This approach is similar to that employed by professionals of all kinds—from Olympic athletes and musicians to clothing designers, journalists, and craftspeople. World-famous golf pros and tennis stars, as well as accomplished musicians and dancers, begin with basics and continue to higher levels, eventually integrating them into a holistic style. Indeed there are natural athletes and interviewers, but they all benefit from analyzing what they are doing in order to become more effective.

THE MICROSKILLS HIERARCHY

The specific skill steps of the **microskills hierarchy** are outlined in Figure 1.2. These steps provide the specifics that will enable you to work with a multitude of clients and *anticipate which skill will likely be most effective with what anticipated result*. In addition, competence in the microskills hierarchy will give you a clear sense of how to organize and structure a session. This five-stage structure will be useful with multiple theories of interviewing, counseling, and psychotherapy, as well as coaching.

Multicultural competence, ethics, and a positive psychology/resilience approach form the foundation (Chapter 2). We live in a multicultural world where every client that you encounter will have a different life experience and every life will be different from yours. Without a basic understanding of and sensitivity to a client's uniqueness, the
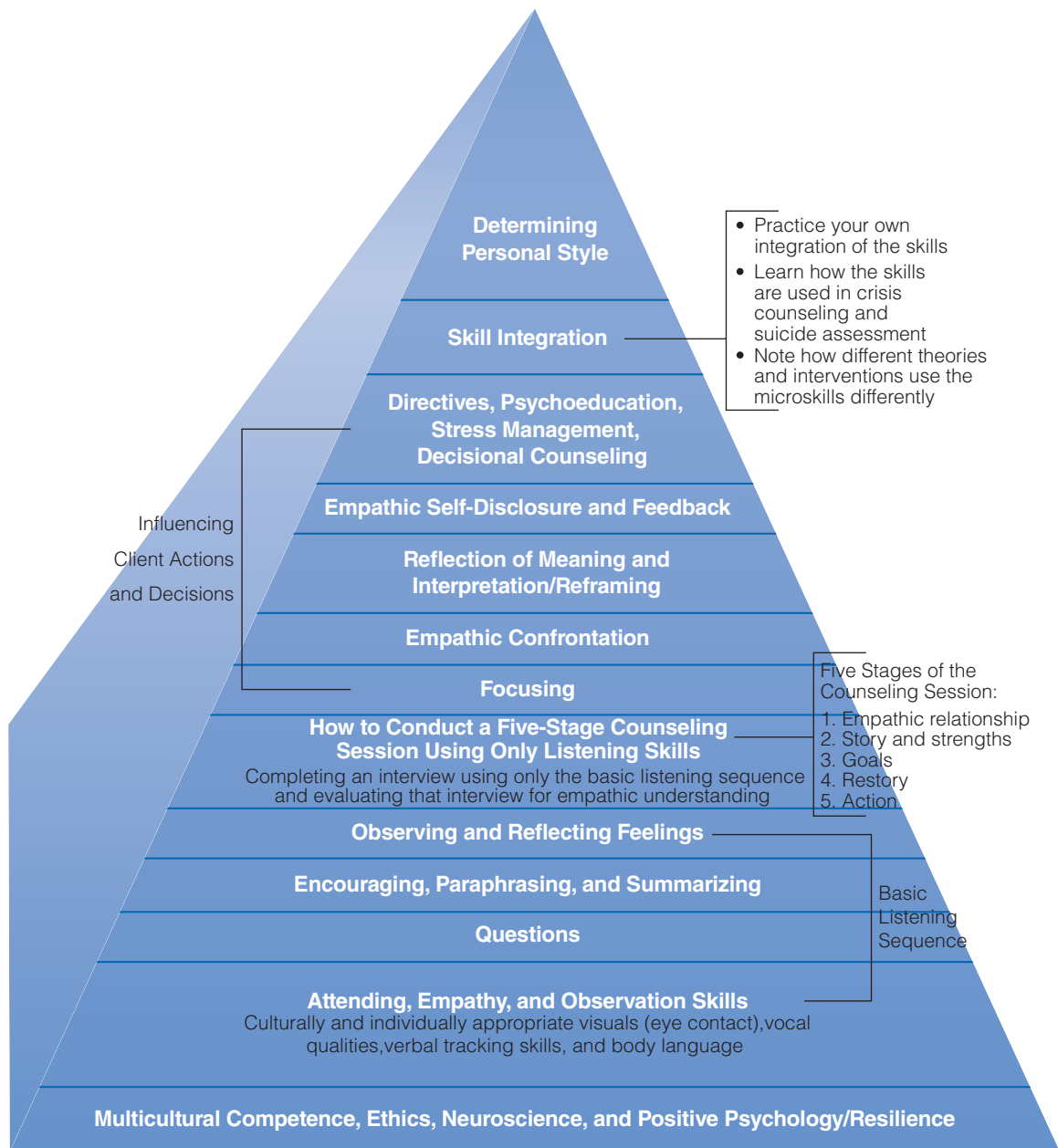
FIGURE 1.2 The microskills hierarchy: A pyramid for building cultural intentionality.

Source: Based on The Microskills Hierarchy: A pyramid for building cultural intentionality, Allen E. Ivey

interviewer will fail to establish a relationship and truly grasp a client's issues. Throughout, this book will examine the multicultural issues and opportunities we all experience.

Ethical standards are discussed in Chapter 2, as well as how you can use positive psychology principles to promote client resilience. Special attention is paid to therapeutic lifestyle changes, a new and important addition to every interviewer's and counselor's knowledge base.

Attending, observation, and empathy skills are key to the listening process and cultural intentionality (Chapter 3). Attending behavior is critical for developing a working relationship and drawing out client stories. Attending and observation skills provide a

foundation for empathic understanding. Together, these three areas represent the essence of the relationship and the working alliance—all essential for a multiculturally sensitive session.

Questioning, paraphrasing, summarizing, and reflection of feeling are discussed in Chapters 4, 5, and 6. These skills together are termed the *basic listening sequence (BLS).* They elaborate attending and observation and enable you to draw out client stories and concerns fully. Careful use of questions fills out the story and provides a way to integrate missing links. Paraphrasing, reflection of feeling, and summarization are most important in clarifying client cognitive/emotional stories, as well as demonstrating to clients that they have been heard.

The five-stage interview and skill integration are the subject of Chapter 7. With a solid background in the basic listening sequence, you will be able to conduct a complete interview using only listening skills. The five stages of the interview process are: *empathic relationship—story and strengths—goals—restory—action.* These five stages provide an encompassing framework that can serve as a model and checklist in many settings, with varying clients, and with different theoretical approaches. Note our use of the term *action* instead of the traditional words "termination" or "ending." *Action* based on interview learning promotes successful change.

An empathic relationship has been found to be responsible for 30% or more of the change observed in effective counseling sessions. This is where your unique personhood and listening skills set the stage for the rest of the interview. Listening skills are basic to getting the story out, but we also need to pay attention to client strengths and supports.

Active strategies for change form the second half of the book and focus on microskills that are used primarily in stages 4 and 5 of the interview. Here you will find the *focusing* skill (Chapter 8) used to expand and elaborate client concerns. *Empathic confrontation* (Chapter 9) help clients discover and resolve inconsistencies and conflict. The influencing skills of *reflection of meaning, interpretation/reframing, empathic self-disclosure*, and *feedback* (Chapters 10 and 11) help clients restory and think about their issues in new ways, which in turn lead to new thoughts, feelings, and behaviors.

Chapter 12 on *directives, psychoeducation*, and *natural and logical consequences* will enable you to put an active "positive spin" on client change. Decisional counseling will be introduced as the most basic helping approach as, in one way or another, all clients are making decisions.

Skill integration (Chapter 13) is your place to blend the microskills, while also addressing case management and treatment planning for future sessions. Key here is the suggestion that you make a video of a full session and analyze what happened and its impact on the client. A full career counseling session transcript with Allen and Mary Ivey, available in the web resources, will provide a model for your own self-examination.

Crisis counseling (Chapter 14) provides a second opportunity for skill integration. Inevitably, you will work with clients in crisis, and this application of the five stages, coupled with some basics of crisis work, provides an introduction for further study. In addition, you will find more theories presented in the web resources, including client-centered counseling, brief solution-based counseling, cognitive behavioral therapy, and others.

Determining personal style and theory is at the apex of the microskills hierarchy. Chapter 15 asks you to review your work with this book and the competencies you have developed. At this point, you will have another opportunity to write your own narrative, your own personal story about interviewing and counseling. This chapter is designed to help you "put it together" in your own way.

Box 1.1 summarizes relevant research findings regarding the microskills.

BOX 1.1 Microskills Research and Related Evidence That You Can Use

More than 450 microskills research studies have been conducted (Daniels, 2014; Daniels & Ivey, 2006). The model has been tested nationally and internationally in more than 1,000 clinical and teaching programs. This was the first skills book based on research, and the microskills have now been translated into 25 languages.

Microcounseling was the first systematic video-based counseling model to identify specific observable interviewing skills. It was also the first skills training program that emphasized multicultural issues. Some of the most significant research findings include the following:

▶ *You can anticipate how clients will respond to you when you use microskills in the session.* Several critical reviews have found microtraining an effective framework for teaching skills to a wide variety of people, from beginning interviewers to experienced professionals, who need to relate to patients and clients more effectively. Teaching your clients many of the microskills will facilitate their personal growth and ability to communicate with their families or coworkers.

▶ *Practice is essential.* Practice the skills to mastery if the skills are to be maintained and used after training. *Use it or lose it!* Complete practice exercises and generalize what you learn to real life. Whenever

possible, audio or video record your practice sessions.

▶ *Multicultural differences are real.* People from different cultural groups (e.g., ethnicity/race, gender) have different patterns of skill usage. **Cultural intentionality** is essential—learn about people different from you, and use skills in a culturally appropriate manner.

▶ *Different counseling theories have varying patterns of skill usage, as well as different client issues requiring differential use of skills.* Developing competence in microskills and the five-stage interview model will enable you to rapidly understand and perform widely varying theories of counseling and therapy. For example, you will find the listening skills central in all, while influencing skills will differ widely.

▶ *Flexibility.* Cultural intentionality prepares you for the unexpected and enables you to flex another microskill.

▶ *Use feedback as your compass.* Client and colleague feedback, whether spontaneous or requested, will help guide your interventions throughout your career. Seek feedback when implementing a microskill. Kenneth Blanchard has said, "Feedback is the breakfast of champions." Feedback provides the building blocks of positive relationships, effective interventions, and successful change.

Interactive Exercise: The Microskills Hierarchy
Group Practice Exercise: The Microskills Hierarchy

▶ Cultural Intentionality

Microskills are based on seeking cultural expertise and multicultural competence. The goal is to provide the interviewer and counselor with a high flexible set of observable skills that can make a difference for all involved.

Many, even most, of our clients come to us feeling that they are not functioning effectively and are focused on what's wrong with them. They are *stressed*. Clients may feel *stuck*, *overwhelmed*, and *unable to act*. Frequently, they will be unable to make a career or life decision. Often, they will have a *negative self-concept*, or they may be full of *anger toward themselves and/or others*. This focus on the negative is what we want to combat as we emphasize developing client intentionality, resilience, and self-actualization. See Box 1.2 for a review of counseling and therapy historical emphasis on clients' problems and deficits.

At the same time, you, the interviewer, may find yourself stuck and stressed in the session, wondering what to do next. Meeting that challenge requires that you be resilient and able to think through and actualize new and useful responses for your clients.

What does cultural intentionality mean for you? First, it means that clients exist in a multicultural situation and context. Interviewing and counseling do not exist in a vacuum. Becoming cultural competent has become basic to interviewing and counseling practice

National and International Perspectives on Counseling Skills

Problems, Concerns, Issues, and Challenges—How Shall We Talk About the Story?

James Lanier, University of Illinois, Springfield

Counseling and therapy historically have tended to focus on client problems. The word *problem* implies difficulty and the necessity of eliminating or solving the problem. Problem may imply deficit. Traditional diagnoses such as those found in the *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition* (DSM-5) (American Psychiatric Association, 2013) carry the idea of problem a bit further, using the word *disorder* in such terms as *panic disorder, conduct disorder, obsessive-compulsive disorder*, and many other highly specific *disorders*. The way we use these words often defines how clients see themselves. Professionals who label clients make their definitions come to pass whether they were accurate or not.

I'm not fond of problem-oriented language, particularly that word *disorder*. I often work with African American youth. If I asked them, "What's your problem?" they likely would reply, "I don't have a problem, but I do have a concern." The word *concern* suggests something we all have all the time. The word also suggests that we can deal with it—often from a more positive standpoint. Defining *concerns* as *problems* or *disorders* leads to placing the blame and responsibility for resolution almost solely on the individual.

Finding a more positive way to discuss client concerns is relevant to all your clients, regardless of their background. *Issue* is another term that can be used instead of *problem*. This further removes the pathology from the person and tends to put the person in a situational context. It may be a more empowering word for some clients. Carrying this idea further, *challenge* may be defined as a call to our strengths. Some might even talk about *an opening for change*.

Beyond that, the concepts of wellness and the positive asset search make good sense for the youth with whom I have worked. Change is most easily made from a position of strength—criticism and problem-oriented language can weaken. However, don't be afraid to challenge people to grow. Empathic confrontation can help your clients develop in positive ways.

(see Chapter 2). Cultural intentionality also means being aware that we cannot expect to solve all our clients' issues and challenges in a few sessions, but in the short time we have with them, we can make a difference. First think of what intentionality and flexibility mean for you as an interviewer or counselor. You can think of the interview as a "mini-culture" in which the client can learn new skills, attitudes, and behaviors that he or she can take into the "real world."

Cultural **intentionality** is acting with a sense of capability and choosing from among a range of alternative actions, interviewing skills, and helping theories, always considering the cultural and ethnic characteristics of the client. The intentional interviewer or counselor can generate alternatives in a given situation and approach a client's concerns from different vantage points, using a variety of skills and personal qualities, adapting styles to meet the needs of different individuals and cultures.

As you become competent in using skills and structuring an effective interview, you will have more flexibility to meet the changing needs of clients. The culturally intentional interviewer remembers a basic rule of helping: *If a helping lead or microskill doesn't work— try another approach!* A critical issue in interviewing is that the same comment may have different effects on individuals who have unique life experiences and multicultural backgrounds. Intentional interviewing requires awareness that cultural groups and individuals each have their own patterns of communication.

What does cultural intentionality means for the client? Clients will benefit and become stronger as they feel heard and respected and as they discover new ways to resolve their concerns. Making intentional decisions on specific immediate issues, such as choosing a college

major, making a career change, deciding whether to break up a long-term relationship, or handling mild depression after a significant loss, will help them feel empowered and facilitate further action. Ultimately, our goal is to help clients develop skills that will empower them to face and effectively cope with current and future situations and challenges. This is a process we call self-healing or resilience.

▶ Resilience and Self-Actualization

> Resilience is a dynamic process whereby individuals exhibit positive behavioral adaptation when they encounter significant adversity, trauma, tragedy, threats, or even significant sources of stress.
>
> —S. Luthar, D. Cicchetti, & B. Becker

The development of client intentionality is another way to talk about client **resilience**—a major goal of interviewing and counseling. As counselors, we want to be flexible and move with changing and surprising events, but clients need the same abilities. Helping a client resolve an issue is our contribution to increasing client resilience. You have helped the client move from immobility to action, from indecision to decision, or from muddling around to clarity of vision. Pointing out to clients who change that they are demonstrating resilience and ability facilitates longer-term success.

The development of intentionality encourages a stronger sense of self (self-control), a major aspect of resilience. Neuroscience points out that self-control relies primarily on cognitive skills in the prefrontal lobes of the brain. Here working memory, reasoning, decision making, and the ability to put plans into action can work to modify stress and resolve issues.

Emotional regulation, basic to resilience, is defined by neuroscience as the ability to respond appropriately socially, but also as the ability to manage challenging situations without losing self-control. The primary emotional areas are deep in the brain's limbic system—and emotions and feelings are wired as our first reaction in any situation before a cognitive response, whether we know it or not. Thus emotional regulation becomes a key interviewing and counseling issue. For some, Chapter 6 on reflecting feelings becomes the most important chapter of all.

A good cognitive decision will be ineffective if emotional regulation and self-control are lost. Thus resilience and flexibility become all the more important. Emotional regulation enables us to inhibit impulsive behavior and focus on the task at hand, manage disagreements with others, and not let ourselves "lose it" in the face of major life challenges.

SELF-ACTUALIZATION AND SELF-IN-RELATION: KEYS TO RESILIENCE

Carl Rogers and Abraham Maslow have focused on self-actualization, which they define as follows:

> the curative force in psychotherapy—man's tendency to actualize himself, to become his potentialities . . . to express and activate all the capacities of the organism. (Carl Rogers)

> . . . intrinsic growth of what is already in the organism, or more accurately of what is the organism itself. . . . self-actualization is growth-motivated rather than deficiency-motivated. (Abraham Maslow)

Janet Surrey, a feminist theorist, might agree with Rogers and Maslow, but she points out:

> the self-in-relation involves the recognition . . . [that] the primary experience of self is relational; that is, the self is organized and developed in the context of important relationships. (Janet Surrey)

Regardless of the situation in which our clients find themselves, we ultimately want them to feel good about themselves and actualize the potential that is in all of us. Empathy demands that we understand and be with the client, but this does not mean approval of inappropriate, unwise, and harmful actions toward the client or others.

Both Rogers and Maslow had immense faith in the ability of individuals to overcome challenges and take charge of their lives. Many would call them the founders of the positive psychology movement. You want to be there for the client to facilitate the action of their potential selves.

Surrey and others add to this that the self does not arise alone. We can only actualize ourselves in relation to those around us. Those around us—family, community, school, multiculture—have had much to do with who we are. In short, we only actualize in relationships.

Counseling and psychotherapy sessions are indeed for the individual client, but let's not forget that the client exists in a multidimensional, multicultural, social context. Putting the client in context is all too often missing in counseling theory and practice. Rogers and Maslow both were interested in self-actualizing groups, communities, and nations. Surrey reminds us that as we build intentional, resilient clients, we need also to remember that self-actualizing, intentional clients are *selves-in-relationship*.

EXERCISE 1.3 Reflection: What Are the Goals of Counseling and Therapy?
Self-actualization and resilience are both challenging and important concepts.

How does self-in-relationship relate to self-actualization?

What experience and supports have led you to become resilient, more yourself, what you really are and want to be?

How have your bounced back (resilience) from major challenges you have faced?

What personal qualities or social supports helped you grow?

What does this say to your own approach to counseling and psychotherapy?

▶ Neuroscience: Counseling Changes the Brain

> Our interaction with clients changes their brain (and ours). In a not too distant future, counseling will be regarded as ideal for nurturing nature.
> —Óscar Gonçalves, Northeastern University and University of Minho, Portugal

> Psychotherapy is a biological treatment, a brain therapy. It produces lasting, detectable physical changes in our brain, much as learning does.
> —Eric Kandel, Nobel Prize Winner 2013

You will make a significant difference in your clients' lives. There is no longer any doubt as to the potential impact and long-term effectiveness of quality interviewing, counseling, and psychotherapy. Neuroscience research tells us that what we are doing in our field has basically been correct—that what we do "works."

We now know not only that your interviewing and counseling skills facilitate client cognitive and emotional growth but also, through research using functional magnetic imaging (fMRI), that your relationship and conversations can affect and observably increase the brain's neural connections. Your work with clients can enable them to modify memories in the hippocampus and to reframe past difficulties as they recognize the strengths they manifested during adversity (Goldin et al., 2013; Karlsson, 2011).

In effect, "brains can be rewired" (for example, Hölzel et al., 2011; Logothetis, 2008). Our brain's ability to change and grow is termed *neuroplasticity*. Throughout the lifespan, we and our clients can generate new neural networks of information and even new neurons (neurogenesis). Only a short time ago, it was believed that we lose neurons daily as we age, and you will find clients who are delighted to learn that they can increase the power and flexibility of their brains. Important in this process will be your relationship skills and your competence in helping skills and theories.

We also need to be aware of negative neuroplasticity. The first example one thinks of are the dangers of drug and alcohol addiction, and numerous studies and clinical examples show that these can do permanent damage. Developmental issues abound in that the depressed or addicted mother can damage the fetal brain. Poverty, neglect, and abuse injure the brain. Oppression from racism, sexism, bullying, and other forms of prejudice can be harmful. Out of all these can come reduced cognitive and emotional skills. Some are harmed by ineffective, thoughtless counselors and therapists, who may give inaccurate diagnoses or prescribe the wrong medication.

We may even become *neurocounselors* in the future. The label "neurocounselor" was used for the first time in a cover story in the American Counseling Association magazine *Counseling Today* (Montes, 2013). You read about neuroscience or see some new discovery about the brain on television almost daily. Your clients have access to the same information, and discussion of how the interviewing relationship involves potential changes in the brain may become a necessary part of your sessions.

One place to begin discussion with your clients is *brain plasticity*. It can be useful to point out to clients that brain plasticity means they cannot only change the way they think, feel, and behave but they can add new and permanent neural connections and even change memories as the two of you work together.

Increasingly, counselors are sharing with clients pictures of the brain from a book, or even mounting a poster on the wall. As they discuss counseling goals with the client, they point out that by working together they can achieve lasting changes in the brain. This egalitarian approach appears to increase client interest and increases effort on their part to take new ideas and learning home from the interview.

Neuroscience has brought us to a deeper awareness that stress underlies virtually all issues that clients bring to us. Severe stress can be damaging to the brain and also to the body. Some 80% of medical issues involve the brain and stress (Ratey, 2008). Stress management is becoming a central strategy for prevention and treatment of both mental and physical illness, regardless of our theoretical orientation.

When we listen empathically to clients and their stressors, clients can look at their situation and understand what is going on more clearly. Through being listened to, clients understand themselves better and are better able to make their own decisions. As one client said, "I had so much running around in my head that I was totally stressed, confused, and upset. Now that you have listened to my story, I can organize it, make sense, and decide what I want to do."

Those of you who are interested neuroscience, now or later, can search for "Allen and Mary Bradford Ivey" on YouTube and see a relatively recent presentation on the basics of neuroscience and counseling. Get acquainted with two of the authors.

▶ Office, Community, Phone, and Internet: Where Do We Meet Clients?

> Regardless of physical setting, you as a person can light up the room, street corner, even the Internet. Smiling and a warm, friendly voice make up for many challenging situations. It is the *how* you are, rather than *where* you are.
>
> —Mary Bradford Ivey

First, let's recognize that interviewing and counseling occur in many places other than a formal office. There are street counselors who work with youth organizations, homeless shelters, and the schools, as well as those who work for the courts, who go out into the community and get to know groups of clients. Counseling, interviewing, and therapy can be very informal, taking place in clients' homes, a neighborhood coffee shop or nearby park, and while they play basketball or just hang out on the street corner. The "office" may not exist, or it may be merely a cubicle in a public agency where the counselor can make phone calls, receive mail, and work at a computer, but not necessarily a place where he or she will meet and talk with clients. The office is really a metaphor for your physical bearing and dress—smiling, culturally appropriate eye contact, a relaxed and friendly body style.

As a school counselor, Mary Bradford Ivey learned early on that if she wanted to counsel recent immigrant Cambodian families, home visits were essential. She sat on the floor as the family did. She attended cultural events, ate and cooked Cambodian food, and attended weddings. She brought the Cambodian priest into the school to bless the opening ceremonies. She provided translators for the parents so they could communicate with the teachers. She worked with school and community officials to advocate for the special needs of these immigrants. The place of counseling and developing your reputation as a helper varies widely. Maintaining a pleasant office is important, but not enough.

Another approach, used by Mary, is to consider the clientele likely to come to your setting. Working in a school setting, she sought to display objects and artwork representing various races and ethnicities. The brightness of the artwork worked with well with children, and many parents commented favorably on seeing their culture represented. But most important, make sure that nothing in your office can be considered objectionable by any of those whom you serve.

PHONE, SKYPE, AND INTERNET COUNSELING

Historically, the emphasis has been on keeping the boundaries between counselor and client as clear and separate as possible, but this seems to be changing. Where once the therapist was opaque and psychologically unseen, you as a person have become more important.

As the importance of that fifth stage of the interview (action and follow-up) is recognized as increasingly critical to client change, many counselors are now using smartphones so that clients can follow up with them or ask questions. With smoking, alcohol, or drug cessation, being available can make a significant difference. However, this is also fraught with practical and ethical issues. You and the client both lose privacy, nonverbal communication will be missed, and confidentiality may be endangered. Skype and other visual phone services partially answer these questions, but they are still not the same as a face-to-face relationship.

Enter "online counseling" in your search engine, and a number of services will appear. Following is a composite result from Allen Ivey's visits to several online services:

Meeting life's challenges is difficult.

[Internet counseling center] enables you to talk with real-life professional counselors 24/7 in full confidentiality.

Choose a counselor.

First session is free.

Easy payments arranged.

We expect that more and more of these services will appear on the Internet, particularly now that limited face-to-face interaction is available on the phone and Internet. Some of these services may be quite helpful to clients at a reasonable cost, but others may be risky. Now search for "coaching services," and you will find an amazing array of possibilities. However, view all these sites with some attention as to how ethical and professional standards can be met on the Internet.

Distance Credentialed Counselor (DCC) is a national credential currently offered by the Center for Credentialing and Education (CCE). Holders of this credential adhere to the National Board for Certified Counselors' Code of Ethics and the Ethical Requirements for the Practice of Internet Counseling. These professionals adapt their counseling services for delivery to clients via technology-assisted methods, including telecounseling (telephone), secure email communication, chat, videoconferencing, and other appropriate software (CCE, n.d.). Professional associations are still working on these new approaches to counseling delivery. As with all types of counseling and therapy, ethics is the first concern. In Chapter 2 we present some beginning issues in ethics. You will also find Internet links to the professional ethics of the main national helping organizations.

These websites can be accessed in the web resources or through a search engine.
Website: Bureau of Labor: Counselors. Counselors work in diverse community settings designed to provide a variety of counseling, rehabilitation, and support services.
Website: Bureau of Labor: Psychologists.
Website: Bureau of Labor: Social Workers.

▶ Your Natural Style and Beginning Expertise: An Important Audio or Video Activity

The microskills learned through this text will provide you with additional alternatives for culturally intentional responses to the client. However, these responses must be genuinely your own. If you use a skill or strategy simply because it is recommended, it is likely to be ineffective for both you and your client. Not all parts of the microskills framework are appropriate for everyone. You have a natural style of communicating, and these concepts must enhance your natural style, not detract from it.

Self-study of your own interviewing style is a valuable part of building a **portfolio of competencies**. Throughout this text and accompanying web resources are an array of exercises that are well worth recording. We have found that the portfolio you develop can be useful when you apply later for a practicum, internship, or even a job. You will be able to show the decision makers what you can do in the session and the results that come from your conversations with clients.

You will need varying patterns of helping skills with your clients. Couple your natural style with awareness and knowledge of individual and multicultural differences. How will clients respond to your natural style? You will need to be able to "flex" and be intentional as you encounter diversity among clients.

You may work more effectively with some clients than with others. Developing trust and a working alliance takes more time with some clients than with others. Many clients lack trust with interviewers who come from a cultural background different from their own. You may be less comfortable with teenagers than you are with children or adults. Some have difficulty with elders.

You are about to engage in a systematic study of the interviewing process. By the end of the book, you will have experienced many ideas for analyzing your interviewing style and skill usage. Along the way, it will be helpful to have a record of where you were before you began this training.

It is invaluable to identify your personal style and current skill level before you begin systematic training. Eventually, it is YOU who will integrate these ideas into your own practice. Let's start with your own work. Please read Box 1.3 and make plans to record your natural style *before* continuing further in this text.

Interactive Exercise: Your Natural Helping Style: An Important Audio or Video Activity

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BOX 1.3   Discovering Your Natural Style of Interviewing

Many of you now have cell phones, cameras, and computers with video and sound capabilities. All these provide the opportunity for effective feedback. There is nothing like seeing yourself with a client as it "really happened." You will want to make transcripts of some of your practice sessions. Reviewing key parts of an interview several times is immensely valuable. We also find that asking clients to watch or listen to a session just completed can be helpful for them and a great learning experience for you.

Guidelines for Audio or Video Recording
1. Find a volunteer client willing to role-play a concern, challenge, opportunity, or issue.
2. Interview the volunteer client for at least 15 minutes.
3. Use your own natural communication style.
4. Ask the volunteer client, "May I record this interview?"
5. Inform the volunteer client that the recorder can be turned off any time he or she wishes.
6. Select a topic. You and the client may choose interpersonal conflict or a specific issue selected by the client. As part of this session, begin with a discussion

of client strengths, things that they have done right, and/or past successes at resolving challenges and issues.
7. Follow the ethical guidelines discussed in Chapter 2 (page 29). Common sense demands ethical practice and respect for the client.
8. Obtain feedback. You will find it very helpful to get immediate feedback from your client. As you practice the microskills, use the Client Feedback Form (Box 1.4). You may even find it helpful to continue using this form, or some adaptation of it, in your work as an interviewing professional.
9. Compare this baseline with subsequent recordings of your work throughout this text.

It will be more valuable if you conduct this exercise as soon as possible. Try to complete this interview before you read far into this book or hear too many instructor presentations. Your audio or video recording will document an accurate baseline of your natural style and skill level. As you progress through the text, compare this session with your later work.

BOX 1. 4 | Client Feedback Form

_____ (DATE)

_____   _____
(NAME OF INTERVIEWER)   (NAME OF PERSON COMPLETING FORM)

Instructions: Rate each statement on a 7-point scale with 1 representing "strongly agree (SA)," 7 representing "strongly disagree (SD)," and N as the midpoint "neutral." You and your instructor may wish to change and adapt this form to meet the needs of varying clients, agencies, and situations.

	Strongly Agree			Neutral		Strongly Disagree	
	SA			N		SD	

1. (Awareness) The session helped you understand the issue, opportunity, or problem more fully. 1 2 3 4 5 6 7

2. (Awareness) The interviewer listened to you. You felt heard. 1 2 3 4 5 6 7

3. (Knowledge) You gained a better understanding of yourself today. 1 2 3 4 5 6 7

4. (Knowledge) You learned about different ways to address your issue, opportunity, or problem. 1 2 3 4 5 6 7

5. (Skills) This interview helped you identify specific strengths and resources you have to help you work through your concerns and issues. 1 2 3 4 5 6 7

6. (Skills) The interview allowed you to identify specific areas in need of further development to cope more effectively with your concerns and issues. 1 2 3 4 5 6 7

7. (Action) You will take action and do something in terms of changing your thinking, feeling, or behavior after this session. 1 2 3 4 5 6 7

8. (Action) You will create a plan of action to facilitate change after this session. 1 2 3 4 5 6 7

What did you find helpful? What did the interviewer do that was right? Be specific—for example, not "You did great," but rather, "You listened to me carefully when I talked about _____."

What, if anything, did the interviewer miss that you would have liked to explore today or in another session? What might you have liked to have happen that didn't?

Use this space or the other side for additional comments or suggestions.

Summarizing Key Points of "Introduction: Foundations of Interviewing and Counseling"

You as Helper, Your Goals, Your Competencies

▶ Counseling is an art and a science.

▶ Interviewing and counseling have a solid research and scientific base.

▶ Love is listening. The identified listening skills are central to competent helping.

▶ Ask yourself: What brought you here? What natural talents do you bring? What do you need to learn to grow further?

Interviewing, Counseling, Psychotherapy, and Related Fields

▶ Interviewing is a basic process for gathering data, solving problems, and providing information and advice.

▶ Counseling is more comprehensive and is generally concerned with helping people cope with life challenges and develop new opportunities for further growth, whereas psychotherapy is focused on more deep-seated personality or behavioral difficulties.

▶ Currently, there is a high degree of overlap among interviewing, counseling, and psychotherapy.

▶ Multiple fields that use the skills of this text range from business interviewing through in-depth work in clinical social work, counseling or clinical psychology, and psychiatry.

▶ You will use the microskills presented in this text in any working or social context, but with varying emphasis and objectives.

The Microskills Approach

▶ Microskills are communication skill units that help you develop the ability to interact more intentionally with a client.

▶ The microskills hierarchy provides a visual picture of the skills and strategies.

▶ Natural talent in many activities is enhanced by the study and practice of single skills.

▶ You can integrate these skills into the session to make the relationship work and enable client growth and change.

▶ Applications in counseling and interviewing differ in how they use the microskills.

▶ The microskills model has been tested in more than 450 data-based studies.

▶ The microskills model is used in more than 1,000 settings throughout the world.

Cultural Intentionality

▶ Cultural intentionality is defined as acting with a sense of capability and choosing from among a range of alternative actions.

▶ When you use a specific microskill or strategy, you can expect how the client will respond. Be flexible; if one skill isn't working, try another.

▶ The use of microskills will increase your cultural intentionality and flexibility by showing you many ways to respond to a single client statement or concern.

▶ Clients will benefit, feeling heard and respected as they discover new ways to resolve their concerns.

Resilience and Self-Actualization

▶ Resilience is the capacity to achieve successful adaptation in the face of major challenges.
▶ Helping the client resolve an issue is your contribution to increasing client resilience.
▶ Self-actualization is at the heart of counseling and therapy; both help clients achieve their potential in positive ways.

Neuroscience: Counseling Changes the Brain

▶ The brain is flexible and can add new neurons and connections throughout the lifespan, a process known as neuroplasticity.
▶ Counseling and therapy change the brain.
▶ Counselor's and client's brain functioning changes through the interview interaction.
▶ Stress can reduce life quality and damage the brain.
▶ Stress is involved in the majority of health and mental health concerns.
▶ Stress management and reduction are a central goal of counseling and therapy.

Office, Community, Phone, and Internet: Where Do We Meet Clients?

▶ Interviewing and counseling occur in many places other than a formal office, and interviewers and counselors may spend much of their time outside the formal office.
▶ When working in an office, keep comfort and safety in mind and provide a sense of warmth.
▶ Use decorations that embrace diversity and games, objects, and books that are developmentally appropriate.
▶ Online is another setting where counseling is being provided. As with all type of counseling and therapy, ethics is the first concern.

Your Natural Style and Beginning Expertise: An Important Audio or Video Activity

▶ The microskills are meant to add to and enhance your natural style of communicating.
▶ Your ability to vary the use of microskills allows you to flex as you encounter client diversity.
▶ It is critical to document a baseline of your natural style and skill level before you begin systematic study of the microskills.
▶ Using the resources and portfolio of competencies can help you become an effective listening and helper.

Assess your current level of knowledge and competence as you complete the chapter:

1. Flashcards: Use the flashcards to check your understanding of key concepts and facilitate memorization of key information.

2. Self-Assessment Quiz: The quiz will help you assess your current knowledge and prepare for course examinations.

3. Portfolio of Competencies: Evaluate your present level of competence on the ideas and concepts presented in this chapter using the Self-Evaluation Checklist. Self-assessment of your competencies demonstrates what you can do in the real world.

Chapter 2
Multicultural Competence, Ethics, Positive Psychology, and Resilience
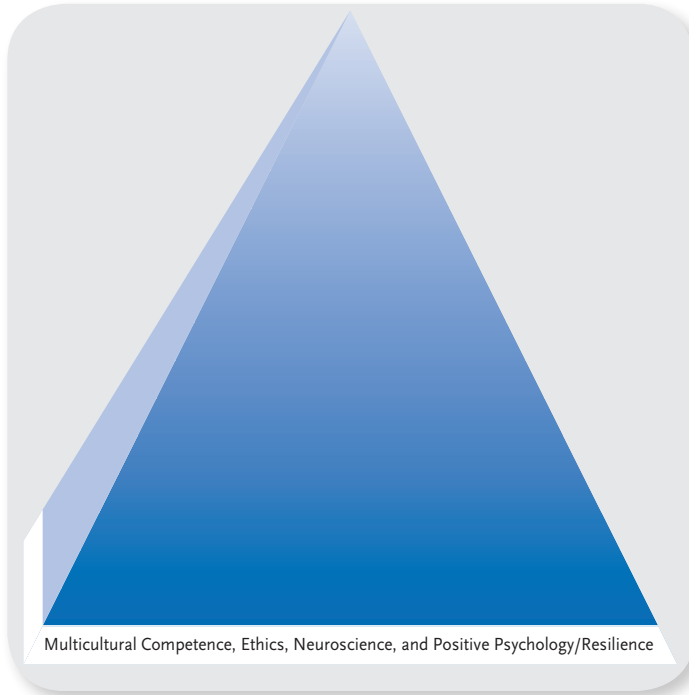
Multicultural Competence, Ethics, Neuroscience, and Positive Psychology/Resilience

I am (and you also)

Derived from family

Embedded in a community

Not isolated from prevailing values

Though having unique experiences

In certain roles and statuses

Taught, socialized, gendered, and sanctioned

Yet with freedom to change myself and society.

—Ruth Jacobs*

This chapter has three distinct sections that are designed to be considered one by one. Effective interviews build on multicultural awareness, a solid sense of ethical practice, and a positive psychology approach. All are basic to encouraging and supportive resilience in our clients.

Chapter Goals

Awareness, knowledge, skills, and actions developed through the concepts of this chapter and this book will enable you to:

▶ Examine your identity as a multicultural being, how dimensions of diversity and privilege may affect the session, and the central importance of multicultural competence.

▶ Identify multicultural strengths in clients as a path toward wellness and resilience.

▶ Develop an awareness of ethics and the place of social justice in your practice.

▶ Define and apply positive psychology as a basis for fostering and building client resilience.

▶ Use therapeutic lifestyle changes (TLC) as positive wellness strategies in the session for physical and mental health.

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*Based on R. Jacobs, "Be An Outrageous Older Woman" 1991, p. 37., Knowledge, Trends, and Ideas, Manchester, CT.

▶ Multicultural Competence

All interviewing and counseling are multicultural.

—Paul Pedersen

Every session has a cultural context that underlies the way clients and counselors think, feel, and behave.

—Carlos Zalaquett

Multicultural competence is imperative in the interview process. Awareness of our clients' multicultural background enables us to understand their uniqueness more fully. We live in a multicultural world where every client you encounter will be different from the last and different from you in some major way. Without a basic understanding of and sensitivity to a client's uniqueness, the interviewer will fail to establish a relationship and true grasp of a client's issues.

The following are responses you can expect when you take the broad array of multicultural issues into consideration. This is important for developing cultural intentionality.

MULTICULTURAL COMPETENCE	ANTICIPATED CLIENT RESPONSE
Interviewing and counseling rest on an ethical foundation of multicultural awareness, knowledge, skills, and action. Many issues of diversity have implications for the session. Important among them is awareness of your own cultural identity, intersecting multicultural identities, and privilege.	Anticipate that both you and your clients will appreciate, gain respect, and learn from increasing knowledge in intersecting identities, the nature of privilege, and multicultural competence. You, the interviewer, will have a solid foundation for a lifetime of personal and professional growth.

Interviewing and counseling have become global phenomena. The early history of interviewing, counseling, and therapy is populated primarily by famous White male European and U.S. figures such as Sigmund Freud, Carl Rogers, Viktor Frankl, Albert Ellis, and Aaron Beck. While their contributions are legion, they all give at best only minor attention to cultural difference or to women. The rise of the multicultural movement in the United States can be traced to the Civil Rights Act, followed by the growth of awareness in activists from groups such as African Americans, women, the disabled, lesbian/gay/bisexual/transgendered (LGBT) individuals, Vietnam War veterans, and others. All these identified and named oppression as a root cause of human distress. Counseling was slow to respond to this movement, but gradually it has become a central force in what is termed "psychological liberation."

Psychological liberation occurs when clients discover that what they saw as a personal issue is not just "their problem." With the counselor's help, clients begin to see that external racism, sexism, heterosexism, or other form of **oppression** is the underlying cause of many of their concerns. For example, veterans returning from Vietnam were often hospitalized for what we now call posttraumatic stress disorder (PTSD). But at the time there was no such term, so they were given diagnoses such as depressed, manic, or schizophrenic. The Veterans Administration asked therapists to search for malingers who were faking their symptoms just to obtain benefits.

It was veterans themselves, gathering in discussion groups without the "benefit" of professionals, who discovered the root underlying cause of their issues. Through this group work, many relieved themselves of guilt and moved on to health. As psychiatrists observed this phenomenon, they came up with the label for PTSD. We believe that this term is inaccurate, because external stressors are the real cause of the internalized issues. Consider deleting the word *disorder* and using just *posttraumatic stress (PTS)*. By labeling stress symptomology as a "disorder," psychiatry pathologized what, in truth, is a logical result of living in an insane environment.

Similarly, the helping professions have all too often failed to see that the issues that clients bring to us are deeply involved with societal dysfunction, harassment, and oppression. The multicultural movement shows that we need to examine external causes of personal concerns, whether clients are People of Color, those affected by a disability, those with mental issues, or children and adolescents who are bullied.

▶ Respectful Interviewing and Counseling

> If we cannot end now our differences, at least we can help make the world safe for diversity.
>
> —John F. Kennedy

The **RESPECTFUL model** (D'Andrea & Daniels, 2001) takes us more deeply into multicultural understanding. Please review the list in Box 2.1 and identify your multicultural self. It is possible that you have not thought of yourself as a multicultural being. As you consider the issues of multiculturality, we ask that you also examine your beliefs and attitudes toward those who are similar to and multiculturally different from you.

As you review your multicultural identity, what stands out for you? What might be surprising? What is most meaningful or salient in the way you think about yourself? Often our identity is most affected by significant experiences that shape our being. For example, certain givens in life such as being a man or woman or of a certain race or ethnicity affect how we see and experience ourselves. But other dimensions can be as important or more important in our identity. For some of you, it may be spiritual or religious values or where you lived when you were growing up; for others, it may be your education or being raised in a lower income situation. If you happen to be an older person or one who has been affected by physical or mental disability, that could be the most salient factor when you think of yourself.

Do not view the RESPECTFUL model as just a list of difficult issues and concerns. Rather, look at this list as a source of information about client resilience. Clients can draw amazing strength from their religious or spiritual background, the positive pride associated with racial/ethnic identity, their family background, or the community in which they grew up.

Nonetheless, there is also the possibility of **cultural trauma** in each of the RESPECTFUL dimensions. Large historical events and daily microaggressions in the form of insults to one's color, ethnicity, gender, sexual orientation, religious beliefs, or disability result in personal and group trauma, frustration, anger, hopelessness, and depression.

Multiculturalism needs to consider present and past histories of oppression, but we need also to look to each multicultural group for its positive strengths and what gives each

Identify yourself on each of the dimensions of the RESPECTFUL model in Box 2.1. Then ask yourself how you might work with those who are different from you? And then identify strengths and positives that can be associated with each.

The 10 Dimensions		Identify yourself as a multicultural being.	What personal and group strengths can you develop for each multicultural dimension?	How effective will you be with individuals who differ from you?
R	Religion/spirituality			
E	Economic/social class background			
S	Sexual identity			
P	Personal style and education			
E	Ethnic/racial identity			
C	Chronical/lifespan status and challenges			
T	Trauma/crisis (estimated 90% experience; may be single trauma or repeated racism, sexism, bullying, etc.)			
F	Family background and history (single or two-parent, extended family, etc.)			
U	Unique physical characteristics (including disabilities, false standards of appearance, skills and abilities)			
L	Location of residence, language differences			

positive resilience. This, in turn, can be used by the individual client to work more comfortably with difficult and challenging situations.

Intersections among multicultural factors are also critical. For example, consider the biracial family (e.g., a child who is both Chinese and White, African descent and Latina/o). Both children and parents are deeply affected, and categorizing an individual into just one multicultural category is inappropriate. Or think of the Catholic lesbian woman who may be economically advantaged (or disadvantaged). Or the South Asian gay male with a Ph.D. For many clients, sorting out the impact of their multiculturality may be a major issue in counseling.

▶ Privilege as a Multicultural Interviewing Issue

Privilege is the greatest enemy of right.

—Marie von Ebner-Eschenbach

Move out of your comfort zone. You can only grow if you are willing to feel awkward and uncomfortable when you try something new.

—Brian Tracy

CHAPTER 2   *Multicultural Competence, Ethics, Positive Psychology, and Resilience*   23

Privilege is power given to people through cultural assumptions and stereotypes. McIntosh (1988) comments on the "invisibility of Whiteness." European Americans tend to be unaware of the advantages they have because of the color of their skin. The idea of special privilege has been extended to include men, those of middle- or upper-class economic status, and others in our society who have power and privilege. For those with White privilege comes the awareness that White people are a minority in the global population. Within the United States, there are presently more infants and preschoolers of so-called "minorities" than Whites, so that during your work life in helping, Whites will become the new minority.

Income inequality and rigid class structures are now recognized as a central multicultural issue, perhaps even more important than other RESPECTFUL issues. In most nations, a small group holds the bulk of the wealth and believes that those of lower economic and social status are at fault for their own condition—they just need to study and work harder. Sociologists speak of educational and social systems producing social reproduction—the fact that over generations, class and income levels change very little. As a counselor, you will see students accumulate immense amounts of debt—and many of these same students fail to complete their education. Connections and personal influence are the way that most people find internships and later good jobs.

In short, societal structures are such that moving from one social class to another is well-nigh impossible. This is not true just in the United States. Researchers have found that the children of politicians, physicians, lawyers, and top business executives fill the universities not only of the United States but also of France, Germany, Great Britain, and even socialist Sweden. Moreover, even during full communism in Russia, the elite followed the same pattern as in capitalist countries (Bourdieu & Passeron, 1990).

What does this type of privilege mean for you as you work with students and others who face these obstacles? Listening to stories is obviously important, but a more activist teaching, consulting, and coaching role is needed. Consider becoming a mentor and helping your clients understand and cope with a challenging system. This is an area for social justice action.

Quite a few Whites, males, heterosexuals, middle-class people, and others currently enjoy the convenience of not being aware of their privileged state. The physically able see themselves as "normal," with little awareness that they are only "temporarily able" until old age or a trauma occurs. Out of privilege comes stereotyping of less dominant groups, thus further reinforcing the privileged status. Research has found that rich people have less empathy and generosity (Goleman, 2013).

However, avoid stereotyping anyone or any group's cultural identities. To say that all White rich males are insensitive or that all those who have experienced serious trauma are deeply troubled is just another form of stereotyping. The well-off often seek to help others, and many trauma victims are extremely resilient. Look for individual uniqueness, strength, and openness to change. Multicultural awareness enriches uniqueness only when it allows us to become more aware of how much each person is different from the other.

You, the interviewer, face challenges. For example, if you are a middle-class European American heterosexual male and the client is a working-class female of a different ethnicity or race, it can become more difficult to gain trust and rapport. If you are a young Person of Color and the client is older, White, and of a markedly different spiritual orientation, again it will take time to develop a relationship and working alliance.

Remember that the issues the client brings to you are the ones he or she currently sees as most important. Although these concerns often relate to multicultural identity, it is generally best to keep them in your awareness and only discuss them in the session if it seems potentially helpful to the client. However, there are areas where a much stronger stand needs to be taken. For example, if you a working with a woman who is trying to please her husband and accepts being beaten now and then, naming this as an issue related to trauma

and sexism is often essential. However, this still must be done carefully to ensure safety, even to the point of taking the client to a safe house.

Clients may be talking about an academic issue and, in this process, may mention frustration with university facilities that don't meet their physical needs. They still need emotional and cognitive support to resolve their immediate issues, but they can also benefit from awareness of societal privilege that works against them. And you, as a counselor, have a responsibility to work with the campus. This may lead to a discussion of disability rights and/or what occurs in clients' daily lives around handling their issues.

▶ Awareness, Knowledge, Skills, and Action for Multicultural Competence

The American Counseling Association and the American Psychological Association have developed multicultural guidelines and specific competencies for practice. The concept of multicultural competency was originated by Derald Wing Sue and a supporting committee, who worked over many years to bring them to the attention of the helping professions (Sue et al., 1998; Sue & Sue, 2013). In these statements, the words **multiculturalism** and *diversity* are defined broadly to include many dimensions, as represented in the RESPECTFUL model.

The multicultural competencies include awareness, knowledge, and skills. Cultural competency training is now a requirement for medical licensure in several states and has become a standard in many helping professions. In addition, it has had increasing influence in business management and other fields.

Let us examine the multicultural guidelines and competencies in more detail.

AWARENESS: BE AWARE OF YOUR OWN ASSUMPTIONS, VALUES, AND BIASES

Awareness of yourself as a cultural being is a vital beginning. Unless you see yourself as a cultural being, you will have difficulty developing awareness of others. We will not elaborate further in this area, as the RESPECTFUL discussion above focuses on awareness.

The competency guidelines also speak to how contextual issues beyond a person's control affect the way a person discusses issues and problems. Oppression, discrimination, sexism, racism, and failure to recognize and take disability into account may deeply affect clients without their conscious awareness. Is the problem "in the individual" or "in the environment"? For example, you may need to help clients become aware that issues such as tension, headaches, and high blood pressure may be results of the stress caused by harassment and oppression. Many issues are not just client problems, but rather problems of a larger society.

> **EXERCISE 2.1 Self-Awareness Practice**
> To increase self-awareness of your own background, please return to the RESPECTFUL framework and identify yourself on each of the components of the model. You may wish to add other issues as well. Then write answers to the questions provided there. In addition, list where you stand within each area of privilege. What are your areas of privilege? Less privilege?
>
> Have you experienced cultural trauma and microaggressions, and how has this affected your sense of trust in others, both individuals and groups?
>
> Perhaps most challenging, where might you have biases of favoritism toward others or toward your own group? How might that affect your interviewing practice?
>
> End this self-examination with stories of strength and resilience that come from your life experience. What are you proud of? Build on what you can do, rather than what you can't do.

KNOWLEDGE: UNDERSTAND THE WORLDVIEW OF THE CULTURALLY DIFFERENT CLIENT

Worldview is formally defined as the way you and your client interpret humanity and the world. People of different historical, religious, and cultural backgrounds worldwide often have vastly different philosophic views on the meaning of life, right and wrong, and personal responsibility versus control by fate. Because of varying multicultural backgrounds, we all view people and the larger world differently. Multicultural competence stresses the importance of being aware of possible negative emotional reactions and biases toward those who are different from us. If people have learned to view certain groups through inaccurate stereotypes, we especially need to listen and learn respect for the worldview of the client; be careful not to impose your own ideas.

All of us need to develop knowledge about various cultural groups, their history, and their present concerns. If you work with Spanish-speaking groups, it is critical to learn the different history and issues faced by those from Mexico, Puerto Rico, the Caribbean, and Central and South America. What is the role of immigration? How do the experiences of Latinas/Latinos who have been in Colorado for several centuries differ from those of newly arrived immigrants? Note that diversity is endemic to the broad group we often term "Hispanic."

The same holds true for European Americans and all other races and ethnicities. Old-time New England Yankees in Hadley, Massachusetts, once chained Polish immigrants in barns to keep hired hands from running away. The tables are now turned and it is the Poles who control the town, but quiet tensions between the two groups still remain. Older gay males who once hid their identity are very different from young activists. Whether it is race or religion, ability or disability, we are constantly required to learn more about our widely diverse populations.

Traditional approaches to counseling theory and skills may be inappropriate and/or ineffective with some groups. We also need to give special attention to how socioeconomic factors, racism, sexism, heterosexism, and other oppressive forces may influence a client's worldview.

Despite the recent presidency of Barack Obama, racial disparities remain. Racial minorities still have more school dropouts and at all levels tend to be more dissatisfied with the educational system. While college attendance has nearly doubled, recent court decisions have resulted in fewer minorities at "top" state universities. Beyond schooling, People of Color encounter more poverty, violence, income disparities, and a variety of other discriminatory situations. Just getting a taxi in downtown New York can be difficult for an African American, even in business attire.

These large and small insults and slights, termed **microaggressions**, can result in physical and mental health problems (Sue, 2010). Repeated racial harassment (or bullying) can literally result in posttraumatic stress. What seems small at first is damaging through repetition. This is not a disorder, but a logical result of external oppression. As you work with minority clients, it is vital that you remain aware of the impact that these external system pressures and oppression may be having. One useful intervention in such situations is encouraging and helping these clients to examine how forms of oppression may relate to their present headaches, stomach upsets, high blood pressure, and an array of psychological stressors.

> **EXERCISE 2.2** Developing Awareness of Another Person's Experience of the RESPECTFUL Multicultural Framework
>
> Developing awareness is seen as a first step toward cultural expertise. We are all culturally different, even if we think "we are the same." It will be most helpful to work with a person who culturally different from you or who comes from a different background.
>
> Use the RESPECTFUL model as the basis for discussion. Try to go through all 10 dimensions, noting where you are similar and where you are different. Ask the questions of awareness of each other. As you both become comfortable, search out biases and life experiences. Honesty will

likely be a challenge here, so don't "push it," but seek to learn that even those who seem similar are indeed different. Many (most?) of us have experienced some form of prejudice. It may not be racism or socioeconomic oppression, but discrimination exists in many subtle forms.

End this exercise with a focus on strengths in the various cultures that can lead to resilience and mental health.

SKILLS AND ACTION: AWARENESS AND KNOWLEDGE ARE MEANINGLESS UNLESS WE ACT

A classic study found that 50% of minority clients did not return to counseling after the first session (cited in Sue & Sue, 2013). This book seeks to address cultural intentionality by providing you with ideas for multiple responses to your clients. If your first response doesn't work, be ready with another.

Traditional counseling strategies are being adapted for use in a more culturally respectful manner (Ivey, D'Andrea, & Ivey, 2012). It is important to be mindful of cultural bias in assessment and testing instruments and the impact of discrimination on clients. Box 2.2 depicts the ongoing process of becoming multiculturally aware.

BOX 2.2 National and International Perspectives on Counseling Skills

Multiculturalism Belongs to All of Us
Mark Pope, Cherokee Nation and Past President of the American Counseling Association

Multiculturalism is a movement that has changed the soul of our profession. It represents a reintegration of our social work roots with our interests and work in individual psychology.

Now, I know that there are some of you out there who are tired of culture and discussions about culture. You are the more conservative elements of us, and you have just had it with multicultural this and multicultural that. And, further, you don't want to hear about the "truth" one more time.

There is another group of you that can't get enough of all this talk about culture, context, and environmental influences. You are part of the more progressive and liberal elements of the profession. You may be a member of a "minority group" or you have become a committed ally. You may see the world in terms of oppressor and oppressed. I'll admit it is more complex than these brief paragraphs allow, but I think you get my point.

Here are some things that perhaps can join us together for the future:

1. We are all committed to the helping professions and the dignity and value of each individual.
2. The more we understand that we are part of multiple cultures, the more we can understand the multicultural frame of reference and enhance individuality.
3. Multicultural means just that—many cultures. Racial and ethnic issues have tended to predominate, but diversity also includes gender, sexual orientation,

age, geographic location, physical ability, religion/spirituality, socioeconomic status, and other factors.

4. Each of us is a multicultural being and thus all interviewing and counseling involve multicultural issues. It is not a competition as to which multicultural dimension is the most important. It is time to think of a "win/win" approach.
5. We need to address our own issues of prejudice—racism, sexism, ageism, heterosexism, ableism, classism, and others. Without looking at yourself, you cannot see and appreciate the multicultural differences you will encounter.
6. That said, we must always remember that the race issue in Western society is central. Yes, I know that we have made "great progress," but each progressive step we make reminds me how very far we have to go.

All of us have a legacy of prejudice that we need to work against for the liberation of all, including ourselves. This requires constantly examining honestly and at times this self-examination can be challenging, even painful. You are going to make mistakes as you grow multiculturally; but see these errors as an opportunity to grow further.

Avoid saying, "Oh, I'm not prejudiced." We need a little discomfort to move on. If we realize that we have a joint goal in facilitating client development and continue to grow, our lifetime work will make a significant difference in the world.

As you work your way through this book and the microskills hierarchy, you will discover ideas to increase your action skills for clients represented in the RESPECTFUL model. Becoming multiculturally competent requires a lifetime of learning and a willingness to act on that knowledge.

EXERCISE 2.3 Diversity: Experiential Project

This exercise in taking awareness, knowledge, and skills into action is adapted from the syllabi of Dr. Zalaquett's multicultural courses. It will help you expand your awareness, knowledge, skills, and actions regarding different cultural groups.

Select a diverse group and setting that is different from your own (e.g., attend a predominantly African American church, a mosque, a GLBT event, or a Deaf community Silent Dinner). Attend more than one event to gain a deeper cultural understanding of your chosen group.

▶ What did you see or hear that was consistent or inconsistent with your personal beliefs about this cultural/ethnic group?
▶ What did you learn about this group? What did you learn about yourself?
▶ What were your personal reactions in terms of your levels of comfort and feelings of acceptance and/or belonging?
▶ What experiences, beliefs, and values from your own upbringing do you think contributed to those personal reactions?
▶ How will this experience assist you in your professional development?

POLITICAL CORRECTNESS: OR IS THE ISSUE RESPECT FOR DIFFERENCES?

Political correctness (PC) is a term used to describe language that is calculated to provide a minimum of offense, particularly to the racial, cultural, or other identity groups being described. The existence of PC has been denounced by conservative, liberal, and other commentators. The term and its usage are hotly contested.

Given this controversy, what is the appropriate way to name and discuss cultural diversity? We argue that interviewers and counselors should use language empathically, and we urge that you use terms that the client prefers. Let the client define the name that is to be used, as it is respect of the client's point of view that counts in the issue of naming.

A woman is unlikely to enjoy being called a girl or a lady, but you may find some who use these terms. Some people in their 70s resent being called elderly or old, whereas others embrace and prefer this language. At the same time, you may find that the client is using language in a way that is self-deprecating. A woman struggling for her identity may use the word *girl* in a way that indicates a lack of self-confidence. The older person may benefit from a more positive view of the language of aging. A person struggling with sexual identity may find the word *gay* or *lesbian* difficult to deal with at first. You can help clients by exploring names and social identifiers in a more positive fashion.

Race and ethnicity are often central topics in discussions of multicultural issues. *African American* is considered the preferred term, but some clients prefer *Afro-Canadian* or *Black*. Others may feel more comfortable being called Haitian, Puerto Rican, or Nigerian. A person from a Hispanic background may well prefer Chicano, Mexican, Mexican-American, Cuban, Puerto Rican, Chilean, or Salvadorian. Some American Indians prefer Native American, but most prefer to be called by the name of their tribe or nation—Lakota, Navajo, Swinomish. Some Caucasians would rather be called British Australians, Irish Americans, Ukrainian Canadians, or Pakistani English. These people are racially White but also have an ethnic background.

Knowledge of the language of nationalism and regional characteristics are also useful. American, Irish, Brazilian, or New Zealander (or "Kiwi") may be the most salient self-identification. Yankee is a word of pride to those from New England and a word of derision for many Southerners. Midwesterners, those in Outback Australia, and Scots, Cornish, and Welsh in Great Britain often identify more with their region than with their nationality. Many in Great Britain resent the more powerful region called the Home Counties. And we must recognize that the Canadian culture of Alberta is very different from the cultures of Ontario, Quebec, and the Maritime Provinces.

Capitalization is another issue. The *New York Times* style manual does not capitalize *Black* and several other multicultural terms, but the capital has become a standard in counseling and psychology. *White* is also not capitalized by the *Times*, but it is helpful for White people to discover that they, too, have a general racial cultural identity. Capitalization of the major cultural groupings of Black and White is becoming more and more the standardized usage in counseling, human relations, psychology, and social work.

EXERCISE 2.4 Political Correctness
What occurs to you when you explore the importance of respectful naming? What are your thoughts about capitalization?

▶ Ethics and Morals: Professional and Personal

Ethics is nothing else than reverence for life.

—Albert Schweitzer

Action indeed is the sole medium of expression for ethics.

—Jane Addams

Albert Schweitzer was awarded the Nobel Peace Prize in 1952. A renowned philosopher and musician, he earned his medical degree and started practice in a hut in Africa. Jane Addams founded Hull House in Chicago 1889, which resulted in the formation of social work as a profession.

Ethics are thoughtful professional lists of do's and don'ts for our profession. Morals are the way we apply ethics through our commitment to excellence, reverence for others, and willingness to take action to engage life for ourselves and others.

Ethical codes can be summarized with the following statement: "Do no harm to your clients; treat them responsibly with full awareness of the social context of helping." As interviewers and counselors, we are morally responsible for our clients

ETHICS AND MORALS	ANTICIPATED CLIENT RESPONSE
Ethics are rules, typically prescribed by social systems and, in counseling, as professional standards. They define how things are to be done. Morals are individual principles we live by that define our beliefs about right and wrong. A moral approach to interviewing and counseling allows us to apply ethical principles respectfully to our clients and ourselves.	Following professional ethics results in client trust and provides us with guidelines for action in complex situations. Morals represent our individual efforts and actions to follow ethical principles. A moral approach to interviewing and counseling helps us to remember that our personal actions count, both inside and outside the session. Furthermore, a moral approach to the session may ask you to help clients examine their own moral and ethical decisions.

and for society as well. At times these responsibilities conflict, and you may need to seek detailed guidance from documented ethical codes, your supervisor, or other professionals.

CONFIDENTIALITY: OUR MORAL FOUNDATION

> Confidentiality is the cornerstone of our tool kits.
>
> —Robert Blum

We have said that the empathic relationship is central to developing a working alliance with clients. But without **confidentiality** and trust as our basis, we will have no relationship. Thus, from the very beginning, the amount of confidentiality you can provide your client needs to be crystal clear. Your clients need to know that absolute confidentiality is legally impossible (see Box 2.3), and thus it is essential to spell out the limits of confidentiality in your setting at the beginning.

As a student taking this course, you are a beginning professional; you usually do not have legal confidentiality. Nonetheless, you need to keep to yourself what you hear in class role-plays or practice sessions. Trust is built on your ability to keep confidences. Be aware that state laws on confidentiality vary. Informed consent is an ethical issue discussed later in the chapter, along with some ways to share the concept of confidentiality with clients.

BOX 2.3	Confidentiality and Its Limits

The following provisions regarding confidentiality are from the Code of Ethics and Practice of the Australian Counselling Association (2012).

3.4 Confidentiality

(a) Confidentiality is a means of providing the client with safety and privacy and thus protects client autonomy. For this reason any limitation on the degree of confidentiality is likely to diminish the effectiveness of counselling.

(b) The counselling contract will include any agreement about the level and limits of the confidentiality offered. This agreement can be reviewed and changed by negotiation between the counsellor and the client. Agreements about confidentiality continue after the client's death unless there are overriding legal or ethical considerations. In cases where the client's safety is in jeopardy any confidentially agreements that may interfere with this safety are to be considered void (see 3.6 'Exceptional circumstances').

3.6 Exceptional Circumstances

(a) Exceptional circumstances may arise which give the counsellor good grounds for believing that serious harm may occur to the client or to other people. In such circumstance the client's consent to change in the agreement about confidentiality should be sought whenever possible unless there are also good grounds for believing the client is no longer willing or able to take responsibility for his/her actions. Normally, the decision to break confidentiality should be discussed with the client and should be made only after consultation with the counselling supervisor or if he/she is not available, an experienced counsellor.

(b) Any disclosure of confidential information should be restricted to relevant information, conveyed only to appropriate people and for appropriate reasons likely to alleviate the exceptional circumstances. The ethical considerations include achieving a balance between acting in the best interests of the client and the counsellor's responsibilities under the law and to the wider community.

(c) While counsellors hold different views about grounds for breaking confidentiality, such as potential self-harm, suicide, and harm to others they must also consider those put forward in this Code, as they too should imbue their practice. These views should be communicated to both clients and significant others, e.g., supervisor, agency, etc.

Australian Counselling Association (2012), *Code of Ethics and Practice.*

Professionals encounter many challenges to confidentiality. Some states require you to inform parents before counseling a child and to share information from interviews with them if they ask. If issues of abuse should arise, you must report this to the authorities. If the client is a danger to self or others, then rules of confidentiality change; the issue of reporting such information needs to be discussed with your supervisor. As a beginning interviewer, you will likely have limited, if any, legal protection, so limits to confidentiality must be included in your approach to informed consent.

Dual relationships can present challenging ethical and moral issues. They occur when you have more than one relationship with a client. Another way to think of this is the concept of conflict of interest.

If your client is a classmate or friend, you are engaged in a dual relationship. If you live in a small town, you are likely to encounter some of your clients at the grocery store or elsewhere. These situations may also occur when you counsel a member of your church or school. Personal, economic, and other privacy matters can become complex issues. You can examine statements on dual relationships in more detail in professional ethical codes.

DIVERSITY, MULTICULTURALISM, ETHICS, AND MORALITY

We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community—and this nation.

—Cesar Chavez

The American Counseling Association (2014) focuses the Preamble to its Code of Ethics on diversity as a central ethical issue:

> The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Human services professionals have added a moral personal dimension to this ethical statement (National Organization for Human Services, 1996; Neukrug, 2012). They first speak of the need for advocacy for the rights of others, particularly groups that have been disadvantaged or oppressed. For us, this means that following ethical principles in the office often is not enough. Morally, we are asked to move to the community and work to prevent discrimination and oppression. It also means that we need to look at our own RESPECTFUL identity and consider the morality of how we have been treated in the past and how we might want to treat our clients with moral respect.

You will work with clients who have made mistaken moral judgments about themselves. Some clients may be judging themselves too harshly for what they have done or left undone. Other clients may fail to recognize their own moral failures. You will have an interesting challenge as you face the moral dilemmas of clients, both those of which they are aware and those that they deny, ignore, or may not even be aware of.

ETHICS, MORALITY, AND COMPETENCE

> Don't judge each day by the harvest you reap but by the seeds that you plant.
>
> —Robert Louis Stevenson

Awareness of what we can and cannot do is basic to moral competence.

> **C.2.a. Boundaries of Competence.** Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Whereas multicultural counseling competency is required across all counseling specialties, counselors gain knowledge, personal awareness, sensitivity, dispositions, and skills pertinent to being a culturally competent counselor in working with a diverse client population. (American Counseling Association, 2014)

We all need to constantly monitor whether we are competent to counsel clients around the issues that they present to us. For example, you may be able to help a client work out difficulties occurring at work, but you discover a more complex underlying issue of serious depression undercutting the client's ability to find or keep a job. You may be competent to help this client with career and vocational issues but may not have had enough experience with depression. While maintaining a supportive attitude, you **refer** the client to another counselor for therapy while you continuing to work with the job issues. Although it is essential that you not work beyond your competence, the morality of ethics demands that you continue studying to expand your competence through reading, inservice training, and supervision.

INFORMED CONSENT

Counseling is an international profession. The Canadian Counselling and Psychotherapy Association (2007) approach to **informed consent** is particularly clear:

> **B4. Client's Rights and Informed Consent.** When counselling is initiated, and throughout the counselling process as necessary, counsellors inform clients of the purposes, goals, techniques, procedures, limitations, potential risks and benefits of services to be performed, and other such pertinent information. Counsellors make sure that clients understand the implications of diagnosis, fees and fee collection arrangements, record keeping, and limits of confidentiality. Clients have the right to participate in the ongoing counselling plans, to refuse any recommended services, and to be advised of the consequences of such refusal.

The American Psychological Association (2010) stresses that psychologists should inform clients if the interview is to be supervised and provides additional specifics:

> **Standard 10.01 (c)** When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.
>
> **Standard 4.03 (c)** Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives.

When you work with children, the ethical issues around informed consent become especially important. Depending on state laws and practices, it is often necessary to obtain written parental permission before interviewing a child or before sharing information about the interview with others. The child and family should know exactly how any information is to be shared, and interviewing records should be available to them for their comments and evaluation. An essential part of informed consent is stating that both child and parents have the right to withdraw their permission at any point. Needless to say, these same principles apply to all clients—the main difference is parental awareness and consent.

When you enter into role-plays and practice sessions, inform your volunteer "clients" about their rights, your own background, and what clients can expect from the session. For example, you might say:

> I'm taking an interviewing course, and I appreciate your being willing to help me. I am a beginner, so only talk about things that you want to talk about. I would like to [audio or video] record the interview, but I'll stop immediately if you become uncomfortable and delete it as soon as possible. I may share the recording in a practicum class or I may produce a written transcript of this session, removing anything that could identify you personally. I'll share any written material with you before passing it in to the instructor. Remember, we can stop any time you wish. Do you have any questions?

You can use this statement as a starting point and eventually develop your own approach to this critical issue. The sample practice contract in Box 2.4 may be helpful as you begin.

BOX 2.4 Sample Practice Contract

The following is a sample contract for you to adapt for practice sessions with volunteer clients. (If you are working with a minor, the form must be signed by a parent as appropriate under HIPPA standards.)

Dear Friend,

I am a student in interviewing skills at [insert name of class and college/university]. I am required to practice counseling skills with volunteers. I appreciate your willingness to work with me on my class assignments.

You may choose to talk about topics of real concern to you, or you may prefer to role-play an issue that does not necessarily relate to you. Please let me know before we start whether you are talking about yourself or role-playing.

Here are some dimensions of our work together:

Confidentiality. As a student, I cannot offer any form of legal confidentiality. However, anything you say to me in the practice session will remain confidential, except for certain exceptions that state law requires me to report.

Even as a student, I must report (1) a serious issue of harm to yourself; (2) indications of child abuse or neglect; (3) other special conditions as required by our state [insert as appropriate].

Audio and/or video recording. I will be recording our sessions for my personal listening and learning. If you become uncomfortable at any time, we can turn off the recorder. The recording(s) may be shared with my supervisor [insert name and phone number of professor or supervisor] and/or students in my class. You'll find that recording does not affect our practice session so long as you and I are comfortable. Without additional permission, recordings and any written transcripts are destroyed at the end of the course.

Boundaries of competence. I am an inexperienced interviewer; I cannot do formal counseling. This practice session helps me learn interview skills. I need feedback from you about my performance and what you find helpful. I may give you a form that asks you to evaluate how helpful I was.

_____   _____
Volunteer Client   Interviewer

Date _____

Group Practice Exercise: Develop an Informed Consent Form

PRIVACY RULES

The Health Insurance Portability and Accountability Act (HIPAA) took effect in 1996. We include it here because, among other functions, it requires the protection and confidential handling of protected health information.

Following is a summary of some key elements of the Privacy Rule, including who is covered, what information is protected, and how protected health information may be used and disclosed. For a complete outline of **HIPAA privacy** requirements, visit the website of the U.S. Department of Health and Human Services, Office for Civil Rights, at http://www.hhs.gov.

1. Protected health information. The Privacy Rule defines "protected health information (PHI)" as all individually identifiable health information held or transmitted by a covered entity or its business associate, in any form or media, including electronic, paper, or oral. "Individually identifiable health information" is information, including demographic data and personal identifiers such as name, address, birth date, and social security number, that identifies the individual, or could reasonably be used to identify the individual, and that relates to:

▶ The individual's past, present, or future physical or mental health or condition
▶ The provision of health care to the individual
▶ The past, present, or future payment for the provision of health care to the individual

The Privacy Rule does not include protected health information from employment records that a covered entity maintains in its capacity as an employer as well as education and certain other records subject to, or defined in, the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.

2. De-identified health information. This is information that makes it impossible for others to identify a client, and there are no restrictions on its use or disclosure. Information can be de-identified in two ways: (1) a formal determination by a qualified statistician or (2) the removal of specified identifiers of the individual and of the individual's relatives, household members, and employers. De-identification is adequate only if the covered entity has no actual knowledge that the remaining information could be used to identify the individual.

When you visit a physician, you are asked to sign a version of the privacy statement. Mental health agencies make their privacy statements clearly available to clients and often post them in the office.

SOCIAL JUSTICE AS MORALITY AND ETHICS IN ACTION

I've become even more convinced that the type of stress that is toxic has more to do with social status, social isolation, and social rejection. It's not just having a hard life that seems to be toxic, but it's some of the social poisons that can go along with the stigma of poverty.

—Kelly McGonigal

Jane Addams, the founder of social work, has infused her thinking throughout the National Association of Social Workers. Their code of ethics is strongest on social justice and emphasizes that action beyond the interview in the community may be needed to address unfairness of many types.

> **Ethical Principle:** *Social workers challenge social injustice.* Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

We now know that childhood poverty, adversity, and stress produce lifelong damage to the brain. These changes are visible in cells and neurons and include permanent changes in DNA (Marshall, 2010). Therefore, just treating children of poverty through supportive counseling is not enough; for significant change to occur, prevention and social justice action are critical.

The incidence of hypertension among African Americans is reported to be 4 to 7 times higher than that of Whites, and the stress and impact of long-term racism may be a high-ranking contributor (Hall, 2007). Social justice action has both mental and physical implications.

There are two major types of social justice action. The first and most commonly discussed is action in the community to work against the destructive influences of poverty, racism, and all forms of discrimination. These preventive strategies are now considered a vital dimension of the "complete" counselor or therapist. Getting out of the office and understanding society's influence on client issues is central. Clients who have suffered social injustice of virtually any type (poverty, bullying, sexism, heterosexism) will also benefit from joining groups that work in some way to prevent or alleviate the impact of oppression. One route toward healing is working with others, or even by oneself, for those who have experienced injustice. This can range from work in soup kitchens to participating in a protest, joining a "Take Back the Night" walk, or simply writing letters or articles in the local paper.

The second type of social justice action occurs in the interview. When a female client discusses mistreatment and harassment by her supervisor, the issue of oppression of women should be named as such. The social justice perspective requires you to help her understand that the problem is not caused by her behavior or how she dresses. By naming the problem as sexism and harassment, you often free the client from self-blame and empower her for action. You can also support her in efforts to bring about change in the workplace.

You will sometimes be challenged in the session by clients who hold moral and ethical values that differ from yours. The question always comes up—should you confront and challenge them? First and foremost, how fragile is the client and will your comments be disrupting? If so, it is best to hold your tongue and seek to support the client where he or she needs help. When the difficult topics come up (religion, politics, oppression of many types), be prepared with your own moral values, but apply them carefully. If it becomes too difficult, refer; do not impose your values.

Box 2.5 lists websites of some key ethical codes in English-speaking areas of the globe. All codes provide guidelines on competence, informed consent, confidentiality, and

BOX 2.5 Professional Organizations With Ethical Codes

American Academy of Child and Adolescent Psychiatry (AACAP)
Code of Ethics
http://www.aacap.org

American Association for Marriage and Family Therapy (AAMFT)
Code of Ethics
http://www.aamft.org

American Counseling Association (ACA) Code of Ethics
http://www.counseling.org

American Psychological Association (APA)
Ethical Principles of Psychologists and Code of Conduct
http://www.apa.org

American School Counselor Association (ASCA)
Ethical Standards for School Counselors
http://www.schoolcounselor.org

Australian Counselling Association (ACA) Code of Ethics
http://www.theaca.net.au/

Australian Psychological Society (APS) Code of Ethics
http://www.psychology.org.au

British Association for Counselling and Psychotherapy (BACP)
Ethical Framework for Good Practice in Counselling &
Psychotherapy
http://www.bacp.co.uk/

Canadian Counselling Association (CCA) Codes of Ethics
http://www.ccacc.ca

Canadian Counselling and Psychotherapy Association
http://www.ccpa-accp.ca/

Commission on Rehabilitation Counselor Certification (CRCC)
Code of Professional Ethics for Rehabilitation Counselors
http://www.crccertification.com/

International Union of Psychological Science (IUPsyS)
Universal Declaration of Ethical Principles for Psychologists
http://www.iupsys.net

National Association of School Nurses (NASN)
Code of Ethics
http://www.nasn.org

National Association of School Psychologists (NASP)
Principles for Professional Ethics
http://www.nasponline.org

National Association of Social Workers (NASW)
Code of Ethics
http://www.naswdc.org

National Career Development Association (NCDA)
Code of Ethics
http://www.ncda.org

New Zealand Association of Counsellors (NZAC)
Code of Ethics
http://www.nzac.org.nz

International Coach Federation (ICF) Code of Ethics
http://www.coachfederation.org

Ethics Updates provides updates on current literature, both
popular and professional, that relate to ethics.
http://ethics.sandiego.edu

Ethical codes of Latin American countries can be found at the
Society of Interamerican Psychology's Grupo de Trabajo de
Ética y Deontología Profesional webpage under "Informacion
del Grupo y Documentos."
http://www.sipsych.org