

Preface

This book is intended for students who are enrolled in an introductory counseling course at the graduate or the undergraduate level. It was designed to provide students with a comprehensive understanding of the skills and strategies that are of critical importance in the counseling process and assumes the reader has had little or no background in counseling theory or methodology. Although the book is addressed to students who intend to become professional counselors, it may be used by students in other departments such as human services, nursing, psychology, and social work who are enrolled in a beginning counseling course.

A certain point of view is clearly implicit in any counseling textbook. This book evolved over several years from my interest in presenting my students with a practical understanding of the counseling process from a skill-based point of view. My own students have found the book to be very helpful, and many of my former students have continued to use the text as a resource book and foundation for further development of their knowledge of and skills in the helping process. I have strived to present the subject matter in a relatively informal writing style and to make the material as readable and concise as possible.

The book is divided into three major parts: the first section provides an overview of the essential components of the counseling process; the second part outlines some of the basic and widely used counseling intervention strategies; and the third section presents a comprehensive model for students to understand and master the communication skills that are essential to any counseling process.

Part 1, which contains three chapters, presents an overview of the primary components of the counseling process—the counselor, the client, and the dynamics of this process. Chapter 1 discusses the counselor's personal qualities, the educational requirements, and the major professional associations as well as the ethical standards and legal issues that counselors should be familiar with. Chapter 2 briefly reviews some of the major reasons why individuals function with varying degrees of effectiveness. The information covered in this chapter is not usually found in introductory counseling textbooks, but I included this material because I have found that many of my own students need a review of these basic principles and a solid foundation for examining client con-

cerns. Chapter 3 presents a model for conceptualizing and understanding the counseling process as it unfolds or develops over time. In this chapter I also point out the difficulties encountered in working with clients who are reluctant or resistant, and I suggest some ways to facilitate and overcome this complication.

Part 2, which has three chapters, presents an overview and some practical suggestions on how to use some of the fundamental intervention strategies employed in the counseling process. In the introduction section, the movement to integrate various counseling approaches is briefly discussed; then a skills-oriented model is presented, which conceptualizes various counseling approaches as *intervention strategies* rather than theories. Chapter 4 discusses four major cognitively oriented counseling strategies from this skills-oriented point of view. These strategies are: helping clients acquire and retain important factual information; assisting clients with the decision-making process; helping clients restructure their logical thinking; and assisting clients with analogous, inductive, and creative thinking. This chapter includes some intervention strategies that are employed by professional counselors in a variety of settings but rarely found in counseling theory textbooks. Chapter 5 outlines a number of affectively oriented approaches and then describes how these approaches can be used to help clients ventilate, obtain catharsis, gain insight, and improve their self-concepts. Chapter 6 presents the important behaviorally oriented or performance-based counseling strategies that are very useful in helping clients.

Part 3, which contains four chapters, provides a process to enable students to develop the critical communication skills required for effective helping. The introduction section outlines ten communication roles employed by counselors and describes a four-point Likert-type scale for the qualitative evaluation of the counselor's competency and timing in using a particular role. Each chapter describes certain role communication skills; outlines the important subsidiary verbal responses that are associated with each of these roles; furnishes illustrations of these communication skills; and provides numerous examples and practice exercises for developing these skills. Chapter 7 presents the primary communication skills: attending, clarifying, and supporting. Chapter 8 discusses the intermediate communication skills: providing information, probing, responding to client questions, and the use of silence. Chapter 9 describes the advanced communication skills: advising, motivating or prescribing, and analyzing or evaluating. And Chapter 10 provides the opportunity for students to practice communicating various intervention strategies.

New to the Second Edition

This edition of *Essential Skills and Strategies in the Helping Process* has several significant changes, which are based on the feedback I received from colleagues and students who have read and used the textbook in their classes. Several revisions were made in Part 1. These include major changes in the names of professional associations, significant modifications in the terminology used to describe psychological disorders, and further discussions on topics such as accreditation and licensure, ethical and legal issues, occupational stress, resistant and reluctant clients, and the transitional stages of

the counseling process. Two new role communication skills—responding to client questions and advising—were developed and added to Part 3 to provide students with a broader range of skills. Two other roles—motivating and interpreting—were modified to reflect the increased emphasis given to the two new role communication skills and to more clearly specify the skills used in the evaluating or interpreting role. Chapter 10 was rewritten to include a discussion of important factors that counselors-in-training need to take into account as they learn to apply counseling strategies, and to enrich the case study materials. Finally, a discussion of the importance of multicultural issues has been included.

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Second, I would like to express my appreciation to the reviewers who shared their reactions and suggested improvements to the text. Their thoughtful comments are reflected throughout the text. My sincere thanks go to: Nancy DePalma, West Hartford Public Schools; Kim C. Francis, Brooklyn College; Eugene Goldin, Long Island University; Robert Guiry, New York Police Department; Patricia Hudson, George Washington University; Margaret Olson, University of Wisconsin at Oshkosh; Dovie Jane Gamble, University of Florida; Don Harvey, Trevecca Nazarene University; Patricia Hudson, George Washington University; Mary Kay Kreider, St. Louis Community College; and Bernard Nisenholz, California State University, Northridge. I also extend my thanks to those who reviewed and used the first edition of this book and took the time to offer their insightful and constructive comments.

Finally, I want to express my gratitude to my publisher, Claire Verduin, and to the staff at Brooks/Cole who helped me develop the first edition of this book. And I am indebted to my new editor, Eileen Murphy, my production editor Tessa McGlasson, and to all the others in the Brooks/Cole association who assisted me to prepare this edition. It has always been a delight to work with the members of the Brooks/Cole team. Their continual support has benefited me and helped me work more productively.

Robert E. Doyle