

Toward a Developmental Counseling Curriculum

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Extensive attention has been given by ACES and AACD to the unique role of the counseling profession. It is suggested that the definition of the profession lies in the association name: American Association for Counseling and Development. Counselors must integrate developmental theory systematically into the practice of counseling. Several alternative developmental models are summarized in this article, along with their implications for the future. Special attention is given to the soul of counseling, which is defined as a professional commitment to development. Counseling is not psychology, it is a specialized profession with a unique role in society.

"Truly, the art of modifying the curriculum is a major challenge shared by all of us in our field—extraordinary people addressing extraordinary issues" (Sheeley, 1986, p. 1). Clearly, the American Association for Counseling and Development (AACD) and the Association for Counselor Education and Supervision (ACES) face extraordinary times. The question is one of commitment and identification with a common cause. But there is always the potential of the *Pogo Problem*, namely, we have met the enemy and it is us.

The cartoon by Denis Dupuis (1986) catches the essence of the problem (see Figure 1). Will we lay down and let others define us or will we stand up and start the definition ourselves?

Dupuis reminds us of the time the senior author moved from a counseling position to the psychology department at Colorado State University. Edward Glanz of Boston University told him at that time, "Don't lose your soul to psychology." Fortunately, the program at Colorado State University and individual staff members such as Burns Crookston, Eugene Oetting, James Hurst, Weston Morrill, Richard Haase, and Ursula Delworth all represented a balanced approach of psychological science oriented to human development. But there is still a major difference between counseling and psychology, and we think Glanz's concept of the basic soul of counseling and development should be considered as we look to the future.

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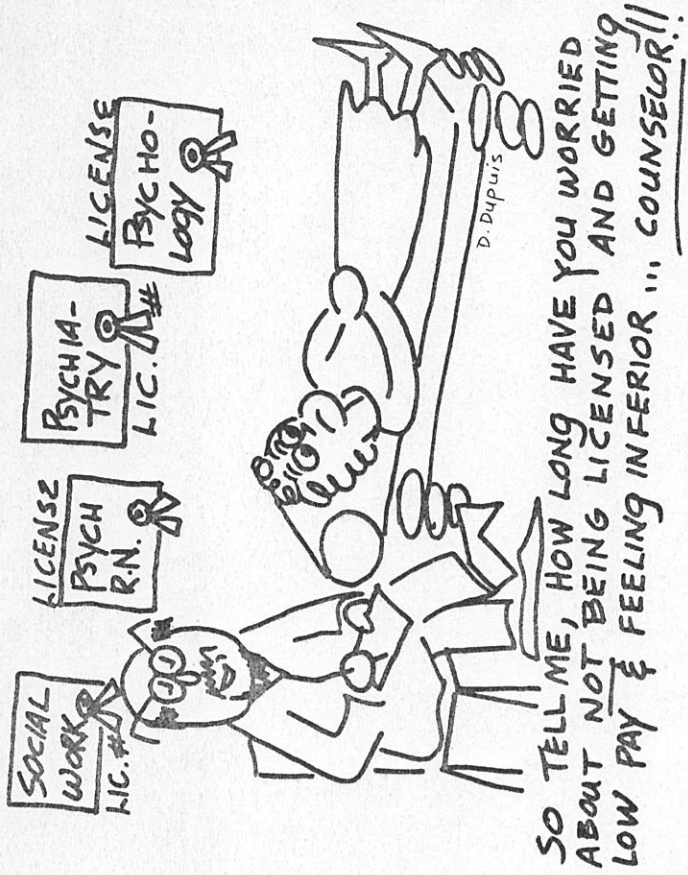


FIGURE 1

As one reads the current literature in the *Journal of Counseling and Development*, *Guidepost*, *Counselor Education and Supervision*, and the fascinating soul-searching of the ACES newsletter over the past 2 years, it seems possible that AACD has lost its soul to psychology much as Glanz suggested. Psychology does have status and effective licensing procedures. It is clearly equivalent to the American Medical Association, or the Cadillac, for the nonmedical helping professions. But like the Cadillac, psychology seems a bit overly concerned with itself, its power, and its status and is rapidly losing touch with the consumer public.

As a past president of the Division of Counseling Psychology and an American Psychological Association council member, the first author has seen psychology develop as a science and its practitioners mount effective research procedures. He has also seen its increasing emphasis on private practice, the increasing focus on third-party payments, and the desire of psychologists to manage the field often to the exclusion of other competent helping professionals.

The American Association of Counseling and Development is well named. Its members are concerned with counseling, but their ultimate goal is helping and promoting client development, not gaining power, status, and control over the helping professions. Anyone who is concerned with human development is concerned with the consumer, the client, the person whom counselors would serve.

The question, of course, remains: What is the soul of AACD and counselor education, and what is the core that can be used to define counselors and our curriculum so that we are distinct from psychology, yet maintain an awareness of its basic scientific approach?

DEVELOPMENT AS THE BASIS OF COUNSELING DISTINCTIVENESS

Mosher and Sprinthall (1971) have long stressed the importance of developmental theory as a basis for counseling. The psychological education approach has become well established as a core of the counseling profession. Yet, counseling theory and practice have not yet become well integrated with critical developmental constructs. There is, however, extensive new thinking evolving, suggesting that counseling and development are about to be brought together at long last.

The primary thesis of this article is that a major paradigm shift in the field is about to occur in which counselors move from a central focus on theory of counselor action (e.g., behavioral, cognitive-behavioral, person-centered) to a new and revitalized focus on human development. The future task is careful assessment of the developmental status of clients and the application of developmentally appropriate theory and interventions.

Ellis (1986) provided one illustration of this trend. He suggested four levels of counseling problems ranging from practical problems (e.g., dieting) to conceptual ones (e.g., issues of the relationship in the present with the counselor). In this type of developmental model, the task of the counselor and the counselor supervisor is to identify client developmental level and then to apply developmentally appropriate interventions.

Anderson (1982, 1983), in his style-shift counseling model of situational leadership, provided perhaps the first representation of the general developmental model outlined by Ellis. Anderson's work is a thoughtful reconstruction of Hersey and Blanchard's (1982) situational leadership framework. In style-shift counseling, the task is to identify the developmental level of the client and then to shift or change counseling style as the client develops through the counseling process. Anderson noted that clients exemplify four kinds of developmental levels that require four basic counseling styles: controlling (e.g., behavioral modification), coaching (e.g., reality therapy), collaborative (e.g., person centered), and consulting (e.g., psychoeducation). Ivey met with Kenneth Blanchard, co-author of *Situational Leadership*, in 1982, and they developed a similar developmental model (Ivey, 1983). Howard, Nance, and Myers (1986) also have adapted the Hersey-Blanchard model in a framework quite similar to that of Anderson or of Ivey and Blanchard.

All of the models above, however, focus on the counselor's style, giving secondary importance to developmental assessment and developmental interventions. These models remain too separate from the mainstream of developmental theory as represented by Piaget (1923/1955), Gilligan (1982), Kegan (1982), Kohlberg, (1981), and Perry (1970). Despite the proliferation and elaboration of multiple developmental models, the question remains: How can counselors bring developmental theory more in accord with practice?

Ivey (1986) gave further attention to developmental issues in the counseling process and presented an integrated model of development. He noted parallels between Piagetian theory and Plato's four levels of consciousness, as discussed in *The Republic*. These parallels have important correspondences with the many available developmental frameworks. Goncalves (1986) observed that counseling curricula and problems could be conceptualized in behavioral, cognitive, and unconscious dimensions. The resulting developmental therapy model (Ivey, 1986) is an integration of the several types of four-level thinking but with a more holistic approach that permits a meta-developmental orientation and the possible integration of many developmental constructs in a broader frame of reference. Furthermore, the constructs allow distinctions between and among cognitive, affective, behavioral, and conscious and unconscious development.

Ivey's framework focused on a neo-Piagetian framework, in which basic Piagetian developmental tasks are presumed to continue into adulthood. For example, issues of sensorimotor development, concrete operations, formal operations, and postformal or dialectic thinking can be found in most clients. The counselor's task is to encourage constant developmental movement and growth. Extensive attention is given in the integrative developmental therapy model to assessment of clients' developmental levels through analysis of both cognitive and behavioral dimensions. Furthermore, it is possible to organize and behaviorally appropriate interventions to meet unique client needs. Through the use of information-processing theory and Lacan's (1977) rereading of Freud, it is possible to promote the development of the unconscious as well.

The developmental therapy model emphasizes holistic development and gives central attention to Gilligan's (1982) concepts, feminist theory (Ballou & Gabalac, 1984), dialectics (Hegel, 1807/1977), and an alternative reading of Piaget's 1923 concepts of co-generation of reality (1955). Piaget was criticized in this early work and unfortunately turned his central attention to the construction of reality in one person, giving insufficient attention to the mutual process that is human development.

Table 1 presents seven constructions of the developmental process that is counseling. Although the language of the groups differs markedly and each framework has made unique contributions to the con-

ceptions of development as it relates to counseling, it is evident that a common process is being uncovered. Particularly important in that process are the measurable dimensions of development, as identified by Weinstein and Alschuler (1985). Building on their pioneering work and applying adaptations of their ideas to the counseling process, Ivey (1986) presented several alternative models of developmental assessment and measurement. It now seems possible to identify the developmental levels of clients rather precisely. Moreover, the results of counselors' efforts to change developmental levels can be measured, even to the point of identifying in the interview the developmental impact of a confrontation.

The several models presented here are but a beginning in what should be a virtual flood of integrative, developmental models (cf. Mahoney, in press). Each of these models initially focuses clearly on the client, and then developmentally appropriate interventions are applied. From study of these models, one can predict that a reformulation of curriculum and practice will occur, most likely in the next 5 years. In Table 2, four popular developmental frameworks are presented, organized into the four-level paradigm. If it is possible to measure client response to counselors' interventions immediately and over time, it should also be possible to integrate these important theoretical models more directly into the practice of developmental counseling and therapy, whether in the counseling interview, in psychoeducational workshops, or in the consulting process.

TABLE 2
Five Models of Development from a Four-Stage Perspective^a

Theorist	Level 1	Level 2	Level 3	Level 4
Kegan, 1982	Incorporative, Impulsive	Imperial	Institutional	Interindividual
Kohlberg, 1981	Obedience, punishment; Naive egoistic	Good persons, Contractual, Legalistic	Conscience or Principle	—
Loevinger, et al. 1970	Presocial, Symbolic impulsive	Conformist, Conscientious	Autonomous	Integrated
Perry, 1970	—	Basic duality	Early levels of multiplicity	Later levels, Developing commitment

Gilligan's (1982) model of holistic development may perhaps be best described as a Level 3 and 4 model in which women are presented as cognitive complex and relational. The models of development presented here tend to focus on linear, progressive concepts whereas Gilligan is more holistic. The developmental therapy model of Ivey (1986) is simultaneously linear (e.g. Kohlberg), spiraling (e.g. Kegan), and holistic (e.g. Gilligan, Lacan, 1977).

^aA commonality among these different theorists is that it is important to assess client developmental level and then to apply developmentally appropriate interventions. Several of the theorists above talk about different types of counseling style which can be applying to differing behavioral modification, correctional counseling in institutions, bioenergetics) are most appropriate for clients with problems at level 1. With the concrete client, a concrete or coaching style such as reality therapy, assertiveness training, and the early stages of rational-emotive therapy may be most appropriate. Level 3 therapies include the formal operational person-centered approach as well as psychodynamic and logotherapy methods. Finally, the dialectic forms of therapy are best represented by feminist therapy, Lacanian analysis, and some of the new, more self-observing forms of family therapy.

Level 4	Level 3	Level 2	Level 1
Responsible client	Reflective client	Rational client	Resistant or undeveloped client
Tertiary problems	Secondary emotional problems	Primary emotional problems	Practical emotional
DL 4	DL 3	DL 2	Developmental
DL 4	DL 3	DL 2	—development conceptualized as maturity of employee
DL 4	DL 3	DL 2	—development conceptualized as maturity and client competence
Dialectic, mutual	Formal operat.	Concrete operat.	Sensori-motor
DL 4	DL 3	DL 2	—development conceptualized as intentionality and movement
DL 4	DL 3	DL 2	—developmental conceptualized as intentionality
Process	Internal pattern	Situational	Elemental
Weinstein and Alschuler, 1985	(Psychoeuducational model)		
Ellis, 1986	(Counseling model)		
Anderson, 1982	(Counseling model)		
Ellis, 1986	(Counseling model)		
Hersey and Blanchard, 1982	(Management theory)		
Howard, et al. 1986	(Counseling model)		
Ivey, 1986	(Counseling model)		
Ivey and Blanchard (Ivey, 1983)	(Counseling model)		
Ivey and Blanchard (Ivey, 1983)	(Counseling model)		
Weinstein and Alschuler, 1985	(Psychoeuducational model)		

Comparison of Developmental Levels of Clients Seeking Counseling and Therapy as Identified by Seven Theorists^a

IMPLICATIONS FOR COUNSELOR EDUCATION

he several frames of reference discussed above provide impressive evidence that a trend toward integrating developmental theory with counseling is now underway. It is suggested that the *soul* of counseling is its orientation to positive human development. This has long been a given to many counselors, but articulating what developmental is and how it may be integrated with counseling is a task that has eluded counselors for many years. Is it possible that we are about to join our soul (development) with our practice (counseling)?

If the above is so, then it is time for AACD to stand up and be counted. Counselors have long focused their attention on positive human development. It seems clear that new systems for actualizing that development are on the horizon. Some implications for a developmental counseling curriculum would seem to include:

1. Placing developmental theories of human growth (e.g., Erikson, 1963; Gilligan, 1982; Loevinger et al., 1970; Perry, 1970; Piaget, 1923/955) at the core of counseling curricula
2. Organizing present counseling theory courses so that emphasis is placed on developmental practice rather than on traditional theory. Counselors need to become oriented to client developmental processes rather than to inward-looking traditional counseling theories—the old question of “which theory for which client” can be best answered from a developmental perspective; counselors now need to ask, “What are the client’s needs and how can we help this unique client foster further growth?”
3. Making courses such as vocational development and personal assessment more beneficial by orienting from a developmental perspective rather than from traditional remediation
4. Including courses such as family development and organizational development as a definite part of curricula
5. Developing a new orientation to research in which counselors give prime attention to client behavioral, cognitive, and unconscious development in place of the present overemphasis on counselor behavior and action (This, in turn, may provide an opportunity for counselors to become more culturally relevant in their practices.)

The Council on Accreditation of Counseling and Related Educational Programs is currently revising its standards. In making these revisions of curricula, it seems important to take the developmental soul of counseling into account. A major question for counselors in the next 2 years will be how much emphasis is placed on positive human development, psychoeducation, and systematic provision of helping services. It seems possible that ACES and AACD are in a unique position to take the

leadership as counselors move toward the future. Counseling theory has long been the foundation stone of practice. Developmental theory needs to take an equal place in the practice of counseling and development.

In practice, the developmental position calls for client analysis and assessment, the implementation of developmentally appropriate interventions in accord with unique personal and cultural histories. What is developmentally appropriate for one individual may not be appropriate for another. A developmental reformulation, then, provides the opportunity for a more culturally sensitive approach to counseling.

The professional practice of counseling and development in a unified whole may provide the energy to own the *soul* of counseling, as Edward Glanz suggested long ago. Counseling is not psychology; it is an integrated practice of development using counseling theory and technique, psychoeducational methods, and the unique human commitment of those in ACES and AACD. Without owning our uniqueness, we counselors are bound to lay down and become “second-class psychologists.” The practice of counseling and development is a first-class profession. Let us own our soul and move developmentally.

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Graduate and Undergraduate Internships in Human Services: A National Directory

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The authors describe a national, generic directory of bachelor's, master's, and doctoral internships for human service agencies. Internships are listed for the following types of human service agencies: community mental health, mental retardation, corrections, rehabilitation, and others. Each internship listing includes, by degree level, the following information: (a) number of internship positions available, (b) availability of stipends, (c) typical intern roles and functions emphasized and percentage of time spent in each, (d) length of internship, (e) major theoretical orientations of agency staff, and (f) prerequisite training and experiences. By degree level, the number of human services internship positions listed in the directory are as follows: bachelor's, 65; master's, 246; and doctoral, 163.

Just as the National Defense Education Act of 1958 served as a catalyst for the training and employment of counselors in educational settings, the Community Mental Health Centers Act of 1963 and subsequent amendments stimulated the training and employment of counselors in mental health and related agency settings. During the 1960s and 1970s, counselor educators responded to the increased demand for agency manpower by creating, under various labels, community agency counselor training programs. These early training programs at first were merely duplicates of educational counselor training programs, with a specialized course or two in "community" added.

The late 1970s were characterized by a steadily decreasing availability of federal funds for support of community mental health centers and related agencies. Consequently, agency survival became increasingly contingent on the use of client hospitalization insurance to assist in paying for the services rendered. At the same time, many insurance carriers began to require individual professionals to provide evidence of competence before paying for services rendered by those professionals. In the midst of these developments, the American Mental Health Coun-

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