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THE EFFECT OF COUNSELING PRACTICUM
ON STUDENTS' COUNSELING SKILL AND PERSONAL
GROWTH AND THE RELATIONSHIP BETWEEN
PERSONALITY AND COUNSELING SKILL

By

Christine Marie Panyard

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APPROVED BY:

Robert E. Murray APR 27 1976
Advisor Date

Howard Splete

Donald R. Marotte

Michael M. Reece

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CHAPTER I

INTRODUCTION

The practicum experience in Guidance and Counseling is an essential component of all counselor education programs. The committee on Counselor Training, Division of Counseling Psychology of the American Psychological Association stated "The practicum is in some respects the most important phase of the whole process of training in counseling" (1952, p. 181). Charles Truax seconded that position when he stated "Most counselor educators as well as educators in clinical psychology, psychiatry and social work, point to practicum and internship experiences as the most important aspect of the educational process" (1970, p. 4).

Although practicum differs among programs in terms of content and location within the course of study, it is essentially a supervised counseling experience with intensive feedback from instructors and peers. The objectives of the practicum experience are: (1) the acquisition by the trainee of a sense of the realities of the client-counselor relationship and (2) the mastery of technique (Committee on Counselor Training, 1952). Personal growth and development on the part of the practicum student has been suggested by many counselor educators as an additional objective of practicum training (Schock, 1966; Hurst and Jensen, 1968; Kratochvil, 1968; Kassera and

and Sease, 1970; Boyle, 1971; and Pfeifle, 1971).

Hansen and Warner (1971) reviewed the research on practicum over a ten year period and concluded that very little had been learned as a result of that research. The questions raised in their review, i.e. Does practicum meet its stated objectives? To what extent do counselor candidates change as a result of practicum? and What accounts for the change?, remain unanswered. Hansen and Warner attributed this lack of knowledge to the overwhelming use of descriptive rather than experimental procedures in the research literature.

It is agreed by all counselor educators that practicum is an important component of counselor training. But the ability of practicum to change counselor skills has not been demonstrated adequately. This study addressed itself, in part, to assessing the effect of Counseling Practicum on students' counseling skills.

Counselor Personality Characteristics

As mentioned above, personal growth has been suggested as an objective of practicum because of the important relationship between personality and effective counseling. The medium of the counseling process is essentially the relationship between the counselor and the client. Brams (1961) and Truax (1970) contended that the effectiveness of counseling is dependent upon the establishment of a close relationship between the client and counselor and

the quality of the interpersonal skills of the counselor. Weitz (1957, p. 277) stated "The counselor's personality traits and the ways in which he communicates these traits to his clients will determine his effectiveness as a counselor". An increasing amount of evidence suggests that personality characteristics or personal style may have a greater impact on counseling effectiveness than theoretical orientation or preference for technique (Fiedler, 1950; and Fischer, 1975).

The position that personality characteristics determine to some extent counselor effectiveness has stimulated considerable research. Research on counselor personality characteristics has centered around the differences between counselors and the general population and the relationship between personality characteristics and counseling effectiveness. Since 1949 when the National Vocational Guidance Association listed the personal traits characteristic of counselors, dozens of personal attributes have been associated with counselors. Some researchers have used scores on standardized personality tests to differentiate counselors from others. The Minnesota Multiphasic Personality Inventory, the Strong Vocational Interest Blank and the Guilford-Zimmerman Temperment Survey have been used for this purpose (Cottle, Lewis and Penney, 1954).

The relationship between personality characteristics and counseling effectiveness has been assessed with standard

psychological tests, Q-sorts and self-reports. Typically, counselor personality characteristics are correlated with supervisor, peer or client ratings of effectiveness (Wicas and Mahan, 1967; Wittmer and Lister, 1971; Richardson and Oberman, 1973; and Shelton, 1973). Although research in this area is of considerable importance in terms of the selection of counselor candidates, the wealth of data collected in this manner has been both confusing and contradictory.

The most consistent finding has been the relationship between counseling effectiveness and a central core of facilitative conditions (Truax, 1963; Truax, 1966; Holder, Carkhuff and Berenson, 1967; Kratochvil, Aspy and Carkhuff, 1967; Pierce, Carkhuff and Berenson, 1967; Foulds, 1969; Truax and Mitchell, 1971). The seven facilitative conditions are (1) Empathic Understanding, (2) Communication of Respect, (3) Concreteness, (4) Genuineness, (5) Self-Disclosure, (6) Confrontation, and (7) Immediacy. The most effective counselors offer high levels of facilitative conditions in the counseling relationship. The positive relationship between the facilitative conditions and effective counseling has been demonstrated across individuals expousing different theoretical orientations (Fischer, 1975).

The study on which this dissertation was based was an attempt to clarify the relationship between personality characteristics and effective counseling. It investigated

the relationship between personality characteristics, measured with a standardized psychological test, and counseling effectiveness, measured with supervisor ratings, performance on a standardized test of counselor discrimination and counselor communication of facilitative conditions.

Self-Actualization and Effective Counseling

Self-actualization and personal growth are important characteristics of the effective counselor (Wrenn, 1951; Dollard and Miller, 1953; Weitz, 1957; and Foulds, 1969). Boyle (1971) commented on the need to develop the humanistic and emotional qualities of the counselor as a person and stressed the importance of feeling qualities in facilitating client growth. Further, it has been suggested that if a helper cannot actualize his own potential, then he cannot enable another to do so (Carkhuff, 1969a).

From this perspective, the emphasis in counselor education should not be on the development of counseling technique, but on the development of the counselor as a person. The effect of Counseling Practicum on counselor self-actualization was investigated in the dissertation presented here. In addition, the relationship between personal growth and counseling skills was explored.

Purpose of the Study

The brief introduction presented here highlighted three general areas of concern to counselor educators: (1) the effect of practicum on counseling skills and

personal growth, (2) the relationship of personality characteristics to effective counseling and (3) the relationship between personal growth and counseling skills. This study addressed each area of concern.

Accountability is of increasing importance to counselor educators. It may be viewed as an obligation of the profession to demonstrate its ability to meet its objective, i.e. to improve the counseling skills of trainees. This study was an assessment of the effect of Counseling Practicum on the level of skills of counselor candidates. It differs from previous research in the use of control groups. The effects of three different courses in Guidance and Counseling were evaluated, not just the effect of Counseling Practicum.

The need and demand for counseling services in schools, industry and community agencies is increasing. The limited resources of counselor educators makes the selection of counselor candidates of great importance. It is implied that better counselors would be produced if only those individuals most likely to be effective counselors were selected for training. The research on the relationship between personality and effective counseling holds implications for selection. This study investigated the efficacy of a measure of self-actualization as a predictor of effective counselors.

Many counselor educators, as indicated above, suggest

that the personal growth of the counselor is critical to effective counseling. From that perspective, training should result in personal growth as well as improvement in counseling technique. This study investigated the effect of three courses in Guidance and Counseling on students' level of self-actualization. The relationship between personal growth and the development of counseling skill was also investigated.

In summary, the study presented here investigated the effects of training on counseling skill and personal growth, the relationship between personality characteristics and counseling skill and the implications for selection, and the relationship between personal growth and counseling skill.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of Chapter II is to review the research literature relevant to this study. This study was concerned with three broad areas of investigation, the effect of Counseling Practicum on counselor skill and personal growth, counselor personality characteristics and effective counseling and the relationship between counseling skill and personal growth. The chapter is organized as follows: (1) practicum, (2) counselor personality characteristics, (3) personality and effective counseling, (4) self-actualization and effective counseling, (5) counselor-offered facilitative conditions and (6) counselor change as the result of training.

Practicum in Guidance and Counseling

Practicum experiences in Guidance and Counseling are an integral part of counselor training. Professional associations have emphasized the importance of practicum in standards for counselor preparation. The American Personnel and Guidance Association's Standards for the Preparation of Secondary School Counselors stressed the importance of practicum when it specified the number of hours of practicum required in counselor training programs. In addition, many counselor educators have written as individuals about the importance of practicum. K.M. Dimick (1973) felt that practicum was so important that it should be provided continuously throughout training.

Despite the recognition of the importance of practicum, little attention has been directed to systematically formulating the objectives of practicum or assessing if those objectives are being met. Objectives given for practicum have included the development of (1) technique, (2) confidence in a counseling relationship, (3) humanistic and emotional qualities of the counselor as a person, and (5) administrative and record keeping skills.

Research into the nature and outcome of practicum has been largely descriptive and quasi-experimental. Counselor supervision and change have been the subjects of most research in this area. Several authors have investigated the role of the practicum supervisor. Walz and Roeber (1962) surveyed 29 counselor educators to assess their role in the supervisory relationship. They found supervisors to focus on counselor behavior rather than client behavior and to respond in an instructive, questioning manner. Although the majority of the supervisors surveyed seemed to have a teaching orientation, there was no consistent rationale underlying their supervisory behavior. In another survey, Gysbers and Johnston (1966) found that supervisors viewed their role as one of nonintervention. Their supervisory behavior was similar to that of a nondirective counselor rather than a teacher. The contradictions in the above are not surprising given the methodology used. In both cases, counselor educators merely described their behavior. How they really behaved in a supervisory

relationship was not assessed. In addition, the above studies gave no information on the effect of supervisory style on the development of counseling skills.

The effect of supervisory style was investigated by Blane (1968). He examined the effects of positive, negative and no supervision on trainees' empathic understanding. Using the Carkhuff Empathic Understanding in Interpersonal Process II Scale as a measure of empathy, he found a significantly higher level of empathy on the posttest for students who had been exposed to positive supervision. Pierce and Schauble (1971) further supported the effect of supervision on the level of counselor empathy. They found that only counseling trainees who were exposed to supervisors who functioned at high levels of the facilitative conditions improved on those dimensions. Trainees exposed to supervisors who functioned at low levels of the facilitative conditions evidenced no improvement and in some cases deteriorated to the level of the supervisor. The potent effect of the supervisors' level of functioning on trainee acquisition of skill has been supported by Carkhuff (1969) and Pierce, Carkhuff and Berenson (1967). It appears that supervision does affect trainee behavior and may be "a critical variable in effective counselor training" (Carkhuff, 1969 b).

The experience of practicum in Guidance and Counseling, when considered aside from supervisor effects, has resulted in counselor trainee change. Schoch (1966) investigated

the effect of practicum on counselors' perceptual orientation, i.e., their characteristic ways of perceiving self, others, and the task of counseling. Using tapes of the first and last interviews, Schoch found counselors to change in the direction prescribed by the perceptual orientation of good counselors as defined by Combs and Soper (1963). Delaney, Long, Masucci and Moses (1969) found a sixteen week practicum to significantly improve counselors' skills.

Pfeiffle (1971) assessed the differences between counselors who had completed a practicum and counselors who did not have practicum as part of their training. Clients of 167 secondary school counselors were asked to complete the Counseling Evaluation Inventory. Counselors who had completed practicum were rated significantly higher than those without practicum. When sex, years of teaching experience, age and years of counseling experience were partialled out, counselors with practicum were still rated significantly higher. In contrast to most published reports, Havens (1968) found the practicum experience to have little effect on counselor performance. However, in general, practicum has been demonstrated to effect counselor performance in a positive direction. What accounts for the change, course content, supervisor style or maturation has not been established.

Counselor Personality Characteristics

"Counseling involves the interaction of two personalities through the medium of speech and other symbolic behavior. It is reasonable to suppose, therefore, that the structure of each of these personalities will have a marked influence on the interaction (Weitz, 1975)."

The medium of the counseling process is essentially the relationship between the counselor and the client. That relationship, as Weitz suggested, is influenced by the personality characteristics of the parties involved in that process. This position has stimulated considerable research into the personality characteristics common to counselors and to the relationship between personality characteristics and effective counseling.

Research in this area has explored the differences between counselors and the general population and other professional groups. A long list of characteristics associated with counselors has emerged over the past three decades. In 1949 the National Vocational Guidance Association stated that counselors were interested in people, patient, sensitive to others' attitudes and reactions, emotionally stable, objective, respectful of facts and trusted by others. Hamrim and Paulson (1950) surveyed 91 counselors and added the following traits to the list of counselor characteristics: (1) understanding, (2) sympathetic attitude, (3) friendliness, (4) sense of humour, (5) stability, (6) patience, (7) objectivity, (8) sincerity, (9) tact, (10) fairness, (11) tolerance,

(12) neatness, (13) calmness, (14) broadmindedness, (15) kindness, (16) pleasantness, (17) social intelligence and (18) poise. Lists of traits, though of interest, do not identify the distinctive characteristics of counselors.

Objective personality tests have been used to identify those characteristics which distinguish counselors from other groups. Heikkinen and Wegner (1973) reviewed the literature on Minnesota Multiphasic Personality Inventory (MMPI) studies of counselors. They concluded that male and female counselors were quite similar. They tend to have more "feminine" qualities and are more interested in working with people than the average person. Counselors, when compared to norms for the general population, appeared to be more defensive, more deviant from social norms and conventions, more capable of leadership, higher in social status and less prejudiced than the average person.

Heikkinen and Wegner pointed out that counselor profiles on the MMPI were similar to those obtained from samples of graduate students. The profiles of counselors might reflect qualities needed to persist and succeed in an extended educational program rather than characteristics specific to counselors. The only difference between graduate students in general and counselors may be in the tendency on the part of the counselors toward extroversion which was apparent only in research with the experimental scales of the MMPI.

In contrast to most research in which counselor samples are limited to graduate students in counseling, Cottle

and Lewis (1954) compared 60 experienced male counselors with 63 male college students enrolled in a variety of preprofessional programs. They found counselors scored significantly higher than the students on a measure of defensiveness and significantly lower on the Lie scale, Mania and Social Introversion-Extroversion of the MMPI. Their findings agreed with other studies that have shown counselors to be more defensive, feminine in interests and extroverted than other groups. In the same study, Cottle and Lewis compared the experienced counselors with students on the Guilford-Zimmerman Temperment Survey (GZTS). The experienced counselors scored significantly higher on emotional stability, objectivity, friendliness and success in personal relations.

Counselors have been distinguished from school principals on the basis of psychological needs as measured by the Edwards Personal Preference Scale (Kemp, 1962 a). Principals scored significantly higher on need for Achievement, Endurance, Deference, Order and Agression. The counselors scored significantly higher on Intraception, Exhibitionism, and Affiliation. These findings are consistent with the MMPI and GZTS studies of counselors which show counselors to be friendly and extroverted.

Mahan and Wicas (1964) used projective personality tests to explore counselor personality characteristics. The Ways of Life Test, a self-description which measures

dominance, inducement, submission and compliance, and the Structured Objective Rorschach Test were given to 25 participants in a summer NDEA Institute. When compared to normative groups, the counselors appeared to be highly controlled, sensitive to the expectations of others, doers rather than thinkers, defenders of the established order and somewhat repressed and not given to introspection.

The results of studies of counselor personality characteristics with standardized psychological tests has demonstrated that counselors can be distinguished from other groups. Cottle (1953) advocated that research be extended to the investigation of the relationship between personality characteristics and effective counseling and effective counseling in different settings.

Personality and Effective Counseling

There is mounting evidence to suggest that counselor personality may be more important in determining counselor effectiveness than theoretical orientation or use of a specific technique. Fiedler (1950), in a classic study, demonstrated that expert therapists of different schools were more like each other in terms of the therapeutic relationship they created than they were like non-experts of the same school. On the basis of theory, it would be expected that the therapeutic relationship created by adherents of psychoanalytic, nondirective and Adlerian schools of thought would differ. When the variables of

nature of communication, emotional distance and status were analyzed, it was found that the experts correlated more highly with the description of the ideal therapeutic relationship than the non-experts. Fiedler concluded that the nature of the therapeutic relationship was a function of expertness rather than theory or method.

Fischer, Paveza, Kickertz, Hubbard and Grayston (1975) examined the relationship between theoretical orientation and therapist-offered conditions of empathy, warmth and genuineness. As in Fiedler's study, it was assumed that therapists espousing widely different orientations would behave differently in the therapeutic relationship. Twenty-seven therapists were selected who classified themselves as humanistic, psychodynamic or behavioristic. The sample included seventeen PhD level psychologists and twelve psychiatrists. Each therapist interviewed one of two standard clients with instructions to demonstrate their therapeutic style. No differences were found between orientations in terms of empathy, warmth or genuineness offered in the therapeutic relationship. Personal style, rather than theoretical orientation, determined the nature of therapist behavior.

If, as the above studies indicate, personal style is an important determinant of counseling behavior, then the relationship between personality characteristics and counseling warrants investigation. This area of investigation has

implications for both the selection of counselor trainees and the development of training programs to enhance those characteristics deemed necessary for effective counseling.

The early reports of counselor characteristics and counseling effectiveness, for the most part, were based on opinion rather than objective evidence. Wrenn (1951) described the effective counselor as someone who was intelligent, emotionally stable and objective and who had a consistent interest in working with people. Dollard and Miller (1953) stated that an effective counselor should be married, have a stable and normal sexual adjustment, be cooperative rather than a lone wolf, and have an absorbing hobby or avocation rather than an insatiable preoccupation with professional work. The question of whether or not an effective counselor is more like a man or a woman has also been debated (Farson, 1954; and Carkhuff and Berenson, 1969).

Two methodological problems arise when assessing the relationship between personality characteristics and effective counseling: (1) how to reliably and validly assess personality and (2) how to reliably and validly assess effective counseling. All the studies to be reported here are limited by the reliability and validity of the criterion instruments used.

The assessment of personality has received considerable attention. A review of the Mental Measurement Year Books

indicated that the list of tests designed to measure various aspects of personality is almost endless. Although reliability and validity coefficients are reported for each test instrument, the questions of what the tests "really" measure and how well they do it still linger. The difficulties of personality assessment are clearly documented in Edwin Megargee's Research in Clinical Assessment (1966). All studies of personality may be questioned on the grounds of the imperfection of measurement.

The assessment of effective counseling is dependent upon its definition. Most counselors would agree that the goal of counseling is client change, change in attitudes, feelings and/or behavior (Arbuckle, 1968). The measurement of client change has proven difficult. Even if the changes that occur could be agreed upon and objectified, i.e., improved ego functioning or reality testing, congruence, anxiety reduction, decreased frequency of disruptive behavior or the amelioration of the difficulty which caused the client to seek counseling, it remains difficult to demonstrate changes in groups of individuals. The tremendous variance within treated or untreated or experimental or control groups usually eliminates differences between groups. Given a group of individuals exposed to counseling or therapy, some will improve and some will get worse. But the "average" effect of the intervention is nil. After reviewing the literature on the effectiveness of counseling

and therapy, Carkhuff and Berenson (1967) concluded that counseling is either for better or for worse (See below for a discussion of what Carkhuff and Berenson suggest makes the difference.). The "for better or worse" phenomena of counseling makes it an ethical necessity to determine what accounts for client improvement for counselors cannot in good conscience continue to practice in a manner that may be for worse.

Many studies of the relationship between counselor personality characteristics and effective counseling do not measure effective counseling adequately. Rather than assess client change as a result of the experience, effective counseling is usually measured in terms of counselor performance. The use of supervisor and peer ratings of counselor behavior as effectiveness has been defended on the basis of their reliability (Walton and Sweeney, 1969). Peer and supervisor ratings have been shown to have a remarkable degree of consistency and agreement (Bishop, 1971; Dilley, 1964; and Jansen, Robb and Bonk, 1973). But the relationship of counselor ratings to clients' change is not always demonstrated empirically. With the exception of those studies specifically noted, most of the studies reported here fall short in this respect.

Standardized personality tests used to assess psychopathology have been used to assess the relationship between effective counseling and personality. Studies using the MMPI have found effective counselors to score

lower on Psychasthenia, Depression, Masculinity/Femininity, and Social Introversiveness and higher on Mania (Truax, 1970; Brown, 1960; and Johnson, Shertzer, Linden and Stone, 1967). Johnson et al. found effective male and female counselors to be more like each other than like members of the less effective group of their own sex.

Brams (1961) was unable to demonstrate a relationship between effective counseling and scores on the MMPI. He concluded that the selection process assured that graduate students, the usual study population, were a homogeneous, well adjusted group. The lack of variability in scores on the MMPI, the restricted range, weakened the correlational approach. He suggested that an intensive study of personality of a small group of "good" counselors, or even one counselor, might lead to more valuable results.

The Rorschach and the Thematic Apperception Test have been used to obtain measures of cognitive flexibility rather than measures of pathology. Cognitive flexibility or open-mindedness is defined by Rokeach (1961) as the extensiveness of communication between various parts of a system. It refers to the degree of self-awareness and has been consistently related to effective counseling. Whiteley, Sprinthall, Mosher and Donachy (1967) found cognitive flexibility or open-mindedness to be positively related to supervisors ratings of effective counselors. The relationship between dogmatism, cognitive flexibility

and open-mindedness and effective counseling is supported by Kemp (1962 b), Russo, Kelz and Hudson (1964), Allen (1967), McDaniel (1967), Mezzano (1969), Jackson and Thompson (1971), Betz (1971) and Wright (1975).

Two published studies contradict the studies that have demonstrated a relationship between open-mindedness and effective counseling. Passons and Olsen (1969) found no relationship between scores on the Rokeach Dogmatism Scale and empathy as rated by practicum supervisors. Gump (1974) used the Counseling Evaluation Inventory and the Counselor Performance Scale as measures of effective counseling. He found a negative relationship between effective counseling and self-awareness. Counselors who did not relate self-awareness to counseling consistently, who did not express their own motivations, needs and values to the client, received higher client ratings of effectiveness than counselors who were more open in the counseling relationship. Gump found that the counselors rated most effective were directive which also met the expectations of the clients.

Studies using the Sixteen Personal Factor Inventory have consistently found effective counselors to be resourceful, self-sufficient, socially bold and venturesome, outgoing, stable and mature (Donnan and Harlan, 1969; Myrick, Kelly and Wittmer, 1972; Shelton, 1973; and McClain, 1968).

The Guilford-Zimmerman Temperment Survey has also been used to assess the characteristics of effective counselors.

Using supervisor ratings as the criteria of effective counselors, Jansen, Robb and Bonk (1972), Bonk and Jansen (1974) and Brown (1960) found effective counselors to be friendly, emotionally stable and successful in personal relations.

Attempts have been made to relate intelligence, as a personal characteristic, to effective counseling. Evidence of intellectual ability is a requirement for admission to most graduate programs in Guidance and Counseling. Prospective students routinely submit scores from the Graduate Record Exam and the Miller's Analogies Test in addition to undergraduate academic records. Very little relationship has been demonstrated, however, between intellectual ability as measured by the tests mentioned above and counseling effectiveness. Whiteley et al. (1967) found that the traditional methods of selecting graduate students correlated only .09 with supervisor ratings of competence as a counselor. Wittmer and Lister (1971) reported similar results. Correlations of $-.08$ and $.12$ were found between GRE Verbal and GRE Quantitative scores respectively and counseling effectiveness. It is agreed that a certain level of intellectual ability is necessary to succeed in graduate school, but the variability among graduate students is so small as to make predictions of success based on that variable of little value.

A summary of the research on the personality characteristics of effective counselors indicated that effective counselors

are emotionally stable, open-minded, flexible, intelligent and successful in interpersonal relationships. The list is remarkably similar to the description Wrenn (1951) offered twenty-five years ago. Despite intensive efforts to isolate the variables associated with effective counseling, "The subject remains largely enigmatic" (Johnson, et al. 1967).

New light has been thrown on the subject by investigators from the Rogerian and Humanistic schools of thought. Relationships between therapist self-actualization and therapist-offered facilitative conditions and client change have helped to clarify this "enigmatic" subject.

Self-Actualization and Effective Counseling

"Counseling is as effective as the the therapist is living effectively. The life of the whole person is made of actions fully integrating his emotional, intellectual and physical resources in such a way that these actions lead to greater and greater self-definition (Carkhuff and Berenson, 1967, p. 197)."

Carkhuff and Berenson (1967) repeatedly make the point that counselors can improve a client's level of functioning only up to the level at which the counselor is functioning. An individual who cannot deal with the problems of daily living cannot help another person develop effective coping skills. Their description of the "whole" person borrows heavily from the theory of self-actualization as developed by Abraham Maslow.

Maslow (1954) contended that the nature of man is

essentially good and that he becomes miserable or neurotic only when environmental factors or social pathology prevent him from fulfilling his potential. The self-actualizing person has realized his potential to the fullest and has become all he can be. Characteristics of self-actualization include (1) superior perception of reality, (2) increased acceptance of self, (3) increased spontaneity, (4) increase in problem centering, (5) increased detachment and a desire for privacy, (6) increased autonomy and resistance to enculturation, (7) greater freshness of appreciation and richness of emotional reaction, (8) higher frequency of peak experiences, (9) increased identification with the human species, (10) changes of improved interpersonal relations, (11) more democratic character structure, (12) greatly increased creativeness and (13) certain changes in his value system (Maslow, 1968). It follows that only a counselor who is self-actualizing can help another person to fulfill his potential and to become self-actualizing. Research has indicated a positive relationship between counselor self-actualization and effective counseling.

The Personal Orientation Inventory (POI, Shostrom, 1966) was developed to measure self-actualization. It consists of 150 two-choice comparative value and behavior judgements. The items are scored twice: First for the two basic scales of personal orientation, inner directed

support and time competence; and second for ten subscales which measure elements of self-actualization. The reliability and validity of the POI are discussed in Chapter III.

Foulds (1969) used the POI to assess the relationship between self-actualization and the communication of facilitative conditions during counseling. He found personality characteristics associated with self-actualization to be significantly related to the ability of practicum counselors to communicate empathic understanding and facilitative genuineness. Those counselors who were more self-actualizing were able to provide higher levels of the facilitative conditions during counseling.

Winborn and Row (1972) were not able to replicate Foulds' study, but other researchers have consistently demonstrated the relationship between self-actualization, as measured with the POI, and effective counseling in a variety of settings. Self-actualization has been found to be related to effectiveness of dormitory assistants (Graff and Bradshaw, 1970), rehabilitation counselors (Trotter, Uhlig and Fargo, 1971), Peace Corps workers (Uhes and Shybut, 1971) and the clinical competencies of clergymen (Jansen, 1974).

Counselor-Offered Facilitative Conditions and Effective Counseling

A consistent finding is the relationship between

counseling effectiveness and a central core of facilitative conditions. Carkhuff and Berenson (1967) maintain that the core conditions are what makes counseling and therapy "for the better". The core conditions have been discussed as specific skills that can be learned and as dimensions of personality that are characteristic of an individual's interpersonal relations in general. The seven facilitative conditions are: (1) Empathic Understanding, (2) Communication of Respect, (3) Concreteness, (4) Genuineness. (5) Self-Disclosure, (6) Confrontation, and (7) Immediacy. It has been demonstrated that those counselors who offer the highest levels of the core conditions elicit the greatest amount of process involvement and ultimately change from their clients.

Using a matched control group design, Truax (1963) compared the level of therapist-offered conditions with measures of constructive personality change in their patients. When the data for all patients was combined, no differences as the result of psychotherapy were found. However, when patient change was examined in relation to therapist-offered conditions, it was found that the patients of the therapists functioning at high levels improved significantly while the patients of the therapists functioning at low levels deteriorated.

Pagell, Carkhuff and Berenson (1967) investigated the relationship between therapist level of functioning

and client change in an outpatient setting. They found only therapists who functioned at minimally effective levels or who functioned at higher levels than their patients were effective.

Holder, Carkhuff and Berenson (1967) manipulated the levels of therapeutic conditions to assess their effect on clients. Eleven female college students were cast in the role of counselor to assess their level of functioning. The three highest and lowest were selected to serve as clients for the study. An experienced counselor was instructed to offer high levels of facilitative conditions during the first and third segments of an interview and low levels during the second third. The results indicated that the clients functioning at high levels continued at high levels despite the level of conditions offered by the counselor. However, clients functioning at low levels changed their level of response in accord with the counselor's level of functioning. If it is assumed that most individuals become clients because they are functioning at low levels, then the effect of counselor level of functioning becomes crucial.

Confrontation, as a therapeutic technique, is used to point out discrepancies between a client's verbal and behavioral expressions. Anderson (1968) investigated the effect of confrontation by high and low level therapists on client self-exploration. He found that confrontation

by high level therapists was related to increased client self-exploration while confrontation by low level therapists was never followed by self-exploration. It may be concluded that high levels of therapist-offered conditions facilitate the process of counseling.

Considerable debate has raged over the accuracy of rating levels of facilitative conditions. Accurate Empathy, the ability to accurately perceive what another person is experiencing and to communicate that perception, has received the most attention. Beutler, Johnson, Neville and Workman (1973) suggested that the level of empathy was not a stable counselor characteristic. They found counselors were not consistently empathic with a given patient within a single interview. In addition, counselors were inconsistent from one patient to the next. They concluded that accurate empathy scores were dependent on patient and session variables and were independent of any internal, stable qualities of the counselor.

Gurman (1973) looked at the stability of therapeutic conditions for low and high functioning therapists. In contrast to the study of Beutler et al., he found that therapists rated as high and low generally tended to function at high or low levels. Both groups were variable across and within sessions. The level of therapeutic conditions reached a peak at the mid and late segments of the therapy hour. This finding is important for sampling procedures.

Some investigators have suggested that the high rater reliability reported for ratings of Accurate Empathy is due to more general therapist qualities than are responded to and labeled as Accurate Empathy (Chinsky and Rapport, 1970, 1972). It has been suggested that the high interrater reliability may be related to other qualities of the therapist, ie., voice quality, tone, inflection or language style, and not empathy. Kresler, Mathew and Klein (1967) report that Accurate Empathy ratings are heavily loaded with the raters' evaluation of the depth and genuineness of the therapists' more general commitment to the patient and to the therapeutic process itself. Factor analytic studies of the facilitative conditions give support to the position that therapist level of functioning is a global characteristic that cannot be broken into components easily (Muehlberg, Pierce and Drasgow, 1969).

The ability to offer therapeutic conditions has been related to other personality characteristics. Foulds (1969, 1971) found the ability to communicate facilitative conditions to be positively related to a measure of self-actualization and negatively related to a measure of dogmatism. Ratings of empathy, genuineness and respect have been shown to correlate highly with Mania on the MMPI, Dominance, Change, and Autonomy on the EPPS. Negative correlations with Psychasthenia and Depression on the MMPI and Deference,

Order, Intraception, Abasement and Consistency on the EPPS have been reported (Jones, 1974).

Although, from a psychometric point of view, there is still some discussion as to what the facilitative conditions are, it is generally agreed that they do contribute to effective counseling.

Counselor Change as the Result of Training

Evidence has accumulated to suggest that the critical elements of effective counseling are not technique or theoretical position, but the ability of the counselor to develop a facilitative relationship with a client. That relationship may be dependent upon the counselor's attitudes, his ways of perceiving himself and others and his general level of well being (Hurst and Jensen, 1968). Boyle (1971) has stated that an important goal of counselor education should be the development of the humanistic and emotional qualities of the counselor as a person. Counselor education programs should provide the kinds of experiences which will facilitate personal growth and self-actualization of the counselor candidate. Research indicates that personal change does occur as the result of counselor training.

Changes in attitudes as the result of participation in seminars and institutes has been reported. Stewart (1958) found students to become more client-centered after a seminar in counseling philosophy and procedures. The

Porter Test of Counselor Attitudes has been used to measure change in NDEA Institute participants. Demos and Zuwaylif (1963) and Munger and Johnson (1960) found counselors to become less evaluative and more understanding after training. Unfortunately, Munger, Myers and Brown (1963) found that attitudes were not persistent, especially among those individuals who did not work as counselors after training. In another study of attitude change in NDEA Institute participants, Jones (1963) found counselors to shift in the direction of becoming more accepting and understanding of clients rather than giving information and advice, to move away from a primary concern with immediate problems towards an empathic comprehension of the total setting in which the problem existed and a shift towards greater listening and permissiveness.

Changes in self-concept, acceptance of self and others as the result of training have been reported. Patterson (1967), Winkler, Munger, Gust and Tergland (1963), Wrightsman, Richard and Noble (1966), Redfering (1973) and Stoner and Riese (1971) all reported improvement in self-concept and greater acceptance of self and others among counselors after training experiences. Mazer and Engle (1971) found students to move in the direction of greater self-actualization as measured with the POI after training. A methodological problem common to the above studies, is their failure to use control groups. The

change reported may have been the result of maturation rather than participation in the training program.

The relationship between personal change and counseling effectiveness has been investigated. Martin and Carkhuff(1968) compared fourteen graduate students in a counselor training course with ten students in a child psychology course in terms of interpersonal functioning and personality. Pre- and post-testing for both groups included an interview with a standard client, the MMPI and a 50 item relationship inventory which was completed by the students and a significant other in their lives. The students in the training group showed significantly more constructive change on the MMPI. In addition, the training group made significant improvement over the control group in interpersonal functioning as measured by ratings on the interview and ratings on the relationship inventory by their significant others.

Passons and Dey (1972) found counselor candidates who provided higher levels of facilitative dimensions after training had been more open to personal change prior to training and had experienced more change during training. Kratochvil, Aspy and Carkhuff (1967) investigated the relationship between counselor change and client change. In contrast to previous research, they found that clients of counselors functioning at higher levels did not demonstrate significantly more change than clients of lower level counselors. Instead, clients of counselors

who improved in their own level of functioning demonstrated more change than clients of counselors whose level of functioning remained the same or deteriorated. They concluded that, within limits, the level of functioning may not be as critical as the direction of movement in functioning of the counselor. The counselor's personal growth may serve as a model for the client and in that manner facilitate client growth.

In summary, counseling effectiveness seems to be dependent upon the interpersonal functioning and personality characteristics of the counselor. There is evidence to suggest that the factors related to effective counseling can be modified and shaped through training. The research reviewed here suggests that counselor education programs should enhance and develop those personal characteristics related to effective counseling.

CHAPTER III

RESEARCH DESIGN

The purpose of this chapter is to describe (1) the research questions and hypotheses tested, (2) the experimental design, (3) the selection of subjects, (4) the criterion instruments, (5) the training of raters and (6) the experimental procedures.

Research Questions and Hypotheses Tested

This study investigated the effects of training on counseling skill and personal growth, the relationship between personality characteristics and counseling skill, and the relationship between personal growth and counseling skill. The following six research questions and corresponding hypotheses were formulated as the basis of the investigation:

The first research question was: Does participation in Counseling Practicum affect students' counseling skills? The hypothesis tested was: There are no differences between Counseling Practicum, Counseling Process and Case Problems students in counseling skills.

The second research question was: Does participation in Counseling Practicum affect students' personal growth? The hypothesis tested was: There are no differences between Counseling Practicum, Counseling Process and Case Problems students in personal growth.

The third research question was: Is there a relationship between personality characteristics and initial level

of counseling skill. The hypothesis tested was: the correlation between POI pretest scores and CSET pretest scores is not significantly different from zero.

The fourth research question was: Are personality characteristics related to the level of counseling skill after training? The hypotheses tested were: The correlation between POI pretest scores and CSET posttest scores is not significantly different from zero. The correlation between POI pretest scores and CERS scores is not significantly different from zero. The correlation between POI pretest scores and ratings of counseling tapes is not significantly different from zero.

The fifth research question was: Is there a relationship between personality characteristics and change in counseling skill? The hypothesis tested was: The correlation between POI pretest scores and CSET gain scores is not significantly different from zero.

The sixth research question was: Is there a relationship between change in personality characteristics and change in counseling skill? The hypothesis tested was: The correlation between POI gain scores and CSET gain scores is not significantly different from zero.

The results and conclusions of this study, which are presented in Chapter IV and Chapter V, are organized around the six research questions.

Experimental Design

The nonequivalent control group design, as described by Campbell and Stanley (1963), was used. It differs from the true experimental pretest-posttest control group design in that the subjects were not randomly assigned to experimental and control groups. Rather, the groups were formed naturally, i.e., they were classes in Guidance and Counseling. The classes, Counseling Practicum, Counseling Process and Case Problems in Guidance and Counseling, were selected to insure a degree of similarity between groups on the dimensions of counseling skill and attitudes towards helping that might influence counseling skill development.

Selection of Subjects

Three groups of subjects were used: (1) Group I, Counseling Practicum students, (2) Group II, Counseling Process students and (3) Group III, Case Problems students. Group I consisted of 24 students enrolled in Counseling Practicum at Wayne State University during the Fall Quarter, 1975. Counseling Practicum is taken at the end of a student's program after course work in counseling techniques, theory and evaluation has been completed. Counseling Practicum is described in the college catalogue as "Supervised practice counseling in the counseling laboratory. All skills and understandings developed in guidance preparations used." It is a supervised counseling

experience in which students counsel a variety of individuals from the University and the surrounding community. The students were enrolled in three sections of Counseling Practicum under three different supervisors.

Group II consisted of 11 students enrolled in Counseling Process at Wayne State University during the Fall Quarter, 1975. These students had completed most of their course work but had not participated in Counseling Practicum. Counseling Process is described as "Theories underlying various approaches to counseling. Practice in interviewing and analyzing interviews." It provides an exposure to counseling techniques and an opportunity to practice counseling in a role-playing setting. Counseling Process was taught as a skills building course.

Group III consisted of 24 students enrolled in Case Problems in Guidance at Wayne State University during the Fall Quarter, 1975. Case Problems is taken toward the beginning of a student's Master's work. It is described in the college catalogue as "Identification and analysis of problems of individuals. Actual cases are analyzed and proposals are designed for solution." It does not involve exposure to or the practice of counseling skills.

All students were informed of the study and requested to volunteer to participate prior to the beginning of the Fall Quarter. They were informed that neither their participation nor their lack of participation in the study

would affect their grade. The letter requesting their participation may be found in Appendix A. A total of 59 subjects participated in the study. Thirty-two subjects completed all parts of the project.

Criterion Instruments

Counseling Skills

Three methods were used to measure counseling skills: (1) the Counseling Skills Evaluation Test (CSET, Wolf, S., 1974), (2) Counselor Evaluation Rating Scale (CERS, Myrick and Kelly, 1971) and (3) ratings of counseling tapes.

The Counseling Skills Evaluation Test is a 16mm color film which can be used to screen individuals applying for counselor training or counseling positions, to evaluate individuals engaged in counselor training or as a training tool. It consists of two parts: (1) Measuring Counselor Communication and (2) Rating Counselor Responses. Part Two, Rating Counselor Responses was used in this study. Rating Counselor Responses is a series of twelve clients in distress, each presenting an important personal concern. The client portrayals are followed by five different counselor responses. The subjects rate the helpfulness of each statement on a five point scale ranging from destructive to extremely helpful. The ratings are compared to ratings of experts to obtain a measure of ability to discriminate between what is helpful or harmful in a counseling situation. A transcript of the Counselor Skills Evaluation Test may be found in Appendix B.

The score for Rating Counselor Responses is obtained by summing the absolute differences between the subjects' ratings and the ratings of experts for all counselor responses. Low scores represent a greater ability to discriminate between helpful and harmful counselor responses. Scores can range from 0 to 203.5. An Alpha for internal consistency of .89 has been reported (Wolf, 1975). Figure 1 presents the scores obtained by selected groups of students and professionals on Rating Counselor Responses.

Group	N	Score
University of Baltimore Undergraduates	28	71.4
Utah Alcoholism Counselors	19	73.2
California Alcoholism Counselors (CARD)	25	75.0
Project Serves (Welfare recipients in training)	6	95.4
Drug Abuse Counselors in Maryland	22	67.2
Virginia Alcoholism Counselors	21	73.8
Springfield State Hospital M.A. and M.S.W. staff	35	69.6
Students trained with CSET	12	48.6
Principals and Nurses	32	82.2
TOTAL	200	72.6 Mean

Figure 1
Rating Counselor Responses Scores for Selected Groups

The Counselor Evaluation Rating Scale (Myrick and Kelly, 1971) was used to obtain supervisors' ratings of Group I's performance in Counseling Practicum. Myrick and Kelly developed the CERS after an extensive review of the literature of counselor education and supervision. They compiled a list of characteristics considered important for the evaluation of counselor candidates. The list included facilitative behaviors in counseling, acceptance, theoretical rationale, perception of clients and self-evaluation skills. A pool of items was developed that, on face-validity, were considered as a measure of effective behavior in counseling and supervision. The items selected for the CERS were representative of three areas in counseling practicum: (1) understanding of counseling rationale, (2) counseling practice with clients and (3) exploration of self and counseling relationships.

The CERS is composed of 27 items which enable the supervisor to rate a counselor's performance in counseling and supervision. Three scores are obtained: (1) counseling, (2) supervision and (3) total. A seven-point (-3 strongly disagree to +3 strongly agree) Likert-type scale is used for rating each item. For scoring purposes a -3 is scored 1 and +3 is scored 7.

The CERS has been reported to be very reliable (myrick and Kelly, 1971). A coefficient of .95 was obtained using a split-half reliability procedure with a Spearman-

Brown correction. A correlation of .86 was obtained between the 13 supervisory items and the 13 counseling items. A test-retest reliability coefficient of .94 was obtained with a minimum of four weeks between ratings. The CERS may be found in Appendix C.

Two independent judges rated the counseling skills of Counseling Practicum students on the basis of a taped interview selected by the students as their best performance. The rating scales developed by Carkhuff (1969) were used to assess counseling skills. Seven facilitative conditions were assessed: (1) Empathic Understanding - the ability to accurately perceive what another person is experiencing and to communicate that perception, (2) Communication of Respect - the unconditional acceptance and appreciation of the worth of the client, (3) Concreteness - specificity of expression rather than generality, (4) Genuineness - the ability to be oneself in the counseling situation, to avoid discrepancies between verbal and non-verbal cues in the counselor, (5) Self-Disclosure - revealing personal feelings, attitudes, opinions and experiences for the benefit of the client, (6) Confrontation - relating the discrepancies between the verbal and behavioral expressions of the client, and (7) Immediacy - making explicit interpretations of the counselor-client relationship. These dimensions form a core of counselor-offered conditions that facilitate behavioral change. A considerable body

of research has demonstrated that counselors offering the highest levels of facilitative conditions elicit the greatest amount of process involvement and the greatest constructive change among clients (See Chapter II).

The seven facilitative conditions are rated on a one (lowest level) to five (highest level) point scale. Low levels of facilitative conditions inhibit client growth and highest levels elicit client growth and change. The range of inter-rater reliability coefficients has been reported between .80 and .99 (Anderson, 1968; Kratochvil, 1968; Holder, Carkhuff and Berenson, 1967). Rate-rerate reliability coefficients range between .89 and .95 (Holder, Carkhuff and Berenson, 1967). The intercorrelations of the seven facilitative conditions are consistently high. Muehlberg, Pierce and Drasgow (1969) did a factor analysis of the facilitative conditions and found that a single factor accounted for 89% of the variance among scores. A detailed description of the ratings may be found in Appendix D.

Personality Characteristics

The Personal Orientation Inventory (POI, Shostrom, 1966) was used to assess personality characteristics. It was designed to measure positive mental health rather than psychopathology and is based on Maslow's model of the self-actualizing person (Maslow, 1968). The POI consists of 150 two-choice comparative value and behavior judgement.

The items are scores twice: First for the two basic scales of personal orientation, inner directed support and time competence; and second for ten subscales which measure elements of self-actualization. The ten elements of self-actualization measured by the POI are: (1) Self-Actualizing Value, holding values of self-actualizing persons; (2) Existentiality, flexibility in the application of values; (3) Feeling Reactivity, sensitivity to ones own needs and feelings; (4) Spontaneity, the ability to freely express feelings behaviorally; (5) Self-Regard, high self-worth; (6) Self-Acceptance, accepting of self in spite of acknowledged weaknesses; (7) Nature of Man, possessing the view that man is essentially good; (8) Synergy, the ability to see opposites of life as meaningfully related; (9) Acceptance of Aggression, accepts feelings of anger or aggression; and (10) Capacity for Intimate Contact, ability to establish and maintain warm interpersonal relationships.

The POI has been reported to be both a reliable and valid measure of self-actualization. The test-retest reliability of the instrument has been reported as .85 (Cryns, 1974). This is within the same range reported for the Minnesota Multiphasic Personality Inventory and the Edwards Personal Preference Schedule (Ilardy and May, 1967). Its stability is comparable to other standard personality measures. The POI consists of 150 items that can be completed in thirty minutes. The brevity of

the instrument should increase the probability that subjects will maintain interest in the test and not mark it in a random manner.

The POI has been reported to discriminate between individuals judged on independent measures as being at different levels of self-actualization. Shostrom (1966) reported that the POI was able to discriminate between groups of adults judged as "relatively self-actualized" and "non-self-actualized" by certified clinical psychologists on eleven of the twelve scales. Shostrom and Knapp (1966) administered the POI to patients beginning therapy and to patients in advanced stages of therapy. They found significant differences between groups on all twelve POI scales. McClain (1970) found the POI to be related to faculty ratings of the level of self-actualization of NDEA Institute students. The POI has been related to success in Peace Corps training (Uhes and Shybut, 1971), clinical competencies of clergymen (Jansen, 1974), and the communication of facilitative conditions during counseling (Foulds, 1969). In addition, the POI has been shown to be resistant to faking (Braun and LaFaro, 1969; and Foulds and Warehime, 1971). Deliberate attempts to give a good impression result in depressed scores.

Training of Raters

Two independent judges rated the counseling skills of the Counseling Practicum students on the basis of taped

interviews selected by the students as their best performance. The rating scales developed by Carkhuff (1969) were used. The judges were first year graduate students in the School and Community Psychology program at Wayne State University. Both judges were members of the research and evaluation staff of the Detroit Hospital Drug Treatment Program and had considerable experience assessing the adequacy of counselor notes in substance abuse treatment centers. Prior to this study, neither judge had any direct counseling experience.

The training of the raters was conducted over a six week period. During the first session the purpose and design of the study were explained. The judges were given the following reading materials in order to further their understanding of the project: The Art of Helping (Carkhuff, 1973), A Technology for Human Achievement (an outline of a Carkhuff workshop) and the rating scales. After the materials had been read and discussed, the judges were given a set of ten tapes to rate. The tapes were counseling sessions conducted by Counseling Practicum students during the Summer Quarter, 1975. The inter-rater reliabilities for the seven facilitative conditions and the total score were: (1) Empathic Understanding, $r=.83$, (2) Communication of Respect, $r=.83$, (3) Concreteness, $r=.86$, (4) Genuineness, $r=.76$, (5) Self-Disclosure, $r=.70$, (6) Confrontation, $r=.93$, (7) Immediacy, $r=.75$ and (8) Total, $r=.95$. The

inter-rater reliabilities were judged sufficiently high to allow the judges to begin rating the tapes obtained during this study.

Experimental Procedures

The Counseling Skills Evaluation Test and the Personal Orientation Inventory were administered during the first and tenth weeks of class. The Counseling Skills Evaluation Test, which took approximately 45 minutes to administer, was given during class. The Personal Orientation Inventory was completed at home and returned in stamped, self-addressed envelopes supplied by the investigator. Follow-up post cards were sent to those subjects who did not return the POI within one week. Those subjects who completed all parts of the study were sent a profile of their POI scores and an explanation of their Counselor Skills Evaluation Test scores (See Appendix E). The Counseling Practicum supervisors were asked to complete the Counselor Evaluation Rating Scale for each student during the tenth week of class. Each student selected a tape representative of their counseling effort and gave it to the investigator after the Counseling Skills Evaluation Test had been administered during the tenth week of class.

CHAPTER IV

RESULTS

This study produced a wealth of data that may, at first, appear overwhelming to the reader. Data on 56 variables were collected for Counseling Practicum students and on 45 variables for Counseling Process and Case Problems students. The variables included pretest, posttest and gain scores on the Counselor Skills Evaluation Test; pretest, posttest and gain scores on the 14 scales of the Personal Orientation Inventory; Total, Supervision and Counseling scores on the Counselor Evaluation Rating Scale; and ratings of seven facilitative conditions and a total facilitative conditions score. The following analyses were made: Three analyses of variance with orthogonal contrasts, 31 correlated t-tests, 14 independent t-tests and 270 Pearson product moment correlations. The data were analyzed on a Cannon Canola F-S20, a desk-top electronic printing calculator with micro-programmed keys for statistical applications and a Monroe 1860 desk-top programmable printing calculator.

For the sake of clarity, Chapter IV will present the results of the data analyses with little discussion. Chapter V, the next and concluding chapter, will provide a discussion of the conclusions drawn from the study and the implications for research and practice. This chapter will be organized around the six research questions

investigated in this study.

Question One: Does participation in the Counseling Practicum affect students' counseling skills?

Pre and posttest scores for the Counselor Skills Evaluation Test (CSET) were analyzed to assess the effect of Counseling Practicum on students' counseling skills. In order to assess the equality of groups (Counseling Practicum, Counseling Process and Case Problems) at the beginning of the study, a fixed-effects one-way analysis of variance was calculated on the pretest scores. The results of the analysis, as indicated in Table I, showed no difference between groups on the pretest scores.

The equality of groups at the beginning of the study was unexpected given the different levels of previous training for each group. Students in Counseling Practicum had completed all course work leading to a Master's

Table I

Analysis of Variance: CSET Pretest Scores				
Source	df	SS	MS	F
Between	2	340.57	170.28	0.62
Within	48	13,246.29	275.96	
Total	50	13,586.85	271.74	

degree in Guidance and Counseling. It was predicted that their measured level of counseling skill would have been greater than that of the other groups. Case Problems is usually taken at the beginning and Counseling Process

towards the middle of the graduate program. It was predicted that Case Problem students would show the lowest level of counseling skills and Counseling Process students would fall somewhere in between the Case Problems and Counseling Practicum students. The groups lined up in the predicted direction in terms of mean scores on the CSET (Practicum, M=67.18, Counseling Process, M=67.40, Case Problems M=73.57) but the differences were not statistically significant. The implication of this finding for the transitory nature of education is discussed in Chapter V.

The level of Counseling skills, as measured by the CSET, improved significantly for all groups. Table II shows the results of the correlated t-tests calculated for each group. All groups moved in the direction of greater agreement with the "experts" in terms of what were helpful and harmful counselor responses.

Table II

Correlated t-test: Pre & Post CSET Scores					
	Pre		Post		t
	M	SD	M	SD	
Practicum (df = 22)	67.18	20.35	54.66	9.88	3.96*
Counseling Process (df = 8)	67.40	18.43	53.58	10.67	2.67*
Case Problems (df = 20)	73.57	13.07	68.62	9.98	2.61*

* $p < .05$

Further analyses were calculated to determine if the groups differed in level of counseling skills after training. An analysis of variance of the posttest scores indicated that there were significant differences between groups at the end of training. Orthogonal contrast procedures were used to determine the location of the differences. The results of this analysis, which are presented in Table III, indicated that the level of counseling skill at the end of training was higher for Counseling Practicum and Counseling Process students than for Case Problems students. There was no difference in level of counseling skill between Counseling Practicum and Counseling Process students.

Table III

ANOVA and Orthogonal Contrasts: CSET Posttest Scores				
Source	df	SS	MS	F
Between	2	2888.14	1444.07	13.35 *
1+2vs3	1	2792.70	2792.70	25.80 *
1 vs 2	1	95.50	95.50	0.88
Within	48	5194.02	108.21	
Total	50	8082.16	161.64	

* $p < .05$

An analysis of variance of CSET gain scores, the difference between pre- and posttest scores, was calculated to assess the difference between groups in the amount of change in counseling skill. The results were identical to the analysis of posttest scores. Counseling Practicum and Counseling Process students gained significantly more

than Case Problems students but there was no difference between Counseling Practicum and Counseling Process students. The results of the analysis are presented in Table IV.

Table IV

ANOVA & Orthogonal Contrasts: CSET Gain Scores				
Source	df	SS	MS	F
Between	2	1227.19	613.59	3.83 *
1 + 2 vs 3	1	1048.30	1048.30	8.79 *
1 vs 2	1	178.90	178.90	1.12
Within	48	7693.05	160.27	
Total	50	8920.25	178.40	

* $p < .05$

Question Two: Does participation in Counseling Practicum affect students' personal growth?

A sufficient number of posttest POI's were not returned by the Counseling Process students to include them in this analysis. The effect of training on personal growth will be reported for students in Counseling Practicum and Case Problems.

Independent t-tests (Table V) were calculated to determine the equality of groups on the pretest measure. There were no significant differences between Counseling Practicum and Case Problems students on the pretest scores on any of the POI scales. It may be concluded that the groups were equal in terms of level of self-actualization as measured by the POI at the beginning of the Quarter.

The students in Counseling Practicum and Case

Problems scored in the same range on the POI as a sample of self-actualized individuals (Shostrom, 1966). Since the groups in this study did not differ, the scores for both groups were combined and are represented in Figure 2. The scores of the Guidance and Counseling Students did not differ significantly on any scale from the self-actualized group.

Table V

Independent t-test: POI Pretest Scores
Practicum and Case Problems

POI	Practicum		Case Problems		t
	Mean	SD	Mean	SD	
TI	4.65	2.18	4.90	2.77	-0.12
TC	18.12	2.15	18.10	2.81	0.33
OD	29.53	9.39	29.80	7.39	-0.12
ID	95.53	9.85	96.20	7.29	-0.30
SAV	22.18	1.88	22.30	2.00	-0.16
Ex	24.24	3.77	23.30	1.77	0.73
Fr	19.06	2.73	17.50	2.01	-0.14
S	14.24	2.61	14.50	2.46	-0.26
SR	13.47	2.55	13.70	1.57	-0.26
SA	17.35	3.39	18.40	2.99	-0.81
Nc	12.53	1.84	12.90	1.73	-0.52
Sy	7.41	1.06	7.60	1.08	-0.44
A	18.24	3.03	17.80	2.44	0.39
C	21.06	3.34	20.80	2.94	0.07

NAME _____ DATE TESTED _____

AGE _____ SEX _____

I T₁ - T_C (Time) Ratio:
Self-Actualizing Average: T₁:T_C = 1:8
Your Ratio: T₁:T_C = 1: _____

1
1 2 3 4 5 6 7 8 9 10

OCCUPATION _____

II O - I (Support) Ratio:
Self-Actualizing Average: O:I = 1:3
Your Ratio: O:I = 1: _____

1
1 2 3 4 5 6 7 8 9 10

TIME COMPETENT Lives in the present	INNER-DIRECTED Independent, self-supportive	VALUING		FEELING		SELF-PERCEPTION		SYNERGISTIC AWARENESS		INTERPERSONAL SENSITIVITY	
		SELF-ACTUALIZING VALUE Holds values of self-actualizing people	EXISTENTIALITY Flexible in application of values	FEELING REACTIVITY Sensitive to own needs and feelings	SPONTANEITY Freely expresses feelings behaviorally	SELF-REGARD Has high self-worth	SELF-ACCEPTANCE Accepting of self in spite of weaknesses	NATURE OF MAN, CONSTRUCTIVE Sees man as essentially good	SYNERGY Sees opposites of life as meaningfully related	ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression	CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
T _C	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C
80	-125										
										-25	
	-120										
70	-115										
	-110	-25	-30								
	-105			-20		-15		-15	-9		-25
60	-100										
	-95										
	-90										
	-85	-20		-15							
	-80		-20							-15	
	-75										
40											
	-70		-15								
	-65	-15									
	-60										
	-55		-10								
	-50										
	-45			-5							
	-40	-10	-5								
	-35										
	-30										
	-25										
	-20										
	-15										
	-10										
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	55										
	60										
	65										
	70										
	75										
	80										
	85										
	90										
	95										
	100										
TIME INCOMPETENT Lives in the past or future	OTHER DIRECTED Dependent, seeks support of others' views	Rejects values of self-actualizing people	Rigid in application of values	Insensitive to own needs and feelings	Fearful of expressing feelings behaviorally	Has low self-worth	Unable to accept self with weaknesses	Sees man as essentially evil	Sees opposites of life as antagonistic	Denies feelings of anger or aggression	Has difficulty with warm interpersonal relations

WSU Students

"Self-actualized" Sample (Shostrom, 1966)

Figure 2

POI: Self-Actualized Individuals and W.S.U. Students

BRIEF DESCRIPTION OF WHAT THE POI MEASURES

Your profile on the *Personal Orientation Inventory (POI)* shows the degree to which your attitudes and values compare with those of self-actualizing people. A self-actualizing person is one who is more fully functioning and who lives a more enriched life than does the average person. Such a person is developing and utilizing his unique talents to the fullest extent. It is generally agreed that a self-actualizing person might be seen as the desired result of the process of counseling or psychotherapy.

The interpretation of your scores falls into two general categories, the ratio scores and the profile scores. If your ratio scores are close to the scores that self-actualizing persons make, you may consider your values and attitudes, as measured by the POI, to be similar to these people. Your profile scores will further help you to compare yourself with self-actualizing people.

RATIO SCORES

Interpretation of the T_I - T_C Ratio

In order to understand the Time Incompetent - Time Competent (T_I - T_C) ratio, it is of help to consider time in its three basic components -- Past, Present, and Future.

The T_I (Time Incompetent) person is one who lives primarily in the Past, with guilts, regrets, and resentments, and/or in the future, with idealized goals, plans, expectations, predictions, and fears.

In contrast to the T_I person, the T_C (Time Competent) person lives primarily in the Present with full awareness, contact, and full feeling reactivity. Because it is known that the self-actualizing person is not perfect, he is understood to be partly T_I and partly T_C . His T_I - T_C ratio is, on the average, 1 to 8. His ratio shows that he therefore lives primarily in the Present and only secondarily in the Past or Future.

If your score is significantly lower than 1 to 8, for example 1 to 3, this suggests that you are more time incompetent than the self-actualizing person. If your score is above 1 to 8, for example 1 to 10, this suggests that you are excessively time competent and this may perhaps reflect a need to appear more self-actualized than you really are.

Interpretation of the O - I Ratio

In order to understand your score on the Support (Other - Inner) ratio, one should first understand that the self-actualizing person is both "other-directed" in that he is dependent upon and supported by other persons' views, and he is also "inner-directed" in that he is independent and self-supportive. The degree to which he is each of these can be expressed in a ratio. The O - I ratio of a self-actualizing person is, on the average, 1 to 3, which means that he depends primarily on his own feelings and secondarily on the feelings of others in his life decisions.

If your score is significantly higher than 1 to 3, that is 1 to 4 or above, it may be that this indicates an exaggerated independence and reflects a need to appear "too self-actualized" in responding to the POI. On the other hand, if your score is lower than 1 to 3, for example 1 to 1, it would suggest that you are in the dilemma of finding it difficult to trust either your own or others' feelings in making important decisions.

PROFILE SCORES

On the Profile Sheet, short descriptions of each of the sub-scales are shown which describe high and low scores. In general, scores above the average on these scales, that is, above the mid-line shown by a standard score of 50, but below a standard score of 60 are considered to be most characteristic of self-actualizing adults. The closer your scores are to this range, the more similar are your responses to the POI responses given by self-actualizing people. The further below the score 50 your scores are, the more they represent areas in which your responses are not like those of self-actualizing people. If most of your scores on the profile are considerably above 60, you may be presenting a picture of yourself which is "too" healthy or which overemphasizes your freedom and self-actualization. Your counselor can discuss the psychological rationale of each scale in greater detail with you.

The ratings from this inventory should not be viewed as fixed or conclusive. Instead they should be viewed as merely suggestive and to be considered in the light of all other information. The *Personal Orientation Inventory* is intended to stimulate thought and discussion of your particular attitudes and values. Your profile will provide a starting point for further consideration of how you can achieve greater personal development.

The test results indicated that the graduate students in Guidance and Counseling were functioning at high levels of self-actualization.

Correlated t-tests were calculated between the pre- and posttests on 14 scales of the POI for both groups. Table VI presents the results of these analyses. Students in Case Problems showed no change on any of the POI scales. The results of the correlated t-tests for Counseling Practicum students indicated significant change on five of fourteen scales. Counseling Practicum students became less other directed, more inner directed, more flexible in the application of values, less sensitive to their own feelings and more accepting of self. Independent t-tests were calculated to assess the posttest differences between Counseling Practicum and Case Problems students. No significant differences were found as indicated in Table VII.

When Counseling Practicum students were compared to Case Problems students, there was no difference in posttest scores. The results indicated that although Counseling Practicum students changed significantly on some aspects of self-actualization, their levels of self-actualization at the end of the Quarter did not differ from that of Case Problems students. The amount of personal growth as a result of participation in Counseling Practicum was minimal.

Table VI

Correlated t-test: Pretest and Posttest POI Scores										
Counseling Practicum						Case Problems				
POI	Pretest		Posttest		t	Pretest		Posttest		t
	Mean	SD	Mean	SD		Mean	SD	Mean	SD	
TI	4.65	2.18	4.65	2.83	0.0002	4.90	2.77	4.60	2.01	0.54
TC	18.12	2.15	18.35	2.83	0.042	18.10	2.81	18.40	2.01	-0.47
OD	29.53	9.39	26.59	9.93	2.32 *	29.80	7.39	29.50	7.71	0.19
ID	95.24	9.85	100.18	10.97	-3.62 *	96.20	7.29	96.70	7.15	-0.32
SAV	22.18	1.88	22.41	1.77	-0.056	22.30	2.00	22.00	2.00	0.42
Ex	24.24	3.77	25.24	3.54	-1.90 *	23.30	1.77	23.80	1.75	-0.86
Fr	19.06	2.73	18.35	2.96	1.96 *	17.50	2.01	17.80	2.15	-0.47
S	14.24	2.61	14.76	2.33	-1.45	14.50	2.46	14.80	1.99	-0.76
SR	13.47	2.55	13.88	1.65	-1.13	13.70	1.57	13.50	1.51	0.48
SA	17.35	3.39	19.76	2.75	-4.77 *	18.40	2.99	18.90	2.77	-0.69
Nc	12.53	1.84	12.88	2.29	-0.99	12.90	1.73	12.40	2.01	1.05
Sy	7.41	1.06	7.65	0.99	-1.10	7.60	1.08	7.40	0.69	0.51
A	18.24	3.03	18.65	2.52	-0.90	17.80	2.44	17.40	2.44	0.88
C	21.06	3.34	21.94	2.88	-1.72	20.80	2.94	21.10	1.79	-0.33

* $p < .05$

Table VII

Independent t-tests: POI Posttest Scores
Practicum and Case Problems

POI	Practicum		Case Problems		
	Mean	SD	Mean	SD	t
TI	4.65	2.83	4.60	2.01	0.05
TC	18.35	2.83	18.40	2.01	-0.05
OD	26.59	9.93	29.50	7.71	-0.79
ID	100.18	10.97	96.20	7.29	0.89
SAV	22.41	1.77	22.00	2.00	0.56
Ex	25.24	3.54	23.80	1.75	1.19
Fr	18.35	2.96	17.80	2.15	0.52
S	14.76	2.33	14.80	1.99	-0.04
SR	13.88	1.65	13.50	1.51	0.60
SA	19.76	2.75	18.90	2.77	1.31
Nc	12.88	2.29	12.40	2.01	0.55
Sy	7.65	0.99	7.40	0.69	0.69
A	18.65	2.52	17.40	2.17	1.30
C	21.94	2.88	21.10	1.79	0.83

Question Three: Is there a relationship between personality characteristics and initial level of counseling skill?

Pearson product moment correlations were calculated between pretest scores on the CSET and pretest scores for fourteen scales on the POI to determine the relationship between personality characteristics and initial level of counseling skill. The results of the analysis are

presented in Table VIII. Only the relationships between Existentiality and Feeling Reactivity and the CSET pretest scores were significantly greater than zero.

Counseling skill, as measured by the CSET, was related to the ability to be flexible in the application of values and sensitivity to ones own needs and feelings.

Question Four: Are personality characteristics related to the level of counseling skills after training?

The hypothesis that there is no relationship between personality characteristics and level of counseling skill after training was tested by calculating Pearson product moment correlations between POI pretest scores and twelve measures of counseling skill, the CSET posttest, three CERS ratings and eight tape ratings. Only one significant correlation was obtained between POI scores and CSET posttest scores (See Table VIII). The ability to discriminate harmful from helpful counselor responses was related to Existentiality, the ability to be flexible in the application of values. Although the relationship was significant at the five percent level, it would have been expected that one correlation in fourteen would have been significant by chance alone. In view of this, it should be concluded that the POI was not related to performance on the CSET after training.

The Counselor Evaluation Rating Scale (CERS, Myrick and Kelly, 1971) was used to obtain supervisors' ratings

Table VIII

The Relationship Between Personality Characteristics and
Level of Counseling Skill

POI Pretest	TI	TC	OD	ID	SAV	Ex	Fr	S	SR	SA	Nc	Sy	A	C
CSET Pretest (N=39)	-.01	.10	.25	-.20	-.03	-.47*	-.21	-.34*	.22	.04	-.07	-.13	-.07	-.12
CSET Posttest (N=37)	-.01	-.23	.27	-.29	-.25	-.42*	-.13	-.08	-.11	-.06	-.09	-.08	-.11	-.08
CSET Gain (N=37)	-.14	.14	.14	.02	.33*	-.19	-.06	-.18	-.05	.08	-.02	.15	.16	.12
CERS Total (N=18)	-.11	.03	-.61*	.47*	.27	.49*	.38	.24	.14	.05	-.19	-.05	.38	.50*
CERS-S (N=18)	-.09	.01	-.57*	.48*	.34	.54*	.40	.25	.13	-.04	-.10	.12	.39	.47*
CERS-C (N=18)	-.13	.06	-.60*	.44*	.18	.42	.36	.23	.16	.14	-.26	-.02	.29	.51*
Empathy (N=16)	-.25	.13	.32	.43	.15	-.24	.18	.04	.31	.47	.29	-.20	.31	.59*
Respect (N=16)	-.04	.22	-.08	.20	.19	-.17	.06	-.37	.11	.19	.27	-.12	.26	.54*
Concreteness (N=16)	-.12	.17	-.35	.42	-.18	.12	.34	.20	.17	.51*	.25	-.15	.34	.49*
Genuineness (N=16)	.29	-.16	-.14	.19	.26	.19	.10	.03	.05	.03	.05	.17	.03	.19
Self- Disclosure (N=16)	.02	.01	-.48	.51*	.41	-.05	.25	.22	.22	.39	.17	.19	.22	.27
Confrontation (N=16)	.06	-.03	-.38	.39	-.16	.13	.22	.30	.27	.27	.32	-.23	.19	.42
Immediacy (N=16)	-.31	.26	-.28	.42	-.04	.09	.35	.33	.27	.65*	.25	.21	.25	.45
Total	-.10	.19	-.37	.45	.02	.11	.28	.19	.22	.45	.31	-.12	.41	.55*

* $p < .05$

students' performance in Counseling Practicum. It provided three measures: (1) performance in supervision, (2) performance in counseling and (3) total score. All three CERS measures, as indicated in Table VIII, were significantly related to the dimensions of inner directed support, existentiality and the capacity for intimate contact. Supervisors gave high ratings to those counselors who were inner directed, who set their own standards and were governed by their own set of values. Low ratings were consistently given to counselors who were dependent upon the judgements and values of others, and who sought the support of others rather than provide support in interpersonal relations. Flexibility in the application of values was valued by supervisors. The ability to relate to others in a warm, intimate, self-disclosing manner was also significantly related to effective counseling behavior as judged by Counseling Practicum supervisors.

Audio tapes of interviews selected by the Counseling Practicum students as their best performance were analyzed to determine the level of facilitative conditions offered by the students. Seven facilitative conditions were rated on five point scales. Two judges rated each tape. The ratings of the judges were pooled for analysis.

The inter-rater reliabilities calculated for the seven facilitative conditions were low (Empathic Under-

standing $r=.73$; Communication of Respect $r=.49$; Concreteness $r=.65$; Genuineness $r=.32$; Self-Disclosure $r=.20$; Confrontation $r=.81$; Immediacy $r=.00$ and Total $r=.61$).

This differed considerably from the inter-rater reliability coefficients obtained after training the raters. Inspection of the data revealed that the raters had a high level of agreement on the ratings of the level of counselor-offered facilitative conditions. In addition, the range of scores for some of the scales was extremely constricted. When the variability of ratings is small the inter-rater reliability coefficients will be low. Tinsley and Weiss (1975) suggested that the rate of inter-rater agreement, the extent to which different judges tend to make the same judgement, may be more appropriate for measures of this nature.

The ratings were designated as "in agreement" when ratings differed by one scale point or less. The percentage of agreement between raters was calculated on this basis. The following rates of agreement were obtained: (1) Empathic Understanding, 100%; (2) Communication of Respect, 100%; (3) Concreteness, 100%; (4) Genuineness, 100%; (5) Self-Disclosure, 95%; (6) Confrontation, 100%; and Immediacy, 95%. Agreement for the total scores was defined as when ratings differed by three scale points or less. The percentage of agreement between raters for the total score was 86%. Although this method of assessing the reliability of measurement is uncommon, it is, nonetheless

statistically correct. It may be concluded that the measurement of facilitative conditions in this study was reliable.

The relationship between counselor-offered facilitative conditions and personality characteristics was assessed by Pearson product moment correlations which are also presented in Table VIII. The Capacity for Intimate Contact scale of the POI was consistently related to ratings of counselor-offered facilitative conditions. The ability to form and maintain warm interpersonal relationships was significantly related to the ratings of level of Empathic Understanding, Communication of Respect, Concreteness and the Total rating. Self-acceptance, the ability to accept oneself in spite of acknowledged weaknesses, was significantly related to ratings of Concreteness and Immediacy.

Across all measures of effective counseling, the dimensions of Inner Directed Support, Existentiality and Capacity for Intimate Contact were the most closely related to effective counseling. They described an individual who is guided by his own standards and values, is flexible in the application of those values to others and is able to form warm interpersonal relationships.

Question Five: Is there a relationship between personality characteristics and change in counseling skill?

The problem of who will benefit most from participation in a training program is of great concern to counselor

educators. The relationship of the POI to such changes would make it a valuable selection instrument. Pearson product moment correlations were calculated between CSET gain scores and pretest POI scores to assess the relationship between change in counseling skill and personality characteristics. The results of this analysis are also presented in Table VIII.

Only one correlation reached significance at the five percent confidence level which would have been expected by chance. The correlation between Self-Actualizing Value, possessing the same values as self-actualizing people, and gain in counseling skill was .33. The results of this analysis suggested little relationship between change in counseling skill as measured with the CSET and personality characteristics as measured by the POI.

Question Six: Is there a relationship between change in personality characteristics and change in counseling skill?

If effective counseling is related to personal growth, then it would be expected that individuals who experienced personal growth as a result of training would evidence a corresponding improvement in level of counseling skill. Pearson product moment correlations were calculated between POI gain scores and CSET gain scores to determine the extent of that relationship. No correlations were significantly different from zero as indicated in Table IX. The results indicated that there was no relationship

between personal growth and gain in counseling skills.

Table IX
Correlation Between Personal Growth and
Gain in Counseling Skill

CSET Gain Score	
POI Gain Score	
TI	-.08
TC	.02
OD	.10
ID	-.08
SAV	-.08
Ex	.23
Fr	-.16
S	-.04
SR	-.004
SA	-.03
Nc	-.03
Sy	.04
A	.04
C	-.04

Relationship Between Criterion Instruments

The relationships between the three criterion measures of effective counseling were examined to assess the validity of the instruments. Although a complete multitrait-multimethod matrix could not be constructed with the

data obtained in this study, it was informative to compare the rate at which the measures of effective counseling correlated significantly with each other as opposed to other traits.

Measures of the same trait should correlate higher with each other than they do with measures of different traits (Campbell and Fiske, 1959). Convergent validity is demonstrated by a high rate of intercorrelations between different methods of measuring the same trait. As an example, new intelligence tests are validated by demonstrating their relationship to established measures, ie., the Stanford-Binet or the Wechsler Adult Intelligence Scale. The validity of the instruments used to assess effective counseling in this study would be supported if the correlations between the instruments were higher than the correlations between the criterion instruments and the POI.

The intercorrelations between the ratings of the facilitative conditions and the Counseling Skill Evaluation Test and the Counselor Evaluation Rating Scale are presented in Table X. The ratings of the facilitative conditions did not correlate significantly with any measures obtained with the CSET or the CERS. In contrast, the intercorrelations between the facilitative conditions and the POI resulted in seven statistically significant correlations (See Table IX). Ratings of the facilitative

Table X

Intercorrelations Between the Ratings of the Facilitative Conditions and the Counseling Skills Evaluation Test and the Counselor Evaluation Rating Scale

Facilitative Conditions	1	2	3	4	5	6	7	Total
CSET-1	.37	.36	.10	.23	-.01	-.08	.11	.09
CSET-2	.18	-.21	.06	.21	.03	-.16	.19	.10
CERS-Total	.24	.09	.24	.01	.04	.36	.01	.25
CERS-Supervision	.20	.21	.20	.02	-.05	.28	-.13	.21
CERS-Counseling	.24	.10	.26	-.01	.04	.04	.11	.26

conditions, which have been equated with counseling effectiveness by many investigators, were more closely related to measures of personality characteristics than other measures of effective counseling. The results indicate that the CSET and the CERS are not measuring the same thing as the ratings of the facilitative conditions although each instrument is defined as measuring counseling skill.

The intercorrelations between the Counseling Skills Evaluation Test and the Counselor Evaluation Rating Scale are presented in Table XI. The rate at which significant correlations were obtained between the CSET and the CERS was twice as great as the rate at which significant correlations were obtained between those measures of effective counseling and the POI (33% versus 16%). The CSET and the CERS were more closely related to each other than to measures of personality. This would suggest that they are measuring the same thing but the nature of what they

measure is not well defined.

Table XI

Intercorrelations Between the CSET and the CERS			
CERS	Supervision	Counseling	Total
CSET-1	-.42	-.29	-.36
CSET-2	-.48*	-.38	-.45*

* $p < .05$

Summary of Results

This study investigated the effect of Counseling Practicum on counseling skills and personal growth, the relationship between personality characteristics and counseling skill and the relationship between personality change and change in counseling skills. The results of the analysis of the data collected may be summarized as follows:

1. The three counseling courses studied resulted in significant improvement in students' counseling skills as measured by the Counselor Skills Evaluation Test. In addition, Counseling Practicum and Counseling Process, which were essentially skills building courses, resulted in significantly more improvement than Case Problems which is more theoretical in nature. The Counseling Practicum does result in significant improvement in counseling skill.
2. The amount of personal growth as a result of participation in Counseling Practicum was minimal. Although

Counseling Practicum students changed significantly on some aspects of self-actualization (more inner directed, less other directed, more flexible in the application of values, less sensitive to their own feelings and more accepting of self), their level of self-actualization at the end of training did not differ from that of Case Problems students.

3. Existentiality, the ability to be flexible in the application of values, was the only personality characteristic significantly related to initial level of counseling skill.

4. The dimensions of Inner Directed Support, Existentiality and Capacity for Intimate Contact were the most closely related to effective counseling skills after training. They describe an individual who is guided by his own standards and values, is flexible in the application of those values to others and is able to form warm interpersonal relationships.

5. There was little relationship between personality characteristics and change in counseling skill.

6. There was no relationship between personal growth and gain in counseling skills.

7. The validity of the measures of effective counseling, the Counselor Skills Evaluation Test, the Counselor Evaluation Rating Scale and the ratings of facilitative conditions, need further investigation.

The conclusions drawn from the analysis of the data collected in this study are discussed in the next and concluding chapter.

CHAPTER V

CONCLUSIONS

Chapter V presents a discussion of the conclusions drawn from the results of this study, the implications of those findings and suggestions for future research. This chapter is organized around the six research questions investigated in this study.

Question One: Does participation in Counseling Practicum affect students' counseling skills?

The results of the study indicated that participation in Counseling Practicum does result in significant gains in counseling skill, but so does participation in Counseling Process and Case Problems. Even though it was demonstrated that training results in gains in counseling skill, the differences in previous training among the groups were not evident in terms of the level of counseling skill measured at the beginning of the study. Students at the end of the Master 's degree program functioned at the same level as beginning students at the beginning of the Quarter under study. This would suggest that gains resulting from training are highly transitory.

Many investigators, as indicated in Chapter II, have demonstrated that training results in changes in behavior, attitudes, personal growth and self-concept. Unfortunately, most studies have not investigated the durability of those changes.

Munger et al (1960, 1963) measured change in counselor attitudes over an extended period of time. Porter's Test of Counselor Attitudes was administered to participants in an NDEA Institute the first day of class, the last day of the first phase of training, the last day of practicum, three months after training and twenty-seven months after training. Over the first three periods the Institute participants increased their level of understanding and decreased their level of value setting and probing as an interview style. Three months after training, the increases in understanding had virtually disappeared. In addition, further decreases in understanding occurred twenty-seven months after training. Attitude change was least persistent for those individuals not employed as counselors but who returned to teaching and administrative positions.

The results of this study are consistent with Munger's findings. Very few graduate students in Guidance and Counseling held counseling positions. Therefore, it is understandable that the gains in skill resulting from training did not seem to persist. It is suggested that the effects of training may have been weakened through disuse.

The equality of groups at the beginning of the study may have been an artifact of measurement. The CSET may be described as a multiple choice test. Students are

forced to select a rating of one to five to describe the quality of counselor responses. Deese and Hulse (1967) suggest that recognition, the ability to pick out the correct answer, may not be the most sensitive measure of retention. Relearning, the amount of time it takes to relearn something compared with the original learning, shows evidence of retention when there is no evidence from recognition.

The results of this study indicated that students with more previous training gained significantly more than students with less previous training. From the perspective of research in verbal learning, it would appear that the amount of previous training was related to skill level at the end of training. Previous training may have facilitated later training by enabling the students to learn more the next time around. It appeared that the effects of training may not be "lost", but may be "dormant" and in need of stimulation either from additional training or practical experience in order for training effects to remain demonstrable.

The following conclusions may be drawn: (1) training does effect level of counseling skill, (2) as usually measured, the effects of training disappear over time and (3) the durability of training effects might be supported by using more indirect methods of measuring retention.

Counseling Practicum and Counseling Process students

did not differ in terms of the amount of gain in counseling skill despite the difference in the courses. It may be that the courses do not affect counseling skill development differentially. The lack of difference between Counseling Practicum and Counseling Process students may also be attributed to the measurement of counseling skills as well as to the effect of each course. The CSET is a measure of discrimination, a necessary but not sufficient conditions for facilitative communication. Carkhuff (1969) had expected that persons discriminating at high levels would be able to translate their discriminations into effective communication skills. Only one study reported such a relationship. In general, Carkhuff (1969) reported that high-level communicators were also high-level discriminators but that there was no relationship between low-level communicators and their ability to discriminate. It was concluded that an individual may be able to discriminate between helpful and harmful counselor responses, but be unable to produce helpful responses when placed in a counseling situation. In this study, not one significant correlation was obtained between the CSET and tape ratings of facilitative conditions which is consistent with the work of Carkhuff.

The fact that the CSET measured only one component of counseling skill may account for the failure of the instrument to differentiate between level of skill of

Counseling Practicum and Counseling Process students. It is possible that the groups differed in level of communication but that dimension was not measured. The CSET does contain a section to measure counselor communication. The measurement of communication skills takes approximately two hours, which would limit its use in courses already pressed for time. Future research should focus on the development of more adequate measures of counseling skill, measures that are reliable, valid and easily administered.

Question Two: Does participation in Counseling Practicum affect students' personal growth?

Although Counseling Practicum students changed significantly on some aspects of self-actualization (more inner-directed, less other-directed, more flexible in the application of values, less sensitive to their own feelings and more accepting of self), their level of self-actualization at the end of training did not differ from Case Problems students. The amount of personal growth as a result of participation in Counseling Practicum was minimal. The results of this study are not consistent with research cited in Chapter II which demonstrated personal change on a variety of measures and attributed the change to training.

The inconsistency of this study with previous research suggests that the POI, which was used to assess

personal change, was not sensitive to changes that resulted from the Counseling Practicum experience. The personal experience of the author as a Counseling Practicum participant and counselor supervisor suggests that the personal changes that occur may be in the areas of self-confidence in counseling relationships, and a reduction of anxiety associated with self as a counselor, being observed and being critiqued. The POI measures self-regard and self-acceptance in global terms and not as it applies to an individual's concept of self as a counselor. Changes in an individual's concept of self as a counselor and a reduction in anxiety associated with counseling under intensive supervision may have occurred as the result of the Counseling Practicum experience but were not assessed in this study.

The students in Guidance and Counseling, as a group, functioned at a very high level of self-actualization at the beginning of training. The POI scores of the students did not differ from the scores of a group of individuals selected by experienced clinicians as highly self-actualized persons. This raises the question as to how much any experience could affect the level of self-actualization of the students. As a group, how much further could they go?

In contradiction to the findings of this study, Mazer and Engle (1971) reported significant gains in POI scores

for participants in an NDEA Institute. The students in Mazer's sample were functioning at a lower level at the beginning of training than the W.S.U. student sample. The lower level of functioning of Mazer's group would allow them a chance to change in the direction of greater personal growth. The lack of change on the POI after training may be attributed to the finding that the W.S.U. students had very little room for growth as measured by the POI.

The Counseling Practicum is essentially a skills building course. Attention is directed towards the development of technique. Feedback from supervisors and peers is an important aspect of the course but it is directed at what the individual does as a counselor rather than what he is as a person. Self-exploration and personal development are usually encouraged throughout counselor education but experiences usually are not structured to facilitate movement on those dimensions. Growth exercises in the Esalen tradition were not part of the Counseling Practicum course investigated in this study.

Personal growth was not a formal part of the practicum experience. Although it is assumed that the personal growth of students was desirable as a concomitant of training, since personal growth was not formally addressed there was no reason to expect its occurrence. Personal growth would have been incidental to the goals of the

course as those goals were operationalized in course content and structure.

In summary, personal growth as a result of training was not evidenced in this study. The lack of personal growth may be attributed to the insensitivity of the POI to changes resulting from training, the high level of functioning of the students that allowed for little growth, and the focus of the course investigated on skills rather than personal development.

Question Three: Is there a relationship between personality characteristics and initial level of counseling skill?

The relationship between personality characteristics and effective counseling has been of continuing interest to counselor educators as indicated in Chapter II. There is increasing evidence that it is what the counselor is rather than what the counselor does that affects client change. This study found counseling skill at the beginning of training, as measured by the CSET, to be related to the ability to be flexible in the application of values and sensitivity to one's own needs and feelings. The results of this study are consistent with previous investigations that have found effective counselors to be nonjudgemental and able to respond spontaneously in a counseling relationship.

Question Four: Are personality characteristics related to the level of counseling skill after training?

The prediction of success in training has been of considerable interest to counselor educators because of its implications for selection. Indicators are sought that will distinguish those individuals most likely to be effective counselors and most likely to benefit from training. Reliable selection procedures would allow for the most efficient expenditure of counselor educator resources.

Previous research has indicated that counselor candidates, in general, are a homogenous group of bright, well adjusted individuals. Traditional indices of academic and intellectual potential and psychopathology have not been successfully related to counselor effectiveness. The POI is of special interest in this regard because it measures dimensions along which counselor candidates may be expected to vary.

The results of this study indicated that across all measures of counseling skill, CSET, CERS and tape ratings of facilitative conditions, the dimensions of Inner-Directed Support, Existentiality and the Capacity for Intimate Contact were the most closely related to counseling skill. Those dimensions describe an individual who is guided by his own standards and values, is flexible in the application of those values to others and is able to form warm interpersonal relations.

Although many correlations reached statistical

significance, the magnitude of the correlations ranged from low ($r = .47$) to moderate ($r = .65$). The amount of variance in counseling skill accounted for by personality characteristics ranged from 22% to 44%. The relatively low correlations obtained limited the POI as typically used for selection purposes.

A factor limiting the utility of most psychometric instruments in the prediction of success in counseling is the restricted range of the sample used in studies of predictive validity. The widespread use of graduate students in guidance and counseling programs may account, in part, for the absence of statistical proof of the relationship between personality characteristics and effective counseling.

By the time an individual becomes a graduate student, considerable self-selection has occurred to assure that the population will be relatively homogenous. Individuals with limited intellectual ability, a dislike for working with people and manifest psychopathology would not be part of the sample studied. Though there is a high probability that such an individual would be judged ineffective as a counselor, his scores on the CSET or ratings of facilitative conditions would never be included in the calculation of a Pearson r . The restricted range of scores expected with a homogenous group of individuals, like graduate students in guidance and counseling, insures that the

use of correlational techniques will be of limited value. The low correlations typically obtained between personality characteristics and effective counseling may not be because the relationship does not exist but because the low variability of scores obtained from a homogenous population results in low correlation coefficients. It is suggested that future research widen the sample to include individuals outside of graduate students in guidance and counseling as well as students at various levels of training.

It is suggested that it might be possible to construct a scale from POI items that may be more closely related to counseling skill than the 14 standard POI scales. An item analysis would determine which items, thus identified, could be used to predict counseling skill.

The lack of adequate criteria of effective counseling further limits most studies in this area. The goal of counseling is usually stated as change on the part of the client, yet client change is rarely used as criteria of effective counseling. Process variables, counselor level of empathy or genuineness, or supervisor ratings of practicum performance, are used rather than outcome measures. The validity of the many rating scales used to assess effective counseling is suspect.

The findings of this study question the validity of the CSET, CERS and ratings of facilitative conditions

as measures of effective counseling. It was expected that the three measures of effective counseling would correlate highly with each other. Substantial correlations would not define what was being measured but would indicate that the instruments were at least measuring the same thing.

There was very little relationship between the measures of effective counseling used in this study. The ratings of facilitative conditions is consistent with Carkhuff (1969) who found that communication was not directly related to measures of discrimination. This would suggest that the CSET, as used in this study, may not be a valid indicator of effective counseling.

It was unexpected that the supervisors' ratings would not correlate significantly with the ratings of facilitative conditions. This would suggest that supervisor ratings of effective counseling did not take into consideration the level of counselor communication. This was contrary to the practice of the practicum supervisors. Two of the three supervisors incorporated the Carkhuff training methods into their courses. This emphasis on the communication of facilitative conditions should have been evidenced in the relationship between supervisor ratings and ratings of the facilitative conditions. The lack of significant correlations between the CERS and ratings of facilitative conditions suggests that the CERS, especially the Counseling Score on the CERS, be interpreted cautiously as a measure

of effective counseling. The problem of inadequate criteria of effective counseling severely limits this study as it has most research in this area.

Question Five: Is there a relationship between personality characteristics and change in counseling skill?

The ability to assess which individuals are most likely to benefit from participation in a graduate program in Guidance and Counseling is of critical importance. The selection of students likely to gain in counseling skills would conserve already limited counselor education resources. This study investigated the relationship of the POI to changes in counseling skill as measured by the CSET.

The results of this study indicated that the POI has little validity when used to predict change in counseling skill. The dimension of Self-Actualizing Value, which is defined by Shostrom (1966) as possessing the same values as self-actualizing people, was low ($r = .33$) but significantly related to change in counseling skill. The fact that a significant correlation was obtained had little meaning since one significant correlation was expected by chance alone. It was concluded that there was, at most, little relationship between personality characteristics and change in counseling skill.

Question Six: Is there a relationship between change in personality characteristics and change in counseling skill?

A significant relationship was demonstrated between personal growth and/or level of self-actualization and counseling skill (See Question Two). Therefore, it was expected that movement in the direction of greater self-actualization would be related to improvement in counseling skill. This expectation was supported by the work of Passons and Dey (1972), Martin and Carkhuff (1968) and Kratochvil, Aspy and Carkhuff (1967) which were discussed in detail in Chapter II.

Contrary to previous research and the findings of this study, there was no relationship between movement towards greater levels of self-actualization and improvement in counseling skills. Not a single correlation between POI gain scores and CSET gain scores was statistically significant.

These findings may be attributed in part to the measurement of counseling skills. The validity of the CSET has been questioned above. The sole use of the CSET as a measure of counseling skill may not have provided a fair test of the hypothesis that change in personality characteristics is related to change in counseling skill. In addition, the lack of personal growth as a result of training indicated in this study may have made the relationship in question difficult to demonstrate. It is suggested that the inadequacy of the measurement of counseling skills and the lack of personal growth evidenced by the students may have

accounted for the failure of this study to demonstrate the relationship between personal growth and the development of counseling skills.

Limitations of this Study and Implications for Research

1. Inadequacy of the CSET as a Measure of Counseling Skill: The CSET was the only measure of counseling skill used with all groups. Supervisor ratings and ratings of counselor-offered facilitative conditions were obtained only for the Counseling Practicum students. The questions raised by this study and the research of Carkhuff on the relationship between discrimination skills and communication skills raise doubts as to the validity of the CSET as a measure of counseling skill.

It may be concluded from this study that students in Counseling Practicum, Counseling Process and Case Problems differed in the ability to discriminate between helpful and harmful responses after training. However, it may not be safely concluded that the groups differed in level of counseling skill after training. Likewise, from the relationships found between the CSET and the POI it can only be concluded that personality characteristics are related to discrimination skills and not counseling skills.

This study ends, as most in the area do, with a plea for the development of a valid, reliable and convenient measure of counseling skill.

2. The Validity of the CERS: Although ample evidence

has been provided to demonstrate the reliability of the CERS (See Chapter III), the results of this study cast doubts on the validity of the instrument. The CERS (Counseling Score, Supervision Score and Total Score) did not correlate significantly with any of the seven ratings of facilitative conditions. Interpretations of CERS scores as measures of counseling skill should be made cautiously.

3. Restricted Range of Sample: Although this study included graduate students at different levels of training, it is suggested that the sample was homogenous. The restricted range of scores severely limited the use of correlational techniques. In order to maximize the probability of demonstrating relationships between effective counseling and personality characteristics, assuming from the vantage point of clinical intuition that they exist, it is suggested that the sample studied be expanded to include individuals who are not graduate students in guidance and counseling.

4. Limitations of the POI: It is suggested that the POI may not be sensitive to changes that occur during the Counseling Practicum experience. Increased self-confidence as a counselor and a reduction in anxiety associated with being observed in that role may be more likely to occur than changes in personality characteristics.

Several scales on the POI, most notably Inner-Directed Support, Existentiality and Capacity for Intimate Contact,

demonstrated relationships to counseling skill as measured in this study and as reported by other investigators in Chapter II. It is suggested that those scales might be refined to produce an instrument more effective as a predictor of effective counseling than the POI as it is currently used.

The POI may be of limited value in assessing change in a relatively homogenous group of individuals already functioning at a high level of self-actualization. The students in this study were functioning at the same level as a group of individuals selected by experienced clinicians as self-actualized. Personal growth beyond the limits of the POI could not be assessed.

Summary

This study was an attempt to throw light on a subject that "...remains largely enigmatic"(Johnson, Shertzer, Linden and Stone, 1967). It is appropriate at this point to ask "So what have we learned?" We have learned that the assessment of training effects on personality characteristics and counseling skill is an extremely difficult area of investigation. The relationship of effective counseling to personality characteristics is equally as difficult to determine. The difficulties in this area of investigation center on the validity of the instruments used to measure effective counseling and personality, the lack of sensitivity of those instruments to changes that result from training,

the transitory nature of training and the restricted range of scores obtained from a homogeneous sample.

The conclusions drawn from this study may be summarized as follows:

1. Training in guidance and counseling, specifically participation in Counseling Practicum, Counseling Process and Case Problems, resulted in demonstrable changes in measures of counseling skill but little or no personal growth as measured with the POI.

2. The nature of the gains attributed to training may appear to be transitory. Despite the differences in previous training, there were no differences among groups on level of counseling skill as measured at the beginning of training. However, the amount of previous training was related to level of skill after training. This would suggest that indirect measures of retention, ie., relearning, may be able to demonstrate the durability of training better than the methods typically used. Gains attributed to training are probably "dormant" rather than "lost".

3. The relationship between the POI and effective counseling was not of such magnitude as to recommend its use as a criteria for the selection of graduate students in Guidance and Counseling. However, three of the fourteen POI scales warrant further investigation. The dimensions of Inner-Directed Support, Existentiality and Capacity for Intimate Contact were consistently related to measures of

effective counseling. It is suggested that research refine those scales in order to develop an instrument with greater predictive ability than those instruments currently in use.

The need for guidance and counseling services in schools, industries and community agencies demands more and better counselors. It has been noted above that the resources of counselor educators are limited. The results of this study suggest that, at present, those resources would be better spent improving the quality of training rather than selection techniques. There is evidence to suggest that training does produce changes in counseling skill regardless of the durability of those changes. Variables used to predict success in counseling are extremely inadequate. In this study, a handful of dimensions accounted for only 22% to 44% of the variance in counseling skill. Test instruments must be able to account for more of the difference between students than indicated here if they are to be used for selection.

The results of this study, which were consistent with other research, suggested that graduate students are a relatively homogeneous group of bright, well adjusted individuals. The variables that discriminate between individuals who become effective and ineffective counselors may not be measurable with currently available assessment procedures. Research into effective methods for selecting

counselor candidates should not be abandoned, but put aside in favor of training if such a choice must be made. The results of this study suggested that, given the current level of sophistication in the field, training may be more important than selection in producing effective counselors. In other words, counselors are made, not born (Wurtz, 1967).

APPENDIX A

Letter Requesting Students' Participation



WAYNE STATE UNIVERSITY

COLLEGE OF EDUCATION

DETROIT, MICHIGAN 48202

DIVISION OF THEORETICAL AND
BEHAVIORAL FOUNDATIONS

EDUCATIONAL GUIDANCE AND COUNSELING

September 12, 1975

Dear

In conjunction with Dr. Wurtz, my advisor, I would like to ask for your participation in the study I plan to submit as a dissertation. The purpose of the study is to evaluate the effect of Practicum in Guidance and Counseling and the Counseling Process on students' counseling skills. In addition, the relationship between the personality characteristics of the students and the students' counseling skills will be investigated.

The study requires students to complete a measure of personality characteristics, the Personal Orientation Inventory (POI), and the Counseling Skills Evaluation Test (CSET) during the first and last weeks of class. The P.O.I. was designed to measure positive mental health rather than psychopathology and is based on Maslow's model of the self-actualizing person. It will be completed at home. The CSET consists of 12 vignettes in which a client states a problem. The clients' statements are followed by several counselor responses. The students are to select the best response. The CSET will be completed during class. Your response on the POI and the CSET are strictly confidential and will not be available to your instructor. In addition, your decision to participate in this study will not effect your grade.

Your participation in this study will be greatly appreciated as a contribution to both the field of guidance and counseling and to my mental health! Please complete and return the enclosed postcard as soon as possible. Thank you.

Sincerely,

Christine Panyard

CP/brj

Enclosure

APPENDIX B

Counseling Skills Evaluation Test
Transcript and Answer Sheet

COUNSELING SKILLS EVALUATION TEST

Statement I:

I don't know what to do about my son. He is 16 now. I can't talk to him--can't reach him. It's like he's in another world. He resents our affluence, the way we dress, our friends, the way we think. You know, when I look at him, eye to eye, my own son, I see hatred.

1. All adolescents go through a period of rebelliousness. They resent their parents as they seek independence for themselves.
2. You say he resents your affluence, the way you dress, your whole way of life. You must feel terribly rejected.
3. Have you tried talking to him about how you feel and really listening to what he has to say?
4. Ughm....that must really....hurt to see hatred in your son's eyes.
5. What do you say to your son when you see this hatred?

Statement II:

I think of you as the best friend a person could ever have. Being with you makes me feel worthwhile. Before these last few months life was hopeless, empty, but you make it meaningful...you gave me a reason to go on. Without you, I don't know what I'd do.

1. I'm glad you're feeling worthwhile again, but I wonder whether you are underrating your own part in this?
2. So you want to play dependent today!
3. It's natural for you to feel this way about me. It's what we call transference.
4. You call me a friend, yet I hear the lord lover. You say you are happy, but I see dependence.
5. I'm really pleased that you're feeling alive and that I have been able to help you.

Statement III:

For weeks I've been spilling my guts - really hurting - trying to get through to you. And there you sit - distant - detached. My God, what do I have to do to get through to you - to make you aware of me? You don't care about me. You don't even hear what I'm saying. I can't make a dent in you. What kind of person are you anyway?

1. It infuriates you because you see me as unfeeling and unreachable.
2. Because you are hurting so much, I get the impression that you're turning on me to precipitate a crisis and give you an excuse to leave.
3. Behind your anger, I think you're asking whether I really care.
4. Are you really angry with me or at yourself?
5. I can feel your bitterness and I'm sorry you feel that way, because I'd like to help, and I think you're closing the door on it.

Statement IV:

I lost my job-again. My wife said she is going to split - she should have split a long time ago. I'm up to my ass in debt. Everything I touch turns to shit. Last night I went down to the basement and took out my gun. I just sat there staring at it and I thought maybe it would be best to end the whole damned thing right then and there.

1. I can really sense your despondency and desperation. It doesn't seem worthwhile going on.
2. God, it sounds like your whole world is caving in and you wonder if you should go on living.
3. I know I can get you a job. Do you think you can get your wife to come in so we can all talk about this?
4. Why should you want to die? There's too much to give up: loving people, enjoying life, having fun. I'm just trying to make you see there is no reason to die.
5. I'm wondering why you have been losing all these jobs; why your wife is threatening to split?

Statement V:

If you look at me, I mean from the outside, I seem calm and relaxed. But, inside, it's really hell. I'm uptight like you wouldn't believe. My stomach feels like a knot. My head swims and I feel like I have 200 pounds on my back. Life is such a hassle. What's it all about anyway? Nothing makes sense or has meaning. What the hell is it all about?

1. It must be pretty difficult to cover that up. Why do you?
2. You're scared inside and you cover it up, and what a price you pay for bottling up those feelings.
3. I'm not sure I know either, but perhaps we could look at it together.
4. It must be really hard to look calm when your insides are falling apart.
5. That's a good question. I went through the same questioning and I had to establish some realistic goals as to what I wanted out of life.

Statement VI:

It's really hard to talk to you - but that's my problem. They say I'm shy, but it's worse than that. I want to hide when people are around. I can't even look at them. When I was small, they said I'd grow out of this. Well, it's worse now than ever.

1. Try not to be so frightened. As we get together more often, talking will get easier.
2. Most people are shy. It's hard to believe because they seem to talk so easily. I was too. Maybe some of the things that helped me will help you.
3. I'm really pleased you're able to share this with me. I'm certain we can work this through together. Life can give you so much more once you get past this fear.
4. Right now you're like a child, but as you develop confidence, you'll be able to handle any transaction.
5. Haven't your parents tried to help you with this before?

Statement VII:

This probation officer told me I had to come here. He said I did a really "bad" thing. Right! I got busted for smoking grass. I'm a real criminal! It's OK for you to get smashed drinking your cocktails but if we're caught smoking pot, we get nailed. Now what are you going to do, cure me?....cure the "bad" marijuana addict.

1. You're really enraged at being forced to come here to be cured.
2. Since you have to come here, let's try to make the best of it for your benefit. What would you like to talk about?
3. I understand your anger and resentment, but marijuana is illegal and you are in trouble.
4. You're really angry. You feel like you got a pretty raw deal -- that society is really socking it to you. And you're angry at me for being a part of it.
5. I don't think you realize that smoking marijuana leads to the use of other drugs.

Statement VIII:

It's shocking to look into a mirror and not recognize yourself. How quickly the years disappear. I'm over forty now - over forty. For a time I tried the latest beauty fads, the spas, make-up, lotions. But the years have a way of showing through. And besides, how long can you hide from yourself?

1. Without your mask, you feel exposed, vulnerable.
2. When outer beauty goes, there is always that inner beauty just waiting to emerge.
3. Mmmmm...I know that must be tough to deal with. I guess time must seem like an enemy that you can't stop.
4. Your sense of worth seems tied up with your physical appearance.
5. Why, you're a very attractive woman; there are lots of new styles that would be very becoming to you. Sounds like you need a new image.

Statement IX:

My God, why do I do this to myself and my family? I drink all the time and I'm obsessed by the thought. I hate myself when I drink and I can't stand myself when I'm sober. I love my family but I can't seem to show it. They take so much crap from me and what have I done for them? Maybe they would be better off without me--maybe the whole world would be...

1. With all this pain that you're causing yourself, why do you keep drinking?
2. You say you can't stand yourself when you're sober. Can you tell me more about that?
3. Have you considered the fact that you might be an alcoholic, that you are really sick and not responsible for what you are doing?
4. It sounds like you are two people: one who does the drinking and one who's very ashamed of it.
5. What s self-image! Must have been building a long time for it to be that bad. When was the last time you did something that made you feel good?

Statement X:

This is really difficult to say. I've been married for a few years now. Joe is such a good person and I don't want to hurt him so I pretend to enjoy sex..But he doesn't satisfy me. It's getting to the point where I can't take it any more. Sometimes, I'm so upset it takes half the night before I can get to sleep. I haven't the nerve to even tell him I've been faking, but I can't go on like this.

1. Perhaps you can bring Joe in and the three of us can discuss your sexual difficulties.
2. You're afraid to tell him your feelings but how painful it must be to hold all those feelings in.
3. There are therapists who specialize in sex problems. Perhaps you should seek their help.
4. The longer this goes on, the harder it'll be to let him know how you feel. Don't you think it is about time you told him what has been going on?

5. I hope you don't feel responsible because a lot of men simply find it hard to satisfy women. Usually with counseling and education, we can resolve these problems.

Statement XI:

I just don't understand this. I keep getting these spells. Look, I finally go to the top of the heap - the big man in the company. Got a house in the country, a Cadillac, belong to the country club, class all the way. You know, I've got every damn thing I ever wanted. So what happens, I start getting these - fits. I get the shakes, I get dizzy - can't breathe right. The doctor can't find anything wrong and says it's my nerves. What am I, some kind of nut?

1. Perhaps the changes that have occurred in your life, though they have improved your life style, have added too much stress. How long has this been going on?
2. How frightening! You've got everything you thought you wanted and yet you're having these spells, these periods of anxiety.
3. Do you feel your success has something to do with your attacks?
4. Usually when this kind of discomfort occurs, a person needs a new goal to work toward. There must be something more you would like to achieve.
5. Looks like you need to examine your values.

Statement XII:

How can he do this to me after I've been a good wife to him for fifteen years. There's another woman - younger. He did this behind my back - in my own home! How could he? He says he's sorry - sorry! But I'm willing to forgive him if he'll stay. I'll do anything for him. I can't go on without him. He is all I live for.

1. You sound pretty confused about your feelings..... hurt because he did this....afraid he won't stay.
2. I get the impression your husband is aging...feels

sexually threatened, and is trying to prove something to himself.

3. These situations usually arise after a long period of marital difficulties. What has your relationship been like?

4. You seem to be feeling a great deal. Can you tell me more?

5. You sound shocked and terribly hurt by what's happened and yet you say you'll forgive him, do anything for him.

APPENDIX C

Counselor Evaluation Rating Scale

COUNSELOR EVALUATION RATING SCALE

Name of Counselor _____ Code No. _____

Supervisor _____ Date _____

Below are listed some statements which are related to evaluation in supervising a counseling experience. Please consider each statement with reference to your knowledge of the counselor rated.

Mark each statement in the left hand blank according to how strongly you agree or disagree. Please mark every statement. Write in +3, +2, +1, or -1, -2, -3, to represent the following:

- | | |
|-----------------------|--------------------------|
| +3 (I strongly agree) | -1 (I slightly disagree) |
| +2 (I agree) | -2 (I disagree) |
| +1 (I slightly agree) | -3 (I strongly disagree) |

- ___ 1. Demonstrates an interest in client's problems.
- ___ 2. Tends to approach clients in a mechanical, perfunctory manner.
- ___ 3. Lacks sensitivity to dynamics of self in supervisory relationships.
- ___ 4. Seeks and considers professional opinion of supervisors and other counselors when the need arises.
- ___ 5. Tends to talk more than client during counseling.
- ___ 6. Is sensitive to dynamics of self in counseling relationship.
- ___ 7. Cannot accept constructive criticism.
- ___ 8. Is genuinely relaxed and comfortable in the counseling sessions.
- ___ 9. Keeps appointments on time and completes supervisory assignments.
- ___ 10. Is aware of both content and feeling in counseling sessions.
- ___ 11. Can deal with content and feeling during supervision.
- ___ 12. Tends to be rigid in counseling behavior.
- ___ 13. Lectures and moralized in counseling.

- ___ 14. Can critique counseling tapes and gain insights with minimum help from supervisor.
- ___ 15. Is genuinely relaxed and comfortable in the supervisory session.
- ___ 16. Works well with other professional personnel (e.g. teachers, counselors etc.).
- ___ 17. Can be spontaneous in counseling, yet behavior is relevant.
- ___ 18. Lacks self-confidence in establishing counseling relationships.
- ___ 19. Can explain what is involved in counseling and discuss intelligently its objectives.
- ___ 20. Is open to self-examination during supervision.
- ___ 21. Can express thoughts and feelings clearly in counseling.
- ___ 22. Verbal behavior in counseling is appropriately flexible and varied, according to the situation.
- ___ 23. Lacks basic knowledge of fundamental counseling principles and methodology.
- ___ 24. Participates actively and willingly in supervisory sessions.
- ___ 25. Is indifferent to personal development and professional growth.
- ___ 26. Applies a consistent rationale of human behavior to counseling.
- ___ 27. Can be recommended for a counseling position without reservation.

Recommended Grade _____

Comments:

APPENDIX D

Rating Scales: Facilitative Conditions

EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES
A SCALE FOR MEASUREMENT *

Level 1

The verbal and behavioral expressions of the helper either do not attend to or detract significantly from the verbal and behavioral expressions of the helpee (s) in that they communicate significantly less of the helpee's feelings and experiences than the helpee has communicated himself.

Example: The helper communicates no awareness of even the most obvious, expressed surface feelings of the helpee. The helper may be bored or disinterested or simply operating from a preconceived frame of reference which totally excluded that of the helpee (s).

In summary, the helper does everything but express that he is listening, understanding, or being sensitive to even the most obvious feelings of the helpee in such a way as to detract significantly from the communications of the helpee.

Level 2

While the helper responds to the expressed feelings of the helpee he does so in such a way that he subtracts noticeable affect from the communications of the helpee.

Example: The helper may communicate some awareness of obvious, surface feelings of the helpee, but his communications drain off a level of the affect and distort the level of meaning. The helper may communicate his own ideas of what may be going on, but these are not congruent with the expressions of the helpee.

In summary, the helper tends to respond to other than what the helpee is expressing or indicating.

Level 3

The expressions of the helper in response to the expressions of the helpee are essentially interchangeable with those of the helpee in that they express essentially the same affect and meaning.

Example: The helper responds with accurate understanding of the surface feelings of the helpee but may not respond to or may interpret the deeper feelings inaccurately.

* Robert Carkhuff, 1969 (a)

In summary, the helper is responding so as to neither subtract from nor add to the expressions of the helpee. He does not respond accurately to how that person really feels beneath the surface feelings, but he indicates a willingness and openness to do so. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The responses of the helper add noticeably to the expressions of the helpee in such a way as to express feelings a level deeper than the helpee was able to express himself.

Example: The helper communicates his understanding of the expressions of the helpee at a level deeper than they were expressed and thus enables the helpee to experience and/or express feelings he was unable to express previously.

In summary, the helper's responses add deeper feeling and meaning to the expressions of the helpee.

Level 5

The helper's responses add significantly to the feeling and meaning of the expressions of the helpee in such a way as to accurately express feelings levels below what the helpee himself was able to express or, in the event of ongoing, deep self-exploration on the helpee's part, to be fully with him in his deepest moments.

Example: The helper responds with accuracy to all of the helpee's deeper as well as surface feelings. He is "tuned in" on the helpee's wave length. The helper and the helpee might proceed together to explore previously unexplored areas of human existence.

In summary, the helper is responding with a full awareness of who the other person is and with a comprehensive and accurate empathic understanding of that individual's deepest feeling.

THE COMMUNICATION OF RESPECT IN INTERPERSONAL PROCESSES A SCALE FOR MEASUREMENT

Level 1

The verbal and behavioral expressions of the helper communicate

a clear lack of respect (or negative regard) for the helpee.

Example: The helper communicates to the helpee that the helpee's feelings and experiences are not worthy of consideration or that the helpee is not capable of acting constructively. The helper may become the sole focus of evaluation.

In summary, in many ways the helper communicates a total lack of respect for the feelings, experiences, and potentials of the helpee.

Level 2

The helper responds to the helpee in such a way as to communicate little respect for the feelings, experiences, and potentials of the helpee.

Example: The helper may respond mechanically or passively or ignore many of the feelings of the helpee

In summary, in many ways the helper displays a lack of respect of concern for the helpee's feelings, experiences and potentials.

Level 3

The helper communicates the minimal acknowledgement of regard for the helpee's position and concern for the helpee's feeling, experiences, and potentials.

Example: The helper communicates an openness to the prospect of the helpee's ability to express himself and to deal constructively with his life situation.

In summary, in many ways the helper communicates the possibility that who the helpee is and what he does may matter to the helper, at least minimally. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The helper clearly communicates a very deep respect and concern for the helpee.

Example: The helper's responses enable the helpee to feel free to be himself and to experience being valued as an individual.

In summary, the helper communicates a very deep caring for the feeling, experiences and potentials of the helpee.

Level 5

The helper communicates the very deepest respect for the helpee's worth as a person and his potentials as a free individual.

Example: The helper cares very deeply for the human potentials of the helpee and communicates a commitment to enabling the helpee to actualize this potential.

In summary, the helper does everything he can to enable the helpee to act most constructively and emerge most fully.

PERSONALLY RELEVANT CONCRETENESS OR SPECIFICITY OF EXPRESSION IN INTERPERSONAL PROCESSES A SCALE FOR MEASUREMENT

Level 1

The counselor appears to lead or allow all discussions with the counselee to deal only with vague and anonymous generalities.

Example: The counselor and the counselee discuss everything on strictly an abstract and highly intellectual level.

In summary, the counselor makes no attempt to lead the discussion into the realm of personally relevant specific situations and feelings.

Level 2

The counselor frequently appears to lead or allow even discussions of material personally relevant to the counselee to be dealt with on a vague and abstract level.

Example: The counselor and the counselee may discuss "real" feelings but they do so at an abstract, intellectual level.

Level 3

The counselor is open and at times facilitative of the counselee's discussion of personally relevant material in specific and concrete terminology.

Example: The counselor will help to make it possible for the counselee's discussion to center directly around most things that are personally important to the counselee, although there will continue to be areas not dealt with concretely and areas that the counselee does not develop fully and specifically.

In summary, the counselor is open to consideration of personally relevant specific and concrete instances, but these are not always fully developed. Level 3 constitutes the minimal level of facilitative functioning.

Level 4

The counselor appears frequently helpful in enabling the counselee to fully develop in concrete and specific terms almost all instances of concern.

Example: The counselor is able on many occasions to guide the discussion to specific feelings and experiences of personally meaningful material.

In summary, the counselor is very helpful in enabling the discussion to center around specific and concrete instances of most important and personally relevant feelings and experiences.

Level 5

The counselor appears always helpful in guiding the discussion so that the counselee may discuss fluently, directly, and completely specific feelings and experiences.

Example: The counselor involves the counselee in discussion of specific feelings, situations, and events regardless of their emotional content.

In summary, the counselor facilitates a direct expression of all personally relevant feelings and experiences in concrete and specific terms.

FACILITATIVE GENUINENESS IN INTERPERSONAL PROCESSES A SCALE FOR MEASUREMENT

Level 1

The counselor's verbalizations are clearly unrelated to what

he appears otherwise to be feeling at the moment, or his only genuine responses are negative in regard to the counselee and appear to have a totally destructive effect upon the counselee.

Example: The counselor may appear defensive in his interaction with the counselee, and this defensiveness may be demonstrated in the content of his words or his voice quality. When he is defensive he does not employ his reaction as a basis for potentially valuable inquiry into the relationship.

In summary, there is evidence of a considerable discrepancy between the counselor's inner experiencing and his current verbalizations, or where there is no discrepancy the counselor's reactions are employed solely in a destructive fashion.

Level 2

The counselor's verbalizations are slightly unrelated to what he appears otherwise to be feeling at the moment, or when his responses are genuine they are negative in regard to the counselee and he does not appear to know how to employ his negative reactions constructively as a basis for inquiry into the relationship.

Example: The counselor may respond to the counselee in a "professional" manner that has a rehearsed quality or a quality concerning the way a counselor should respond in that situation.

In summary, the counselor is usually responding according to his prescribed role rather than expressing what he personally feels or means. When he is genuine his responses are negative and he is unable to employ them as a basis for further inquiry.

Level 3

The counselor provides no "negative" cues of a discrepancy between what he says and what he appears otherwise to be experiencing, but he provides no positive cues to indicate a really genuine response to the counselee.

Example: The counselor may listen and follow the counselee, committing nothing more of himself but communicating an openness to further commitment.

In summary, the counselor appears to make appropriate responses that do not seem insincere but that do not reflect any real involvement either. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The counselor presents some positive cues indicating a genuine response (whether positive or negative) in a non-destructive manner to the counselee.

Example: The counselor's expressions are congruent with his feelings, although he may be somewhat hesitant about expressing them fully.

In summary, the counselor responds with many of his own feelings and there is no doubt as to whether he really means what he says. He is able to employ his responses, whatever the emotional content, as a basis for further inquiry into the relationship.

Level 5

The counselor appears freely and deeply himself in a non-exploitative relationship with the counselee.

Example: The counselor is completely spontaneous in his interaction and open to experiences of all types, both pleasant and hurtful; and in the event of hurtful responses the counselor's comments are employed constructively to open a further area of inquiry for both the counselor and the counselee.

In summary, the counselor is clearly being himself and employing his own genuine responses constructively.

FACILITATIVE SELF-DISCLOSURE IN INTERPERSONAL PROCESSES A SCALE FOR MEASUREMENT

Level 1

The counselor appears to attempt actively to remain detached from the counselee and discloses nothing about his own feelings or personality to the counselee. If he does disclose himself he does so in a way that is not tuned to the counselee's interests and may even retard the counselee's general progress.

Example: The counselor may attempt, whether awkwardly or skillfully, to divert the counselee's attention away from focusing upon personal questions concerning the counselor, or his self-disclosures may be ego shattering for the counselee and may ultimately cause him to lose faith in the counselor.

In summary, the counselor actively attempts to remain ambiguous and an unknown quantity to the counselee, or if he is self-disclosing, he does so solely out of his own needs and is oblivious to the needs of the counselee.

Level 2

The counselor, while not always appearing actively to avoid self-disclosures, never volunteer personal information about himself.

Example: The counselor may respond briefly to direct questions from the counselee about himself; however, he does so hesitantly and never provides more information about himself than the counselee specifically requests.

In summary, the counselee either does not ask about the personality of the counselor or, if he does, the barest minimum of brief, vague, and superficial responses are offered by the counselor.

Level 3

The counselor communicates an openness to volunteering personal information about himself that may be in keeping with the counselee's interest, but this information is often vague and indicates little about the unique character of the counselor.

Example: While the counselor communicates a readiness to disclose personal information and never gives the impression that he does not wish to disclose more about himself, nevertheless, the content of his verbalizations are generally centered upon his reactions to the counselee and his ideas concerning their interaction.

In summary, the counselor may introduce more abstract, personal ideas in accord with the counselee's interests, but these ideas do not stamp him as a unique person. Level 3 constitutes the minimum level of facilitative interpersonal functioning.

Level 4

The counselor freely volunteer information about his personal ideas, attitudes and experiences in accord with the counselee's interests and concerns.

Example: The counselor may discuss personal ideas in both depth and detail, and his expressions reveal him to be a unique individual.

In summary, the counselor is free and spontaneous in volunteering personal information about himself and in so doing may reveal in a constructive fashion quite intimate material about his own feelings, values and beliefs.

Level 5

The counselor volunteers very intimate and often detailed material about his own personality and in keeping with the counselee's needs may express information that might be extremely embarrassing under different circumstances or if revealed to an outsider.

Example: The counselor gives the impression of holding nothing back and of disclosing his feelings and ideas fully and completely to the counselee. If some of his feelings are negative concerning the counselee, the counselor employs them constructively as a basis for an open-ended inquiry.

In summary, the counselor is operating in a constructive fashion at the most intimate levels of self-disclosure.

CONFRONTATION IN INTERPERSONAL PROCESSES A SCALE FOR MEASUREMENT

Level 1

The verbal and behavioral expressions of the counselor disregard the discrepancies in the counselee's behavior (ideal versus real self, insight versus action, counselor versus counselee's experiences).

Example: The counselor may simply ignore all counselee discrepancies by passively accepting them.

In summary, the counselor simply disregards all of those discrepancies in the counselee's behavior that might be fruitful areas for consideration.

Level 2

The verbal and behavioral expressions of the counselor disregard the discrepancies in the counselee's behavior.

Example: The counselor, although not explicitly accepting these discrepancies, may simply remain silent concerning most of them.

In summary, the counselor disregards the discrepancies in the counselee's behavior and, thus, potentially important areas of inquiry.

Level 3

The verbal and behavioral expressions of the counselor, while open to discrepancies in the counselee's behavior, do not relate directly and specifically to these discrepancies.

Example: The counselor may simply raise questions without point up the diverging direction of the possible answers.

In summary, while the counselor does not disregard discrepancies in the counselee's behavior, he does not point up the directions of the discrepancies. Level 3 constitutes the minimum level of facilitative interpersonal functioning.

Level 4

The verbal and behavioral expressions of the counselor attend directly and specifically to the discrepancies in the counselee's behavior.

Example: The counselor confronts the counselee directly and explicitly with discrepancies in the counselee's behavior.

In summary, the counselor specifically addresses himself to discrepancies in the counselee's behavior.

Level 5

The verbal and behavioral expressions of the counselor are keenly and continually attuned to the discrepancies in the counselee's behavior.

Example: The counselor confronts the counselee with counselee discrepancies in a sensitive and perceptive manner whenever they appear.

In summary, the counselor does not neglect any potentially fruitful inquiry into the discrepancies in the counselee's behavior.

IMMEDIACY OF RELATIONSHIP IN INTERPERSONAL PROCESSES A SCALE FOR MEASUREMENT

Level 1

The verbal and behavioral expressions of the counselor disregard the content and affect of the counselee's expression that have the potential for relating to the counselor.

Example: The counselor may simply ignore all counselee communications, whether direct or indirect, that deal with the counselor-counselee relationship.

In summary, the counselor simply disregards all counselee messages that are related to the counselor.

Level 2

The verbal and behavioral expressions of the counselor disregard most of the counselee expressions that have the potential for relating to the counselor.

Example: Even if the counselee is talking about helping personnel in general, the counselor may remain silent or simply not relate the content to himself.

In summary, the counselor appears to choose to disregard most counselee messages that are related to the counselor.

Level 3

The verbal and behavioral expressions of the counselor, while open to interpretations of immediacy, do not relate what the counselee is saying to what is going on between the counselor and the counselee in the immediate moment.

Example: The counselor may make literal responses or reflections to the counselee's expressions

or otherwise open-ended responses that refer to the counselor.

In summary, while the counselor does not extend the counselee's expressions to immediacy, he is not closed to such interpretations. Level 3 constitutes the minimum level of facilitative interpersonal functioning.

Level 4

The verbal and behavioral expressions of the counselor appear cautiously to relate the counselee's expressions directly to the counselor-counselee relationship.

Example: The counselor attempts to relate the counselee's responses to himself but he does so in a tentative manner.

In summary, the counselor related the counselee's responses to himself in an open yet cautious manner.

Level 5

The verbal and behavioral expressions of the counselor relate the counselee's expressions directly to the counselor-counselee relationship.

Example: The counselor in a direct and explicit manner related the counselee's expressions to himself.

In summary, the counselor is not hesitant in making explicit interpretations of the counselor-counselee relationship.

Counselor Rating Scales

1. Empathic Understanding

1 2 3 4 5

2. Communication of Respect

1 2 3 4 5

3. Concreteness

1 2 3 4 5

4. Genuineness

1 2 3 4 5

5. Self-Disclosure

1 2 3 4 5

6. Confrontation

1 2 3 4 5

7. Immediacy

1 2 3 4 5

APPENDIX E

Information to Students: POI and CSET Scores

January 5, 1976

Dear Student:

Enclosed are the results of the Personal Orientation Inventory and the Counseling Skills Evaluation Test you completed as part of my doctoral dissertation during the Fall Quarter.

The P.O.I. Profile Sheet shows your scores at the beginning and the end of the Quarter. It includes a description of the P.O.I. scales and how to interpret what they measure. The CSET scores show changes in ability to discriminate between effective and ineffective counselor responses.

Thank you very much for participating in this project. If you would like to discuss your test results further, please call me at 874-2363 (After January 15th, 876-4036).

Sincerely,



Christine Panyard
Assistant Director
Detroit Hospital Drug
Treatment Programs
Herman Kiefer Hospital
1151 Taylor, Building 7
Detroit, Michigan 48202

CP/brj

Enclosures

COUNSELING SKILLS EVALUATION TEST

First Score _____ Second Score _____

The Counseling Skills Evaluation Test is a film which presents a series of twelve clients in distress, each presenting an important personal concern. The client portrayals are followed by five different counselor responses. Individuals are asked to rate the helpfulness of each statement on a five point scale ranging from destructive to extremely helpful.

The ratings of the individuals are compared to ratings of experts to obtain a measure of a person's ability to discriminate what is helpful or harmful in a counseling situation. Using this measure of counselor discrimination, it is possible to look more deeply into what specific areas the individual's ratings differed from the judges' and tease out subject bias.

The Counseling Skills Evaluation Test may be used to screen individuals applying for counselor training or counseling positions, to evaluate individuals presently engaged in counselor training or as a training tool. Workshops can be conducted to explore and modify subjects' counseling responses.

When interpreting your scores, remember that the score indicates the amount of disagreement between you and the experts. A low score indicates that you agreed to a large extent with the experts. A high score indicates considerable disagreement. Therefore, the lower the score the better. Below are scores obtained by several groups for you to use as a reference when interpreting your scores.

University of Baltimore undergrads	71.4	V. A. Alcoholism Counselors	73.8
Utah Alcoholism Counselors	73.2	Springfield State Hospital (MA	
California Alcoholism Counselors	75.0	and MSW workers)	69.6
Project Service(Welfare recipients		Students Training with CSET	48.6
in training)	95.4	Board of Education(Principals)	82.2
Maryland Drug Abuse Workers	67.2		

<u>Wayne State University</u>	<u>Pre-test</u>	<u>Post-test</u>
Practicum	67.0	54.7
Counseling Process	70.2	50.6
Case Problems	72.8	68.6

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AUTOBIOGRAPHICAL STATEMENT

Christine Marie Panyard

Birth: September 28, 1947, Detroit, Michigan

Education: B.A., Wayne State University, 1969, psychology;
M.A., Bowling Green State University, 1972, clinical
psychology; Ph.D., Wayne State University, 1976, guidance
and counseling.

Professional Experience: Assistant Project Director, Detroit
Hospital Drug Treatment Program (Senior Psychological
Clinic Examiner, Detroit Health Department), 1973-
present; Staff Psychologist, Northwest Drug Treatment
Center, 1972-1973; Instructor, introductory psychology,
B.G.S.U., 1970-1972.

Consulting Experience: National Institute on Drug Abuse,
Walter Reed Army Hospital, National Drug Abuse Center
for Training and Resource Development, Wayne County
Task Force on Research in Substance Abuse, Headstart,
Bowling Green, Ohio.

Professional Membership: American Psychological Association,
American Personnel and Guidance Association, Association
for Counselor Education and Supervision, Psi Chi,
Michigan Psychologist Public Action Committee, Women's
Treatment Coalition, Detroit Metropolitan Dance Project.

Honors: W.S.U. Board of Governors Scholarship, 1965-1969;
Research Assistantship, B.G.S.U., 1969-1970; Teaching
Assistantship, B.G.S.U., 1970-1971; Teaching Fellowship,
B.G.S.U., 1971-1972; Certificate of Appreciation,
Kiwanis Club, 1972.

Research Interests: Counselor education, program evaluation
and management, treatment techniques in substance abuse.

Publications: Over 40 papers published or presented at
national and international conferences; 5 papers published
in foreign journals.