A psychoeducational model of counseling

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Abstract

This paper reviews the salient features of the Mega Interactive Model of Instruction (MIMI). MIMI has been proposed as the basis for a conceptual framework with which to study and interpret instructional/counseling interactions. The relevance of this model for instructional and counseling research are discussed.

Introduction

The past ten years have been witness to a growing interest in psychoeducational approaches to counseling as alternatives to individualized intervention practices (Authier, Gustafson, Guerney and Kasdorf, 1975; Mosher and Sprinthall, 1971). Generally, the psychoeducational model views the counselor as an instructor and counseling as accommodating to group as well as individual-based contexts. This theoretical shift allows the counselor to consider aspects of ‘therapy’ analogous to instructional situations and creates the opportunity for using an established, empirical research methodology.

The purpose of this paper is to present an interactional model of instruction that has direct implications for a psychoeducational approach to counseling. The basic premise of this view is that whenever a teacher/student or counselor/client relationship exists there will occur differential outcomes resulting from interactions between the characteristics of the instructor, the student and the situation in which the instruction takes place.

It has become a truism in psychology that neither environmental nor personological variations alone can account for human performance. To be successful, psychology must begin to consider the variance that is attributable to the interaction of these two forces in order that a true predictive science may evolve.

Instructional interaction research (Pagliaro, 1979) is an earnest attempt in instructional psychology to view educational outcomes in terms of the variance accounting capacities of the interactions of environmental and personological variables.

It has been noted that instructional interactions hold the key for both analyzing individual learning preferences and adapting instructional method
to the learner (Cronbach and Snow, 1977; Tobias, 1971). However, little progress has been made in these areas primarily due to the lack of a theory or model of instruction which adequately accounts for instructional interactions (Berliner and Cahen, 1973; Snow, 1977). The Mega Interactive Model of Instruction (MIMI) has recently been proposed to meet this need (Pagliaro, 1979).

The Mega Interactive Model of Instruction illustrating the simultaneous interaction of three variable dimensions within the instructional milieu (represented by the cube) coincident with the additional dimension of time. The instructional milieu is further represented as being comprised of a number of groups of interacting subsets of the four variable dimensions \((I_s, L_s, ICC_s, T_s)\) referred to collectively as unit coteries (i.e., UC).

Figure 1. Mega Interactive Model of Instruction (MIMI)