

1976

# An analysis of white counselor trainees' responding skills with black clients as compared with white clients

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An analysis of white counselor trainees' responding  
skills with black clients as compared with  
white clients

by

Herman Alfred Ellis

A Dissertation Submitted to the  
Graduate Faculty in Partial Fulfillment of  
The Requirements for the Degree of  
DOCTOR OF PHILOSOPHY

Department: Professional Studies  
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## INTRODUCTION

Communication in a functional sense includes all methods of conveying any kind of thought or feeling between persons. Communication is the process of sharing with another person or persons, one's knowledge, interests, attitudes, opinions, feelings, and ideas. The process includes both verbal and nonverbal messages. When communication is defined as the process of sending and receiving messages, it also implies that there will be a response to the message. Cherry (1966) suggests that though we send signals, mere sending and receiving signals does not establish communication.

People are social and appear to have a need to communicate through language and other modes of human interaction. People communicate from morning to night, particularly in today's technological society where most people interact with others in their work setting. When communication is not a part of the work setting, it is still a major part of our "mass communication" society, i.e., television, radio, and printed materials.

Social psychology of communication focuses on the different forms of interaction between individuals and groups. Sociologists, social psychologists and other specialists have defined communication in many different

ways, Smith (1966) contends that different people communicate in different ways, as do people in different societies around the world. He further states that the way people communicate is basic to the way they live. In discussing communication in terms of behavior, Stevens (1950) defines communication as the discriminatory response of an organism to a stimulus; on the other hand, Watzlawick, Beavin, and Jackson (1967) suggest that communication is a part of feed-back loops overlapping in a stimulus-response-reinforcement sequence.

Human communication is an on-going process. In all human interaction there is communication. In counseling, transmitting and receiving clear and relevant communication is the basis for effective counseling. Counselors must be sensitive and accurate receivers of verbal and nonverbal messages, and they must accurately understand the communicator with whom they are working. Rogers (1961) contends that when he understands a client, it not only enriches him, but it also has a very positive value to the development of the individual client.

Watzlawick, et al., (1967) suggest that counselors show acceptance or rejection which display an understanding or lack of understanding of the messages received from the clients. Lack of understanding, in this sense,

means conveying to clients that they are not understandable. Cherry (1966) contends that in a helping relationship the successful transmission of ideas and feelings is dependent upon mutual understanding between the sender and the receiver.

Rogers (1961) defines the concept "helping relationship" as a relationship in which one person promotes the growth of and improves the functioning of another person. Carkhuff (1972) indicates that helping is a process leading to new behavior for the person helped: the helper must guide the client in his development.

In summary, communication is a complex but definitive construct which must further be defined as a "helping relationship" for this study. That is, the intent of communication must also, overtly or covertly, have a quality indicative of one individual (with some concern) helping another. Thus, this study focuses on the ability of a "helper" to communicate with an individual of different ethnic background, whites with blacks.

### Rationale

The recent societal focus of ethnic group differences have placed an increased emphasis on examining human relations. To assist in this area a number of human rela-

tions training programs have been developed. These programs are wide-spread throughout business, industry, and education. The focus of these training programs is the improvement of communications between various ethnic groups.

In complex societies made up of people whose forefathers came from many lands, a person does not find a single homogenous culture but rather a multitude of ethnic and regional subcultures from which he derives many distinctive values and norms (Broom and Selznick, 1963). Yet, others identify a standard culture (language, dress, mode of transportation, and the like), however there still is an enormous variety within the umbrella of culture (Yinger, 1960). This desire for identifying a common core in our culture, and at the same time prizing differences, has produced conflicts both within individuals and various subgroups.

The more the subgroups are separated from the dominant white culture, the more the subgroups act and perceive differently, and come to terms with their environment differently. The American Indians, Chicanos, Appalachian whites, and the American blacks constitute the major subcultures within the American society (Vontress, 1971). By being barred from participation in the dominant culture, these subgroups have become more separated physically and psychologically from

the "standard" American culture. Vontress (1969) suggests that a more desirable approach than rejection, in relating to cultural minorities, would be to recognize and to appreciate their differences. Many problems would not exist between the dominant culture and the subculture groups if all concerned could learn to relate to each other in such a way.

An awareness of cultural values is important in establishing a working relationship with ethnic groups. By examining the values of different ethnic groups in contrast to the dominant group, the helper should be able to better understand and appreciate these differences. Through understanding his own motivation and by accepting himself along with gaining an appreciation of the uniqueness of ethnic group members, the helper could possibly be more effective in responding to ethnic group members.

Language, the chief technique to produce action, is the primary mode of expression for the helper. Both the helper and client depend on language to reveal experiences, feelings and attitudes. More, importantly, American culture permits its bearers to be relatively articulate in the presence of strangers (Truedley, 1950). However, it is most difficult to form a relationship with members of ethnic groups who are conditioned not to share experiences with outsiders. Ginsburg (1954) writes:

Indians, for instance, do not find silences awkward or embarrassing, and they may "size up" strangers during a prolonged silence. The professional person who is unfamiliar with this cultural pattern may react in the manner of the social worker who remarked that "interviews" with Indians must be slow-paced and can be maddening (p. 6).

Blackey (1940) views the Oriental as the classic example of self-control. He suggests that even small children skillfully conceal suffering and resentment.

Many minority groups have no intention of sharing intimate experiences with persons who are trying to help. Cultural conditioning restrains them from seeking assistance in certain areas. Many ethnic group members believe that being self-controlled is a sign of manliness and strength of character while a free expression of difficulty is a sign of weakness and inability to handle one's own affairs.

According to Vendryes (1925) language is one of the strongest bonds uniting a cultural or ethnic group. It is their "sign of recognition" and their "badge of brotherhood." Each group has its own rules about what to say and how to say it. Dialect, choice of words, and accent may hinder the helper in understanding what is actually being communicated. The fine shade of meaning that may be highly significant could easily be missed by the helper.

A second obvious area of difference is the use of time.

To the dominant culture that places a high value on punctuality and speech, time is worth money. Many subculture groups can neither comprehend nor appreciate this hurried way of life. Lyle Saunders (1954) contends that to some minorities the past has almost been forgotten. The future, too, offers no particular promise and is neither to be anticipated with joy nor feared, since for hundreds of years it brought almost nothing different from what they already had. But the present is not to be ignored; its demands must be coped with now! It has been suggested that certain minorities look for immediate gratification of their needs by any available means.

Time has a different significance to certain subculture groups. Therefore, if a client comes in late for an appointment, it does not necessarily indicate shiftlessness, ambivalence or hostility. It usually is necessary to examine the cultural view of the importance of being on time: the helper should be careful not to reject the individual.

A third area of difference is education. The dominant culture regards education as a means of getting ahead, i.e., achieving success in terms of money, power, and prestige. Woods (1956) asserts that blacks view education as a social elevator. However, formal education may not be as important

to this group as it is to the average American. According to Woods, blacks place a higher value upon certain aesthetic pursuits, i.e., music, art, and dancing.

In light of this analysis of a few cultural values, there are two questions which the person in the helping profession must ponder - Does the helper always realize the significance of a cultural value to a client? Does the helper regard certain values as mere mannerisms?

Prejudice and insincerity often spread through the social contact with each other. Therefore, it is believed that through knowledge and appreciation of cultural values a better working relationship can be established. This relationship is contingent upon the attitudes and responses of each toward the other. The attitude of the helper being visible through inflection of the voice, facial expression, and selection of language is possibly more important than the helper's intellectual ability. Thus, the relationship must reflect a mutual understanding between the helper and the client.

#### Statement of the Problem

It has been suggested that beliefs, attitudes, values and perception are major factors in affecting the outcome of interactions between helper and client. It has been

further speculated, that through social contact erroneous negative judgment concerning ethnic groups can be diminished. This investigation was designed to examine the differences, if any, in white counselor-trainee's responding skills with black clients as compared with white clients. The subsidiary investigation was to examine the responding skills of white counselor-trainees after having undergone one of two possible treatments. More specifically, the objectives of this investigation were to answer the following questions: (1) Do white counselor-trainees who have had an experiential exposure with blacks respond "more effectively" to black clients than white counselor-trainees who have had a didactic exposure of blacks? (2) Do white counselor-trainees perceive blacks in a more stereotype manner of having lower career aspirations?

#### Null Hypotheses

To examine the questions posed in this study, eight major null hypotheses and eight sub-null hypotheses have been generated. The following hypotheses were tested at the .05 level of significance:

Hypothesis 1: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients on the pretest.

- Hypothesis 1a: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within the experiential treatment group on the pretest.
- Hypothesis 1b: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within the didactic treatment group on the pretest.
- Hypothesis 1c: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within control group one of the pretest.
- Hypothesis 1d: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within control group two on the pretest.
- Hypothesis 2: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients when comparing gain scores.
- Hypothesis 2a: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within the experiential treatment group when comparing gain scores.

- Hypothesis 2b: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within the didactic treatment group when comparing gain scores.
- Hypothesis 2c: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within control group one when comparing gain scores.
- Hypothesis 2d: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within control group two when comparing gain scores.
- Hypothesis 3: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, between the experiential group, the didactic group, control group one and control group two when controlling for ethnic group contact on the gain scores.
- Hypothesis 4: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, to black clients between the experiential group and the didactic group when comparing gain scores.
- Hypothesis 5: There is no significant difference in the level of stereotyping of occupation, as assessed by Hollingshead's Occupational Classification Scale, by white counselor-trainees to blacks as compared with whites on the pretest.

- Hypothesis 6: There is no significant difference in the level of stereotyping of occupation, as assessed by Hollingshead's Occupational Classification Scale, by white counselor-trainees to blacks as compared with whites when comparing gain scores.
- Hypothesis 7: There is no significant difference in the level of stereotyping of occupation, as assessed by Hollingshead's Occupational Classification Scale, between the experiential group, the didactic group, control group one, and control group two when controlling for ethnic group contact on the gain scores.
- Hypothesis 8: There is no significant difference in the level of stereotyping of occupation, as assessed by Hollingshead's Occupational Classification Scale, to blacks between the experiential and the didactic group when comparing gain scores.

#### Definition of Terms

For the purpose of this study, the following definitions were used:

1. Responding: To respond to the client and what he has to say with respect and empathy; to establish rapport, to be genuine. The counselor must respond so that the client knows he has listened and understands; the counselor must communicate his understanding to his client. Implicit in responding are the skills of listening, empathy,

understanding, and communication,  
(Carkhuff, 1972).

2. Ethnic group contact: The amount of association and/or social interaction with a member and/or members of an ethnic group.

#### Delimitations

The scope of this investigation has been limited to the white counselor-trainees enrolled in two graduate counseling courses at Iowa State University during the 1976 Winter Quarter. The two graduate counseling courses were "Techniques of Counseling Secondary School Students" and "Theories of Counseling."

#### Overview

This chapter has provided a brief introduction to the importance of the counselor recognizing and appreciating cultural differences when relating to minorities. A rationale for this study and a statement of the problem for this study with research questions were discussed. Chapter II will include a review of the literature related to the present study. A description of the methodology and instrumentation will be presented in Chapter III. A

discussion of the results and their interpretations will be included in Chapter IV. The last section, Chapter V, will include the summary, conclusions, and recommendations of this study.

## REVIEW OF RELATED LITERATURE

## Introduction

The relationship of ethnic background to the effectiveness of the counselor in the counseling process has been of continuing concern to both counselors and counselor educators. The recent increase of professional literature in this area reflects this growing concern. Sattler's (1970) survey of the literature concerning counseling with black clients indicates the results of recent research. He suggests that counselors cannot effectively relate with someone from a different ethnic background. Vontress (1970) indicates that a counselor's inability to establish a meaningful relationship with a client from a different ethnic background results from his lack of exposure to, or experience in working with individuals, from different ethnic background. However, it must be noted that the effects of ethnic differences between the client and counselor in the counseling relationship still remains unclear.

The amount of empirical research regarding ethnic differences as a variable is meager at this time. The purpose of this study was to examine the differences, if any, in white counselor-trainee's responding skills with black clients as compared with white clients.

This chapter presents literature related to the present

study, and is divided into two general sections as follows:

1. Ethnic-Group Contact and Attitude Change
2. Ethnic-Group Contact and Counseling

The prominent features of these studies will be discussed in this chapter.

#### Ethnic-Group Contact and Attitude Change

The question of whether ethnic-group contact facilitates improvement in one's attitude toward ethnic groups has been the concern of a number of investigations, most of which have involved white and black adults. Literature reviews on inter-ethnic contact and attitude change are presented in Williams (1947), Rose (1947), and Pettigrew (1961).

Webster (1961) after reviewing the literature on inter-ethnic contact and attitude change, contends that under certain conditions, individuals and groups do modify their attitudes, feelings and behavior concerning ethnic groups. He also indicates that a significant modification of attitudes is contingent upon three factors: (a) equal status of the participants in the situation, (b) contact of sufficient duration and intimacy, and (c) the sanctions of a higher authority.

The study most often referred to in the literature on

the positive effects of ethnic-group contact on changing attitudes is a study conducted by Smith (1943). In this study a battery of tests of attitudes toward blacks, was administered to 354 students of Teachers College, Columbia University. An experimental group of 46 students was obtained by invitation through the mail. The experimental group was exposed for four days (two consecutive weekends) to a variety of cultural contacts with black individuals and groups in Harlem, New York. The experimental group attended lectures by blacks concerning life in the black community. The 46 students also participated in teas and dinners with black hosts and guests in the black community. A control group of 46 students was also established. Ten days after the experiences in Harlem the experimental and control groups were re-tested on the same test battery. Ten months after the re-test a second re-test was administered by mail to the experimental and control groups, to measure the degree of permanence of the experimental effects. Smith found statistically significant increases in the mean scores of the experimental group's favorableness of attitude toward blacks. The mean scores of the control group on the first re-test remained constant. Ten months after the experiences in Harlem, Smith found a significant degree of permanency of gain by the experimental group. Smith concluded that through a unified

body of experiences, from the less difficult to the more difficult social contacts with blacks, positive individual changes of feelings and attitudes toward blacks can be accomplished in a much shorter time than is expected. Smith further summarized that through such first-hand experiences one would not only sustain intellectual gains but one would also experience an inner awareness of emotional readjustments toward blacks. This emotional readjustment, therefore, promotes an enhanced valuation of blacks as persons.

The conclusions of Scandrette's (1958) study of the effect of the various degrees of acquaintanceship upon friendship choice had important implications for the assumption that ethnic contact has a positive effect on attitudes. Subjects were ninth graders of South Kitsap High School, Port Orchard, Washington. Each of the 77 students in the sample rated each of the other 244 students in the ninth grade on acquaintanceship and social distance scales. The basis for acquaintanceship between any two individuals was the number and type of social contacts which two individuals have. The number of contacts was also related to the number of ways through which the two individuals establish contact. Scandrette found that 54.1 percent of the friendship choices went to other students with whom the subjects had three or more selected

means of contact. Only 17.9 percent of the choices went to other students with whom the subjects had only one selected means of contact. Scandrette concluded that increased acquaintanceship, as measured by the number of avenues of contact, was positively related to frequency of choice as a desired friend.

Koslin, Amarel and Ames (1969) conducted an investigation which was to design an instrument which could be used to measure interpersonal ethnic attitudes among primary grade children in segregated and nonsegregated schools. Subjects were 129 first and second graders at three elementary schools in an eastern city. One of the schools had an all white enrollment; the second school had an all black enrollment; and in the third school approximately half the students were white and half were black. Subjects were to paste decals representing themselves in whatever position and whatever distance they chose from the target figure. The findings indicated that white and black children move closer to each other and to school if they attend an integrated school.

Gray and Thompson (1953) conducted a comparative study of ethnic prejudices of 400 white undergraduate college students from the University of Georgia with 300 black undergraduate students in three state-supported black colleges in Georgia. The students were asked to rate 24

ethnic groups on a modification of the Bogardus Social Distance Scale. The students were also asked to complete a questionnaire containing information as to age, education, religion, army service, parent's education, parent's income, and degree of acquaintance with each ethnic group. The authors found that both black and white students who were acquainted with at least five individuals of an ethnic group raised their level of understanding and feelings regarding that particular ethnic group. It was also found that age, education, and the education of parent also affected the level of understanding towards ethnic groups.

In reviewing ethnic group contact, we have investigated representative research regarding attitude change. The findings of research cited indicates that through first-hand experiences with ethnic groups both individuals and groups readjust their attitudes, feelings, and behaviors in a positive manner toward ethnic group members.

#### Ethnic-Group Contact and Counseling

The specific question of whether or not ethnic background is related to client's and counselors' ability to understanding each other has been widely discussed in the psychological literature (Phillips, 1960; Vontress, 1970; Waite, 1968). This section of related literature

will present a review of significant investigations that are relevant to counseling when the counselor is white (black) and the counselee is black (white).

The most significant aspect of the counseling process is the counselor-counselee relationship. While it might appear that some clients would be easier to understand than others, studies have indicated that understanding is relatively independent of the client (Truax and Carkhuff, 1967). Skill in the recognition and understanding of the client's feelings appears to be a variable within the counselor and not dependent on the client. According to Rogers (1957) the counseling relationship should be characterized by counselor empathy, positive regard, genuineness, acceptance, appreciation and respect for the client. Rogers also believes that if these conditions exist an effective counseling relationship should then occur. Sapolsky (1965) and Snyder (1961) have also indicated that the successful outcome of the counseling process is most likely when the counselor demonstrates accurate empathic understanding, and unconditional positive regard for the client. It is clear that these conditions are based on the attitude of the counselor. Vontress (1970) indicates that achieving a positive level of attitudinal conditions may be difficult because common experience shows that individuals find it more difficult to establish empathy with those

unlike themselves. Lewis (1969) contends that even with ethnic differences, effective counseling can occur if the counselor transmits his acceptance and understanding to this client.

Phillips (1960) investigated the question: Can white counselors attain positive results in counseling black pupils? The black and white counselors used in this investigation were candidates for doctoral degrees. Each counselor had two years teaching experience and three years counseling experience. The subjects were twelve 17-year old black students with middle class backgrounds. Each counselor was to conduct weekly client-centered interviews during one semester with each of the six students assigned to him. The findings suggested that the black students displayed little change in their behavior or attitudes after being counseled by the white counselor. According to Phillips the black students depicted a significant change in their behavior and attitude after being counseled by the black counselor. Phillips concluded that white counselors cannot successfully counsel black students because of the cultural barriers that white counselors cannot penetrate. Vontress (1971) disagrees with Phillips' conclusion when he opines that white counselors must be trained or retrained to understand the psychological, physical and economic implications of being black in a

white society. Vontress contends that by modifying the manner and approaches of white counselors who counsel blacks, the white counselors should find it easier to establish a workable relationship with blacks.

Barney and Hall (1965) conducted a study to determine if students felt black youth were discriminated against in educational counseling. The study involved 300 white and 85 black students who were randomly selected from a metropolitan high school.

Subjects were asked the following three questions on a self-report instrument: 1) Have you received counseling? If yes, 2) have you been encouraged to attend college or 3) encouraged not to attend college? The results indicated that the students felt the counselors did not significantly encourage more black students than white students to either attend or not attend college.

Burrell and Rayder (1971) conducted a similar study designed to examine black and white students' reaction to white counselors. The study was to investigate the differences, if any, between the attitudes of black high school students toward their white counselors, as compared to the attitudes of white high school students toward the same counselors. The 40 white and 10 black subjects were asked to respond to a 12-item scale to assess their attitudes toward their counseling experiences. The findings

show that 50% of the responses made by white females were favorable and fell into the "Agree" or "Strongly Agree" categories while only 30% were in the "Disagree" or "Strongly Disagree" categories. However, 50% of the black female responses were unfavorable and 35% favorable.

In regards to the male responses, 16% of the white male responses were unfavorable while 38% of the black male responses were favorable. This finding appears to support the notion that blacks perceive their present counseling experiences as being irrelevant to their needs.

Heffernon and Bruehl (1971) investigated the effects of ethnic background of inexperienced lay counselors on black junior high school students. Four black and white college students without previous counseling experience were given eight hours of training in client-centered counseling. Each college student was assigned two groups composed of three eighth grade black students. The eighth grade students were matched for IQ, reading level, grades and attendance records. The reactions of the eighth grade students were assessed by: (a) the results of giving the counselees a choice at the time of session five between going to counseling or to the school library; and (b) pre- and post-counseling change on three paper and pencil instruments: a 69 item version of the Mooney Problem Check List, a revised version of the Barrett-Lennard Relationship

Inventory, and an adjective check list for real and ideal self. Heffernon and Bruehl found that the black counselees responded more favorable to black than to white counselors. However, a number of white lay counselors were found to be acceptable by the black eighth graders. It was observed by the investigators that the most successful black counselor was a black from the ghetto, as were the counselees. The least successful black counselor in this study differed from most counselees, in that, he seemed to be striving for white middle-class standards by his dress and manner of speech. This finding appears to support the contention by Vontress (1970) that if black clients see white counselors as the enemy, they are likely to perceive black counselors as collaborators with the enemy. Thus, the problems of relating to culturally different blacks may be somewhat the same for black counselors as they are for the white counselors.

The results from the two studies by Banks, Berenson and Carkhuff (1967) and Carkhuff and Pierce (1967) suggests that the ethnic background of the counselor does have an effect upon the effectiveness of the counseling relationship.

The study by Banks, Berenson and Carkhuff (1967) attempted to determine the effects that the counselor's ethnic background and training have upon counseling black

clients in initial interviews. A counterbalanced design was used to determine the effects of an inexperienced black counselor and three white counselors, of varying degrees of experience and types of training, upon eight black clients in an initial clinical interview. Four counselors were involved in the study. Counselor "A" was an inexperienced 20-year old black senior undergraduate student who had taken an undergraduate course in "Counseling Theory and Practice", which was oriented toward counseling as a communication process between two parties in a relationship. Counselor "B" was an inexperienced 25-year old white second year graduate student who had previously seen several clients in a counseling psychology program oriented in the same manner as Counselor "A". Counselor "C" was an experienced 25-year old white third year graduate student, in a counselor education program, who had had a year of experience in guidance activities. Counselor "D" was a 32-year old white Ph.D. with eight years of experience in a nationally known counselor education program with a traditional trait and factor counseling orientation. The three white counselors were selected by two experienced clinicians to match the personal attractiveness, intelligence, politeness, quietness and apparent sincerity of the black counselor. The black

clients included four male and four female undergraduate students at the University of Massachusetts.

Each client saw each counselor for one interview. Each interview was recorded and the client filled out an inventory on each counselor. Random excerpts were taken from the recorded interviews. Trained judges rated the counselors on five dimensions of interpersonal functioning. These five dimensions were considered to be related to constructive client change in counseling. The five dimensions were counselor's empathy, respect, genuineness, concreteness, and client's depth of self-exploration. The findings depicted no significant differences between the three counselors with varying degrees of relationship-oriented training. The three relationship-oriented counselors were found to generate a significantly higher level of interpersonal functioning than the trait and factor counselor. It was also observed that all eight black clients indicated that they would return to see the black counselor, while five black clients indicated that they would return to see the inexperienced 25 year old white counselor. None of the eight black clients indicated that they would return to see the traditional counselor who had eight years of counseling experience. In other words two-thirds of the black clients indicated that they would not return to see a white counselor for a second

session.

The black clients ranked the inexperienced 25-year old white counselor higher than the inexperienced black counselor. However, both the inexperienced counselors were ranked higher than the two experienced counselors by the clients. It was found that the traditional counselors with eight years of counseling experience, was ranked the lowest by the black clients. The results imply that counselor experience per se may be independent of counseling effectiveness with black clients. According to the findings in this study, a counselors' ethnic background and type of counseling orientation and training appear to be more related to the counseling effectiveness with black clients than a counselor's counseling experience itself. When the black clients assessed the counselors on interpersonal functioning by filling out inventories the differences were less significant than those differences found when the counselors were assessed by objective tape ratings. These results suggest that black clients, when asked to directly evaluate the counselors, tended to rate the counselors in a manner that was socially acceptable. In other words, the black clients were less critical of the counselors, when they (black clients) were asked to evaluate the counselors directly. This finding suggests that black clients are less likely to directly confront a

counselor if they find the counselor ineffective to their needs. The black clients will more than likely not show up for the next counseling session with that particular counselor.

In investigating the effect of ethnic background and social class of the counselor upon the client in relation to the depth of self-exploration, Carkhuff and Pierce (1967) suggested that in an initial interview clients will not explore themselves at a very deep level with a counselor from a different ethnic background. The four lay counselors were: (a) an upper class white, (b) an upper class black, (c) a lower class white, and (d) a lower class black. A Latin-square design was replicated across four different groups of four hospitalized mental patients: (a) four upper class white patients, (b) four upper class black patients, (c) four lower class white patients, and (d) four lower class black patients. All 16 patients were female with diagnoses of schizophrenia. In this study each client was encouraged to discuss whatever was important to her at that moment of time. Each of the initial interviews were recorded. Six four-minute excerpts were randomly selected from each of the sixty-four recorded interviews and rated on the scale, "depth of self-exploration in the interpersonal process," (Carkhuff, 1965), by two experienced raters trained in rating client self-exploration. The five

point scale ranged from the lowest level, Level 1, to Level 5. The authors concluded from their findings that, generally, the clients most similar to the ethnic background and social class of the counselor explored themselves more, while the clients most unlike to the ethnic background and social class of the counselor involved tended to explore themselves the least. Both the ethnic background and social class of the client and the counselor appears to have some effect upon the depth of self-exploration of clients in initial interviews, according to Carkhuff and Pierce.

In summary, the literature regarding ethnic group contact and attitude change as well as ethnic group contact and counseling was reviewed. The question of whether ethnic-group contact facilitates improvement in one's attitude toward ethnic groups as well as the question of whether or not ethnic background is related to clients' and counselors' ability to understand each other has been examined as they pertain to the relevance of this study.

## METHODOLOGY

### Introduction

The purpose of this study was to examine the differences, if any, in white counselor-trainees responding skills with black clients as compared with white clients. The subsidiary investigation was to examine the effects of treatments, experiential versus didactic, on white counselor-trainees' responding skills and the degree of stereotyping when dealing with black or white clients. The sample for this study was selected from those students enrolled in two graduate counseling courses at Iowa State University during the 1976 Winter Quarter. The two graduate counseling courses were "Techniques of Counseling Secondary School Students" and "Theories of Counseling." From the sample of 28 students, four analysis groups were formed with six participants in each group. Two of the groups received separate and different treatments, experiential or didactic. The third and fourth groups were the control groups and received no treatment. To assess the effects of the treatments, two simulation situations were formulated for this study. The simulation situations were of two types, i.e., client simulation and stereotype simulation. To rate the audio responses of each subject to the client simulation, Carkhuff's Empathic Rating Scale was employed.

To rate the responses of each subject's to the stereotype simulation, Hollingshead's Occupational Scale was employed. The data received from the administration of the client simulation situation as well as the data received from the stereotype simulation situation was analyzed by the Split-Plot analysis of variance. Clinical/statistical treatment was utilized to analyze differences between pretest and posttest in the levels of responding skills, by white counselor-trainees, as assessed by Carkhuff's Empathic Rating Scale.

The procedures undertaken during the present study included sample selection, treatment, construction of simulation situations, data collection, utilization of raters, and treatment of data. The procedures are explained in the appropriate topics in the aforementioned order indicated.

#### Sample Selection

The sample for this study was selected from those students enrolled in two graduate counseling courses at Iowa State University during the 1976 Winter Quarter. The two graduate counseling courses, "Techniques of Counseling Secondary School Students" and "Theories of Counseling" were chosen because of the following factors: (a) the

students enrolled in these classes were receiving training in the area of counseling, and (b) these two classes were readily available for use by the investigator.

Of the 28 subjects who participated in the study, 13 were under the age of 25, six were between the ages of 26 and 30, six were between 31 and 40, and three were over 40 years old. Nineteen of the participants were female and the remaining nine were male.

The size of the high school from which the subjects graduated, included nine from a high school enrollment numbering below 500 students, ten from a high school with the enrollment numbering between 500 and 1000 students, five from a high school with students numbering between 1000 and 1500, and four from a high school with an enrollment of over 2500 students. A summary of this data is presented in Table 1.

Table 1. Number of subjects graduating from different size high schools

Size of High School	Number of Subjects
Under 500	9
500-1000	10
1000-1500	5
over 2500	4

Fourteen of the subjects did not have any minorities attend their high school, 11 had between one and ten minorities, one had between 21 and 50, and two had over 75 minorities attending their high school (see Table 2).

Table 2. Number of minorities enrolled in the subjects' graduating high school

Number of Minorities in High School	Number of Subjects
0	14
1-10	11
11-20	0
21-50	1
over 75	2

Table 2 shows that the subjects in this study had limited interpersonal contact with members of a black group.

There was one black student and one Iranian student who participated in this study. The remaining participants were all white American students.

#### Treatment

From the sample of 28, four groups were formed. Two of the groups received separate and different treatments. The third and fourth groups were the control groups and received no treatment.

The treatment period extended over four weeks, excluding Christmas vacation. In terms of the school year, the study took place the first half of the second quarter of the academic year. All groups participated in the pretest and the posttest activities.

The students enrolled in the graduate courses "Techniques of Counseling Secondary School Students" were randomly assigned to treatment groups, experiential or didactic. The black student and the Iranian student were placed in the experiential group. Placing the black student and the Iranian student in the experiential group provided the subjects in the experiential group a first-hand experience with members of two different ethnic backgrounds. The experiential group consisted of one black male, one Iranian female, four white females, and two white males. The students in the graduate course "Theories of Counseling" participated as the control groups. The control groups when combined consisted of 11 white females, and three white males.

During the first one and one-half hours, a bi-ethnic teaching team, consisting of a black Ph.D. student and the regular classroom professor, instructed the class "Techniques of Counseling Secondary School Students" in interviewing skills, role-playing, and evaluation of counseling techniques. The second one and one-half hours, the

experimental group was facilitated by the black Ph.D. student, and the didactic group was facilitated by the regular classroom professor. Thus, there were two experimental groups who received different treatments and two control groups which received no treatment.

### Treatment I

During the past few years, group discussion methods have gained increasing popularity within the educational system. With the increase in confrontations in the schools, school personnel have concentrated on the use of small discussion groups as a technique in dealing with social and personal problems. These discussion groups have been aimed at establishing better understanding and communication between the different ethnic groups. Discussion groups also facilitated frequent ethnic-group contact, emphasized by Pettigrew (1961) as a way of implementing attitude change. In this study, the black student and the Iranian student were used to facilitate this personal contact within the experiential group.

The experiential group participated in an inter-ethnic discussion group dealing with values, communication and interpersonal relationships. In the first group meeting the subjects received verbal instructions to select those stereotype words which seem to be typical of the

communicative behavior of (a) black Americans, (b) Mexican Americans, (c) Native Americans, and (d) white Americans. The subjects were to write as many of these words they could think of to characterize the behavior of each of these groups. On completion of this task, the subjects were asked to review the list of words and mark with an "X" the five words in each list that seemed most typical of the communicative behavior of the ethnic group in question. The experiential group was then subdivided into two inter-ethnic discussion groups, and each group was instructed to share, within the respective discussion group, the reasons for placing an "X" beside the five words they thought most typical of the communicative behavior of the ethnic group in question. After thirty minutes of this interaction, the facilitator interrupted and stated, "Now, let's get into one large discussion group and talk about the feelings one experiences while participating in this exercise, and how there is a tendency to rely on stereotypes to ease the difficulty of interacting with the unfamiliar." This discussion lasted one and one-half hours. A detailed description of the procedure for the other Treatment 1 meetings can be found in Appendix A.

## Treatment II

The second treatment group participated in a didactic group, essentially cognitive, dealing with insights into counseling blacks, cultural barriers in the counseling relationship, and the word usage of blacks. During the first meeting, the facilitator wrote "black is" on the blackboard; the subjects then were instructed to write any idea they wanted or that came to mind under the heading. For example, some subjects wrote "black is the dark of night", "black is evil", and "black is scary". These responses indicated the feeling that black is something to be feared. After the subjects finished writing their responses on the blackboard, the facilitator then asked, "If this is the feeling, then how might this carry over into counseling blacks?" After discussing this question, the facilitator then presented a lecture on the cultural barriers in counseling minorities. This lecture focused on the areas: (a) culture and its meaning, (b) lack of understanding the client's background, (c) language barrier, (d) the client's unfamiliarity with counseling, and (e) the client's hesitation to reveal himself.

After this lecture, the facilitator wrote "man is" and "woman is" on the blackboard; the subjects then were instructed to write any idea they wanted or that came to

mind under each of these headings; for example, one subject wrote "man is strong", and "woman is sensitive". After the subjects finished writing their responses on the blackboard, the facilitator then asked, "If there are any strong feelings based on the differences between sex, how might these feelings get in the way of counseling with a man or woman?" After discussing this question, the facilitator then talked about what happened during the first meeting of the group which lasted for one and one-half hours. A detailed description of the procedures for the other Treatment II meetings, can be found in Appendix B.

#### Control group

The control group was the no treatment group. Six participants were randomly selected from the original control group to be in control group one. From the remaining eight participants of the original control group, six were again randomly selected to be in control group two. With an equal number of participants within each group the statistical analysis is more concise. In other words, with equal numbers the partition of the total sum of squares is unambiguous. The treatment effects and their interactions are therefore not correlated. This makes it easier to determine, statistically, what portion of the

sum of squares is to be attributed to each of the treatments and to their interactions.

The subjects for this group were selected from those students enrolled in the graduate counseling course entitled "Theories of Counseling." This course focused upon the understanding of major approaches to counseling, the integration of theory and application, and self-understanding. The theories that were discussed included Roger's client-centered therapy, Glassner's Reality Therapy, Developmental counseling, Transactional Analysis, Behavioral counseling, Rational-Emotive Therapy, and Existential Therapy. The subjects were to demonstrate attending behavior, and participate in activities dealing with responding to feelings and content. Each class session lasted for a period of three hours.

#### Construction of Simulation Situations

To assess the effects of the treatments, two simulation situations were formulated by the experimenter for this study. A discussion of the construction of these situations and the rating scales used with each will be presented. The simulation situations used to assess the responding skills of white counselor-trainees with black clients were of two types, i.e., 24 videotaped brief client statements (12 white clients and 12 black clients)

and 20 colored slides (10 black faces and 10 white faces).

### Client simulation

The following procedures were used in the construction of the 24 videotaped brief client simulation situation.

1. Thirty different client statements were written. These statements, representative of typical counseling statements varying in emotional depth and content of client concern, were revised from actual client statements.

2. Twenty-four students volunteered to act as clients to participate in the videotaping as clients. The students were equal in number according to ethnic origin and sex. There were 12 white students, seven female and five male; and 12 black students, seven female and five male participating as clients.

3. Each participant was given a written client statement before the videotaping session occurred. After evaluating and discussing the stimulus statements, the investigator, in consultation with the participants, decided to allow those students being videotaped to make statements that were more of a personal concern to them. It was felt that by doing this, the participants' level of anxiety would be lessened. In addition, the videotape sequences would appear to be more closely related to an actual client interchange in a counseling session.

4. The investigator then videotaped each of the 24 students who volunteered to be clients. The serializing of the videotaped sequences was random in reference to sex and ethnic origin. A time period ranging from 15 to 30 seconds was left after each videotaped simulated client situation. This time was necessary so that the subjects in the study would be able to respond to the stimulus statements before viewing the next videotaped simulated client situation.

5. After reviewing the completed client simulation, it was noted, that the length of each was between three and five minutes. The researcher felt that the subjects responding to these videotapes would have difficulty in responding effectively to such large amounts of information provided by the simulation clients. Thus, it was decided to limit the length of each client-simulation to a maximum of two minutes.

6. The 24 simulation clients were again videotaped individually. The order of presentation was once again randomized. A time period ranging from 15 to 30 seconds followed each client-simulated videotaped situation. This time was necessary so that the subjects would have sufficient time to respond to the stimulus statement before viewing the next client-simulated situation.

7. The following statements are some examples of those included in the revised client-simulation situation.

White Female Client: "I am just really sort of puzzled right now. I'm trying to figure out how I do come across to others. How do I come across to you?"

Black Male Client: "I don't understand. I came to you for direction, and you gave me nothing. I can't relate to you. I need someone I can identify with."

White Male Client: "No one told me, someone should have told me something. I came back over the summer and nothing, nothing was here."

Black Female Client: "I want to feel that I'm important. So the next time I see him, I'm going to tell him exactly how I feel. And if he doesn't like it, he can just keep on pushing."

The transcript of the videotaped client-simulation situations can be found in Appendix C. The pre and post administration of the refined instrument was given to all subjects. A pretest was administered during the second week of the experiment. A posttest was given during the final week of the experiment.

Client simulation: rating scale

The videotaped client simulation situations were shown to each of the groups in a Foreign Language Laboratory on the Iowa State University campus. This setting provided the best isolation for the subjects to verbally respond on audio tape to each simulation situation. The individual recording booths in the laboratory provided separation and at the same time provided for group viewing of the videotaped client-simulation situations. This setting was used for both pre and post testing.

To rate the audio responses of each subject to each of the 24 videotaped client-simulated situations, the widely accepted Carkhuff Empathic Rating Scale (1967) was used. This scale evaluates the presence of empathy by focusing on two aspects of human expression. According to Carkhuff (1967) this includes the degree to which one person is sensitive to the current feelings of a second person, and the degree to which a person is able to communicate his sensitivity in a manner that is appropriate to both the feelings and content of what another person is experiencing.

Carkhuff (1967, 1969a) refers to this empathic understanding as primarily a responsive dimension and therefore most essential in the early phases of helping. According to Carkhuff (1967) this facilitative condition must

exist in the early phases if counseling is to be effective. Carkhuff and his associates have developed a scale specifically designed to assess the level of functioning of counselors on empathic understanding.

The Carkhuff scale is operationally defined by the following:

<u>Rating</u>	<u>Description of Counselors' Associated Behavior</u>
1.0	Right off helpee's track; complete disregard of what the helpee says; belittling; irrelevant questioning; talks from his own perspective rather than listening to helpee; may not respond at all.
1.0-1.5	Some feeling and/or some content recognized but this is minimal; it may be a question that expresses a feeling by the way (e.g., "what do you mean when you say you feel afraid?"). Helper may get inside the helpee but uses it destructively, e.g., "you say you're feeling afraid but you know you've got to get over that."
1.5-2.0	Content is incomplete but close; some feelings and some content are picked up but the minor aspects are emphasized rather than the important issues.

<u>Rating</u>	<u>Description of Counselors' Associated Behavior</u>
2.0	Helper picks up the content of what the helpee says almost verbatim.
2.0-2.5	Helper expresses the content of what the helpee said in a more meaningful content; content could be combined with feelings that are not specific enough, a shade off.
2.5-3.0	Varying degrees of content and feelings are combined but the <u>major</u> part of at least one (feeling or content) is captured; feeling is more important than content.
3.0	Major points of both feeling and content are captured by the helper's response; helper's response is fully <u>interchangeable</u> with the helpee's statement; the specific feeling and content are both expressed, e.g. "you feel <u>hurt</u> because she left you."
3.0-3.5	Going just slightly beyond in clarifying and understanding -- helper adds a touch on the end of what the helpee says and the helpee goes with it; helper uses his bodily sense of feelings that are present in him to help fill out the inside feelings of the helpee; the helper begins to draw upon his ideas and low

<u>Rating</u>	<u>Description of Counselors' Associated Behavior</u>
3.0-3.5 (cont.)	level interpretations to aid the helpee in both clarifying his experience and in seeing where to go.
3.5-4.0	Impact on the helpee is more profound than in 3.0-3.5 interaction. The helpee discovers a new meaningful focus; the helper's response really focuses upon new inside feelings.
4.0	The helper noticeably adds deeper feelings and meaning to the expressions of the client.
5.0	The helper is responding with a full awareness of who the client is and a comprehensive and accurate empathic understanding of the client's inner most feelings (Carkhuff, 1967).

This scale, also used in a similar (the same) manner with other research studies, was utilized by having three trained raters evaluate each subject's audio response to the 24 videotaped client-simulation situations.

Aspy (1969) conducted a study to investigate the relationship of the conditions of empathy, positive regard, and genuineness to teaching effectiveness. Six third-grade teachers tape recorded their interaction with reading groups during March and May of the same academic year. The subjects involved were selected from the teachers' classes and in-

cluded: (a) five boys and five girls with the highest IQ's, and (b) five boys and five girls with the lowest IQ's.

The students were administered five subtests of the Stanford Achievement Test during September and again in May of the same academic year. The student's academic gain was determined by the differences between the subject's score.

The teachers recorded two hours of classroom interaction, and eight four-minute segments were selected randomly from each teacher. Three raters, assessed the level of empathy, positive regard, and congruence provided by the teachers on each segment. The rating scales used in this study were:

1. Accurate Empathy - a 9 point scale with a rating of 1 representing the lowest level of empathy and 9 the highest.

2. Positive Regard - a 5 point scale with a rating of 1 indicating the lowest levels of positive regard and 5 the highest.

3. Congruence - a 5 point scale with the rating of 1 indicating the lowest levels of genuineness and self-congruence and 5 the highest.

The findings indicated that the students of the teachers

with high levels of facilitating conditions, i.e., empathy, positive regard and congruence, demonstrated greater academic gain than those students with teachers with low levels of facilitating conditions. Aspy concluded that the findings support the notion that there is a positive relationship between the levels of teacher-offered empathy, positive regard and congruence and the cognitive growth of the students.

Aspy and Hadlock (1967) found that classroom teachers' level of functioning was 2.10; Berenson, Carkhuff and Myrus (1966) found that college dormitory counselors' level of function was 1.83; Carkhuff (1967) found that experienced counselors and therapists were operating at level 2.13.

In their study, Berenson, Mitchell and Laney (1967) used 56 interviews conducted by 56 counselors as the basis for classifying counselors into high and low functioning groups. Functioning was measured by objective tape ratings of the dimensions of empathy, positive regard, genuineness and concreteness. One of the findings indicated that the average tape ratings of the above dimensions provided a valid basis for categorizing the counselors into high and low functioning groups.

Pagell, Carkhuff and Berenson (1967) conducted a study in which eight out-patients were used in the study, four

from a university counseling center and four from a Veterans Administration out-patient clinic. The subjects were randomly assigned to eight different male counselors. In order to assess the patient's maximum potential level of interpersonal functioning, each patient was cast as a counselor in the helping role for one session with standard clients before their initial sessions and after six months of treatment. Inventory ratings of the subjects were made by: (a) the tape ratings, (b) expert evaluations of the patient's level of functioning, and (c) self-assessments and evaluations by the patient's clients during the pre and post meetings. The facilitative conditions assessed by the tape ratings and the inventories were empathy, respect, genuineness, concreteness and self-disclosure. Prediction for patient gain in interpersonal functioning was generated by the differences between tape rating assessments of the counselor's level of functioning in his initial session with the client and tape assessments of patients cast as counselors in the helping role with standard clients. The findings indicated that the patients of high facilitative counselors showed the greatest amount of positive change on all dimensions of interpersonal functioning.

Carkhuff (1969a) contends that counselors who communicate at high levels are best equipped to help persons in

need; he indicates further the best device for selecting individuals who will function effectively in the counseling role is an index of the level of functioning of the individuals in real or simulated helping situations.

Based on this assumption, Carkhuff's Empathic Rating Scale was used in this study to assess the levels of functioning of potential helpers by having them respond to expressions of problems as if they were actual helping roles.

#### Stereotype simulation

The second simulation situation constructed for this research study involved the concept of stereotyping, i.e., occupational stereotyping in relation to ethnic background. The instrument consisted of 20 slides, 10 black faces and 10 white faces. The following procedures were used in the construction of this stereotype simulation situation.

1. A total of 60 individuals were photographed with color slide film. The slides were equal in number according to ethnic origin and sex. There were 15 female and 15 male slides showing black faces, and 15 female and 15 male slides showing white faces. The upper torso of each person was photographed, showing the shoulders, face and head. The decision to photograph each person with as much of a neutral background as possible was made on the grounds that by doing so the subjects would be influenced

less by extraneous variables.

2. After viewing the slides, 45 slides were considered usable for this study. The 45 slides consisted of 23 white faces, 11 female and 12 male; and 22 black faces, 11 female and 11 male.

3. It was decided by the investigator that five slides would be randomly selected from each of the four groups (white male, white female, black male, black female) of slides.

4. After random selection, the refined stereotype-simulation situation consisted of 20 slides. The order of the slides to be viewed by the subjects in this study were also random. These colored slides were only used for the pretest situation.

5. The remaining 25 slides were supplemented by an additional 15 new slides. Thus the total number of usable slides for the posttest situation came to 40. The investigator randomly selected five-slides from each of the four groups of slides (white male, white female, black male, black female).

6. After random selection, the refined stereotype-simulation consisted of twenty slides. The order of the slides to be viewed by the subjects in this study were also random. These colored slides were only used for the posttest situation.

Stereotype simulation: rating scale

The stereotype-simulation slides were shown to each of the groups in a Foreign Language Laboratory on the Iowa State University campus. The slides were projected on a screen for 15 seconds. The subjects viewing the slides were instructed to answer the following question for each slide viewed, "What will this person do in later life?" The form utilized for the recording of the subjects' responses appears in Appendix D.

While the setting was the same for the pre and post-test situation, different individual slides were used. This was done to eliminate a carry-over effect from the pre to the posttest by the subjects.

To rate the responses of each subject's categorizing of each individual presented on the slides, part of the widely accepted Two-Factor Index of Social Position of Hollingshead was used, i.e., the Occupational Scale.

Hollingshead's Occupational-Classification Scale

<u>Rankings</u>	<u>Unskilled</u>	<u>Description</u>
1.0		Farmers - Share Croppers
1.1	Cafeteria Workers Unemployed Unskilled Factory Work Janitors	Garbage Collectors Farm Helpers Laborers Waitresses

<u>Rankings</u>	<u>Semiskilled</u>	<u>Description</u>
2.0	Farmers	Smaller Tenants Who Own Little Equipment
2.1	Bus Drivers Enlisted Men, Military Apprentices Taxi Drivers	Bartenders Hairdressers Hospital Aides Truck Drivers (general)
	<u>Skilled</u>	
3.0	Small Farmers Masons Hair Stylists Typographers Electricians	Value Under \$10,000 Painters Policemen, City Plumbers Horticulturists
	<u>Clerical and Sales Workers and Owners of Little Businesses and Technicians</u>	
4.0	Farmers Value \$10,000	
4.1	Owners of Small Business \$3,000-\$6,000 Flower Shop, Grocery, Tailor Shop	
4.2	Technicians - Laboratory Technicians Inspectors, Dental Technicians, Draftsmen	
4.3	Clerical and Sales Workers - Bank Clerks and Tellers Sales Clerks, Bill Collectors, Post Office Clerks	
	<u>Administrative Personnel - Minor Professionals - Owners of Small Businesses</u>	
5.0	Farm Owners (\$20,000-\$35,000)	
5.1	Semiprofessionals - Actors, Morticians, Court Reporter, Radio, T.V. Announcers, Deputy Sheriffs	
5.2	Small Business Owners (\$6,000-\$35,000) Art Gallery, Tavern, Gas Station, Florists, Music	

- Rankings      Administrative Personnel - Minor Professionals - Owners of Small Businesses (continued)
- 5.3      Administrative Personnel - Credit Manager, Section Heads, Federal Government, Large Businesses and Industries, Insurance Agents, Store Managers (chain)
- Business Managers; Lesser Professionals
- 6.0      Lesser Professionals - Librarians, Pharmacists, Opticians, Lieutenant, Captain, Military, Social Workers, Chiropractor
- 6.1      Owners Medium Businesses (Value \$35,000-\$100,000)  
Clothing Store, Jewelers, Farm Owner, Advertising, Real Estate Brokers
- 6.2      Business Managers in Large Concerns (Value \$500,000)  
Advertising Directors, Executive Assistants, Postmasters, Personnel Managers, Sales Engineers, Store Managers
- Major Professionals; Higher Executives
- 7.0      Major Professionals - Accountants (CPA), Architects, Lawyers, Physicians, Teachers, University, College, Veterinarians, Dentists, Psychologists, Engineers (College Graduates)
- 7.1      Proprietors (Value Over \$100,000 by Dun and Bradstreet)  
Farmers, Contractors, Dairy Owners, Brokers
- 7.2      Higher Executives - Value of Corporation \$500,000 and above (as rated by Dun and Bradstreet), Bank Presidents, Vice Presidents, Business Directors, Presidents, Vice Presidents, Treasurers (Bonjean, Hill, and McLemore, 1967)

The economic values, used in Hollingshead's scale were not updated to include the rate of inflation. Therefore the values in this scale were used as relative indicators of the economic strengths of the businesses.

This scale is sometimes used by itself as an indicator of the respondent's class or social position. Utilization of Hollingshead's scale (Bonjean, Hill, and McLemore, 1967) has occurred in other research such as in a study conducted by Myers and Roberts (1959). This study was to determine the relationship between achieved social mobility and psychiatric illness by comparing psychiatric patients with a control sample of nonpatients. Achieved social mobility was measured by Hollingshead's Two-Factor Index of Social Position. Fifty white patients, 25 psychoneurotics and 25 schizophrenics between the ages of 22 and 44 were selected for this study. The subjects in this study were compared with a control group consisting of 50 nonpatients randomly selected from the general population of the New Haven community. The study involved two nonadjacent social classes: Class III which consisted of white-collar workers, skilled manual workers, and small business owners. This class also consisted of high school graduates. Class V was composed of unskilled and semi-skilled workers who had an elementary education or less.

Two index scores were computed on each patient and

nonpatient. The first was a score of the individual's parental family while the second score was of the individual being studied. The social baseline for the individual being studied was assumed to be the score of the parental family. The measure of the individual's achieved social mobility was determined by the difference between the scores of the parental family and the individual in the study. The individual was considered to be upwardly mobile if the difference was positive, and downwardly mobile if the difference was negative.

The authors found that both patients and nonpatients in Class III were far more mobile than the individuals in Class V. Patients moved 24 points and nonpatients 15 points in Class III. In Class V, both patients and nonpatients moved only 7 points. It was also found that in Class III the patients were significantly more mobile than the nonpatients whereas in Class V, there was no difference in the amount of achieved mobility between the patients and nonpatients. Based on the data, assessed by Hollingshead's Two-Factor Index of Social Position, the authors concluded that there is a definite interrelationship between social mobility and mental illness.

In addition to measuring social mobility, Hollingshead's Two-Factor Index of Social Position has been used to estimate positions individuals occupy in society. For the

purpose of this study the Occupational Scale, part of the Two-Factor Index of Social Position, was utilized as an indicator of an individual's class or social position.

The subject's responses to the question "What Will This Person Do In Later Life?" were matched against Hollingshead's Occupational Scale. For example, one subject after viewing the slides, categorized one black male as a mailman, which ranks at 3.1 on Hollingshead's Scale. Another subject categorized one white male as a personnel manager, which ranks at 6.2 on the scale.

The data received from administration of the occupational stereotype simulation was used as the assessment of the dependent variable (counselor's perception of one's future level of occupation) in this investigation.

#### Data Collection

The pre and post simulation situations were administered to all subjects. The pretest was administered during the second week of the treatment period. The posttest was given during the final week of the treatment period.

The Individual Profile Sheet was first distributed (Appendix E). All subjects were asked to provide information as accurately as possible.

Data from the Individual Profile provided descriptive information on the subjects for use in this study. This information included: (a) age, (b) sex, (c) location of hometown, (d) size of high school attended, (e) number of minorities in high school, and (f) the degree of the subjects' present ethnic group contact. This was defined as the amount of association and/or social interaction with a member and/or members of an ethnic group. The subjects were to measure their ethnic group contact as either high, medium, or low. All instructions during this phase were oral.

After the Individual Profile Sheet was completed, the answer sheet used with the stereotype simulation was distributed to all subjects (Appendix E). Instructions were both oral and written. Subjects were to answer the following question for each slide viewed. "What will this person do in later life?" The subjects viewed 20 color slides. There was a time period of 15 seconds between each slide. This time period was allowed so that the subjects would have sufficient time to respond before viewing the next slide. After completion of this simulation situation, the occupational status forms were collected and the subjects were given a 20 minute break while videotape equipment preparations were completed for administering

the client-simulation situation.

During the client-simulation situation, all subjects were asked to record on audio tape their responses to 24 videotaped counselee stimulus statements (Appendix C). All instructions during this phase were oral. The subjects were asked to respond to each videotaped counselee as if they (the subjects) were actual counselors in a counseling session. The subjects were also asked to view as well as listen to stimulus statements on the videotape. There was a time period ranging from 15-30 seconds between each simulated client. This time was necessary so that the subjects would have sufficient time to respond to the client stimulus statements before viewing the next videotaped (level of counselor-trainees' responding skills) in this investigation. All instructions during this phase were oral.

#### Utilization of Raters

Three individuals were used to evaluate and rate the level of responding of white-counselor trainees to the videotaped counselee statements. The group of three raters consisted of three white females. The raters were selected on the basis of a recommendation from Dr. Dominick Pellegrino, Section Leader for the Counselor Education Department at Iowa State University. Each of the raters who

participated in the investigation had been previously trained in the use of Carkhuff's Empathic Rating Scale by Dr. Gordon Hopper a staff member of the Counselor Education Department at Iowa State University.

The raters were provided with oral instructions regarding what was expected of them. The raters' functions were to evaluate and rate the responses made by the counselor-trainees. The raters were responsible for determining the degree to which the counselor-trainees were sensitive to the current feelings of the counselees' stimulus expressions. They were also to determine the degree to which the counselor-trainees were able to communicate their sensitivity, in an appropriate manner, to both the feelings and content of what the counselee was experiencing, i.e., rating the white counselor-trainees' responses utilizing the Carkhuff Empathic Rating Scale.

The statements which they rated were the responses made by the counselor-trainees during the pre and posttest administration of the client simulation. In rating the trainee responses, the raters used Carkhuff's Empathic Rating Scale, Examples of the ratings for the subject's responses follows:

1. Client Statement: "I feel frustrated with myself 'cause I can't cope with the situation."
- Counselor-Trainee Response: "This situation seems to have really bogged you down and frustrated you."
- Rating: 3.0 Helper's response is interchangeable with the helpee's statement.
2. Client Statement: "That hammer is really tough and I would like to tighten up on her case. She just does something to me."
- Counselor-Trainee Response: "You really get involved."
- Rating: 1.2 Some feeling and/or some content recognized but this is minimal.
3. Client Statement: "Well, I am tired of school. And I'll be glad when I leave. This place is not fulfilling any of my needs. It's time for me to go."
- Counselor-Trainee Response: "You seem to feel frustrated because school doesn't seem to be living up to your expectations."
- Rating: 2.4 Helper expresses the content of what the helpee said in a more meaningful and compact way.

The inter-rater reliability coefficient was: (2) .933 between raters 1 and 2, (b) .831 between raters 1 and 3, and (c) .891 between raters 2 and 3. Each of the above reliability coefficients significant at the .05 level. It

was concluded that there was significant inter-rater reliability when the rater's composite score was used as the criterion score. The intra-rater (consistency overtime) coefficient was: (a) .857 for the first rater, (b) .838 for the second rater, and (c) .872 for the third rater. The inter-rater reliability for this study was of high agreement. When intra-rater reliability over time was averaged, the agreement was .856.

Inter-rater reliability was computed by using the Spearman-Brown procedure as outlined by Nunnally (1967). This procedure is represented by the formula

$$r_{kk} = \frac{k\bar{r}_{ij}}{1+(k-1)\bar{r}_{ij}}$$

when

$r_{kk}$  = the reliability coefficient for a k-item scale determined from the intercorrelations of items on the test

k = number of items

$\bar{r}_{ij}$  = the average correlation among items.

By substituting the appropriate values into the formula, Spearman-Brown's inter-rater reliability coefficient is determined.

Flanders (Amidon and Hough, 1967) suggests that a coefficient of .85 or higher is a reasonable level of performance, Williams (1972) considers the following to be

feasible:

.60-.75 moderate agreement

.76-.90 good agreement

.91-.99 high agreement

According to Williams the inter-rater reliability for this study was of high agreement. The intra-rater reliability over time, when averaged was found to have an agreement of .856.

#### Treatment of Data

The data received from the administration of the client-simulation situation as well as the data received from the stereotype-simulation situation was analyzed by two different approaches. All phases of the statistical analysis, for evaluating the data, were accomplished using the split-plot analysis of variance technique as outlined by Winer (1962). The analysis of individual changes within each experimental group was clinical/statistical as outlined by Gibbard, Hartman, and Mann (1974). Clarification of these procedures and approaches follows.

There are three rather broad forms of analysis that one may use to research the events in groups: clinical, statistical, and clinical/statistical.

The methods involved in the clinical approach tend to be global, impressionistic, and intuitive. Case studies

and most psychoanalytic work, except that which is subjected to experimental study, are examples of the clinical approach. The clinical procedure is concerned with the unconscious processes involved in group development. The works of Bion (1959), and Slater (1966) are good examples of the clinical method. The clinical approach to viewing group development has been criticized by the statistically minded who question the conceptions such as unconscious processes and urge quantification to establish verification for their positive statements.

The statistical approach to group process analysis systematically records enormous amounts of data through coding interaction in groups. This approach attempts to statistically identify the pattern of actions in group experiences by reducing group events to their component parts, which can be coded and then treated statistically for relevance, significance, and prediction. This method has been utilized in investigating group development, role differentiation, and individual differences in a number of diverse groups such as classroom, therapy, and family. The works of Bales (1950), and Mills (1964) are most influential in coding interaction in groups. The advantage of the statistical approach is that content analysis allows for the reduction of verbal behavior into smaller units which are appropriate for statistical treatment. However,

this method does not allow for the context and connotation of the group interaction to be coded.

The third approach is the clinical/statistical approach which seeks to combine the two approaches (clinical and statistical) into a more significant small-group methodology. This method integrates the impressionism of the clinician and the precision of the statistician. This procedure employs statistical methods to analysis group feelings, moods and attitudes in a more "objective" fashion. The clinical/statistical method has been applied to self-awareness and traditional classroom groups, and to therapy groups. Mann (1966), a major proponent of this approach, contends that research must be responsive to personal and social needs rather than to abstraction. The value of the clinical/statistical procedure lies in the identification of group effectiveness as a result of sharing experiences.

This study employs the statistical and the clinical/statistical approaches to investigate the events in groups. The procedures for the statistical approach is presented first with the clinical/statistical procedures next.

### Statistical approach

The primary analysis technique applied to the data in this study was the Split-Plot Analysis of Variance. A subsequent test of means, Newman-Keuls procedure was performed on all pairwise differences. To compute the relevant F-values for the Split-Plot design model, the computer program Statistics Analysis System (SAS) was utilized. The model to test the hypotheses under consideration was as follows:

$$Y_{ijk} = U + G_i + E_{ij} + O_k + T_l + S_{ijkl}$$

where

$Y_{ijk}$  = white counselor-trainees' responses

$U$  = grand mean

$G_i$  = groups

$E_{ij}$  = people within error

$O_k$  = ethnic origin

$T_l$  = time

$S_{ijkl}$  = remaining error

$i = 1, 2, 3, 4$

$j = 1, 2, \dots, 24$

$k = 1, 2$

$l = 1, 2$

Kirk (1968) contends that in experiments designed to investigate learning, the use of the Split-Plot design is

often the simplest way to investigate the research problem.

The advantages of the Split-Plot design, as assessed by Kirk are:

1. The Split-Plot design can be used in experiments where it is not possible to administer all treatment combinations within each block.

2. In the Split-Plot design, estimates of within block effects are usually more accurate than estimates of between block effects.

3. The Split-Plot design controls subject heterogeneity. This is accomplished by using repeated measure on the same subject.

Based on the assessment by Kirk, the Split-Plot Analysis of Variance technique was employed in this study to assess the data from the client simulation situation as well as the data received from the stereotype simulation situation.

The critical values for the ordered differences between pairs was computed by using the Newman-Keuls method as outlined by Winer (1962). This procedure is represented by the formula

$$q = S_{\frac{q}{B}}(r, df_{\text{error}})$$

when

$q$  = critical value for an ordered difference between two means

$S_{\bar{B}}$  = the standard error of the mean for all observations at a given level of factor B is

$$\sqrt{\frac{MS_B \times \text{subj. w. groups}}{np}}$$

$q_{1-}$  = level of significance

$r$  = number of steps between two ordered means in an ordered sequence,  $df(\text{error})$  = degrees of freedom associated with  $S_{\bar{B}}$ .

Tests on all possible differences of the form  $\bar{A}_i - \bar{A}_j$ , follow the same general pattern. For such tests, the standard error of the mean for all observations at a given level of factor A is

$$S_{\bar{A}} = \sqrt{MS_{\text{subj w. groups}}}$$

The degrees of freedom associated with  $S_{\bar{A}}$  are  $p(n-1)$ . By substituting the appropriate values into the formula, the critical value for the ordered difference between pairs is determined.

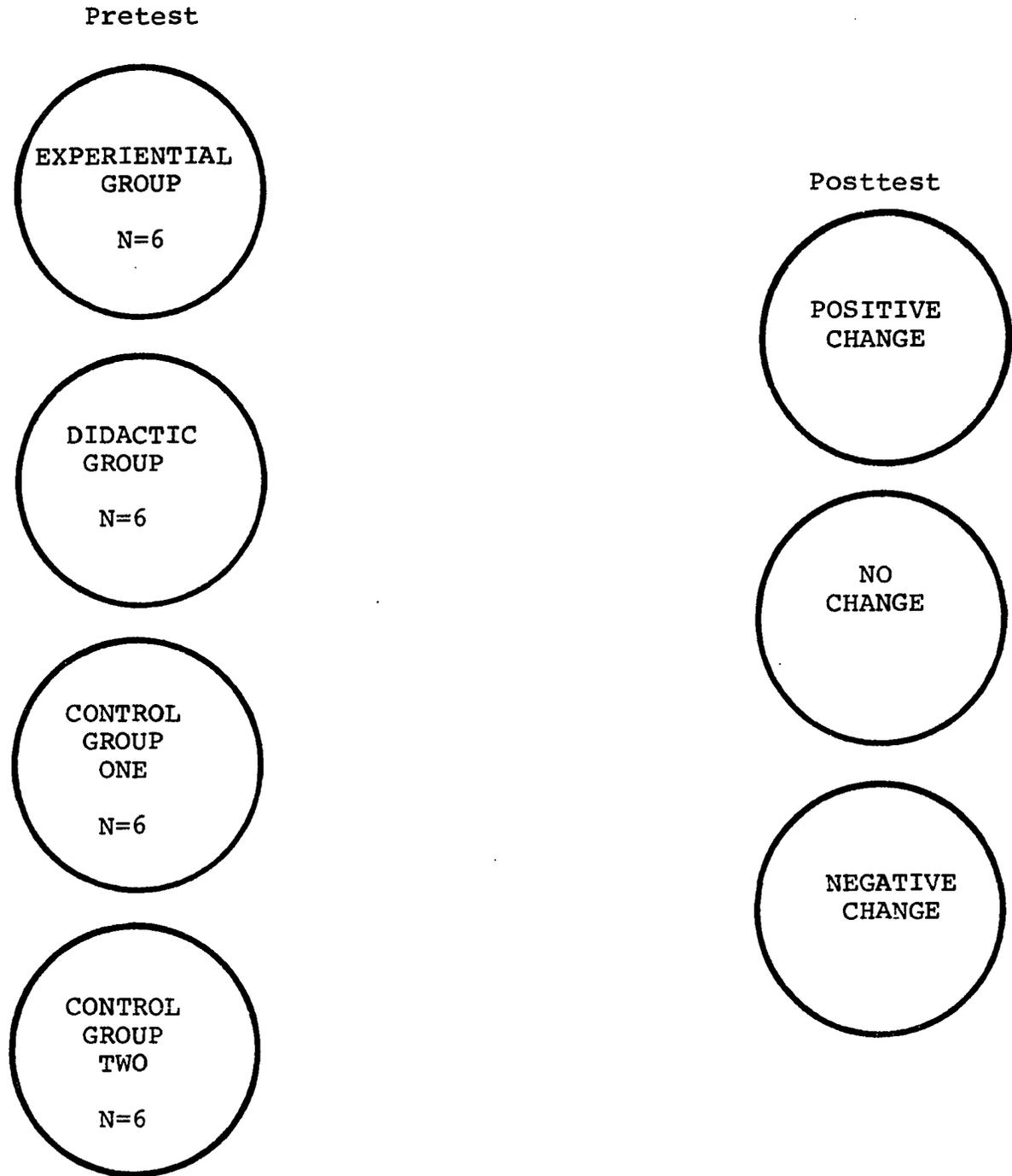
### Clinical/statistical

The clinical/statistical approach was utilized to analyze differences between pretest and posttest in the levels of responding skills, by white counselor-trainees, as assessed by Carkhuff's Empathic Rating Scale. All subjects' pretest rating scores, within each experimental group, was compared to their respective posttest rating

scores for any differences. The differences were categorized into one of three possible directions of individual changes: (a) positive change which indicates an increase in one's level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, (b) negative change which indicates a decrease in one's level of responding skills as assessed by Carkhuff's Empathic Rating Scale, and (c) no change which indicates one's level of responding skills, as assessed by Carkhuff's Empathic Rating Scale remained constant. These findings are presented in graphic form as outlined by Fitts (1973).

In summary, to assess the effects of the treatments, experiential and didactic, two simulation situations were formulated for this study. The simulation situations were of two types, i.e., client simulation and stereotype simulation. The data received from administration of the client simulation situation as well as the data received from the stereotype simulation situation was analyzed by the Split-Plot Analysis of Variance technique. Clinical/statistical treatment was utilized to analyze differences between pretest and posttest in the levels of responding skills, by white counselor-trainees, as assessed by Carkhuff's Empathic Rating Scale.

The findings of this study are presented in the



N = Number of Subjects

Figure 1. Pretest to posttest changes in level of responding skills

following chapter. The findings will appear in the order in which the null hypotheses were presented.

## FINDINGS

## Introduction

This research study focused on the responding skills of white counselor-trainees to clients with different ethnic backgrounds. That is, do white counselor-trainees respond with the same level of skills (empathy, listening, etc.), and degree of stereotyping to both white clients and black clients? A second major concern was the effects of treatments, experiential versus didactic, on the white counselor-trainees' responding skills and degree of stereotyping when dealing with white or black clients.

The data to examine these questions was obtained from 24 subjects enrolled in two different graduate courses at Iowa State University during the Winter Quarter of 1976. The two graduate counseling courses were "Techniques of Counseling Secondary School Students" and "Theories of Counseling." The subjects from the course "Theories of Counseling" were randomly assigned to two control groups of six subjects each. The treatment groups were established with the students enrolled in the "Counseling Techniques" course. The two treatments utilized in this study were experiential and didactic. The experiential group participated in an inter-ethnic discussion group dealing with values, communication, and interpersonal relationships.

And, the didactic group dealt with insights into counseling blacks, cultural barriers in the counseling relationship, and word usage of blacks.

The data collected was examined by utilizing two related but different approaches to analyzing groups. The statistical analysis was accomplished using the Split-Plot Analysis of Variance technique outlined by Winer (1962). This technique was utilized in this study because it breaks down the error variation into the appropriate within variance and between variance. By breaking down the error this technique gives a more precise F-value.

The second method for examining the data was the clinical/statistical procedure as outlined by Winer (1962). This procedure was utilized to analyze differences between pretest and posttest levels of responding skills. This consisted of tracing individual changes with responding skills. One advantage of this approach lies in the identification of group effectiveness as a result of sharing experiences.

The remainder of this chapter will deal with the findings of this research project. The results of the statistical analysis are presented first, and followed by the clinical/statistical analysis. In the statistical analysis section, the hypotheses are stated and followed by the pertinent data. The level of statistical signifi-

cance used throughout this investigation was .05. In the clinical/statistical section, the findings are presented in graphic form and followed by verbal presentations of the analysis of the results. The last section of this chapter is a brief summary of the findings.

### Results of the Statistical Analysis

Hypothesis 1: There is no significant difference in the level of responding skills of white counselor-trainees, as assessed by Carkhuff's Empathic Rating Scale, to black clients as compared with white clients on the pretest.

The F-ratio with 1 and 20 degrees of freedom ( $F_{1,20}$ ) was 4.35 which is required for significance at the .05 level.

As a result of the obtained F-ratio, .5198, there was a lack of evidence to reject Null Hypothesis 1, at the .05 level of significance. Results of the analysis are presented in Table 3. The white counselor-trainees responded with the same level of skills to both white and black clients on the pretest.

Table 3. Split-Plot: Responding to black clients as compared with white clients on the pretest

Sources of Variation	d.f.	Sum of Squares	Mean Square	F-Value
Ethnic Origin	1	0.0092963	0.00929633	0.51982
Residual	20	0.3576738	0.01788369	

Hypothesis 1a: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within the experiential treatment group on the pretest.

The tabular value ( $q$ ) with 2 and 20 degrees of freedom required for significance at the .05 level was 2.95.

As a result of the obtained critical value, .0805, there was sufficient evidence to reject Null Hypothesis 1a. Results of the analysis are presented in Table 4. The white counselor-trainees within the experiential treatment group showed a significant difference in their level of responding skills to black clients as compared with white clients on the pretest.

Table 4. Newman-Keuls procedure: Within the experimental group on the pretest

Variable	Experiential	
	Black	White
Ordered Means	2.335	2.212
Differences		.123
$S_{\bar{B}} = .0273$		$r=2$
$q_{.95}(r, 20):$		2.95
$S_{\bar{B}} q_{.95}(r, 20):$		.0805

Hypothesis 1b: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within the didactic treatment group on the pretest.

The tabular value ( $q$ ) with 2 and 20 degrees of freedom required for significance at the .05 level was 2.95.

As a result of the obtained value, .0805, there was sufficient evidence to reject Null Hypothesis 1b.

Results of the analysis are presented in Table 5. The findings indicate that the white counselor-trainees within the didactic treatment group showed a difference in their level of responding skills to both black and white clients on the pretest.

Table 5. Newman-Keuls procedure: Within the didactic group on the pretest

Variable	Didactic	
	Black	White
Ordered Means	1.9418	1.861
Differences		.081
$S_{\bar{B}} = .0273$		$r=2$
$q_{.95}(r, 20) :$		2.95
$S_{\bar{B}}q_{.95}(r, 20) :$		.0805

Hypothesis 1c: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within control group one on the pretest.

The tabular value ( $q$ ) with 2 and 20 degrees of freedom required for significance at the .05 level was 2.95.

As a result of the obtained value, .0805, there was a lack of evidence to reject Null Hypothesis 1c. Results of the analysis are presented in Table 6. The findings indicate that the white counselor-trainees within control group one showed no difference in their level of responding skills to both black and white clients on the pretest.

Table 6. Newman-Keuls procedure: Within control group one on the pretest

Variables	Control Group I	
	Black	White
Ordered Means	1.209	1.184
Differences		.025
$S_{\bar{B}} = .0273$		$r=2$
$q_{.95}(r,20):$		2.95
$S_{\bar{B}}q_{.95}(r,20):$		.0805

Hypothesis 1d: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within control group two on the pretest.

The tabular value ( $q$ ) with 2 and 20 degrees of freedom required for significance at the .05 level was 2.95.

As a result of the obtained value, .0805, there was a lack of evidence to reject Null Hypothesis 1d. Results of the analysis are presented in Table 7. The findings indicate that the white counselor-trainees within control group two showed no difference in their level of responding skills to both black and white clients on the pretest.

Table 7. Newman-Keuls procedure: Within control group two on the pretest

Variable	Control Group II	
	Black	White
Ordered Means	1.048	1.005
Differences		.043
$S_{\bar{B}} = .0273$		$r=2$
$q_{.95}(r, 20) :$		2.95
$S_{\bar{B}}q_{.95}(r, 20) :$		.0805

Hypothesis 2: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients when comparing gain scores.

The F-ratio with 1 and 20 degrees of freedom ( $F_{1,20}$ ) was 4.35, which is required for significance at the .05 level.

As a result of the obtained F-ratio, .44860, there was a lack of evidence to reject Null Hypothesis 2, at the .05 level of significance. Results of the analysis are presented in Table 8. These results indicate that when comparing the gain scores the white counselor-trainees showed no difference in their level of responding skills to both black and white clients.

Table 8. Split-Plot: Responding to black clients as compared with white clients when comparing gain scores

Source of Variation	d.f.	Sum of Squares	Mean Square	F-Value
Ethnic Origin	1	0.01306800	0.0130680	0.44860
Residual	20	0.58260683	0.0291303	

Hypothesis 2a: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within the experiential treatment group when comparing gain scores.

The tabular value ( $q$ ) with 2 and 20 degrees of freedom required for significance at the .05 level was 2.95.

As a result of the obtained critical value, .10266, there was sufficient evidence to reject Null Hypothesis 2a. Results of the analysis are presented in Table 9. These results indicate that when comparing the gain scores within the experiential treatment group the white counselor-trainees showed a difference in their level of responding skills to both black and white clients.

Table 9. Newman-Keuls procedure: Within the experiential group when comparing gain scores

Variable	Experiential Group	
	Black	White
Ordered Means	.1568	.0320
Differences		.1248
$S_{\bar{B}} = .0348$		$r=2$
$q_{.95}(r, 20);$		2.95
$S_{\bar{B}}q_{.95}(r, 20):$		.10266

Hypothesis 2b: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within the didactic treatment group when comparing gain scores.

The tabular value ( $q$ ) with 2 and 20 degrees of freedom required for significance at the .05 level was 2.95.

As a result of the obtained critical value, .10266, there was a lack of evidence to reject Null Hypothesis 2b. Results of the analysis are presented in Table 10. These findings show that when comparing the gain scores within the didactic group the white counselor-trainees showed no difference in their level of responding to both black and white clients.

Table 10. Newman-Keuls procedure: Within the didactic group when comparing gain scores

Variable	Didactic Group	
	Black	White
Ordered Means	.1798	.1188
Differences		.061
$S_{\bar{B}} = .0348$		$r=2$
$q_{.95}(r, 20) :$		2.95
$S_{\bar{B}}q_{.95}(r, 20) :$		.10266

Hypothesis 2c: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within control group one when comparing gain scores.

The tabular value ( $q$ ) with 2 and 20 degrees of freedom required for significance at the .05 level was 2.95.

As a result of the obtained critical value, .10266, there was a lack of evidence to reject Null Hypothesis 2c. Results of this analysis are presented in Table 11. These results indicate that the white counselor-trainees showed no difference in their level of responding to both black and white clients when comparing the gain scores within control group one.

Table 11. Newman-Keuls procedure: Within control group one when comparing gain scores

Variables	Control Group I	
	White	Black
Ordered Means	.0153	-.0458
Differences		-.0305
$S_{\bar{B}} = .0348$		$r=2$
$q_{.95}(r, 20) :$		2.95
$S_{\bar{B}}q_{.95}(r, 20) :$		.10266

Hypothesis 2d: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, of white counselor-trainees to black clients as compared with white clients within control group two when comparing gain scores.

The tabular value ( $q$ ) with 2 and 20 degrees of freedom required for significance at the .05 level was 2.95.

As a result of the obtained critical value, .10266, there was a lack of evidence to reject Null Hypothesis 2d. Results of this analysis are presented in Table 12. These results show that the white counselor-trainees displayed no difference in their level of responding to both black and white clients when comparing the gain scores within control group two.

Table 12. Newman-Keuls procedure: Within control group two when comparing gain scores

Variable	Control Group Two	
	White	Black
Ordered Means	.0583	.0513
Differences		.007
$S_{\bar{B}} = .0348$		$r=2$
$q_{.95}(r, 20) :$		2.95
$S_{\bar{B}}q_{.95}(r, 20) :$		.10266

Hypothesis 3: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, between the experiential group, the didactic group, control group one, and control group two when controlling for ethnic group contact on gain scores.

The F-ratio with 3 and 19 degrees of freedom ( $F_{3,19}$ ) was 3.13 which is required for significance at the .05 level.

As a result of the obtained F-ratio, 1.97470, there was a lack of evidence to reject Null Hypothesis 3. Results of the analysis are presented in Table 13. The findings indicate that when controlling for ethnic group contact on gain scores there is no difference in the level of responding between the four experimental groups utilized in this study.

Table 13. Split-Plot: Controlling for ethnic group contact on the gain scores

Sources of Variation	d.f.	Sum of Squares	F-Value
Group	3	0.17257070	1.97470
STD (Group)	19	0.44925106	

Hypothesis 4: There is no significant difference in the level of responding skills, as assessed by Carkhuff's Empathic Rating Scale, to black clients between the experiential group and the didactic group when comparing gain scores.

The tabular value ( $q$ ) with 2 and 20 degrees of freedom required for significance at the .05 level was 2.95.

As a result of the obtained critical value, .1522, there was a lack of evidence to reject Null Hypothesis 4.

Results of this analysis are presented in Table 14. These results indicate that neither of the two treatment groups was more effective in responding to black clients.

Table 14. Newman-Keuls procedure: Between the experiential and didactic groups

Variable	Didactic	Experiential
Ordered Means	.1798	.1568
Differences		.0230
$S_{\bar{A}} = .0516$		$r=2$
$q_{.95}(r, 20):$		2.95
$S_{\bar{A}}q_{.95}(r, 20):$		.1522

Hypothesis 5: There is no significant difference in the level of stereotyping of occupation, as assessed by Hollingsheads's Occupational Classification Scale, by white counselor-trainees to blacks as compared with whites on the pretest.

The F-ratio with 1 and 20 degrees of freedom ( $F_{1,20}$ ) was 4.35, which is required for significance at the .05 level.

As a result of the obtained F-ratio, 15.506, there was sufficient evidence to reject Null Hypothesis 5. Results of the analysis are presented in Table 15. The findings indicate that there is a difference, initially, in white counselor-trainees' level of stereotyping of occupation between blacks and whites. In examining the group mean scores (Appendix H) it was found that the white counselor-trainees placed the black clients in higher levels of occupation than the white clients.

Table 15. Split-Plot: Level of occupation on pretest

Sources of Variation	d.f.	Sum of Squares	Mean Square	F-Value
Ethnic Origin	1	11.1293910	11.1293910	15.506*
Residual	20	14.3542437	0.7177122	

\*  $p = 0.05$  ( $F$  4.35).

Hypothesis 6: There is no significant difference in the level of stereotyping of occupation, as assessed by Hollingshead's Occupational Classification Scale, by white counselor-trainees to blacks as compared with whites when comparing gain scores.

The F-ratio with 1 and 20 degrees of freedom ( $F_{1,20}$ ) was 4.35, which is required for significance at the .05 level.

As a result of the obtained F-ratio, .25821, there was a lack of evidence to reject Null Hypothesis 6. In Table 16 the results presented suggest that there is no difference in the level of stereotyping of occupation to black and whites by white counselor-trainees when comparing gain scores.

Table 16. Split-Plot: Level of occupation on gains scores

Sources of Variation	d.f.	Sum of Squares	Mean Square	F-Value
Ethnic Origin	1	0.1572085	0.1572085	0.25821
Residual	20	12.1766237	0.608831187	

Hypothesis 7: There is no significant difference in the level of stereotyping of occupation, as assessed by Hollingshead's Occupational Classification Scale, between the experiential group, the didactic group, control group one and control group two when controlling for ethnic group contact on the gain scores.

The F-ratio with 3 and 19 degrees of freedom ( $F_{3,19}$ ) was 3.13, which is required for significance at the .05 level.

As a result of the obtained F-ratio, .43325, there was a lack of evidence to reject Null Hypothesis 7. Results of the analysis in Table 17 indicate that when controlling for ethnic group contact on the gain scores there is no difference in the level of stereotyping of occupation between the four experimental groups used in this study.

Table 17. Split-Plot: Level of occupation controlling for ethnic group contact

Sources of Variation	d.f.	Sequential Sum of Squares	F-Value
Group	3	0.77142122	.043325
STD (Group)	19	6.31397353	

Hypothesis 8: There is no significant difference in the level of stereotyping of occupation, as assessed by Hollingshead's Occupational Classification Scale, to blacks between the experiential and the didactic groups when comparing scores.

The tabular value (q) with 2 and 20 degrees of freedom required for significance at the .05 level was 2.95.

As a result of the obtained value, .4903, there was a lack of evidence to reject Null Hypothesis 3. Results of this analysis are presented in Table 18. These results suggest that there is no difference in the level of stereotyping of occupation to blacks between the two treatment groups when comparing gain scores.

Table 18. Newman-Keuls procedure: Between the experiential and didactic groups on level of occupation

	Didactic	Experiential
Ordered Means	.07316	-0.14433
Differences		.21749
$S_{\bar{A}} = .1662$		$r=2$
$q_{.95}(r, 20):$		2.95
$Sq_{.95}(r, 20):$		.4903

### Results of the Clinical/Statistical Analysis

At this point the clinical/statistical procedure for analyzing differences between pretest and posttest will be considered. This procedure consists of tracing individual changes with responding skills, as assessed by Carkhuff's Empathic Rating Scale.

The subjects' individual changes in responding skills, as assessed by Carkhuff's Empathic Rating Scale, moved in the direction of either: (a) positive change which indicated an increase in one's level of responding, (b) no change which indicated one's level of responding skills had remained constant throughout the experiment, and (c) negative change which indicated a decrease in one's level of responding skills.

The direction of the subject's individual changes are presented in graphic form in Figures 2, 3, and 4. Figure 2 presents the direction of change in the level of responding skills to both black and white clients for the four experimental groups. Ten of the twelve individuals (83.3%) participating in the treatment groups moved in the direction of higher levels of responding skills to both black and white clients. Only 8.3% of the individuals in the two treatment groups experienced no change in their level of responding skills to both black and white clients.

One of the subjects (8.3%) in the two treatment groups moved in the direction of lower levels of responding skills to both black and white students. Of the twelve individuals in both control groups only five (41.6%) moved in the direction of higher levels of responding skills to both black and white clients. Only two subjects (16.6%) participating in both control groups experienced no change in their level of responding skills to both black and white clients. Another 41.6% of the individuals in the two control groups experienced a negative change in their level of responding skills. The results from this approach tend to indicate that the experiential and didactic treatment groups did have a "positive" effect upon the white counselor-trainees' responding skills to both black and white clients.

Figure 3 describes the change in the level of responding skills to black clients for the four experimental groups. In tracing the white counselor-trainees changes in their levels of responding skills to black clients, the results tend to indicate that eight of the twelve individuals (66.7%) in the experiential and the didactic treatments moved to higher levels of responding skills. One of the subjects (8.3%) in the two treatments experienced no change in their level of responding skills to black clients. Twenty-five percent of the individuals in the treatment groups moved in the direction of lower levels of responding

skills to black clients. Of the twelve individuals in both control groups only four (33.3%) moved in the direction of higher levels of responding to black clients. Five individuals (41.6%) in the control groups experienced no change in their levels of responding skills to black clients. Twenty-five percent of the subjects in the two control groups showed a negative change in their level of responding skills to black clients.

Figure 4 shows the change in the level of responding to white clients for the four experimental groups. In analyzing the individual change in the levels of responding skills to white clients, the results show that eight (66.7%) of the twelve individuals in the two treatment groups moved to higher levels of responding skills. One of the subjects (8.3%) in the treatment groups experienced no change in the level of responding skills to white clients. Twenty-five percent of the subjects participating in the treatment groups moved in the direction of lower levels of responding skills to white clients. Of the twelve individuals in both control groups only four (33.3%) moved to higher levels of responding skills to white clients. Five individuals (41.6%) from the two control groups experienced no change in their level of responding skills to white clients. Twenty-five percent of the subjects in the control groups

moved in the direction of lower levels of responding skills to white clients.

In comparing the experiential group with the didactic group on their level of responding to both black and white clients it was found that six (100%) of those participating in the didactic moved in the direction of positive change. Of those subjects participating in the experiential group four (66.7%) moved in the direction of higher levels of responding skills with both black and white clients. One individual (16.6%) from the experiential group experienced no change in his level of responding to both black and white clients. One of the subjects (16.6%) in Treatment I moved in the direction of lower levels of responding skills with both black and white clients.

When comparing the two treatment groups on their level of responding skills with black clients it was found that five individuals (83.3%) participating in the didactic group moved in the direction of higher levels of responding skills. While one individual (16.6%) in the didactic group experienced a decrease in his level of responding skills with black clients. Of the six individuals participating in the experiential treatment group three (50%) moved to higher levels of responding skills with black clients. One individual (16.6%) in the experiential group experienced no change in his level of responding skills. While two

subjects (33.3%) in the experiential group moved in the direction of lower levels of responding skills with black clients.

And finally, when comparing the treatment groups on their level of responding skills with white clients it was found that five individuals (83.3%) participating in the didactic group moved in the direction of higher levels of responding skills. However, one subject (16.6%) moved in the direction of lower levels of responding skills with white clients. In the experiential group, three of the subjects (50%) experienced a positive change in their level of responding skills with white clients. One individual (16.6%) participating in the experiential group experienced no change in his level of responding skills. And two members (33.3%) of the experiential group experienced lower levels of responding skills with white clients.

In analyzing these results, it must be noted that the subjects in the didactic group experienced more of a positive change in the level of responding skills to both black and white clients than did those subjects in the experiential treatment group. However, it must be noted that, the difference between the two treatment groups was found to be nonsignificant at the .05 level.

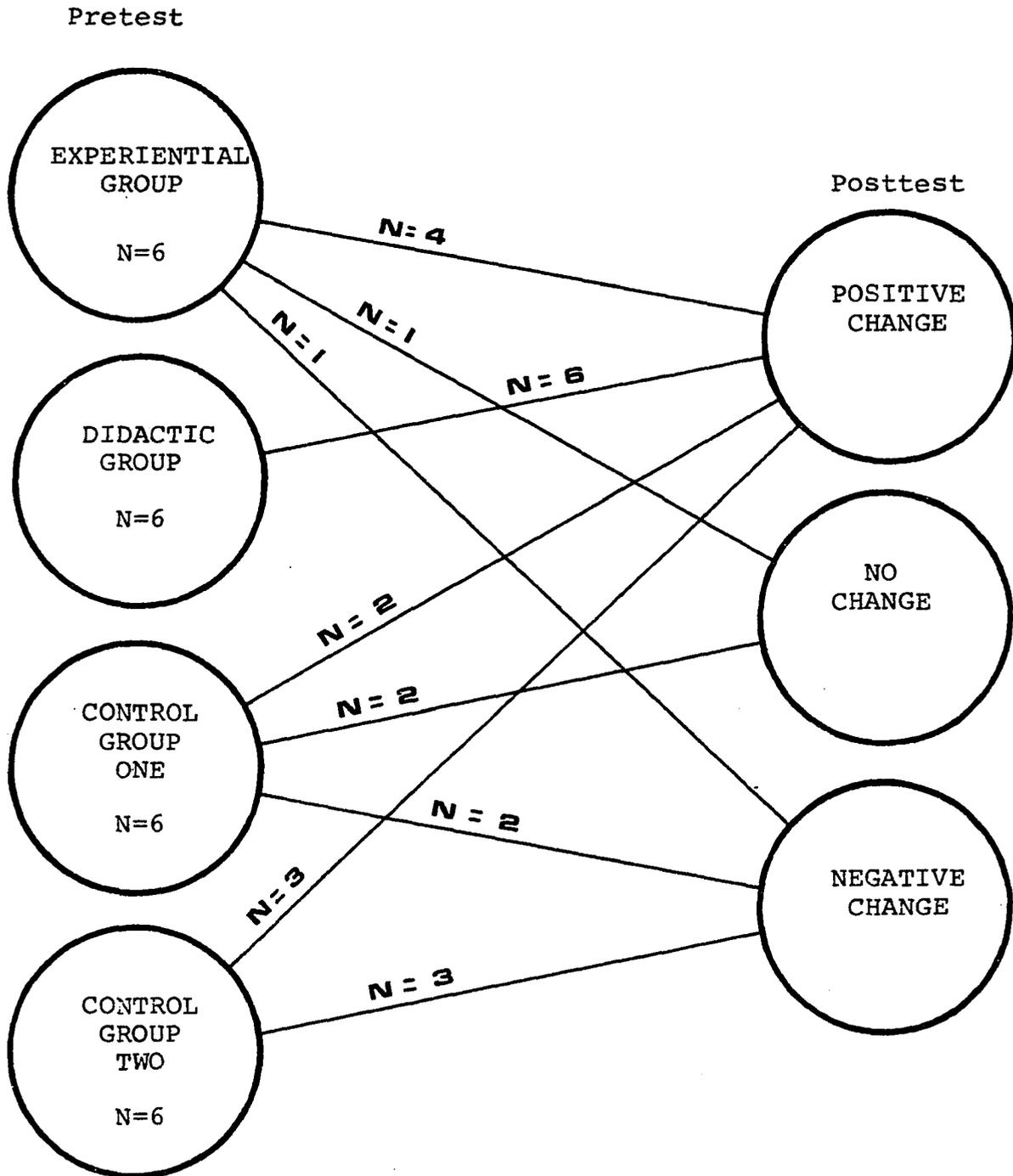
The results from this technique tend to indicate that the experiential and the didactic treatments did have a "positive" effect upon the responding skills of the white counselor-trainees to both black and white clients.

#### Summary

This study was concerned with the responding skills of white counselor-trainees after having undergone one of two possible treatments. The first treatment centered around an experiential experience dealing with values, communication and interpersonal relationships. The second treatment centered around a didactic experience dealing with cultural barriers in the counseling relationship, and insights into counseling blacks. The results of these experiences were analyzed to identify the effects of either treatment on the level of responding skills of white counselor-trainees.

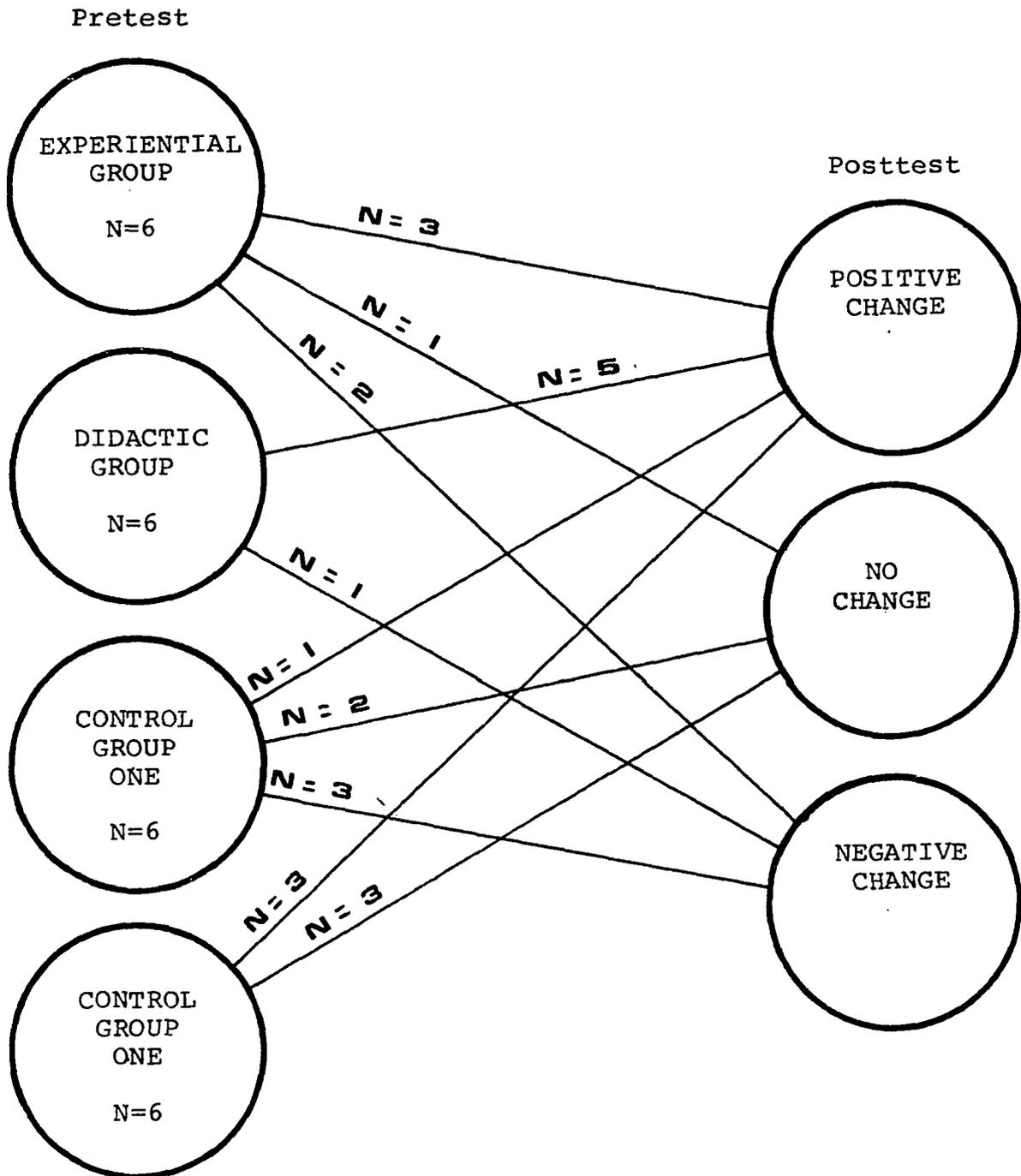
Four major null hypotheses with eight sub-hypotheses were formulated to test the responding skills of white counselor-trainees, as assessed by Carkhuff's Empathic Rating Scale. The findings resulted in none of the major nulls or the sub-hypotheses as yielding a difference that was statistically significant at the .05 level.

Four major nulls were generated to test the level of



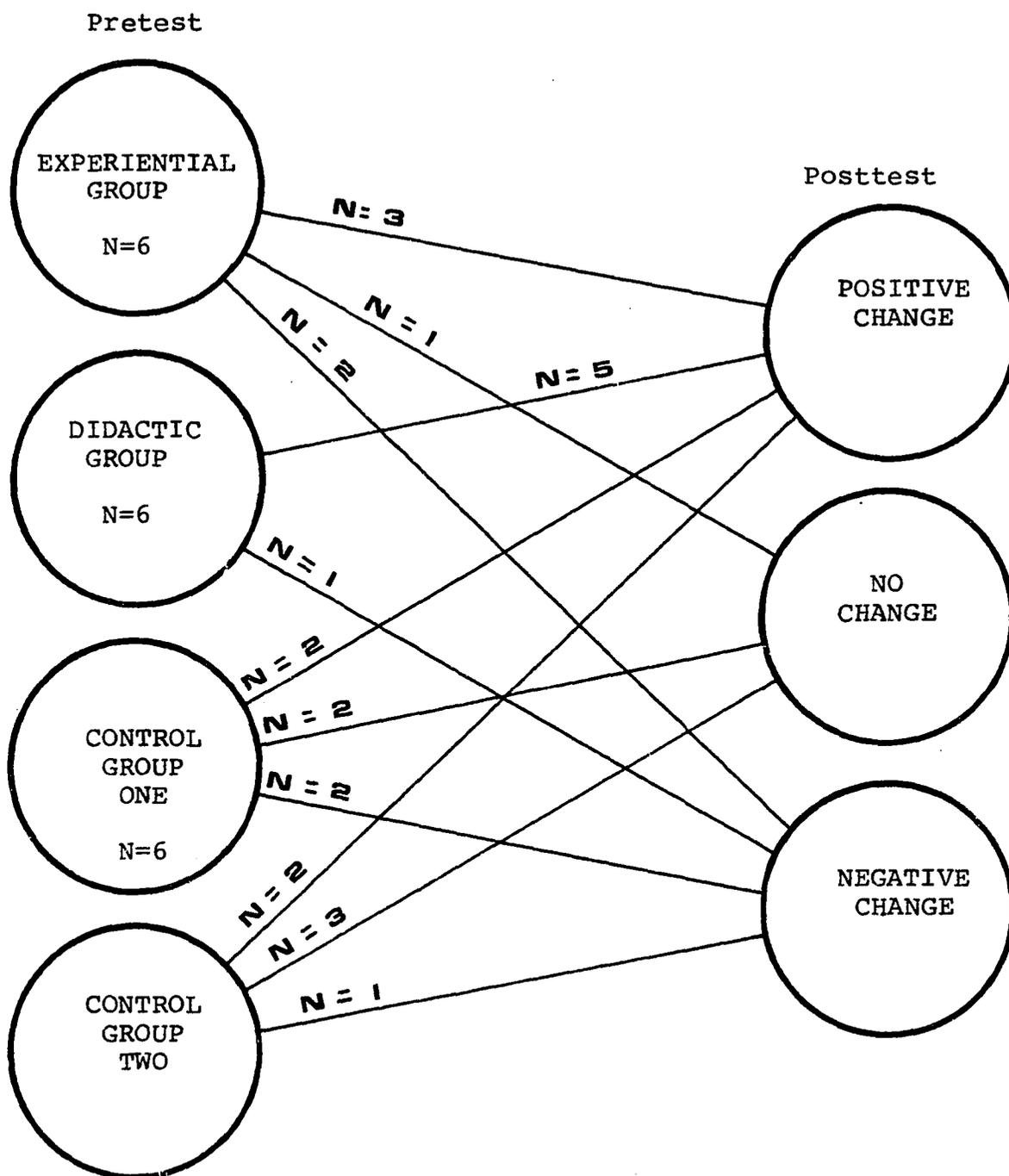
N = Number of Subjects

Figure 2. Schematic analysis: Level of responding to both black and white clients for the four experimental groups



N = Number of Subjects

Figure 3. Schematic analysis: Level of responding to black clients for the four experimental groups



N = Number of Subjects

Figure 4. Schematic analysis: Level of responding to white clients for the four experimental groups

stereotyping of occupation of white counselor-trainees to both blacks and whites, as assessed by Hollingshead's Occupational Classification Scale. Findings resulted in one major null yielding a difference that was significant at the .05 level. All other major nulls did not yield a difference that was statistically significant at the .05 level. It was found that there is a difference in the level of stereotyping by white counselor-trainees to both blacks and whites on the pretest.

In the clinical/statistical analysis of the Empathic Rating Scale data, the experiential and didactic groups exhibited more individual positive change, i.e., changes in the direction of higher levels of responding to both black and white clients. However, those in the control groups showed less individual positive change in the direction of higher levels of responding skills to both black and white clients.

Based on the findings of this chapter, the following chapter presents a summary and the conclusions relevant to this study, as well as recommendations for future study.

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine the differences, if any, in white counselor-trainees' responding skills with black clients as compared with white clients. The subsidiary investigation was to examine the effects of treatments, experiential versus cognitive, on white counselor-trainees' level of responding skills and the degree of stereotyping when dealing with black or white clients. Two experimental groups and two control groups were established. The experiential group utilized inter-ethnic discussion dealing with values, communication, and interpersonal relationships as the treatment. The didactic group utilized a cognitive discussion dealing with insights into counseling blacks, cultural barriers in the counseling relationship and word usage of blacks as the treatment. The control groups received no treatment. Thus, there were two experimental groups who received one of two treatments and two control groups which received no treatment.

Data for evaluating the study were gathered from two simulation situations formulated by the experimenter. The first simulation situation was the client-simulated videotape. This client-simulation videotape consisted of 24 brief client statements, twelve white clients and twelve black clients. The responding skills of white counselor-trainees

to black clients as compared with white clients was assessed by utilizing the Carkhuff Empathic Rating Scale. The second simulation situation was the stereotype-simulation situation which consisted of 20 colored slides showing ten black persons and ten white persons. This occupation stereotype simulation by white counselor-trainees of blacks as compared with whites was assessed by utilizing Hollingshead's Occupational Classification Scale.

Two types of analysis procedures were used, statistical and clinical/statistical. The statistical procedure involved the Split-Plot Analysis of Variance technique to assess the data from both the client simulation and the stereotype simulation situation. The clinical/statistical procedure involved examining individual changes in the level of responding skills. This procedure was used to analyze differences between pre-test and posttest in the level of responding skills of white counselor-trainees participating in this study.

Four major null hypotheses were formulated to examine white counselor-trainees' level of responding skills to black clients as compared with white clients. These general hypotheses also led to the development of eight sub-hypotheses. The major nulls did not yield a difference that was statistically significant at the .05 level. However the findings did result in three sub-hypotheses yielding differences that were statistically significant at the .05 level. The find-

ings indicated that there was a difference in the level of responding skills by the white counselor-trainees within the experiential treatment group to black clients as compared with white clients on the pretest. The findings also indicated that there was a difference in the level of responding skills by white counselor-trainees within the didactic treatment group to black clients as compared with white clients on the pretest. In examining the group mean scores on the pretest (Appendix I) it was found that the white counselor-trainees within both the experiential and didactic treatment groups showed higher levels of responding skills to black clients than to white clients on the pretest. The third sub-hypothesis which was rejected indicated that there is a difference in the level of responding skills by white counselor-trainees within the experiential treatment group to black clients as compared with white clients when looking at gain scores. In examining the group gain scores (Appendix J) it was found that the white counselor-trainees within the experiential group experienced greater gain in their level of responding skills to black clients than with white clients.

The clinical/statistical procedure revealed that both the experiential and the didactic groups showed more individual positive change in the direction of higher levels of responding skills to both black and white clients. One individual participating in the treatment groups experienced

no change, while another individual experienced a negative change in his level of responding skills to both black and white clients. Those subjects in the control group showed less individual positive change in the direction of higher levels of responding skills to both black and white clients. Two individuals participating in the two control groups experienced no change, while five individuals in the two control groups experienced a negative change in their level of responding skills to both black and white clients.

Four major hypotheses were formulated to examine white counselor-trainees' level of stereotyping of blacks as compared with whites. The findings resulted in one major null yielding a difference that was significant at the .05 level. The findings indicate that there was a difference in the level of stereotyping by white counselor-trainees to blacks as compared with their stereotyping of white clients, on the pretest. In examining the group mean scores for the stereotype simulation (Appendix H) it was found that the white counselor-trainees placed the black clients in higher levels of occupation than the white clients. All other major null hypotheses did not yield a difference that was statistically significant at the .05 level.

### Conclusions

Based on the findings in the fourth chapter, several conclusions can be related to the questions posed in this study. To answer the question if there are any differences in white counselor-trainees' responding skills with black clients as compared with white clients, three major hypotheses and eight sub-hypotheses were generated. The major nulls did not yield a difference that was statistically significant. However, three sub-hypotheses did yield differences that were statistically significant. It was found that the white counselor-trainees within both the experiential and didactic treatment groups showed higher levels of responding skills to black clients than to white clients on the pre-test. The findings also indicated that the white counselor-trainees within the experiential group experienced greater gain in their level of responding skills to black clients than with white clients. Therefore, based on the findings in this study, it can be said that under certain conditions white counselor-trainees may respond to black clients "more effectively" than they will with white clients. This finding appears to be contradictory to many of the claims made by writers in the field (Ayers, 1969; Phillips, 1960; and Vontress, 1970). As noted in the Literature Review, Phillips (1960) contends that white counselors cannot successfully

counsel black students because of the cultural barriers that white counselors cannot penetrate. The many nonresearch articles in this area hypothesize that because of the differences between the counselor's and the client's social and cultural background, and therefore their attitude and beliefs, it is difficult to establish an effective counseling relationship which will permit the client to explore and discuss problems of a personal rather than a social nature. However, the findings in this study gives strong support to Lewis (1969) who contends that even with ethnic differences, an effective counseling relationship can occur if the counselor transmits his acceptance and understanding to his client.

The second question posed in this study was, Do white counselor-trainees who have had an experiential exposure with blacks respond "more effectively" to black clients than white counselor-trainees who have had a didactic exposure of blacks? One major null hypothesis was generated to answer this question. The findings yielded a difference that was nonsignificant at the .05 level. This indicated that neither of the two treatment groups was "more effective" in responding to black clients. However, in utilizing the clinical/statistical procedures to assess the data received from the client-simulation it was found that after having undergone one of two possible treatments, the white counselor-trainees exhibited a positive change in the direction of higher levels

of responding skills to black clients. This finding lends support to Green (1966) who contends that with a knowledge of the needs of blacks a white counselor can create an atmosphere that will allow the black client to express himself freely.

In counseling black clients, the white counselor must realize that his feelings toward blacks play an important role in the effectiveness of his counseling. Therefore, it is important for counselors to not only become aware of their feelings toward members of a different ethnic group but also for counselors to gain an exposure to or experience in working with individuals from different ethnic backgrounds. The present research has provided empirical data to support the findings of Smith (1943). Smith concluded that through a unified body of experiences, from the less difficult to the more difficult social contacts with blacks, positive individual changes of feelings and attitudes toward blacks can be accomplished. These positive feelings and attitudes towards blacks can promote an atmosphere by which an effective counseling relationship can be established.

The development of an authentic relationship between the black client and the white counselor is of paramount importance to the effectiveness of counseling. Both the white counselor and the black client must come to know that "authentic" means much more than the easy acceptance and

overlooking of ethnic differences. It means full acceptance and recognition of differences. It means the appreciation and valuing of these differences, seeing them as a source of mutual enrichment and learning.

Four major null hypotheses were generated to answer the question, Do white counselor-trainees perceive blacks in a more stereotype manner of having lower career aspiration? Three of the four hypotheses yielded a difference that was found to be nonsignificant at the .05 level. A difference was found in white counselor-trainees' perception for blacks and whites on the pretest. In examining the group mean scores for the stereotype simulation (Appendix H) it was found that white counselor-trainees placed the black clients in higher levels of occupation than the white clients. This finding tends to be contradictory to the notion that counselors perceive blacks as low achievers. This result could be attributed to the white counselor-trainees' attempt to overcompensate for the historical past which denied blacks the opportunity to be placed in occupations based on their interests and abilities. Whether this is done consciously or unconsciously by the white counselor is not the issue. The important thing for the white counselor is to become aware that he or she may hold unrealistic expectations for blacks. These unrealistic expectations may take the form of either being too low or too high. It has been stated that in order for a counselor to be effective in any counseling re-

lationship, he must first face himself and become aware of and deal with his feelings, motives, and prejudices. If he is unable to do this then it is ludicrous to believe that he can help anyone else.

The results of this study offer strong support to the notion that there is no special mystique involved in counseling black clients. If there was a mystique, it would be very easy for the counselor to simply accept his lack of ability in counseling blacks by saying that he failed because he did not have this special ability, not because he was perhaps prejudice or just an ineffective counselor.

#### Recommendations

As noted in the Literature Review, the relationship of ethnic background to the effectiveness of the counselor in the counseling process has been of growing concern to both counselors and counselor educators. Many nonresearch articles have been written dealing with the effects of ethnic differences in the counseling process. However, controlled investigations dealing with ethnic background and its effect upon the counseling relationship have been scarce. Future research in this area is important, when you consider that both black and white counselors depend on the professional literature, the beliefs and attitudes of their peers, and their own values when dealing with blacks. Therefore this in-

investigator recommends that further research must be directed at analyzing the level of responding skills of black counselor-trainees to white clients as compared with black clients. Such a study would provide additional empirical data that would give some insight into the many claims about counselor's abilities and inabilities to respond to members of another ethnic group.

A recommendations in terms of replicating the present study is by having the two simulation situations, client and occupation stereotype, be administered to each subject in individual testing sessions. Such a study would provide additional control over extraneous variables in the administration of the simulation situations, and at the same time would more likely simulate the atmosphere of an actual counseling session.

Another recommendation in terms of replicating the present study is by the utilization of practicing counselors subjects. Such a study would allow the findings to be generalized to a larger population of counselors. This study might also provide data for establishing in-service programs for counselors.

The results of this study indicate that through a working knowledge of black cultural values, white counselor-trainees respond to black clients "more effectively." How-

ever, it is obvious that this area needs additional empirical investigation before changes in policies or practices will be justified.

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I dedicate to my parents, Herman and Alfreda Ellis.

APPENDIX A: A DESCRIPTION OF THE PROCEDURES  
FOR THE MEETINGS OF TREATMENT  
GROUP I

FIRST GROUP MEETINGEthnic Stereotyping

1. In the first group meeting the subjects received verbal instructions to select those stereotype words which seem to be typical of the communicative behavior of (a) black Americans, (b) Mexican Americans, (c) Native Americans, and (d) white Americans. The subjects were to write as many of these words they could think of to characterize the behavior of each of these groups.
2. On completion of this task, the subjects were asked to review the list that seemed most typical of the communicative behavior of the ethnic group in question.
3. The experiential group was then subdivided into two inter-ethnic discussion groups, and each group was instructed to share, within the respective discussion groups, the reasons for placing an "X" beside the five words they thought most typical of the communicative behavior of the ethnic group in question.
4. After thirty minutes of this interaction, the facilitator interrupted and stated, "Now, let's get into one large discussion group and talk about the feelings one experiences while participating in this exercise, and how there is a tendency to rely on stereotypes to ease the difficulty of interacting with the unfamiliar."
5. The first group meeting lasted one and one-half hours.

SECOND GROUP MEETINGRumor Experiment

1. The subjects were instructed to leave the room and to return only at the direction of the facilitator.
2. One student was then instructed to enter the room. The subject was to view a transparency of a subway scene used in rumor experiments by Allport and Postman (1947). The subway scene involved a black businessman trying to talk with a white construction worker. The white construction worker was pointing at the black man while holding a razor.
3. The subject was instructed to remember the details of the subway scene, and then to describe those details to another subject just called back into the room. The second student then was to describe the scene to a third student entering the room. A fourth subject was called, and so on, until the last of the subjects had repeated the story he had heard regarding a picture he had never seen.
4. After hearing a description of the scene, the last student was instructed to describe what he had heard to the entire discussion group.
5. After completion of this task, the facilitator stated, "We have seen from this exercise that many of the expectations that we have for ethnic groups are based on what relevant others have told us and not derived from our own first hand experiences." "How might this hinder a productive interaction between you and a member of an ethnic group?" The subjects were instructed to discuss this point until the end of the session.
6. The session lasted one and one-half hours.

THIRD GROUP MEETINGIdentifying Black Expressions

1. The facilitator wrote a list of black expressions on the blackboard. The subjects were instructed to write a definition for each of the black expressions.
2. After completing this task, the subjects were subdivided into two inter-ethnic groups.
3. The two groups were then instructed to define each black expression as a group. The group definitions had to be reached by consensus of the group.
4. The individual definitions and the group definitions were compared to the actual definitions for each of the black expressions.
5. After comparing the definitions to the black expressions, the one black student gave examples of how and in what situations some of the black expressions might be utilized.
6. Following this interaction, the subjects discussed how dialect, choice of words, and accent may hinder their understanding of what is actually being communicated in a counseling session.
7. This session lasted one and one-half hours.

FOURTH GROUP MEETINGNonverbal Sociodrama and Role Reversing

1. In the fourth group meeting the subjects received verbal instructions to present, in front of the discussion group, their impressions of nonverbal behavior of members of other ethnic groups.
2. After each nonverbal sociodrama, the class discussed what the nonverbal behavior signified in terms of the attitudes it communicated and the impact the behavior may have on interethnic communication.
3. After the nonverbal sociodrama, the discussion group was divided into two ethnic groups, black and white. Each ethnic group was instructed to portray the behavior they thought typical of the other ethnic group in any situation they wished to create.
4. After each role reversing rendition, there was an open discussion concerning how others see us and how that perception may or may not interfere in effective communication with others. The one black student in the experiential group shared his feelings about the experiences he had when he first came into contact with whites. The one Iranian student also shared her feelings about her first experiences with Americans.
5. Following this interaction, the facilitator stated, "Now, let's talk about what has happened in today's session and how it relates to interpersonal relationships with members of another ethnic group."
6. The second group meeting lasted one and one-half hours.

APPENDIX B: A DESCRIPTION OF THE PROCEDURES FOR THE  
MEETINGS OF TREATMENT GROUP II

FIRST GROUP MEETINGBarriers in Counseling

1. During the first group meeting, the facilitator wrote "black is" on the blackboard; the subjects then were instructed to write any idea they wanted or that came to mind under the heading.
2. After the subjects finished writing their responses on the blackboard, the facilitator then asked, "If this is the feeling, then how might this carry over into counseling blacks?"
3. After discussing this question, the facilitator then presented a lecture on the cultural barriers in counseling minorities. This lecture focused on the areas: (a) culture and its meaning, (b) lack of understanding the client's background, (c) language barrier, (d) the client's unfamiliarity with counseling, and (e) the client's hesitation to reveal himself.
4. After this lecture the facilitator wrote "man is" and "woman is" on the blackboard; the subjects then were instructed to write any idea they wanted or that came to mind under each of these headings.
5. After the subjects finished their responses on the blackboard, the facilitator then asked, "If there are any strong feelings based on the differences between sex, how might these feelings get in the way of counseling with a man or woman?"
6. After discussing this question, the facilitator then led a discussion about what had happened during the first meeting of the group.
7. The session lasted one and one-half hours.

SECOND GROUP MEETINGThe Bitch Test

1. During the second group meeting, the subjects were given the Black Intelligence Test of Cultural Homogeneity (The Bitch Test) by Williams (1972). The test consisted of 100 words, terms, and expressions taken from the black experience.
2. The subjects were instructed to check the correct definitions as black people use the words and expressions.
3. After completion of the test, the facilitator read allowed the answers to each of the 100 items, while the subjects scored their own test.
4. While scoring, the subjects discussed each of the items to obtain a clearer understanding of the definitions for the black expressions.
5. After reviewing the test items, the facilitator led a brief discussion concerning what the subjects had learned from their experience.
6. This session lasted one and one-quarter hours.

THIRD GROUP MEETINGReversal Identification Awareness

1. During the third meeting the facilitator instructed the subjects to lie down and to find a comfortable position. The facilitator then stated, "Close your eyes and let go, adjust your body so that you are more comfortable."
2. The facilitator stated, "Now focus your attention on your breathing...Become aware of all the details of your breathing.... Feel the air moving in through your nose or your mouth...feel it move down your throat and into your lungs...and notice how your chest and belly expand and contract gently as you breathe."
3. The facilitator then said, "Now I'd like you to imagine that your sex is reversed. If you are a male, you are now a female; if you are a female, you are now a male.... How is your body different now.... Become really aware of this new body, particularly the parts that have changed. How will your life be different now...and how do you feel about all these changes?... Continue to explore your experiences of being the opposite sex for awhile."
4. The facilitator then stated, "Now change back again and get in touch with your real body and your real sex.... Silently compare the experience of being yourself with being the other sex...what did you experience as the other sex that you don't experience now... continue to explore your experience for a little while."
5. The facilitator then said, "Now imagine that your skin color is reversed: If you are black or dark-skinned, you are now white. If you are white-skinned, you are now black or dark-skinned.... Become really aware of your new body.... How is your body different now?... How will your life be different, now that your skin color has changed?... And how do you feel about these changes?... Continue to explore your existence for awhile."

6. The facilitator then stated, "Now change back to your own skin color and your own body.... Silently compare the experience of being yourself with the experience of having a different skin color.... What difference do you notice between the two, and how did you feel in each?"
7. The facilitator then instructed the subjects to open their eyes and to tell the other group members about their experiences in the reversal experiments in the first-person present tense as if it were happening now.
8. After the subjects had shared their experiences with the entire group, the facilitator led a discussion concerning reversing as a way of temporarily discarding one's preconceptions and prejudices, and seeing if another way of looking at the world could be more accurate.
9. The session lasted one and one-half hours.

FOURTH GROUP MEETINGImplications to Counselors

1. During the fourth group meeting, the facilitator presented a lecture concerning the black power movement in relation to Erickson's Personality Theory.
2. After completion of the lecture, the treatment group was divided into two small discussion groups.
3. The two small discussion groups were then instructed to discuss the black power movement and characteristics of black youth and their implications for counselors.
4. After twenty minutes of this interaction, the two small groups were instructed to rejoin into one large discussion group. The large discussion group then discussed their overall impressions of counseling minorities and the implications to counselors.
5. The session lasted one and one-quarter hours.

APPENDIX C: TRANSCRIPT OF THE VIDEOTAPED CLIENT-  
SIMULATION SITUATIONS

Client Statements

1. BF. I was talking to this guy, and I was telling him that there was no happenins. He was full of jive and he was bullshittin me, and I told him let's get it on. And he showed up a couple of days later. I told him it was all over with and we just had nothin in common to talk about, and let's get it on and go and quit.
2. BM. Well I've been goin with Cerreta for about three years and soon as I graduated out of high school, I didn't know what I was gettin into. I decided to go into medicine. As soon as she heard that her and her mother started coming down with marriage and having kids. I dig her and all but, ah marriage I can't hang with marriage right now I just can't do it.
3. BF. Like Bob is together dude and I really want to make it with him. I hope he thinks we'll be able to get it together.
4. WM. No one told me, someone should have told me something. I came back over the summer and nothing, nothing was here.
5. WF. It's just the time limit that bothers me, cause it just doesn't give us the opportunity to indicate what we have learnt in the entire course.
6. BM. That hammer is really tuff and I would like to tighten up on her case. She just does something to me.
7. BM. This class is kickin my ass. I just can't grasp this calculus. It's too much, I guess I've got to work on the problems but I don't have the time cause I have 17 hours, it's just too much.
8. WF. My thirteen year old daughter is pushing myself and my husband for what we feel are extensive privileges. And we would like to know how to handle her and what to say to her.
9. WF. At times I get very frustrated, my son is very demanding of my time, and it doesn't always fit into my time schedule. I just don't always know what to do about it.

10. WF. I am just really sort of puzzled right now I'm trying to figure out how I do come across to others. How do I come across to you?
11. BF. I think I am going crazy, I have three exams tomorrow, and I don't know if I'm ready for them. I've been studying but I don't know, I guess I need to go study now.
12. WM. I'm pissed off! This course is a waste of time! And I don't know what to do.
13. BF. I can't marry John. I love him but marriage is too much responsibility at this point in time. John has been talking to me for the past five years. I don't feel as if I'm ready to deal with marriage. I love him but I can't marry him.
14. WM. I'm at a little bit of a loss. The other day in my study hall out of the blue, a young lady told me she had a dream about me. I don't blush easily but I don't know what to do if she confronts me again.
15. BM. I don't understand. I came to you for direction and you gave me nothing. I can't relate to you. I need someone I can identify with.
16. BF. I'm so tired of studying, its not going to get me a job anyway. So I really don't know why I'm staying here. But my primary purpose here is to study.
17. WF. I feel frustrated with myself cause I can't cope with the situation.
18. WF. If I complain to the principal, it stops right there. I'm at a loss as to what to do.
19. BF. Well I am tired of school. And I'll be glad when I leave. This place is not fulfilling any of my needs. It's time for me to go.
20. WM. I feel like I'm approaching a crisis. My ex-wife is coming back to visit our eight month old child. And I don't feel like I'll be able to handle it.

21. BM. It's rough, I have a family, two little kids. My old lady's been looking for a job, man, but this town she can't find one. So I don't know how to deal with it. So my last resort, man, can you help me man. I've been having problems.
22. BF. I want to feel that I'm important. So the next time I see him, I'm going to tell him exactly how I feel. And if he doesn't like it he can just keep on pushin.
23. WM. It's been a day, just a long day, a long week, and I don't care what happens at this point.
24. WF. That's my old problem, I've always just been underemployed. I've never said what's going to happen to me, I just need time to think.

LEGEND:

BF - Black Female  
BM - Black Male  
WF - White Female  
WM - White Male

APPENDIX D: ANSWER SHEET FOR THE RESPONSES TO THE  
STEREOTYPE SIMULATION SITUATION

Answer Sheet for the Responses to the Stereotype Simulation Situation:

Please answer the following question for each slide viewed.

What will this person do in later life?

NAME \_\_\_\_\_

PHONE NO. \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

SLIDE NUMBER

SLIDE NUMBER

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**APPENDIX E: INDIVIDUAL PROFILE SHEET**

Individual Profile Sheet

(Please (X) the number of the appropriate response)

Complete the following questions:

- A. NAME: \_\_\_\_\_ DATE: \_\_\_\_\_
- B. AGE: (1) under 25 (2) 26-30 (3) 31-40 (4) over 40
- C. SEX: (1) Female (2) Male
- D. HOMETOWN  
 a) City \_\_\_\_\_ State \_\_\_\_\_  
 b) Location: (1) Rural (2) Suburban area (3) Urban  
 c) Size: (1) under 500 (2) 501-1,000 (3) 1,001-5,000  
 (4) 5,000-10,000 (5) 10,000-50,000  
 (6) over 50,000
- E. SIZE of High School  
 you graduated from: (1) under 500 (2) 501-1000  
 (3) 1001-1500 (4) 1501-2000 (5) 2001-2500 (6) over 2500
- F. Number of minorities  
 in your high school: (1) 0 (2) 1-10 (3) 11-20  
 (4) 21-50 (5) 51-75 (6) over 75
- G. EXPERIENCE:  
 a) Number of years teaching: (1) 0 (2) 1-5 (3) 6-10  
 (4) 11-15 (5) 16 or more  
 b) Number of years teaching  
 other than teaching: (1) 0 (2) 1-5 (3) 6-10  
 (4) 11-15 (5) 16 or more  
 c) Please specify this other experience \_\_\_\_\_  
 \_\_\_\_\_
- H. PARENTS OCCUPATION:  
 a) Mother \_\_\_\_\_  
 b) Father \_\_\_\_\_  
 c) Guardian \_\_\_\_\_

## I. EDUCATIONAL BACKGROUND:

- a) Undergraduate major: \_\_\_\_\_
- b) Degree Held: (1) B.A. (2) B.S. (3) other (explain)  
\_\_\_\_\_
- c) Date Graduated: \_\_\_\_\_
- d) Institution of Higher Education you Graduated From:  
\_\_\_\_\_

J. When did you first have personal contact (interaction) with a member or members of an ethnic group? \_\_\_\_\_  
\_\_\_\_\_

K. Describe this contact (interaction) that you experienced with an ethnic group member. \_\_\_\_\_  
\_\_\_\_\_

## PLEASE CHECK ONE

- L. I consider the degree of interaction or contact that I have presently with an ethnic group or ethnic group member as being: (1) Low (2) Medium (3) High
- M. Only a black person can really understand another black. (1) Strongly Disagree (2) Somewhat Disagree (3) No opinion (4) Somewhat Agree (5) Strongly Agree
- N. No matter what I do or say blacks treat me as if I were a racist. (1) Strongly Disagree (2) Somewhat Disagree (3) No Opinion (4) Somewhat Agree (5) Strongly Agree
- O. I came to college to get an education, not to solve the black-white problem. (1) Strongly Disagree (2) Somewhat Disagree (3) No Opinion (4) Somewhat Agree (5) Strongly Agree
- P. With members of another race I still have the feeling that they don't really trust me. (1) Strongly Disagree (2) Somewhat Disagree (3) No Opinion (4) Somewhat Agree (5) Strongly Agree

- Q. I feel scared and intimidated by blacks.  
(1) Strongly Disagree (2) Somewhat Disagree (3) No  
Opinion (4) Somewhat Agree (5) Strongly Agree
- R. Personally, I do not believe that there is anything I  
can meaningfully do to help make things better between  
blacks and whites.  
(1) Strongly Disagree (2) Somewhat Disagree (3) NO  
Opinion (4) Somewhat Agree (5) Strongly Agree

**APPENDIX F: MEAN SCORES: CLIENT SIMULATION SITUATION**

Mean Scores: Client Simulation Situation<sup>a</sup>

Group	Subject	<u>Total Mean</u>		<u>Total Mean Black</u>		<u>Total Mean White</u>	
		Pre	Post	Pre	Post	Pre	Post
1	1	2.166	2.316	2.358	2.091	1.975	2.091
1	2	2.658	2.845	2.783	2.908	2.533	2.908
1	3	1.925	1.925	1.833	1.833	2.016	1.833
1	4	2.741	2.812	2.850	3.083	2.633	3.083
1	5	2.566	2.437	2.432	2.341	2.700	2.341
1	6	1.587	1.875	1.758	1.950	1.416	1.950
2	7	2.004	2.206	2.062	2.250	1.945	2.250
2	8	2.075	2.254	1.983	2.225	2.166	2.225
2	9	1.970	1.981	1.800	2.058	2.141	2.058
2	10	1.204	1.466	1.091	1.316	1.316	1.316
2	11	2.191	2.333	2.133	2.333	2.250	2.333
2	12	1.966	2.066	2.100	2.066	1.833	2.066
3	13	1.000	1.000	1.000	1.000	1.000	1.000
3	14	1.958	1.745	1.900	1.650	2.016	1.650
3	15	1.062	1.141	1.125	1.108	1.000	1.108
3	16	1.087	1.041	1.083	1.050	1.091	1.050
3	17	1.000	1.000	1.000	1.000	1.000	1.000
3	18	1.075	1.112	1.150	1.175	1.000	1.175
4	19	1.112	1.279	1.191	1.333	1.033	1.333
4	20	1.000	1.095	1.000	1.041	1.000	1.041
4	21	1.000	1.079	1.000	1.150	1.000	1.150
4	22	1.037	1.037	1.075	1.075	1.000	1.075
4	23	1.000	1.000	1.000	1.000	1.000	1.000
4	24	1.012	1.000	1.025	1.000	1.000	1.000

<sup>a</sup>Legend: Group 1 - Experiential  
Group 2 - Didactic  
Group 3 - Control Group I  
Group 4 - Control Group II.

APPENDIX G: MEAN SCORES: STEREOTYPE SIMULATION SITUATION

Mean Scores: Stereotype Simulation Situation<sup>a</sup>

Group	Subject	Total Mean		Total Mean Black		Total Mean White	
		Pre	Post	Pre	Post	Pre	Post
1	1	5.215	5.610	6.030	5.760	4.400	5.460
1	2	5.715	5.845	5.750	5.910	5.680	5.780
1	3	4.490	4.290	4.540	4.860	4.440	3.720
1	4	6.160	0.573	6.228	5.582	0.504	2.056
1	5	6.480	6.330	6.660	6.450	6.300	6.210
1	6	5.575	5.630	6.440	6.220	4.710	5.040
2	7	5.660	5.195	5.860	6.070	5.460	4.320
2	8	5.160	4.740	5.611	5.400	4.710	4.080
2	9	5.285	5.275	5.740	5.570	4.830	4.980
2	10	4.815	4.720	5.980	5.330	3.650	4.110
2	11	4.560	5.315	4.890	5.850	4.230	4.780
2	12	5.300	5.140	6.120	6.420	4.480	3.860
3	13	5.260	5.505	5.600	5.740	4.932	5.270
3	14	4.930	4.470	4.870	5.470	4.990	3.470
3	15	5.430	5.385	6.160	5.700	4.700	5.070
3	16	3.795	3.835	4.150	4.480	3.440	3.190
3	17	4.485	5.155	4.400	5.060	4.570	5.250
3	18	4.160	5.140	4.110	5.610	4.210	4.670
4	19	5.345	4.675	5.510	5.380	5.180	3.970
4	20	5.895	5.675	5.930	5.490	5.860	5.860
4	21	5.090	5.940	5.790	4.530	4.390	5.950
4	22	5.595	5.645	6.330	5.740	4.860	5.550
4	23	5.580	5.440	5.850	5.270	5.310	5.610
4	24	5.250	5.645	5.500	6.010	5.000	5.280

<sup>a</sup>Legend: Group 1 - Experiential  
Group 2 - Didactic  
Group 3 - Control Group I  
Group 4 - Control Group II.

APPENDIX H: GROUP MEAN SCORES FOR THE STEREOTYPE SIMULATION  
SITUATION ON THE PRETEST

Group Mean Scores for Stereotype Simulation on the Pretest

Group	<u>Ethnic Origin</u>	
	Black	White
Experiential Group	5.9413	4.3556
Didactic Group	5.7001	4.5600
Control Group One	4.8816	4.4736
Control Group Two	5.8183	5.1000
TOTAL MEAN SCORES	5.585	4.6223

APPENDIX I: GROUP MEAN SCORES FOR THE CLIENT SIMULATION  
SITUATION ON THE PRETEST

Group Mean Scores for Client Simulation Situation on the Pretest

Group	<u>Ethnic Origin</u>	
	Black	White
Experiential Group	2.335	2.212
Didactic Group	1.9418	1.861
Control Group One	1.209	1.184
Control Group Two	1.048	1.005
TOTAL MEAN SCORES	1.6334	1.5655

APPENDIX J: GROUP GAIN SCORES FOR THE CLIENT SIMULATION  
SITUATION

Group Gain Scores for the Client Simulation Situation

Group	<u>Ethnic Origin</u>	
	Black	White
Experiential Group	.1568	.0320
Didactic Group	.1798	.1188
Control Group One	-.0458	.0153
Control Group Two	.0513	.0583