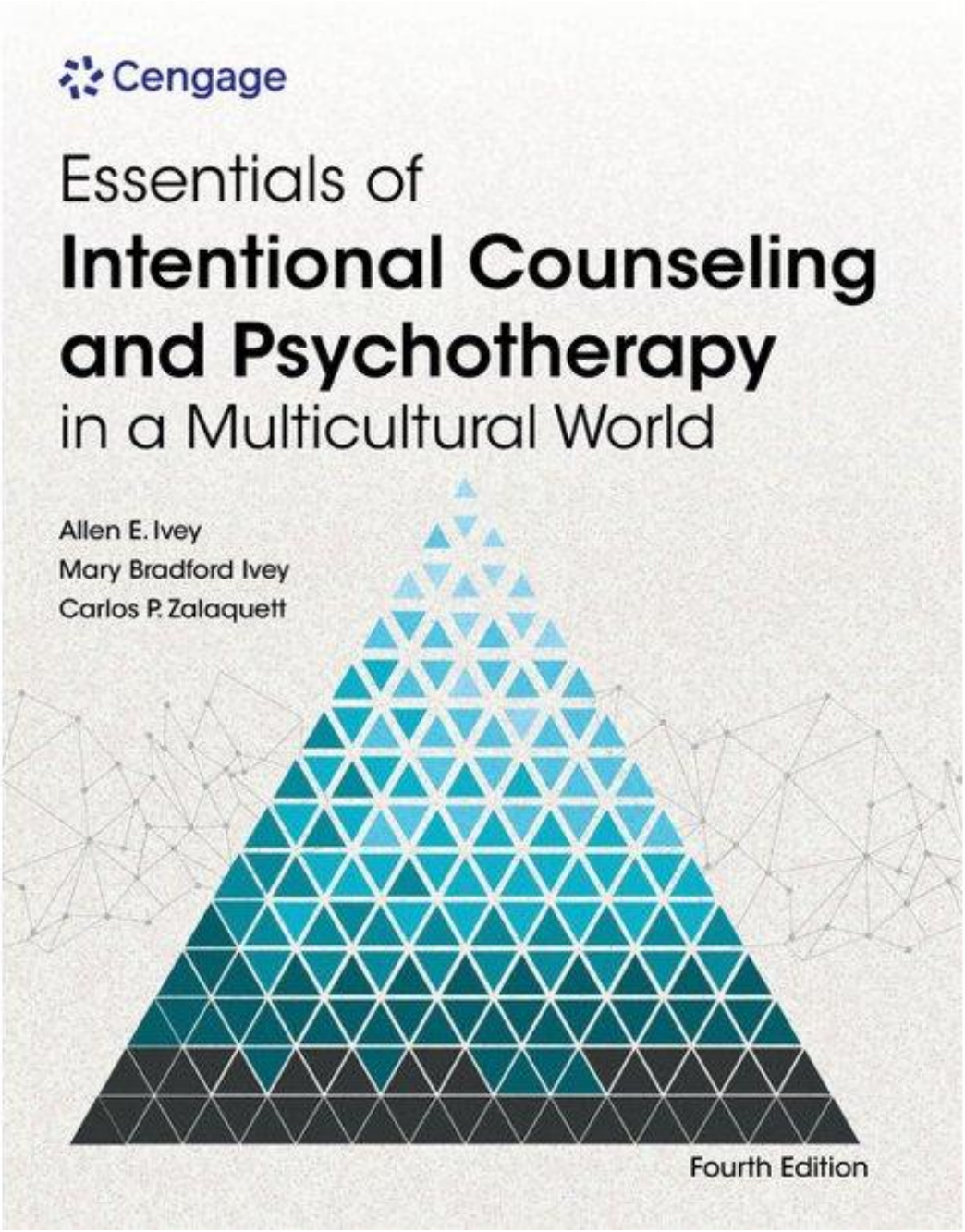
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INSTRUCTOR'S MANUAL FOR



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ESSENTIALS OF INTENTIONAL COUNSELING AND PSYCHOTHERAPY IN A MULTICULTURAL WORLD, 4th Edition, offers a more concise and reader-friendly version of the Iveys and Zalaquett's bestselling *INTENTIONAL INTERVIEWING AND COUNSELING*. The book has been renamed, rebranded, and rewritten for a world in dire need of mental health and wellness.

We have intentionally redesigned our 4th Edition to provide both relevant and clear information for beginning helpers aspiring to provide effective services in a world affected by the COVID-19 pandemic and for our post-pandemic society. There is no health and wellness without mental health-a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. The book's multicultural, social justice and advocacy focus reflects the diverse, challenged, and stressed nature of today's world. The Fourth Edition retains our renowned microskills model, which revolutionized modern understanding of the counseling and therapy process by teaching students effective and vital intervention skills step-by-step.

We break down counseling into manageable micro units and build a bridge between theoretical understanding, learning of the skills, and the practice of counseling and psychotherapy.

New to this edition are a chapter on crisis counseling, information on neuroscience that demonstrates that therapy changes the mind and the brain, new video demonstrations, brief summaries of key theories of helping, transcripts of therapeutic sessions, and revised practice exercises to promote students' learning and proficiency. Also new is addressing the importance of counseling and psychotherapy to respond to challenges such as the pandemic, social inequities, violence, climate crises, and trauma.

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Instructor Manual

Ivey, Ivey, and Zalaquett, Essentials of Intentional Counseling and Psychotherapy 2024, 9780357764633; Chapter 1: Foundations of Counseling and Psychotherapy

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Purpose and Perspective of the Chapter

Chapter 1, "Foundations of Counseling and Psychotherapy," offers an overview and a road map toward competence to your students. The chapter provides ample support for your teaching of counseling and psychotherapy skills. In addition, the chapter invites students to reflect on what brings them to the helping field and what some of their natural helping skills are. Students can start to video record a live session with a volunteer client to establish a baseline foundation of their competencies.

Chapter Goals

This chapter describes the micro skills approach and shows how the step-by-step model of the micro skills hierarchy relates to broad concepts of interviewing, counseling, and psychotherapy. Culturally intentional therapy facilitates drawing out client stories, enabling clients to find new ways of thinking about these stories, and finding new ways of acting. It is important that the therapist have multiple ways of responding to clients in a culturally sensitive fashion. But you are the person who will implement these ideas—you are asked to record a session as soon as possible and identify your own natural talents and skills as you start a systematic study of counseling and psychotherapy.

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

- 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 micro skills approach to the session, a step-by-step approach that provides a flexible base on which to build your personal style and theory of counseling.
- Understand the importance of social justice and advocacy in your work with clients.
- Consider the use of evidence-supported accommodations and adaptations when working with clients to improve the quality and strengths of the therapeutic relationship.

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- ▲ Become aware that counseling and psychotherapy can change the brain in positive ways and that neuroscience and neurobiology are now recognized as the cutting edge of our field.
- ▲ Consider significant factors related to the place you conduct your sessions, whether in an office, the community, or a virtual context. Special attention is given to online counseling and the impact of the internet on clients.

[return to top]

What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Updated a-head titles.
- Acknowledgement of the impact of the pandemic on the profession and its providers and clients.
- Detailed discussion of the relationship between theoretical orientation and use of specific micro skills.
- Updated discussion of use of technology in counseling and psychotherapy.
- Addition of structured, explicit support in developing a portfolio of competencies.
- Addition of a personal reflection on the chapter.

Introduction

Teaching counseling and psychotherapy is a noble enterprise whose ultimate goal is to develop effective helpers.

We value and respect your personal teaching style. Each of us has our own way of teaching and would imprint our personal style in our teaching. This is what makes education so valuable. Students will learn from your own view and experience of counseling and psychotherapy.

We know that you will adapt, change, and shape our presentation, and we welcome you to do so. We have gained much from feedback from professors, trainers, and students. So please treat all the ideas here as suggestions—we hope that some are helpful.

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MINDTAP

MindTap is a fully online, interactive learning experience built upon authoritative Cengage Learning content. By combining readings, multimedia, activities, and assessments into a singular learning path, MindTap elevates learning by providing real-world application to better engage students. Instructors customize the learning path by selecting Cengage Learning resources and adding their own content via apps that integrate into the MindTap framework seamlessly with many learning management systems.

To learn more, visit **http://www.cengage.com/training/mindtap.**

IMPORTANT FEATURES OF ESSENTIALS OF INTENTIONAL COUNSELING AND PSYCHOTHERAPY IN A MULTICULTURAL WORLD, 4TH EDITION

Each chapter of ESSENTIALS OF INTENTIONAL COUNSELING AND PSYCHOTHERAPY IN A MULTICULTURAL WORLD, 4th Edition ends with the following self-assessments and activities.

THE PORTFOLIO OF COMPETENCE

The Portfolio of Competence includes the following two features:

1. Assessing Your Level of Competence: Awareness, Knowledge, Skills, and Action. We developed this activity to assist students in assessing and documenting achieved progress after completing the chapter. Students can complete the Self-Evaluation Checklist to assess their existing knowledge and competence on the ideas and concepts presented in this chapter after study and practice.
2. Personal Reflection: Students can use this resource to write down their reflections about counseling and psychotherapy. We offer specific questions to guide their work and to improve retention of relevant information.

We encourage students to use both to assess their current level of knowledge and competence at end the chapter. Furthermore, we suggest they use them to keep a journal of their progress to become a professional helper.

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The Portfolio of Competence is a central feature to help your students assess their own learning and present evidence of their progress and competence. Students can use the checklist to evaluate their present level of learning. Dimensions that have not been mastered can serve as future goals. Furthermore, they will be essential for guiding intentional practice. Using this self-assessment tool will help students improve their competencies over time due to repetition and focused practice.

Students can complete the form in the book or in MindTap. As the instructor, you can use this and other MindTap features to monitor student progress throughout the term or use it as part of a final assignment for evaluation of student portfolios.

Part of the Portfolio of Competence is the Personal Reflection. We are very serious in asking students to think through their own position on the many concepts of each chapter. As every instructor realizes, ultimately it is the student who will become the professional.

Many students find the self-reflective exercises useful to identify who they are, what they think, and where they want to go. This activity is a wonderful contributor to the process of finding their own style of helping.

We encourage students to keep a journal of their progress and of the meaning of their reflections throughout the course. As their instructor you may also want to use this journaling process as a way to sense how each student is doing and what they are thinking about important issues.

If you use the Portfolio of Competence as one way of monitoring students' level of performance, we suggest that you spend extra time during the first three weeks of the course to ensure that all understand the specifics and the "how" of the assignment. In the past, when we've assumed that everyone understood, there was always someone who couldn't get things together. If everyone is patient, we'll all get there!

The hard question, of course, is providing evidence that a student actually has demonstrated intentional competence with a concept. When classes are small, we have used video recording each week and listened specifically to see if intentionality has been demonstrated. With larger classes, we ask for video recorded demonstrations and transcript examples of each competence item. In some cases, we have found it works very well to have a teaching assistant "attest" to the quality of a student's competence level. The stress on intentional competence, of course, is on the student's ability to articulate what to expect as the result of an open question, paraphrase, or other skill; and if

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the expectation is true, to move on. If the expected doesn't occur, the student should attempt a different intervention to achieve the same expected outcome.

OVERVIEW OF THE CHAPTER

YOU AS COUNSELOR OR PSYCHOTHERAPIST, YOUR GOALS, YOUR COMPETENCIES

This section introduces a complex counseling case and invites the student to reflect on the realities of counseling, their understanding of the process, and the potential outcomes. Each student working toward becoming an effective and intentional counselor or psychotherapist behaves similar to an artist whose skills and knowledge produce beautiful works of art out of raw materials. The artist uses personal experience and creativity to craft their productions; likewise, the student becomes the listener that through their artistry provides meaning to the helping relationship.

INTERVIEWING, COUNSELING, PSYCHOTHERAPY AND RELATED FIELDS



Interviewing, counseling, and psychotherapy are defined and contrasted. The visual model of the three overlapping circles illustrates the central focus of each frame of reference but clearly points out that each area overlaps the other. A description on clinical mental health counseling looks to the new specialization where counseling and therapy come closer together.

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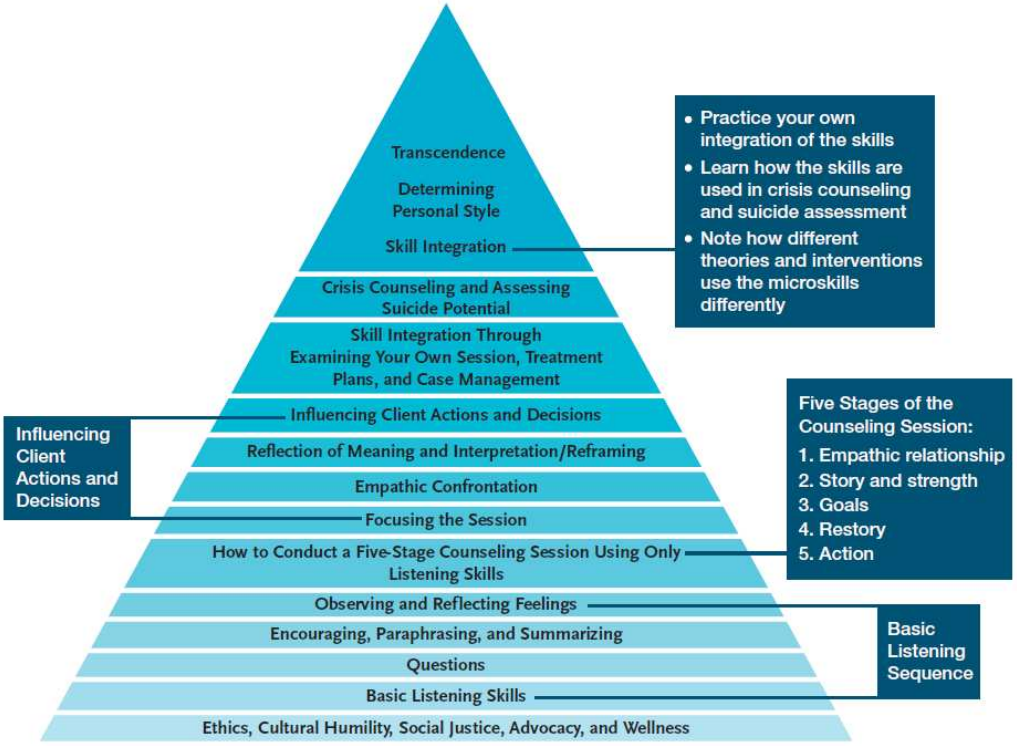
THE MICRO SKILLS APPROACH

Micro skills are communication skill units that help you to interact more effectively with a client, whether you are a counselor, a coach, or a psychotherapist. These same skills are what you will use in all advanced theories and interventions, as well as in building a positive and effective therapeutic relationship.

Your natural talent and style will be greatly enhanced by practicing and becoming competent in these skills.

Why the term micro skills? "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.

The step-by-step Micro skills hierarchy is presented with a systematic listing of skills and strategies.



Each of the communication skill units that help you to interact more intentionally with a client is defined. In addition, the *empathic relationship—story and strengths—goals—restory—action* model is introduced.

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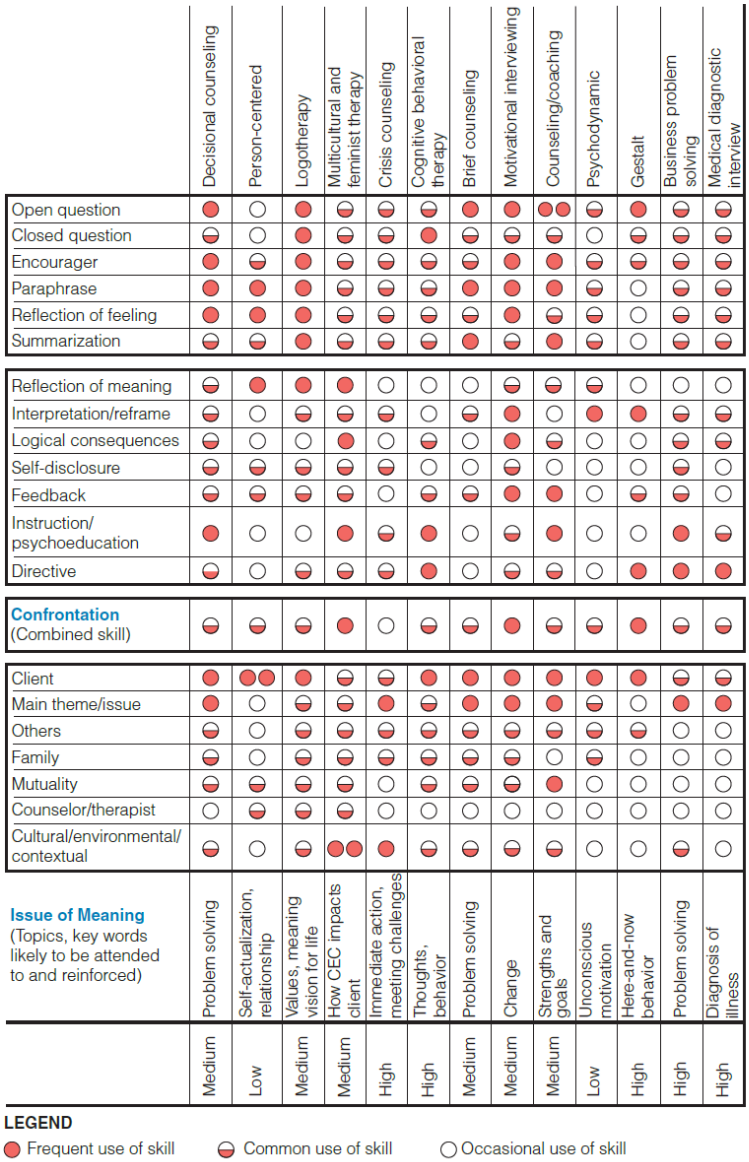
Counseling and Psychotherapy Theory, the Therapeutic Relationship, and the Microskills

All counseling theories use the microskills, but in varying patterns with differing goals. Competency on the skills will facilitate your ability to work with many theoretical alternatives. The micro skills framework can also be considered a theory in itself, in which counselor and client work together to enable the construction of new stories, accompanied by changes in thought, feelings, and actions.

In short, if you become competent in these thoroughly researched skills, which have been tested in multiple clinical and counseling settings around the world, you will have developed a level of proficiency that will take you in many directions—not only in the helping fields but also in business, medicine, government, and many other settings.

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	Decisional counseling	Person-centered	Logotherapy	Multicultural and feminist therapy	Crisis counseling	Cognitive behavioral therapy	Brief counseling	Motivational interviewing	Counseling/coaching	Psychodynamic	Gestalt	Business problem solving	Medical diagnostic interview
Open question	●	○	●	◒	◒	◒	●	●	●●	◒	●	◒	◒
Closed question	◒	○	●	◒	◒	●	◒	◒	◒	○	◒	◒	◒
Encourager	●	◒	●	◒	◒	◒	◒	●	●	◒	◒	◒	◒
Paraphrase	●	●	●	◒	◒	◒	●	●	●	◒	○	◒	◒
Reflection of feeling	●	●	●	◒	◒	◒	◒	●	◒	◒	○	◒	◒
Summarization	◒	◒	●	◒	◒	◒	●	◒	●	◒	○	◒	◒
Reflection of meaning	◒	●	●	●	○	○	○	◒	◒	◒	○	○	○
Interpretation/reframe	◒	○	◒	◒	◒	○	◒	●	○	●	●	◒	◒
Logical consequences	◒	○	○	●	○	◒	○	●	◒	○	○	◒	◒
Self-disclosure	◒	◒	◒	◒	◒	○	○	◒	○	○	○	◒	○
Feedback	◒	◒	◒	◒	○	◒	◒	●	●	○	◒	◒	○
Instruction/ psychoeducation	●	○	○	●	◒	●	○	◒	●	○	○	●	◒
Directive	◒	○	◒	◒	◒	●	○	◒	◒	○	●	●	●
Confrontation (Combined skill)	◒	◒	◒	●	○	◒	◒	●	◒	◒	●	◒	◒
Client	●	●●	●	◒	◒	●	●	●	●	●	●	◒	◒
Main theme/issue	●	○	◒	◒	●	◒	●	●	●	◒	○	●	●
Others	◒	○	◒	◒	◒	◒	◒	◒	◒	◒	◒	○	○
Family	◒	○	◒	◒	◒	◒	◒	◒	○	◒	○	○	○
Mutuality	◒	◒	◒	◒	○	◒	◒	◒	●	○	○	○	○
Counselor/therapist	○	◒	◒	◒	○	○	○	○	○	○	○	○	○
Cultural/environmental/ contextual	◒	○	◒	●●	●	◒	◒	◒	◒	○	○	◒	○
Issue of Meaning (Topics, key words likely to be attended to and reinforced)	Problem solving	Self-actualization, relationship	Values, meaning vision for life	How CEC impacts client	Immediate action, meeting challenges	Thoughts, behavior	Problem solving	Change	Strengths and goals	Unconscious motivation	Here-and-now behavior	Problem solving	Diagnosis of illness
	Medium	Low	Medium	Medium	High	High	Medium	Medium	Medium	Low	High	High	High

LEGEND

● Frequent use of skill ◒ Common use of skill ○ Occasional use of skill

Furthermore, counseling and psychotherapy use collaborative and effective ways to facilitate clients' progress in their quest for change and betterment. Our actions as therapists are guided by our theories and our multicultural, social justice, and advocacy awareness, knowledge, skills and actions. Our relationship building, our style of relating to the client, is also guided by evidence-supported factors. These are factors that enable us to meet diverse clients of all ages searching for ways to better themselves, their relationships, and their contributions to their society.

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A strong and positive collaborative relationship positively affects outcome. Learning what works in order to build a positive relationship with your clients and tailor the therapy to their characteristics is a necessary part of your training. It has the capacity to increase therapeutic effectiveness and client outcomes. These adaptations and accommodations are useful for counselors and therapists at all levels of training or professional work because they significantly improve the therapeutic relationship and client outcomes. They are transtheoretical, that is, they can be applied by counselors and therapists from different theoretical orientations; and they are trans professionals and can be applied by many different professionals.

Cultural Intentionality

Cultural intentionality is defined as being able to respond in multiple ways to any client issue—if one approach doesn't work, try another. Each micro skill has an expected specific impact on client response, and this intentional expectation will be stressed throughout the text. But, as stated previously, counselors and psychotherapists need to be flexible and adapt their approaches to immediate client needs.

Resilience And Self-Actualization

The development of client intentionality is another way to talk about client resilience. Resilience is the process whereby individuals exhibit positive behavioral adaptation when they encounter significant stressors and adverse events. Resilience is a major goal of counseling and therapy. Neuroscience speaks of the process of emotional regulation, carried on by our executive functions located primarily on the frontal lobes of our brains. Emotional regulation helps individuals to respond appropriately socially and to manage challenging situations without losing self-control. A good cognitive decision will be ineffective without emotional regulation and self-control.

Self-Actualization And Self-In-Relation: Keys To Resilience

A major goal of counseling and psychotherapy is to actualize the potential inside the clients. As with Rogers and Maslow, we have an immense faith in the ability of individuals to overcome challenges and take charge of their lives. Many counselors and psychotherapists want to be there for the client to facilitate the actualization of their potential selves.

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Counseling and psychotherapy put the client in context. Sessions may be for the individual client, but they exist in a multidimensional, multicultural, social context. Clients can only actualize themselves in relation to those around them—family, community, school, cultural groups, society.

Neuroscience: Counseling Changes The Brain

Current neuroscientific evidence demonstrates the brain can be rewired and can produce new neurons. This demonstrates the brain's neuroplasticity and capacity for neurogenesis. The brain can change and grow. Counseling and psychotherapy change the brain and the mind.

Neuroscience demonstrates that stress underlies virtually all issues that clients bring to us. Some 80% of medical issues involve the brain and stress. What we do can help our clients, as we can use the listening and influencing skills to promote stress management. Managing stress and its consequences is important because severe stress can damage the brain and also the body. Stress management is a central strategy for prevention and treatment of both mental and physical illness, regardless of theoretical orientation.

These new discoveries are supporting what we do in counseling and psychotherapy and are creating the opportunity for the new specialization of neuro counselor.

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

Counseling and psychotherapy occur in many places, from an office to the streets, from in-person to online. This section discusses different places where counseling and psychotherapy take place, including online, and offers suggestions to facilitate access and relationship building

Your Natural Style And Beginning Expertise: An Important Audio Or Video Exercise

We recommend that students complete a recorded session as soon as possible. This provides a baseline for analysis of strengths (and areas for improvement) and may be compared with student counseling style later in the course..

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BOX 1.4 Client Feedback Form

_____ (Date)

(Name of Interviewer) _____ (Name of Person Completing Form)

Instructions: Rate each statement on a 7-point scale where 1 = strongly agree, 7 = strongly disagree, and 4 = 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
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) 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

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.

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Please note the Client Feedback Form in Box 1.4. We recommend that volunteer clients give the therapist regular feedback.

CLASS PROCEDURES

The procedures we have used typically include:

1. Individual recognition. Students are asked to meet with someone that they did not know before the class began. After a short time to get acquainted, the student pairs are asked to identify one characteristic or strength they identify in each other that might be an asset in effective counseling and psychotherapy. Lists are made of "what it takes" to be a helper based on the strengths noted in the group. Sometimes we have asked students to introduce their partner noting the helping strength that they have observed. This has been a particularly effective exercise for us. We hope that you find it helpful. We really like to stress the importance of building on strengths from day one.
2. Expectations, personal needs, strengths, and self-assessment. We have had classes flounder when we forgot to ask their expectations and needs. We find that developing groups of four and having them list their specific needs and wants from the course or workshop is critical to the success of the course. We sometimes ask them to write these and we keep and post them in the class as a reminder of the importance of keeping student/trainee needs before us.
3. Students grow from strengths. We have tried in the book and MindTap to help them remember what they bring to this course and what they have already

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done to help people. It may be useful to return to strength assessment and discuss its role for both clients and for therapists growth.

4. Cultural intentionality defined. It is helpful to have students write out what they would say to clients from different cultural and ethnic/race backgrounds. Different people respond differently, and the wide range of possibly useful responses illustrates that many alternatives can indeed be culturally intentional. In some cases, we like to show videotapes of an actual session. The tape is stopped and the class is asked, "What would you say next?" Once again, many varying responses are generated.
5. Ethical issues. A brief review of key ethical issues is important as we begin the class, although they can be stressed in more detail in Chapter 2. We discuss informed consent briefly and discuss whether or not we wish this particular group to use a written statement.
6. Social justice and advocacy. We briefly discuss inequities in mental health services and treatments and the importance of advocating for those who have no voice. Furthermore, we encourage students to advocate for the profession as the current needs for mental health services is bigger than ever.
7. Classroom information and requirements. We prefer to save the "nitty-gritty" until a later point in the course so that we have had some time to work on the important issues. Here are some basic requirements we have used.
    a. Completion of an audiotape or videotape of the student's counseling style during the first week of the course. In this way, you can obtain a baseline of student performance and their natural style before training. Student instructions for this tape are included in the book and we also include them in the course's syllabus.
    b. A journal consisting of weekly homework exercises and personal observations on the course. Sometimes we picked up the journal weekly. Other times we picked it up after three weeks, nine weeks, and at the end of the term. Either seems acceptable. Quick feedback is essential, however, or we find that the quality diminishes.
    c. Essay and multiple choice examinations at midterm and at the end of the term are additional ways used to evaluate student achievement.
    d. Oral examination. As the course was small in size, we experimented with a half-hour individual oral in which the student was expected to demonstrate competence levels for all microskills and the basic structure of the interview. To alleviate anxiety, we graded the examination on a "win-win" basis. Thus, students could improve their mark in the course with an excellent performance. However, a less adequate job would result in an opportunity for a second examination. Our experience with the process was excellent. The following term we had too many students, and so the oral was impossible.

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e. Practice in skills on videotape/audiotape. We urge our students to use their smartphones and practice their skills outside of class. We also maintain a video recording laboratory where students are required to complete four hours of practice under the supervision of a graduate student. We discuss ethical and informed consent issues with our students at this point and develop an agreed-on format for practice sessions. It is important to have clients fill out the Client Feedback Form. This is presented in the book and also available in downloadable form in MindTap. You may wish to make your own changes to the Client Feedback Form. This is a part of microskill training that we have found extremely helpful.
f. Transcript. At the end of the course, students are required to present a transcript of their own work following the guidelines presented in Box 12.4 in Chapter 12. Specific suggestions for a student checklist for this assignment are included in Chapter 12 of this manual.
g. Portfolio of competence. Each chapter of the book contains material for self-assessment and the gradual development of a student portfolio. We constantly stress the importance of completing both parts of the portfolio, the self-assessment checklist and the personal reflection sections.

8. Microskills hierarchy. To introduce the concept of single skills in the session, we find it extremely helpful to present a counseling tape and show it to students. The videotape is usually a therapeutic session. As you show the tape, instruct students to focus on the therapist and note the specific, observable behaviors of the therapist rather than the client.
9. Cultural differences. Break students into groups and ask them to discuss whether or not the skills presented on videotape are appropriate for the different cultural setting of the session. We then follow this with asking students to consider whether or not there are differing cultural patterns in counseling. Is eye contact appropriate with people of all cultures? What are some examples of body language differences?
10. Portfolio of competencies. As homework assignments are given, we like to again stress the importance of students developing and keeping a portfolio of competencies. This ensures that students know what they have mastered and what they have yet to learn. We have had students take their portfolios to field placement sessions so that their specific knowledge and competence is clear.
11. Individual Practice Exercise: YOUR NATURAL STYLE AND BEGINNING EXPERTISE: An Important Audio or Video Exercise. The final pages of Chapter 1 speak to the importance of recording a session with a volunteer client. This session will also serve as a baseline for comparison as students work through this book. We recommend that they record this session before moving too far

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into the book. In this way, they can best discover aspects of their natural style. Developing a written transcript of this session for later study and analysis will be helpful.

We believe that each person who works with this book has important natural talents that need to be recognized, reinforced, and developed further as he or she becomes more expert in the helping process. Interviewing and counseling are very personal processes, and students need to respect themselves as they move throughout their careers.

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Additional Resources

Video Resources

You may wish to engage in a live demonstration session with an individual in your classroom, seminar or workshop. Or you may have suitable video examples you have developed in the past. In addition, sometimes students have good examples that you may want to use.

Supplementary videos are available to enrich ESSENTIALS OF INTENTIONAL COUNSELING AND PSYCHOTHERAPY IN A MULTICULTURAL WORLD, 4th Edition. Microtraining/Alexander Street Press has the nation's largest collection of videos for counselor and therapist education. Among these are numerous videos focused on microskill training, plus a series on stress management. Two other sources of useful videos are the American Counseling Association and American Psychological Association.

Some of the Microtraining/Alexander Street Press materials were specifically developed to support Essentials of Intentional Counseling And Psychotherapy In A Multicultural World, 4th Edition chapters. These videos include many subscripts marking skill usage. It is also possible to arrange to have all these videos and many others available for streaming directly to your student's home computer. Access the microskills videos, plus hundreds of other counseling videos, through Alexander Street Press's on-line streaming collection: Counseling and Therapy in Video.

- Basic Attending Skills has a brief introductory lecture by Allen Ivey on microskills, where he outlines the purpose of intentional counseling and the importance of drawing out the client's story.
- Counseling Children: A microskills Approach by Mary Bradford Ivey shows how microskills are used with children. If the class has many elementary

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counselors, this will be especially helpful. An example of Mary's work with children will be found in the Chapter 2 resources of MindTap.

- Culturally Alert Counseling. Garrett McAuliffe demonstrates 11 specific skills important in diversity counseling.

Mindscape Commons at **https://mindscapecommons.net/collection/interactivesimulations:momentsofexcellenceincounseling** offers educational videos to improve the quality and strength of the therapeutic alliance.. Their Moments of Excellent series provide educational and interactive demonstrations of evidence based adaptations and accommodations to meet clients' needs and preferences. The series includes

- Moments of Excellence in Counseling and Psychotherapy.
- Moments of Excellence in Career Counseling.
- Moments of Excellence in School Counseling.

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