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**CONNECTION AND SEPARATION: AN EXPLORATION OF THE BELIEFS OF COLLEGE
COUNSELORS**

By

Lisa Mary Stephen

A DISSERTATION

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ABSTRACT

CONNECTION AND SEPARATION: AN EXPLORATION OF THE BELIEFS OF COLLEGE COUNSELORS

By

Lisa Mary Stephen

Using an analogue methodology, this study investigated college counselors' beliefs about the importance of separation and connection for clients at termination when considering vignettes of male or female clients who presented with concerns about a conflict with their parent(s). Single vignettes were randomly assigned and mailed to college counselors and interns in counseling centers with pre-doctoral internship programs approved by the American Psychological Association. The instrument used was a modified version of the Relationship Self Inventory (Pearson, Reinhart, Strommen, Donelson, Barnes, Blank, Cebollero, Cornwell, & Kamptner, 1991). A 2 X 2 ANOVA via regression was conducted to determine the effects of the sex of the client in the vignette and the sex of the counselor for each dependent variable (connection and separation). There were no significant findings for the main effects hypotheses. Vignettes of female clients were not rated higher on connection when compared with vignettes of male clients. Female counselors did not score higher on connection than male counselors. Vignettes of male clients were not rated higher on separation when compared with vignettes of female clients. Male counselors did not score higher on separation than female counselors. Post hoc analyses yielded statistically significant findings. Counselors rated vignettes of female clients significantly higher on separation than vignettes of male clients. Female counselors were less likely to return vignettes of female clients than vignettes of male clients.

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This dissertation is dedicated to my husband and best friend, Gregg Mousley.

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CHAPTER I

INTRODUCTION

This study investigated college counselors' beliefs about the importance of separation and connection for clients at termination when considering vignettes of male or female clients presenting with concerns about a conflict with their parent(s). Single vignettes were randomly assigned and mailed to college counselors and interns in counseling centers with pre-doctoral internship programs approved by the American Psychological Association (APA). The instrument used was a modified version of the Relationship Self Inventory (RSI) (Pearson et al., 1991). The effects of the sex of the client in the vignette and the sex of the counselor were analyzed.

Chapter I outlines the context of the problem. Next, the statement of the problem and the purpose of the study are explained. Following that, the relevance of the study is summarized. Finally, an overview of the study is provided.

Context: The Absence of the Female Voice in Psychological Theory

Corresponding with the traditional logical positivist belief that objectivity is an attainable goal, is the notion that psychologists are able to develop theory without being influenced by their life experiences. Social constructivists (Bruner, 1990; Sampson, 1987) and feminists (Franz & White, 1985; Hare-Mustin & Marecek, 1990) challenge this perspective. They suggest that our life experiences critically affect how we view the world.

This section considers the implications of power, language and communication styles to set the tone for a deeper analysis of the bias within psychology toward an emphasis on the healthiness of separation and autonomy during development.

Power, Language and Theory

Schaffer (1980) stated, "Every society has created barriers between the sexes by distinguish separate behavior roles for men and for women." (p.1) Authors (Miller, 1984; Walby, 1990) argued that the United States is a patriarchal society. Walby

(1990) articulated the definition of patriarchy and stated it is "a system of social structures and practices in which men dominate, oppress and exploit women." (p.20) According to Berg (1994), one example of the differential access to power is the limited number of women represented in Congress. The author stated that in 1994 more women than ever were elected to Congress, yet they constituted only 10% of the total membership. The author explained, "women will be stronger in a society where they are included in legislature than in one where they are not." (p.102)

It is within a male dominated culture that the English language system has been developed. Soltis (1981) suggested, "it is always possible to construct any number of different theories in any given human language." (p.101) This statement assumes that there are words available to adequately reflect a variety of experiences.

Feminist authors (Daly, 1978; Poynton, 1989; The Milan Bookstore Collective, 1990) emphasized that there is a strong gender bias in the English language because the language has been developed and primarily defined by males who, as a group, hold more power and status in our society. Consequently, women communicate through a system in which they are often unable to find words that accurately represent their lives (Brown & Gilligan, 1992; Daly, 1978; Poynton, 1989). Furthermore, the English language is partially based on a system of opposites or dichotomies (Daly, 1978; Keller, 1986; Poynton, 1989; Tannen, 1990). The division of language into polarities or dualities frequently reflects a contrast between what is seen to be female and male with the latter being considered the norm (Poynton, 1989; Tannen, 1990). In my opinion, because the English language has been developed primarily by males, the female perspective of psychological theory has not been articulated as well as the male perspective.

Communication Styles

According to Tannen (1990), males tend to express themselves in an authoritarian style, whereas women tend to focus their attention on facilitating

egalitarian patterns of communication. The author stated that women usually talk in ways that emphasize the exchange of stories and the focus is on engaging relationships. In contrast, most men prefer to communicate in a style that emphasizes the negotiation and maintenance of independence and superiority within a social hierarchy. The focus for these males is often on exhibiting their knowledge, skills, and ability. She also proposed that the stereotypical masculine style is consistent with most formal, public speaking situations.

Tannen (1990) suggested that generally males and females speak different "genderlects" (p. 40) and stated,

the point is not that women do not value freedom or that men do not value their connections with others. It is rather that the desire for freedom and independence becomes more of an issue for many men in relationships, whereas interdependence and connection become more of an issue for many women. The difference is one of focus and degree. (p. 40)

Furthermore, according to Lips (1981) and Tannen (1990) men tend to interrupt women more often than women interrupt men in an attempt to dominate the conversation. This contributes to the predominance of male views during discourse.

One might assume then that mixed gender communication would reflect a combination of both the male and female styles. Lips (1981) stated that men's higher status than women allows them to control conversation. Tannen (1990) stated,

when men and women get together in groups, they are likely to talk in ways more familiar and comfortable to men. And both women's and men's ways of talking are typically judged by the standards of men's styles, which are regarded as the norm. Most distressing in a society where equality is the agreed upon goal, and where more and more women are entering high-status positions, women in authority find themselves in a double bind. If they speak in ways expected of leaders,

they are seen as inadequate women. The road to authority is tough for women, and once they get there it's a bed of thorns." (p. 244)

The author concluded that regardless of the sex of the participants, the stereotypical male conversational style dominates most discussions. One might question why women don't adapt to a male communication style and assert themselves. Tannen (1990) stated that when women do communicate in a typical male style (i.e. speaking louder, longer, more assertively) they tend to be disparaged, disliked, and labeled unfeminine and aggressive.

If women advocate for change in communication patterns, they will need to engage in group conflict. Once again, Tannen (1990) proposed that there are gender differences in styles. The author stated that consistent with their communication styles, most women will focus on maintaining connections and most men will focus on gaining status or winning the argument.

Summary

Tannen (1990) explained that women are suppressed in a variety of ways during discussions. Women are first inhibited by the lack of words that adequately reflect their life experiences. Secondly, because women's communication style is typically not utilized during mixed group discussions they are not heard when they communicate in a style typical of women, yet they are criticized when they conform to the dominant standard typically associated with men. The aforementioned evidence indicates that the combination of the lack of words and dominant male communication style inhibits the expression of ideas by women regardless of whether or not they are similar to men's ideas.

In my opinion, because psychological theory is created using a language system defined mostly by men who hold more power in society than women, any ideas are generally more reflective of the experience of men. Furthermore, because men typically dominate conversations, their ideas are heard more often than their women

peers. Although language, communication style, and power are not the only variables that affect the expression of ideas, I believe they contribute to the fact that women's experiences have not been adequately represented within the field of psychology.

Statement of the Problem

The following section includes the statement of the problem. Theoretical and empirical findings are briefly reviewed as they relate to the problem.

As previously stated, most traditional psychological theory was primarily written by males and the ideas presented within these theories are more consistent with the experiences of men than women (Chesler, 1971; Franz & White, 1985; Gilligan 1982; Keller, 1986; Miller, 1984). Hare-Mustin (1983) suggested, "the pervasive unhappiness of many women became a subject for psychotherapy, yet clinical theories of development have been inadequate in terms of women's experience." (p. 593) When traditional theories are used to determine standards of health and desirable therapeutic outcomes, the focus is on separation and independence and the importance of connection is not considered (Gilligan, 1982; Miller, 1984).

According to Miller (1984), because successful separation is believed to result in independence and autonomy, these constructs are considered the most desirable characteristics of human functioning. The relevance of interdependence and relationships is devalued. Gilligan (1982) and Miller (1984) suggested that in general women place a higher value on relationships than independence and men place a higher value on independence than on relationships. Given that a relational focus has not been adequately described by traditional theory, women's behavior is often labeled as deviant or pathological (Chesler, 1971; Gilligan, 1982; Kaplan, 1983; Miller, 1984). Twohey (1992) stated, "Measuring women against male standards promotes a way of defining women by what they are not, rather than what they are and constitutes a bias in the practice of psychotherapy." (p. 69)

Broverman, Broverman, Clarkson, Rosencrantz, & Vogel (1970) found evidence that stereotypical male functioning, with a focus on autonomy and independence, was considered by therapists to be the healthy norm for all adult behavior. The authors found that therapists' conceptualizations of the healthy man did not significantly differ from their conceptualizations of the healthy adult. In contrast, therapist's conceptualizations of healthy women were significantly different from those of the healthy adult.

Grotevant and Cooper (1986) suggested that adolescent development is facilitated as the parent-adolescent relationship is renegotiated by all parties involved. They view this renegotiation process as facilitating the move from a relationship of unilateral parental authority toward a system of mutuality and exchange. During this time, a child may begin to separate as he or she also attempts to maintain a healthy connection. According to the authors, the parent-child relationship is a consistent bond that continues throughout the life span and is renegotiated at different times.

For most first-year college students who move away from their parental homes, separation and connection issues with parents are highlighted (Frank, Pirsch, & Wright, 1990; Hoffman & Weiss, 1987; Moore & Hotch, 1980; Moore & Hotch, 1982; Moore & Hotch, 1983). Moore (1987) stated that separation from home "represents a context in which many attachment and autonomy-related issues become salient" (p. 299). Although college students frequently present with concern about their relationships with their parents (Baum & Lamb, 1983; Miller & Rice, 1993; Schuh, Shipton, & Edman, 1986), I found no studies assessing college counselors beliefs or attitudes about treatment planning and service delivery in response to this need.

Purpose of the Study

The following paragraph summarizes the purpose of this research.

The purpose of this study was to determine if college counselors viewed separation as more important for men than women and connection as more important for women than men at the end of treatment when responding to client vignettes representing first-year college students who sought help because of conflict with their parent(s). The effects of the sex of counselor were also investigated.

Relevance of the Study

In this section, the relevance of this study and its applicability to the college population are noted. Implications for practice and research are considered.

In my opinion, the overarching goal of any therapy is to help individuals resolve their presenting problems in an attempt to maximize their potential. Data suggest that college students attribute characteristics to men and women in a way that reflects gender stereotypes with males being viewed as autonomous and females being viewed as passive (DeLisi & Soundranayagam, 1990; Lii & Wong, 1982). If college men strive to maintain traditional gender roles, they may sacrifice healthy connections as they strive for independence. If college women see little need for autonomy, their ability to obtain a healthy level of individuation within relationships may be hindered. The absence of studies assessing college counselor's attitudes about separation and connection during this important developmental stage is problematic. If college counselors apply the traditional Eriksonian (1963) perspective to their work, they would view separation and individuation as necessary for first year college students and neglect the importance of maintaining healthy intimacy with parents. According to Miller (1984), if women perceive that they need to choose between autonomy and connection they will most often choose the latter. Consequently, if counselors focus on separation without exploring the importance of connection and intervene accordingly, they may be facilitating a process by which

women lose rather than gain a healthy level of autonomy. Furthermore, given that both connection and autonomy are found to be important to the psychological health of college students (Blustein, Walbridge, Friedlander, & Palladino, 1991; Cooper, Grotevant, & Condon, 1983; Frank, Avery, & Laman, 1988; Frank, Pirsch & Wright, 1990; Moore & Hotch, 1980), if college counselors do not focus to some extent on connection, they may actually hinder rather than help facilitate the development of their clients.

In addition to practice applications, this study should serve as a stimulant for future theoretical and empirical work investigating the importance of both separation and connection when working with the college population. The most relevant potential contribution is the possibility that the data will reveal underlying biases and hidden assumptions that could affect treatment planning and service delivery. If this occurs within training sites, graduate students may be taught to intervene in a biased fashion.

Overview of the Study

The overview of the study is provided below. A brief synopsis of each chapter's contents is provided.

Using analogue methodology, this study investigated college counselors' beliefs about the importance of separation and connection at termination when considering vignettes of male or female clients who presented with concerns about a conflict with their parent(s). The effects of the sex of the client and sex of the counselor were examined. Post hoc analyses were also completed.

In Chapter II, the literature is presented. A review of theoretical ideas about separation and connection is summarized. The empirical evidence of therapists' focus on autonomy as the indicator of healthy development is discussed. The importance of connection is explored. A theoretical framework integrating connection and separation is reviewed. The research evidencing the importance of

both connection and autonomy to development is outlined. Finally, the research questions that prompted this study are discussed.

Chapter III summarizes the methodology of this study. The sample is described and selection procedures are noted. The independent and dependent variables are reviewed and the hypotheses are presented. The instrument is described and data collection is explained.

In Chapter IV, the results are reported. The variables and hypotheses are described. The results of the main effects and post hoc analyses are reported.

The findings are discussed in Chapter V. The purpose of the study and unique characteristics of the sample are reviewed. The findings of the main effects and post hoc analyses are discussed. The limitations of the study are cited. The implications for practice and research are summarized.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, research relevant to separation and connection is summarized. The review begins with a summary of the traditional theoretical focus on the importance of separation in psychological development. The bias in treatment toward a focus on autonomy is summarized. Next, the importance of connection is discussed. A theoretical framework integrating connection and separation is reviewed. Following that, research that proposes that both connection and separation contribute to psychological health of adolescents is discussed. Finally, the literature is summarized and the research questions of this project are presented.

Historical Context: The Focus on Separation in Western Psychology

In this section the traditional focus on separation and autonomy as the goals of healthy development is reviewed. First the popular theoretical base is briefly summarized. The bias toward autonomy as evidenced by therapist's beliefs about psychological health and the mental health diagnostic system is discussed.

Theoretical Overview

Despite the importance of connection in early development, traditional theories of development have focused on the process of individuation and separation with the ultimate goal of achieving autonomy (Cooper, Grotevant & Condon, 1983; Chesler, 1971; Franz & White, 1985; Gilligan, 1982; Kaplan, 1983; Markus & Oyserman, 1989; Miller, 1984). According to Grotevant and Cooper (1986), the most popular of these theorists include Freud, Erikson, Mahler, and Blos. Although the standards of mental health are defined by these popular conceptualizations of human development, they do not adequately reflect the typical female experience (Chesler, 1971; Gilligan, 1982; Miller, 1984).

According to traditional theory, through the process of separation, the child's boundaries become distinct from the parent(s)' and this facilitates the development of the child's sense of self. The goal is to become independent, self-reliant, and autonomous. From this perspective, separation is viewed as a necessary precondition for adequate identity development. Within this paradigm, connection and attachment are viewed as regressive or pathological (Chesler, 1971; Kaplan, 1983; Pearson et. al., 1991).

One of the most popular developmental theories was developed by Erikson (1963). Erikson proposed a series of stages of development for the maturing ego and overall identity. His theory explained that the ego becomes increasingly individuated through development.

Erikson's model assumes that for males, identity is established before an individual becomes involved in intimate relationships. This view has been widely accepted and used as the norm for development. Gilligan (1982), in contrast, suggested that women simultaneously engage in resolving identity and intimacy tasks. Specifically, she proposed that women actually claim their identity through and within intimate relationships.

According to Franz and White (1985), although Erikson acknowledged that individuation occurs while maintaining connection to others, he did not expand upon the nature and role of attachment. The authors proposed an extension of his theory to include a dimension of connection which could be viewed as a unique construct that is related to separation. This extension will be discussed later in this chapter.

Traditional Gender Roles and Autonomy as the Healthy Norm- Empirical Evidence

Chesler (1971) contended that the mental health system is a microcosm of the larger culture. She suggested that the attitudes and behaviors of therapists' reflect those of society.

The American Psychological Association Task Force on Sex Bias and Sex-Role Stereotyping in Psychotherapeutic Practice (1975) found four areas of perceived sex bias and sex-role stereotyping: the fostering of traditional sex roles; sexist use of psychoanalytic concepts; responding to women as sex objects; and bias in expectations and devaluing of women. An example of the fourth category is, "The therapist or colleague denies the adaptive and self-actualizing potential or assertiveness for female clients and fosters concepts of women as passive and dependent" (p. 1172).

As previously mentioned, Broverman et. al. (1970) found evidence that therapists considered stereotypical male functioning to be the healthy norm for adult behavior. The researchers provided clinicians with a questionnaire that listed characteristics reflective of traditional gender stereotypes. Subjects were asked to attribute the characteristics to the following groups: healthy men, healthy women, and healthy adults. Therapists' conceptualizations of the healthy man did not differ significantly from their conceptualizations of the healthy adult. Stereotypical masculine qualities were attributed to both the healthy man and the healthy adult (i.e. independent and dominant). In contrast, the conceptualizations of the healthy woman were significantly different from those of the healthy adult. Healthy women were viewed as possessing gender role congruent attributes such as gentleness and an awareness of the feelings of others. The results indicated that women would be viewed as unhealthy adults if they possessed traditionally feminine qualities. If they possessed traditional masculine qualities, however, they would be viewed as unhealthy women.

Sherman (1980) reviewed ten studies that measured therapist's attitudes toward women with attitudinal surveys and determined that overall, the results of these studies were consistent with Broverman et. al. (1970).

She emphasized the importance of considering the limitations of the research when considering the results. She noted that the majority of studies reviewed utilized analogue methodology and had low response rates. Furthermore, the materials and methodologies often did not provide enough details to facilitate a critical analysis and/or replication. The author concluded that regardless of the methodological shortcomings, bias continued to exist. In summary, Sherman (1980) concluded,

data provide evidence that therapists' sex-role values are operative during therapy and counseling. Data indicate there is sex-role stereotyping in mental health standards and that sex-role-discrepant behaviors are judged more maladjusted. Clinical judgments of women do not appear to be more severe than those accorded to their male counterparts. This does not mean that there is no sex-role stereotyping, since part of sex-role stereotyping has been a lower standard of mental health for females. (p. 60)

Teri (1982) investigated the clinical judgment of therapists and found that clients described as stereotypically feminine were rated more negatively than those described as stereotypically masculine. The author concluded, "the predominant influence on clinical judgments was sex-role style." (p. 646)

O'Malley and Richardson (1985) replicated the Broverman et al. (1970) study and found that counselors continued to view men and women in stereotypical ways. In contrast with Broverman et al. (1970), the authors found that both traditionally masculine and feminine characteristics were attributed to the healthy adult.

Some authors question the accuracy of the Broverman et al. (1970) results. For example, Widiger and Settle (1987) criticized Broverman et al. (1970) and stated that an imbalance ratio of male-valued to female-valued items "forced the

subjects to display sex bias." (p.463) Some studies failed to replicate the findings of Broverman et. al. (1970). Oyster-Nelson and Cohen (1981) attempted to replicate Broverman et. al. (1970) by studying a sample of psychologists and found no evidence of sex bias.

Sesan (1988) surveyed female clients to determine if they experienced sex bias in treatment and concluded,

the majority of women sampled experienced a sex-fair therapy process, although for some women elements of bias were noted. Qualitative analysis of item frequencies suggests bias in the areas of the therapist's fostering traditional sex roles and bias in expectations and devaluation of women. (p.112)

She called for further examination of the types of sex bias that clients experience.

With respect to sex differences between therapists, Aslin (1977) surveyed the attitudes of community mental health center psychotherapists and feminist therapists using the same questionnaire employed by Broverman, et. al. (1970). Subjects were asked to rate mentally healthy adults, females, mothers, and wives. The findings indicated a significant difference between the attitudes of male and female therapists. Male therapists perceived mentally healthy adults as possessing more typical masculine attributes when compared with their perceptions of mentally healthy females, wives, and mothers. In contrast, female and feminist therapist's perceptions about mental health did not differ for adults, females, wives, or mothers.

Sex Bias and Diagnosis- Empirical Evidence

Kaplan (1983) proposed that the bias toward autonomy and traditional gender roles is evidenced by the fact that more women than men are treated for mental illness in America. She stated that when masculine-biased assumptions about what behaviors are healthy, women's behavior is often viewed as unhealthy

or pathological. She suggested that many characteristics considered to be typically female attributes are represented in diagnostic criteria (i.e. Dependent Personality Disorder). She argued that no one diagnostic code includes typical male functioning or characteristics. The author concluded that women can be diagnosed solely for behaving in a stereotypically feminine manner. In contrast, males can not receive a diagnosis based upon their traditional autonomous role. She also stated that because separation is generally considered to be the healthy norm, the pathological aspects of separation are not represented.

Kass, Spitzer and Williams (1983) analyzed the sex ratio in the DSM III and disagreed with Kaplan (1983). The author stated that although more women are diagnosed as Histrionic or Dependent than men, more men are diagnosed as Antisocial. The author explained that overall, there is no sex difference in the prevalence of personality disorder diagnoses. Regardless of the studies on the prevalence of diagnoses being attributed to men or women, studies that present clinicians with identical client vignettes with the exception of varying the sex have demonstrated clear and consistent evidence of sex bias in diagnosis (Becker & Lamb, 1994; Ford & Widiger, 1989; Hamilton, Rothbart, and Dawes, 1986).

Hamilton et. al. (1986) surveyed sixty-five clinical psychologists by providing 18 written case histories drawn from 10 different DSM-III diagnoses. They found that "females were rated significantly more histrionic than males exhibiting identical histrionic symptoms. There was no comparable sex bias to diagnose males showing antisocial pathology as more antisocial than females" (p. 269). They also found that the sex of the clinician was not a significant predictor of sex bias. The authors noted that the criteria included in the histrionic category are reflective of female stereotypical personality whereas Antisocial Personality Disorder is based on clear behavioral markers.

Ford and Widiger (1989) conducted a similar study and found a clear tendency for therapists to diagnose women with predominantly antisocial characteristics as Histrionic Personality Disorder and not as Antisocial Personality Disorder. There was also a tendency not to diagnose men with Histrionic Personality Disorder. The authors also found that men were more often diagnosed with Antisocial Personality Disorder than women.

Becker and Lamb (1994) conducted a mail survey of social workers, psychiatrists and psychologists who were presented with cases fitting the criteria for Borderline Personality Disorder or Post Traumatic Stress Disorder. The sex of the client also varied. The authors found that vignettes of female clients were more likely to be diagnosed as having Borderline Personality Disorder more often than vignettes of male clients with identical symptoms thereby evidencing sex bias. Sex bias in the diagnosis of Post Traumatic Stress Disorder for the sex of the client in the vignette was not evidenced.

Summary

As previously stated, some research on clinical judgment found evidence of sex bias (Broverman et. al. 1970; Sherman, 1980) but others did not (Oyster-Nelson & Cohen, 1981). Oyster-Nelson and Cohen (1981) concluded that the failure to replicate Broverman et. al. (1970) may indicate a change in therapist's attitudes. The authors suggested that because the hallmark study was so widely read it could have sparked a change in attitudes. The results of a variety of studies demonstrate, however, the continuation of sex bias in diagnosis (Ford & Widiger, 1989; Hamilton et al., 1986; Kass et al., 1983). Although some attitudes may be changing, mental health professionals responding to client vignettes appear to base some of their judgments of psychological health on the sex of the client.

The Importance of Connection

This section reviews the adaptive qualities of connection. Following that, a theoretical perspective integrating both separation and connection is summarized. Next, the literature supporting the value of both separation and connection in adolescent development is reviewed. Finally, the empirical literature supporting Gilligan's (1982) notion that females typically value connection more than autonomy and males typically value autonomy more than connection is discussed.

The Adaptive Quality of Connection

Gilligan (1982), Kaplan (1983), and Miller (1984) argued that although connection and attachment are not new constructs within the field of psychology, the importance of relationships has not been emphasized. Much of the attention to connection has been negatively focused with studies investigating fusion and enmeshment most often published. The authors suggested that although fusion and enmeshment may be of concern, they are regressive extremes of a fundamentally healthy process.

Kenny (1987) studied the nature of attachment in a sample of first year college students. She found that students' descriptions of their relationships with parents were positive and reflected healthy attachment. For the female students, close parental relationships were positively correlated with self-reports of assertiveness.

Surrey (1991) noted that college women attending Wellesley College expressed the desire "to change and deepen their current connections with their mothers" (p.10). They felt that knowing more about their mothers would lead to an increased understanding of both themselves and their mothers.

Separation and Connection as Distinct but Interrelated Constructs- A Theoretical Perspective

Given the limited applicability of traditional theory to female development, new ideas are necessary to accurately account for and describe the typical female experience (Gilligan, 1982; Miller, 1984). Miller (1984) underscored the importance of relationships in female development. She described the early mother-child relationship as a period of interrelatedness that yields a deep and meaningful bond between the mother and child. She suggested that although the mother responds to the infant's needs, the child simultaneously responds to the presence of the mother. This process facilitates the child's internal representation of herself as a "being in relationship" (p.3).

Miller (1984) suggested that as the result of socialization during childhood, males are expected to physically disconnect and separate from both parents. With regard to the father-son relationship, boys are supposed to identify, not connect, with their fathers. Conversely, girls are encouraged to connect and relate with their mothers. She stated that the connection does not impede the development of a sense of self, rather connection defines and enhances it. She proposed that the female's sense of self is organized around and within her connection to others.

As previously stated, Franz and White, (1985) stated that both separation and connection should be examined simultaneously. They suggested Erikson's (1963) theory be expanded and stated that

the field might be better served by the model of a double helix in which two separate but interconnected strands of psychological individuation and attachment ascend in a spiral representing the life cycle. Each stage represents an intrapsychic developmental change in both individuation and attachment; experiences in any one realm will have ramifications on the other. Likewise twisted strands making up a rope, tension in one strand will

pull on another. (p.247)

Gilligan (1982) challenged Kohlberg's (1976) widely accepted view of moral development. Kohlberg's theory focused on the importance of justice, objectivity, and principled thinking. Gilligan (1982) stated that, according to Kohlberg's theory, because women emphasized relationships when solving moral dilemmas, they were repeatedly found to be less sophisticated than men. Women's focus on connection was evidenced when Gilligan (1982) asked men and women to describe themselves, construct a real life moral dilemma, and present the resolution of this dilemma. Through this work, Gilligan identified two different "voices". The typical male voice emphasized independence, individuality, justice, and rights, whereas the typical female voice focused on relationships, connection, and care.

Gilligan's (1982) work on moral reasoning served as the catalyst for her identification of two conceptions of self. The stereotypical male orientation is defined through separation from others with an emphasis on autonomy and independence. The stereotypical female orientation is defined through connection and relationships with others.

Pearson et. al. (1991) developed the Relationship Self Inventory based on the work of Miller (1984) and Gilligan (1982) in an attempt to quantitatively define the orientation focusing on connection and the orientation focusing on separation. The authors stated

The term "relationship self" refers to the mode of being-in-relation-to-others which is central to a healthy person's self organization. Persons for whom interdependency, connection with others, egalitarian interchange, and concern for individuals (including themselves) in their own context are central have a connected self; persons for whom independence, separation, hierarchical organization of interchange, and

justice are central have a separate self. (p.1)

**The Importance of Separation and Connection in Adolescent Development-
Empirical Evidence**

Kandel and Lesser (1969) studied the relationship between autonomy and attachment in a cross cultural sample of adolescents residing in the United States and Denmark. They found that adolescents who expressed feelings of autonomy also expressed close relationships with parents.

Levitz-Jones and Orlofsky (1985) rated the intimacy capacity and separation and individuation of a sample of college women and found that women who experienced a high degree of intimacy were more likely to effectively separate and individuate. In contrast, subjects who merged with others or did not develop adequate levels of intimacy had difficulty separating and individuating.

Blustein, Walbridge, Friedlander, and Palladino (1991) examined the relationship of psychological separation and attachment to career decision-making and commitment to a career. The sample included college students and the researchers found that commitment to career choice occurred "most readily for those persons who experience both independence from and attachment to their parents." (p.48)

Frank et. al. (1988) interviewed a group of college students and found that only 20% of participants under the age of 24 indicated an ability to cope without the help of one or both parents.

Frank et. al. (1990) studied a group of undergraduate students of intact families and found that both relatedness and autonomy were related to indices of psychological health.

With regard to leaving home, connection and separation, Cooper et. al. (1983) studied a sample of high school seniors and stated,

Our findings suggest that the leaving process is facilitated by individuated

family relationships, characterized by separateness, which gives the adolescent permission to develop his or her own point of view, in the context of connectedness, which provides a secure base from which the adolescent can explore worlds outside the family. (p. 56)

Similar to Cooper et. al. (1983), Moore and Hotch (1980) found that emotional separation (i.e. not feeling close to family members) and dissociation were associated with difficulty in leaving home. Emotional separation was viewed unfavorably among college students. These results were replicated by Moore and Hotch (1983). Similarly, Moore (1987) found that emotional detachment was the least important component of separation according to the college students who served as subjects.

Separate and Connected Self Orientations- Empirical Evidence

Drawing on Gilligan (1982), Lyons (1983) developed a coding system to investigate differences in self definition orientations ("separate/objective self" and "connected self") and care vs. justice modes of moral reasoning. She interviewed 20 people randomly from 8 to over 60 years old and found that a higher percentage of males than females used separate/objective orientations and justice modes of moral reasoning. In contrast, the majority of females indicated a connected self orientation and employed the care mode to moral reasoning.

Stiller and Forrest (1990) improved upon Lyons (1983) methodology. The authors studied college students and increased the sample size, randomly selected participants and conducted a sex-blind analysis of the data. The researchers used a MANOVA which they proposed was a more rigorous statistical analysis than the Chi-Square employed by Lyons (1983). When assessing the two different emphases of moral reasoning. The authors stated,

The percentages showed that 75% of men used the separate/objective mode more frequently than they used the connected mode, and only 6.3% of the

men used the connected mode more frequently than they used the separate/objective mode. The results also indicated that 44.4% of the women used the separate/objective mode more frequently than they used the connected mode and 40% of the women used the connected mode more frequently than they used the separate/objective mode (p. 59).

The results suggested that although men almost exclusively prefer the separate/objective mode, women may feel free to choose either separation or connection when solving moral dilemmas.

Dowhrenwend (A. Dowhrenwend, personal conversation, April 13, 1995) studied Connected and Separate Self scores of law students on the RSI. She found that females had significantly higher connected self scores than males and males had significantly higher separate self scores than females. When retested three years later, the predominate orientations remained the same. The separate self scores for males, however, increased significantly and their connected self scores decreased significantly.

Manor-Bullock (1992) assessed the emphasis that college students placed on "connectedness" as measured by projective drawings. The results suggested that women placed more emphasis on connection than men.

Summary

The above cited studies provide evidence that typically females have connected self orientations whereas typically males have separate self orientations. The findings of Stiller and Forrest (1990) suggest that females may be comfortable with both modes. The evidence suggests that a gender difference exists with regard to how central relationships and autonomy are to one's identity.

Summary of Literature Review

A brief summary of the literature informing this study is reviewed in this section. The main points of this chapter are highlighted. Based on the work of

Erikson (1963), traditional western psychology focuses on the importance of separation and autonomy. Early 1970's research suggests, however, that therapists do not feel that females should possess these attributes (Broverman et. al., 1970). Franz and White (1985) suggested a modification of Erikson's (1963) theory to include both separation and connection. Gilligan (1982) and Miller (1984) suggested that, due to socialization, connection is more central to the identity of most women and separation is most central for most men and research confirms these relationships (Lyons, 1983; Manor-Bullock, 1992; Stiller & Forrest, 1990). Evidence indicates that both separation and attachment are related to the psychological health of college students (Blustein et. al., 1991; Frank et. al., 1990).

Research Questions

The general research questions underlying the development of the hypotheses are as follows:

1. Evidence suggests that women may place a higher value on connections in relationships than men (Gilligan, 1982; Lyons, 1983, Manor-Bullock, 1992) and men may place more emphasis on autonomy than women (Gilligan, 1982; Lyons, 1983; Stiller & Forrest, 1990). Evidence also suggests that mental health professionals demonstrate sex bias in clinical judgments and diagnoses (Broverman et. al., 1970 ; Hamilton et al., 1986; Teri, 1982). Given the aforementioned findings, do counselors' beliefs about healthy levels of connection and separation within the parent-child relationship differ depending on the sex of the client?

2. Given evidence of sex differences among counselors' perceptions of healthy attributes of males and females (Aslin, 1977; Becker & Lamb, 1994), do male and female counselors respond differently to male and female clients presenting with separation and connection issues within the parent-child relationship?

CHAPTER III

DESIGN AND METHODOLOGY

This chapter describes the methods and design of this study. The chapter begins with a summary of the sample and selection process. The variables and hypotheses are then reviewed. The instrumentation and procedures for data collection are discussed.

Sample

This section briefly introduces the sample. The selection procedures are outlined.

The sample consisted of college counselors and interns who provide counseling services to college students and are employed in college counseling centers with APA approved pre-doctoral internship training programs.

Sample Selection

According to the Keplac and Reynes (1993), there were 65 counseling center internship sites fully approved by the APA. I sent a letter to the director of each center (with the exception of Michigan State University, where the instrument was piloted) briefly explaining the study. I informed directors that they would be receiving a call within the next week. Please refer to Appendix A for a sample letter. When I placed the call I asked if the center would participate and requested a list of names of the counselors and interns working at the site. I tried to reach each director by phone on at least three occasions. If I was unable to reach a director within one week, a follow up letter or e-mail was sent and another phone call was placed. I spoke with 59 directors or his or her designee on at least one occasion. Six directors did not respond to the initial letter, phone calls, and/or follow up letter. Of the 59 directors or designated contact person that I spoke with, 38 consented for their site to be included. Sixteen denied participation because their staff was too busy with center requirements and/or other research in progress. Five directors or designated contact

persons said they would speak with their staff and inform me of the decision but did not follow through. Of the sites that participated, some directors or contact persons provided the list of names during a phone call whereas others asked that I call back after they discussed the request with their staff.

I intended to randomly select subjects but due to the limited number of potential participants, all were included. Case vignettes and surveys were randomly assigned to subjects and mailed directly to them.

According to Cohen (1977), a total sample size of 200 subjects (100 male, 100 female) was most desirable. The determination of the sample size was based on the fact that in data gathering for the RSI (the instrument to be used in this study), Pearson et. al. (1991) found an effect size of approximately 40%, consequently, a sample of 200 would be necessary to maintain 80% power and to obtain a similar effect size. According to Dillman's (1978) Total Design Method for mail surveys, the lowest response rate I could have anticipated was 70%.

Independent and Dependent Variables and Hypotheses

The independent and dependent variables are described in this section.

Operational definitions are provided. The hypotheses are presented.

Variables

The dependent variables measured on a modified version (the modifications will be described later in the chapter) of the RSI (RSI-M) were:

- a. Separate Self Score (SS)
- b. Connected Self Score (CS)

I operationalized the terms separation and connection by obtaining scores on the Separate Self and Connected Self Scales RSI-M. As previously stated, according to Pearson et. al. (1991)

The term "relationship self" refers to the mode of being-in-relation-to-

others which is central to a healthy person's self organization. Persons for whom interdependency, connection with others, egalitarian interchange, and concern for individuals (including themselves) in their own context are central have a connected self; persons for whom independence, separation, hierarchical organization of interchange, and justice are central have a separate self. (p.1)

The independent variables in the study were as follows:

- a. Sex of client in the vignette
- b. Sex of the counselor

Hypotheses

Hypothesis 1. Main Effect for SS-Sex of the Client in the Vignette and Sex of the Counselor

- a. Vignettes with male clients will have higher SS scores on the RSI-M than vignettes with female clients.
- b. Males counselors will have higher SS scores on the RSI-M than female counselors.

Hypothesis 2. Main Effect for CS-Sex of the Client in the Vignette and Sex of the Counselor

- a. Vignettes with female clients will have higher CS scores on the RSI-M than vignettes with male clients.
- b. Female counselors will have higher CS scores on the RSI-M than male counselors.

Based on the conceptual development of the study, no interaction effects were anticipated.

Instrument

The instrument used in this study is explained below. Since the final instrument was modified from an existing survey, first the original scale is described. The limitations of the original instrument are considered. The development and characteristics of the final instrument for use in this study are explained.

Relationship Self Inventory

Drawing from the work of Gilligan (1982) and Miller (1984), Pearson et. al. (1991) developed a self-report paper and pencil questionnaire, the RSI, to measure connected self and separate self orientations. The authors determined that the instrument was both reliable and valid. The RSI asks that respondents rate themselves on 60 items on a 5 point Likert scale ranging from not like me at all (1) to very much like me (5). Items consisted of self descriptive statements, some of which reflected moral values. Scores for each scale are tabulated by adding the values of the items loading on a given scale and dividing by the number of items on the scale thereby producing a mean score. If a respondent scores a 1, this reflects a lack of the orientation measured. A score of 5 would indicate that the subject strongly possessed the orientation measured. The instructions on the RSI were adapted for use in this study. The modifications will be described later in this chapter. Please refer to Appendix B for a copy of the original form of the RSI.

In the first stage of developing the RSI, Pearson et. al. (1991) administered a pool of 50 items to a sample of 526 adult women attending an enrichment program at a large midwestern university. As the result of a confirmatory factor analysis, four scales emerged. The first was a general measure of the CS. The other three scales reflected different forms of the CS. The variations of the CS scale were not used in this study and thus not discussed in this section. The researchers completed a second study to incorporate a SS into the RSI. Another goal was to examine the criterion validity of

the scales by correlating them to other measures of adjustment and personality. Also, during the second phase of the project, the item pool was expanded and the sample included both males and females. Furthermore, younger subjects completed the survey to broaden the age range.

In developing the final version of the RSI, the researchers considered the impact of social desirability on responses. They concluded that social desirability was a part of the constructs being measured and they consequently did not eliminate statements with ratings that were likely to have low variability due to social desirability. Rather, items with low variability that described the scales measured and increased reliability were included. The internal reliability for each scale, when measured separately for men and women by Cronbach's alpha, was ($r > \text{or} = .65$) which is adequate (Strommen et. al., 1987).

The pattern of intercorrelations of the scales paralleled the developers expectations. The CS scale and SS scale had small negative correlation ($r = -.23$ for women and $r = -.33$ for men) (Strommen, et. al., 1987).

According to Adams (1992), construct validity was assessed by correlating the scales on the RSI with two sex role inventories, the Bem Sex Role Inventory (BEM) and Personality Attributes Questionnaire (PAQ). The authors anticipated that the femininity scales would correlate with the CS scale because a CS orientation is more typical of females than males. The correlations for the femininity scale of the BEM and the CS scale of the RSI was $r = .51$. On the PAQ the correlation between the femininity scale and the RSI CS scale was $r = .52$. The SS scale had a low correlation with the masculinity scales, however (for the BEM $r = .25$ and for the PAQ $r = .17$) . According to Adams (1992), "The low level correlations may be explained by the fact that the two sex role inventories measure people's stereotypes about the attributes of males, whereas the RSI measures developmental characteristics more typical of males

than females." (p. 93) The author also noted that the masculinity scales of the sex role inventories uses key stereotypes related to agentic concepts and the SS does not use such items.

Pearson et. al. (1991) correlated the CS and SS scales with the scales of variety of instruments and established that the constructs on the RSI measured distinct but related constructs. Please refer to Appendix C for a summary.

According to Pearson et. al. (1991), the norming of the instrument was developed with a sample of 465 women and 139 men. On the CS scale the average score for women was 4.1 with a standard deviation of .51. The scores for the males were slightly lower than for females, but not significantly so, with a mean of 3.9 and standard deviation of .49. The average score for women on the SS scale was 2.5 with a standard deviation of .51. The males had a slightly higher average score of 2.7 when compared with the females and a standard deviation of .58. Once again, the difference was not significant.

The RSI instrument was chosen because it is the only standardized, quantitative, statistically sound instrument that adequately assesses the connected and separate selves. Gilligan (1982), Pearson et al. (1991), and Franz and White (1985) emphasized the importance of conceptualizing separation and connection as two distinct dimensions rather than the traditional unidimensional continuum that dichotomizes separation and attachment. The fact that an individual can be highly connected with others and at the same time be highly separated would be impossible to ascertain using a unidimensional construct. The RSI allows for the assessment of separation and connection as two distinct constructs. Furthermore, the RSI can be completed quickly. As a standardized instrument, the RSI avoids the variance between raters associated with qualitative analysis of the concepts of separation and connection.

Limitations of the Relationship Self Inventory

In my opinion, Gilligan (1982) assumes that CS and SS orientations remain relatively stable throughout the life span unless one undergoes a significant socialization experience to alter his or her primary orientation. Given this, test-retest reliability is important, however, Pearson, et. al. (1991) did not calculate test-retest reliability.

The instrument does not include norms for college counselors. Consequently, the utility of the instrument with this population may be compromised.

Pearson et. al. (1991) did not provide information about the racial/ethnic composition of the sample. This instrument may have limits to its use with racial and ethnic minorities.

Developing the Vignettes for this Study

Based on clinical experience and in consultation with colleagues, I developed three vignettes that I believed to represent a continuum of presenting problems. Multiple vignettes were used to ensure that at least one situation highlighted a client who felt his or her parents were overly involved in his or her life and a second client who felt his or her parents were prematurely encouraging separation. The third vignette presented a client who was relatively satisfied with the relationship with his or her parents.

I interviewed college students who moved away from home and were 18 years old or older to develop realistic vignettes. With the instructor's approval I attended 7 undergraduate classes to recruit students. The students were diverse with a variety of majors represented (i.e. packaging, business, psychology, and nursing). In an attempt to recruit, I explained my study (Please see Appendix D). Five students committed to attend the group discussion and three attended.

When meeting with the students, each received a copy of the informed consent letter, explanation of the study, and pilot vignettes (Please refer to Appendix E for consent and pilot instrument given to students.) when they entered the room. They were invited to read the vignettes prior to signing the consent form. After signing the consent forms, students were asked to read the first vignette. I then turned on the audio tape and reminded them that they could request that it be turned off at any time. After they read the vignette, I asked if they thought it represented a real life situation. I used an open ended interview format that allowed subjects to discuss information they felt was relevant. The same procedure was followed after the students read the second and third vignettes.

I intended to hold a drawing at the end of the interview with the students and planned to randomly select two participants to win \$10.00 each. The three participants decided instead to split the prize money so that each participant received reimbursement. Should a participant want to seek counseling, referrals to local professionals were distributed.

Overall, the group agreed with the ideas represented by the vignettes representing a client who felt his or her parents were overly involved in his or her life and the vignette representing a client who felt that his or her parents were encouraging premature separation. They reached consensus about how to further revise the vignettes so that they represented real life situations. Please refer to Appendix F for the original and revised vignette summarizing a client who felt his or her parents were overly involved in his or her life. Please refer to Appendix G for the original and revised vignette summarizing a client who felt his or her parents were prematurely encouraging separation.

The third vignette that demonstrated a client who felt his or her parents were appropriately encouraging separation and connection was also presented to the

discussion group. Please refer to Appendix H for a copy of this vignette. The third vignette was dropped because the group did not think a student would seek counseling unless he or she was experiencing conflict with his or her parents.

After modifying the vignettes to include information obtained through interviewing the students, the instrument was reviewed by a college counselor at Michigan State University and by several colleagues who have provided psychological services to the college population. During these interviews, I sought general input and modified accordingly. The modifications were slight (i.e. grammatical structure) and did not significantly alter the form of the vignettes as developed from the discussion group.

Final Vignettes

Two presenting problems were included in the study. In one situation the vignette described a male or female first-year college student who felt that his or her parent(s) were overly involved in his or her life. In the other situation, the vignette described a student who was concerned that his or her parents were prematurely encouraging separation. In total, there were four forms of vignettes: a male who felt his parents were overly involved (Form A), a female who felt her parents were overly involved (Form B) a male who felt his parents were prematurely encouraging separation (Form C), and a female who felt her parents were prematurely encouraging separation (Form D). Please refer to Appendix I for a copy of each vignette. All information on the vignettes was identical with the exception of the name (male or female) and presenting problem (parents overly involved or parents prematurely encouraging separation).

Modifications to the Relationship Self Inventory

The RSI was adapted for use in this study by modifying the instructions and including demographic questions such as the sex of the therapist and most recent

degree acquired. No items on the scale were altered. The RSI-M asked the counselor to assume a successful outcome was reached and to indicate how he or she would want the client to respond at termination. The original instructions of the RSI are as follows:

Read each statement below and decide how much it describes you. Using the following rating scale, select the most appropriate response and blacken the corresponding circle on your answer sheet.

The revised instructions of the RSI-M used in this study are stated below. As previously stated, the name Joe or Mary would appear depending on the form received.

At termination, assuming a successful outcome with Joe/Mary, how would you want Joe/Mary to respond to the following statements? Pretend you are Joe/Mary and answer this questionnaire by selecting the response you would like him/her to choose and blacken the corresponding oval on your answer sheet.

As previously stated, the RSI includes subscales which were not be used in this study but to maintain consistency with the instrument, the entire instrument was administered.

Given that a modification was used, a developer of the instrument was asked to review the revised directions and she believed the modification was appropriate for use with this study. Please refer to Appendix J for a copy of the RSI-M.

Design of the Final Instrument for this Study

Dillman (1978) developed The Total Design Method for Surveys which provided clear procedural guidelines for mail surveys. The response rates of 48 studies employing this method were analyzed. Almost all the studies included were conducted in university and college settings. When the method was followed, the

average response rate was 74%. The high response rate was attributed to a precisely designed instrument and strict follow up procedures. In this study, the Total Design Method was followed as closely as possible in an attempt to increase the likelihood subjects would follow through.

Dillman (1978) found that surveys exceeding 12 pages in length received fewer responses. Consequently, the final instrument had 3 pages. The cover letter explained the purpose of the study, provided directions, and gave my name, address, and phone number. Please refer to Appendix K for a copy of the cover letter. The demographic questions were placed on the last two pages in an attempt to increase the response rate. The back page also included a thank you and an invitation for further comments. The paper was high quality white bond.

Procedures for Collecting Data

The steps of data collection are explained in this section.

After receiving the list of potential subjects, they were grouped according to the counseling center where they worked and each subject was randomly assigned one of the four vignettes followed by the RSI-M. Participants received a self addressed stamped envelope and were asked to return the surveys to me by a due date. Some directors asked that I mail the instrument within a certain time frame which would compliment the center's current schedule. (i.e. If they were completing other research and the director did not want to add another potential commitment until the first project was finished.) In total, 3 mailings were sent. In each case the survey was mailed directly to each subject, who was asked to return the instrument no later than three weeks after I mailed it.

Consistent with the Total Design Method (Dillman, 1978), self addressed stamped postcards with a subject number were included with each survey. Subjects were asked to mail the postcards at the time they mailed their survey. This allowed for

keeping records of those who responded and those who did not. These postcards were also used to choose two winners of a raffle for a cash prize of \$25.00 each. As suggested by Dillman (1978), after one week notes were mailed to each subject thanking those who responded and courteously reminding the others to return their questionnaires. Please refer to Appendix L for a copy of the reminder.

Summary

In conclusion, the research conducted was an analogue study of college counselor's and intern's beliefs about separation and connection when presented with case vignettes of clients experiencing conflict with their parent(s). All subjects were employed at APA approved pre-doctoral internship training sites and each received a single vignette followed by the RSI-M.

CHAPTER IV

RESULTS

In this chapter, the results of the analyses of the data are reported. First, the variables are explained. Second, the sample is described. Third, the results of the main effects and post hoc analyses are reported. The chapter is closed with a summary.

Descriptive Analyses of the Data

In this section the characteristics of the variables are described.

Dependent Variables

There were two dependent variables, Separate Self Score (SS) and Connected Self Score (CS). Each variable was measured on a continuous scale. Scores for SS ranged from 1.44 to 3.67 with a mean of 2.54 and standard deviation of .38. Scores for CS ranged from 2.83 to 4.92 with a mean of 3.92 and a standard deviation of .39. An examination of histograms showed that both dependent variables were normally distributed and there were no significant outliers.

Independent Variables

The independent variables included the sex of the counselor and the sex of the client in the vignette. Seventy five male counselors and 114 female counselors responded. One hundred and fifty nine vignettes with a male client and 150 vignettes with a female client were randomly assigned and mailed to potential subjects. Ninety seven vignettes with a male client and 78 vignettes with a female client were returned.

Exploratory variables

The first exploratory variable was the client's presenting problem with two levels: parents overly involved or parents prematurely pressuring for autonomy. Thirty three of the 189 subjects either did not return the entire instrument (i.e. did not return the presenting problem but returned the survey) or returned their

answer sheets without the instrument. Consequently, data for the presenting problem were available for 156 of the 189 respondents. Seventy eight responses to each condition were received. The second exploratory variable was whether or not the subject considered him or herself to be a feminist with two levels: yes or no. One hundred and forty two (75 %) of the 189 respondents indicated that they were a feminist and 47 (25%) indicated that they were not a feminist. Forty four percent of male subjects indicated they were not feminist and 56% indicated they were feminist. With regard to female subjects, 12% stated they were not feminist and 88% stated that they were feminist.

Demographic variables

The demographic variables were: children, professional position, geographical location based on time zone, theoretical perspective used in conceptualization, age, most recent degree earned, race, and total years work experience at a college counseling center. Please refer to Table 1 on page 38 for the levels of each variable.

Age and total years working in a college counseling center were continuous variables. Children, professional position, and geographical location were categorical variables presented in a forced choice format. Subjects were asked to respond to open ended questions about their theoretical perspective, most recent degree earned, and race. I grouped these variables for coding purposes. The categories for theoretical perspective were created by using Okun's (1990) delineation based on historical schools of theoretical development. Subjects who indicated theoretical perspectives in two or more categories were considered eclectic/integrative/pluralistic. The categories for degree earned were determined by examining all the degrees indicated and grouping them according to similarity of training. Race was grouped according to commonalty. The

demographic characteristics will be discussed later in the chapter when the sample is described.

Table 1

Levels of Demographic Variables

Variables		Level			
Children	yes	no			
Position	full time	part time	intern	other	
Location	eastern	central	mountain	pacific	
Theoretical perspective	dynamic	systems	existential/ humanistic	behavioral/ cognitive	eclectic/ integrative/ pluralistic
Age	continuous				
Degree	BA/BS	MA/MEd/ MS	MSW	EdD	PhD/PsyD
Race	White	African American	Hispanic	Asian	other
Years	continuous				

Description of the Sample

In this section the characteristics of the sample are described. The number of responses used in the analysis is reported.

A single, randomly assigned vignette and survey was mailed to 331 (133 male and 198 female) potential subjects. Please refer to Table 2 on page 39 for a summary of how many subjects received each condition. One hundred and eighty nine surveys were returned yielding a 57% return rate. As previously stated, the final sample included 75 male counselors and 114 female counselors. Male counselors demonstrated a 56.4% response rate and females demonstrated a

57.6% response rate. The age of the respondents ranged from 25-64 years old with a mean of 39.6. The total number of years working in a college counseling center ranged from .5 to 34 with a mean of 8. Please refer to Table 3 for the sample characteristics on the remaining demographic variables.

Table 2
Percentage of Subjects Responding
to Each Condition

Sex of Therapist	Sex of Client		
	F	M	Gender Omitted
M	66	54	1.6
F	43	66	6.5

Table 3
Percentage of Respondents in Each
Demographic Characteristic

Child.	Position	Location	Theoretical	Race	Degree
Y = 47	Full time = 60	eastern = 44	psychodyn. = 45	white = 89	BA/BS = 7
N = 53	Part time = 5	central = 35	systems = 2	Afr. Am. = 4	MA/MEd = 34
	Intern = 34	mtn. = 12	exist/humun.= 11	Hisp. = 2	MSW = 2
	Other = 1	pacific = 9	beh./cogn. = 10	Asian = 4	EdD = 3
			eclectic = 34	other = 1	PhD/PsyD = 55
n=189	n=178	n=178	n= 163	n= 170	n= 170

As previously stated, some subjects did not return the entire instrument as instructed. One hundred and seventy five subjects completed all data necessary for the main effects analyses and consequently all 175 subjects were included. Fourteen subjects were omitted from the main analyses because the sex of the client in the vignette that they received could not be determined.

Some subjects skipped questions, therefore, some data for the exploratory and demographic variables were missing. During the Post Hoc analysis all available data were used. Please refer to Table 4 for a summary of the missing data for the exploratory and demographic variables.

Table 4

Number of Responses Missing on Exploratory and Demographic Variables

Variable	Number of Responses Missing
Exploratory	
presenting problem	33
feminist	0
Demographic	
children	0
position	11
location	11
theoretical	26
age	19
race	19
years at center	19
degree	19

Main Effects Analyses

In this section, the hypotheses are reviewed, the analyses are described, and the results are explained.

The apriori hypotheses were as follows:

Hypothesis 1. Main Effect for SS-Sex of the Client in the Vignette and Sex of the Counselor

- a. Vignettes with male clients will have higher SS scores on the RSI-M than vignettes with female clients.
- b. Males counselors will have higher SS scores on the RSI-M than female counselors.

Hypothesis 2. Main Effect for CS-Sex of the Client in the Vignette and Sex of the Counselor

- a. Vignettes with female clients will have higher CS scores on the RSI-M than vignettes with male clients.
- b. Female counselors will have higher CS scores on the RSI-M than male counselors.

Biskin (1980) stated that if a study has more than one unrelated dependent variable, ANOVA is the appropriate analysis. A MANOVA is used when the dependent variables are correlated. Based on the intercorrelational evidence provided by Pearson et. al. (1991), CS and SS are unrelated. Similarly, the CS and SS scores on the RSI-M were not significantly correlated when examined by plot and correlation coefficient (Minitab, Release 6.2, 1990). In this study, one 2 X 2 ANOVA via regression was completed for the SS score and one 2 X 2 ANOVA via regression was completed for the CS score. A 2 X 2 ANOVA via regression was used instead of a traditional 2 X 2 ANOVA because Minitab (Release 6.2, 1990) is not able to calculate an ANOVA with an unbalanced design. Furthermore, the coding of categorical data is best facilitated in an ANOVA. The results of the analyses are identical to those of the ANOVA except t tests are reported in the source table and the effect of the categorical data can be determined simply by

examining the source table with the ANOVA. I chose an alpha level of .05 apriori and all analyses were examined for significance at a .05 level.

An ANOVA is based on the following assumptions:

1. Independence of responses.
2. Normal distribution of errors.
3. Homogeneity of the variance.

Independence was met because the observations were not paired or associated in any way (Glass & Hopkins, 1984). The errors of both models were examined by histograms and both were normally distributed. The homogeneity of variance for each model was examined by plotting the residuals against the fits of the model. In both cases homogeneity of variance was found. Given that the above assumptions were met, the results of the 2 X 2 ANOVAs via regression were considered appropriate analyses for the main effects hypotheses. All hypotheses were rejected at the .05 level. Please refer to Table 5 for a statistical summary.

Table 5

2X2 ANOVA Via Regression

Dependent Variable	F	p
SS	1.97	.120
CS	1.28	.282

The results indicated the following:

1. Vignettes with male clients did not have higher SS scores on the RSI-M than vignettes with female clients.
2. Males counselors did not have higher SS scores on the RSI-M than female counselors.
3. Vignettes with female clients did not have higher CS scores on the RSI-M than vignettes with male clients.
4. Female counselors did not have higher CS scores on the RSI-M than male counselors.

Post Hoc Analyses

In this section the post hoc analyses are explained. Each question is stated and the results are reported.

Question I and Rationale

Is there a model for explaining the variance on SS? This question was posed because when a One-way ANOVA was conducted to examine the relationship between the predictors and dependent variables, the sex of the vignette was significant. Also, although the design was random, it was possible that the demographic variables may have had an unanticipated effect on the dependent variable. The exploratory variables were also examined.

A Stepwise Multiple Regression (Minitab Release 6.2, 1990) was used and the result indicated that a One-way ANOVA on the sex of the client in the vignette was statistically significant ($F=5.12$, $p=.025$). Counselors rated vignettes with female clients higher on the SS than male clients. No other variables emerged as significant.

Question II and Rationale

Is there a model for explaining the variance on the CS? This analysis was conducted because, although the design was random, it was possible that the demographic variables may have had an unanticipated effect on the dependent variable. The exploratory variables were also examined.

A Stepwise Multiple Regression was used (Minitab Release 6.2, 1990) and no variables emerged as significant for explaining the variance on the CS.

Question III and Rationale

Is there a difference between the means of the CS and SS scores? This analysis was conducted because the question was generated during the development of the study after the apriori hypotheses were formed. The literature did not clearly support the development of this question as a hypothesis.

A two tailed t-test was performed (Minitab Release 6.2, 1990) to determine if there was a significant difference between the means of the SS and CS. Overall the mean of the CS was significantly higher than the mean of the SS scale ($t=31.28$, $p=0.000$).

Question IVa, IVb, IVc, and IVd and Rationale

- a. Is there a significant difference between the means of the SS and CS scores of male counselors?
- b. Is there a significant difference between the means of the SS and CS scores of female counselors?
- c. Is there a significant difference between the means of the SS and CS scores of vignettes with a male client?
- d. Is there a significant difference between the means of the SS and CS scores of the vignettes with a female client?

Given the finding in Question III, these questions were developed to further analyze the data.

In all the above cited conditions the CS mean was significantly higher than the SS mean as measured by a series of two tailed t tests (Minitab Release 6.2, 1990). Please refer to Table 6 on page 45 for a statistical summary.

Question V

Were female counselors more likely to respond than male counselors or vice versa? This question was developed because when I tallied responses I noticed a differential response pattern.

As previously stated, the response rate of male counselors was approximately 56.4% and the response rate of female counselors was approximately 57.6%. Male and female counselors were almost equally as likely to respond.

TABLE 6

t Test for Differences of Means for SS and CS

Question		T	P
I	male counselors	22.65*	0.000
II	female counselors	22.38*	0.000
III	vignette with a male	21.96*	0.000
IV	vignette with a female	20.26*	0.000

* CS mean significantly higher than SS mean

Question VIa and VIb and Rationale

a. Were male counselors more likely to return vignettes with a female client than vignettes with a male client or vice versa when compared with female counselors?

b. Were female counselors more likely to return vignettes with a female client than vignettes with a male client or vice versa when compared with male counselors?

This question was developed to further examine the differential response pattern found when examining the data.

A Chi square test (Minitab Release 6.2, 1990) assessing the relationship between the sex of the counselor and the sex of the client in the vignette was significant (Chi square 2.839>Chi square critical .00393). To determine which variables were related, a Chi Square Goodness of Fit test was calculated by hand. Female counselors were more likely to return vignettes with a male client than vignettes with a female client (Chi square = 4.74>Chi square critical =3.84). There was no significant difference in the return rate based on the sex of the client in the vignette for male counselors (Chi square = .123< Chi square critical 3.84).

Summary

In this section the characteristics of the sample are briefly reviewed. The results of the apriori and post hoc analyses are reported.

As previously stated, the final sample included 75 male counselors and 114 female counselors. The age of the respondents ranged from 25-64 years old with a mean of 39.6. The total number of years working in a college counseling center ranged from .5 to 34 with a mean of 8. Please refer to Table 4 on page 40 for the sample characteristics on the remaining demographic variables.

All of the apriori hypotheses were not significant, leading to the following conclusions:

1. Vignettes with male clients did not have higher SS scores on the RSI-M than vignettes with female clients.
2. Males counselors did not have higher SS scores on the RSI-M than female counselors.
3. Vignettes with female clients did not have higher CS scores on the RSI-M than vignettes with male clients.
4. Female counselors did not have higher CS scores on the RSI-M than male counselors.

Post Hoc Analyses yielded the following statistically significant findings:

1. For the overall sample, the mean of the CS was higher than the mean of the SS. Male counselors had higher CS than SS means. Female counselors had higher CS than SS means. Vignettes with male clients had higher CS than SS means. Vignettes with female clients had higher CS than SS means.
2. Vignettes with female clients had higher SS scores than vignettes with male clients.
3. Female counselors were more likely to return vignettes with a male client than a female client.

CHAPTER V

DISCUSSION

In this chapter, the purpose of the study and unique characteristics of the sample are briefly reviewed. The practical meaning of the results are discussed. Next, the limitations of the study are considered. Implications for practice and suggestions for future research are then highlighted. Finally, the chapter is summarized.

Purpose of the Study

The purpose of this study was to determine if college counselors viewed separation as more important for males at termination than females and connection as more important for females at termination than males when considering cases (presented through vignettes) of first-year college students who sought help because of conflict with their parent(s). The effect of the sex of counselor was also investigated. A variety of post hoc analyses were conducted.

The Unique Characteristics of the Sample

The sample evidenced unique characteristics that probably impacted the results. First, a unique and unexpected finding was that the vast majority of subjects (75%) identified themselves as feminists. Second, the subjects worked in APA approved pre-doctoral internship training sites.

Factors Unique to Feminists

The prevalence of feminist identification in other samples has been far less compared with the sample in this study. For example, Wallis (1989) stated that in a random survey of 1,000 women, only 33% identified themselves as feminists. In a sample of family therapists drawn from training institutions and private practice settings, Chaney and Piercy (1988) found that only 45% identified themselves as feminists.

The literature assessing the differences between feminists and non feminists sheds light on characteristics the majority of this sample probably possessed. In studies of feminist college students, subjects attributed characteristics of both traditional male and female gender roles to feminists (Berryman-Fink & Verderber, 1985; Cowan, Mestlin, & Masek, 1992). Furthermore, when compared with non feminists, evidence suggests that feminists tend to believe that males and females can benefit from possessing traditional aspects of both male and female gender roles (Mezylido & Betz, 1980; Rapin & Cooper, 1980). In light of this evidence, subjects in this sample likely possessed both traditionally masculine and feminine traits. Similarly, they probably believed that clients benefit from integrating traditionally masculine and feminine traits.

Factors Unique to Training Sites

As previously stated, the subjects worked in counseling centers that had APA approved pre-doctoral internship training sites. These training sites are probably rich with discussion of ethics, theoretical constructs, and factors related to quality of service. Consequently, subjects were probably familiar with the landmark Broverman, et. al. (1970) study that uncovered therapists' emphasis on autonomy as the healthy norm of development. Training sites are also likely to remain apprised of current theoretical developments. Perhaps the non feminists in the study were more likely to be affected by the theoretical work of feminists such as Gilligan (1982) and Miller (1984) than non feminists in the other populations.

Discussion of the Findings

In this section, the meaning of the results is discussed. First, the main effects analyses are discussed. Second, the post hoc analyses are discussed.

Main Effects Analysis

The non significant findings on the research hypotheses suggests that the sample did not feel that male and female clients who presented with conflict with their parents would benefit from maintaining traditional attitudes toward separation and connection. This corresponds with studies of therapists that found a decrease in traditional gender bias (O'Malley & Richardson, 1985; Sesan, 1988) when compared with the results of Broverman, et. al. (1970). The counselors in this sample may also have been familiar with literature that suggests androgynous behavior is correlated with psychological health (Burchardt, 1982; Hinrichsen, 1981; Kravetz, 1981) and perhaps this encouraged them to challenge the appropriateness of gender role congruent behavior.

Studies of gender bias that informed this inquiry did not include a sample of college counselors (Aslin, 1977; Broverman et. al., 1970; O'Malley & Richardson, 1985; Sherman, 1980; Teri, 1982). Perhaps the gender bias found in the aforementioned studies of therapists never existed for college counselors. Regardless of whether or not gender bias has existed among college counselors, it is possible that the predominance of feminist views and/or the impact of the training environment influences counselors' beliefs about gender roles and separation and connection.

Another possibility is that the predominantly feminist counselors in this sample possessed androgynous sex roles rather than traditional sex roles. It is likely that androgynous people tend to encompass attitudes representative of both gender roles. If so, they would also probably value connection and separation for both sexes.

The absence of a significant difference for the sex of the counselor in this study contradicts Aslin (1977) but confirms the results of Hamilton et. al. (1986). The male and female subjects in this study had similar beliefs about the

importance of connection and separation. Perhaps the fact that most subjects were feminists accounts for the similarity in attitudes.

Post Hoc Analyses

Difference in Mean Scores of the Separate and Connected Self Scales

In this study the Connected Self scale mean was higher when compared with the Separate Self scale mean. In previous studies using the Relationship Self Inventory, the Connected Self scale mean score has been consistently higher than the Separate Self scale mean score. The developers of the instrument believe this is an "artifact" (E. Strommen, personal conversation, May 8, 1995) of the scale. The developers of the Relationship Self Inventory (Pearson et. al, 1991) were all female and may have been more comfortable describing statements reflecting connection than separation which could have contributed to a difference in the sensitivity of each scale.

If the difference between the Connected Self scale and Separate Self scale mean represented a true difference in beliefs, this would suggest the opposite of the Broverman et. al. (1970) results and subjects in this sample would place a higher value on connection than separation and autonomy. With regard to the overall importance of connection, feminists may place more value on connection than separation given the focus on connection by feminist writers such as Gilligan and Miller. Also, the thinking of the college counselors may parallel the thinking of the college students they service. Frank et. al. (1990) found that male and female college students scored significantly higher on indices of relatedness than indices of separation and autonomy.

The Effect of the Sex of the Client in the Vignette on the Separate and Connected Self Scales

Individual analyses of how the sex of the client in the vignette affected the dependent variables provides support for the notion that the counselors believed

that clients could benefit from incorporating aspects of both separation and connection into their relationships with their parents. As previously stated, there was a significant difference between vignettes of male and female clients on the index of separation with the vignettes of female clients having significantly higher Separate Self scores.

One possibility for this difference can be attributed once again, to the predominately feminist attitudes of the sample. As previously stated, studies of feminist and non feminist subjects indicate that feminists believe that people can benefit from stepping outside of traditional gender roles and incorporating stereotypes attributed to the other sex (Mezyldo & Betz, 1980; Rapin & Cooper, 1980). As the feminist movement has grown, an increasing number of females have left their childhood homes to attend college. Traditionally, most females lived with their parents until they found a partner and established residency. Given feminist attitudes and the increasing number of females physically separating from their parents, college counselors may now feel comfortable helping females to become more autonomous. Stiller and Forrest (1990) found that some women college students were comfortable with the Separate Self orientation when solving moral dilemmas whereas other women used the Connected Self mode. Perhaps these women were aware of the importance of both separation and connection.

Another possible interpretation is that subjects were aware of the literature that demonstrates a correlation between stereotypically male sex role behavior and psychological health (Basoff, 1982; Markstrom-Adams, 1989; Orlofsky, 1987; Pyke, 1985). As a result, they may be encouraging female clients to incorporate more traditionally defined masculine characteristics, such as a focus on separation, into their relationships.

Although there was no statistically significant difference between vignettes of male and female clients on the Connected Self scale, there was a trend for counselors to rate the vignettes of male clients higher than the vignettes of female clients. This trend should be viewed cautiously because it might relate to chance. This result may be, however, an indicator that college counselors believe that male clients presenting with conflict with their parents would psychologically benefit from further connection with their parents.

DeVoe (1990) stated that "modern feminism" (p.33) is in its third decade. Over the last thirty years, people have been repeatedly challenged to examine the confines of the traditional female gender role. In my opinion, within the last few years, the men's movement has been receiving more attention within the psychological literature. For example, in January 1995, the Journal of Counseling Psychology published a special section entitled, "Masculine Gender Role Conflict." The examination of gender role conflict for males has been emerging over the last 10 years. Males may have more difficulty integrating traditionally feminine characteristics because the female gender role has historically been devalued in our society (O'Neil, 1981). As the traditional masculine gender role continues to be challenged and the value of connection becomes more accepted, the trend evidenced in this study might become statistically significant.

It is also plausible that both of the aforementioned findings represent bias when one considers that the presenting problem did not appear to significantly influence the participants' responses. For example, this calls into question how counselors might respond when a female client clearly asks for help maintaining connection with her parents and shows little interest in separating. One study suggests that the counselor's preference might override the client's request (Spengler, Blustein, & Strohmer (1990). The implications for the possible bias will be discussed in a later section.

Significant Differences in the Return of Vignettes

Female counselors were significantly more likely to return vignettes with male clients than vignettes with female clients. Having been informed that I was studying separation and connection, subjects were aware of the topic of the study. At least two plausible arguments can account for why a significant number of female counselors did not return female vignettes at the same rate they returned vignettes with male clients. First, Tavris (1973) found that men and women who supported the women's movement viewed sex differences as purely cultural rather than genetic. Subjects who did not return the vignettes may have been non feminists who believed in the traditional gender roles. Given the liberal and challenging climate of a training site where most of the counselors were feminist, non feminists may have been hesitant to acknowledge traditional beliefs.

Equally plausible is that females who did not return vignettes of female clients were, in fact, feminists. As previously stated, college counselors are probably aware of the work of Gilligan (1982) and Miller (1984). Some leading feminist psychologists (Hare-Mustin & Marecek, 1988; Mednick, 1989; Westcott, 1990) have raised serious concerns about embracing the theoretical constructs developed by Gilligan (1982) and Miller (1984). Mednick (1989) and Hare-Mustin and Marecek (1988) stated that Gilligan's (1982) theory is grounded on the premise that sex differences exist between males and females. Hare-Mustin and Marecek (1988) argued that the focus on sex difference is detrimental for women because it reinforces the idea that women have a predisposed, possibly genetic, focus on connection and are therefore not prepared to be autonomous and independent. Female counselors who disagreed with Gilligan (1982) and/or Miller (1984) may have been hesitant to complete a study if they perceived it emphasized sex differences.

In summary, the possible reasons for the differential response rate remains unclear. The impact on the results is also in question.

Limitations of the Study

The limitations of this research are reviewed so that the reader can draw informed conclusions about the findings. The following areas are discussed: the instrument, hypotheses, analogue design, variables not included, and generalizability.

Instruments

The modified version of the Relationship Self Inventory (Pearson et. al., 1991) may not have adequately assessed counselors opinions about Separate and Connected Self orientations for the cases presented. As previously stated, the original instrument demonstrated adequate reliability and validity. Although the scale items were not altered, the instructions were rewritten and subjects were asked to answer as if they were a client who had successfully terminated from treatment. It is possible that the subjects were unable to complete this task and the results may not adequately reflect their opinions about the clients described in the vignettes. For example, subjects may have answered for themselves rather than the client.

Hypotheses

In any study there is the risk that subjects will guess the hypotheses and answer in an attempt to prove or disprove them. If subjects recognized that vignettes varied by sex of the client and presenting problem (i.e. by comparing their survey with a colleague's survey) and/or knew that Broverman et. al. (1970) employed similar methodology, the likelihood that subjects could guess the hypotheses of this study would increase. Perhaps subjects guessed the hypotheses and attempted to answer in socially desirable fashion. The findings of Lopez, Smith, Wolkenstein, and Charlin (1993) contradict this argument . The authors

studied a sample of clinicians who completed an analogue study of gender bias on clinical judgment. They found that only 10 out of 100 guessed the hypotheses.

Analogue Design

Another limitation of this study was its analogue design. Sherman (1980) criticized the use of analogues cautioning that case vignettes do not truly represent real - life situations. Although I agree there are clear limitations to analogues, clinicians often communicate through written summaries and draw hypotheses and treatment plans based on written information. The presentation of a vignette would hardly seem foreign to college counselors who frequently read brief case summaries that are similar to the vignettes used in this study. When the instrument was piloted, both college students and therapists with college counseling experience believed that the vignettes paralleled realistic and common presenting problems.

Variables Not Included

There were a variety of variables not included that could have affected the results. For example, the family history and/or personal experience of the counselor were not examined. Also the cultural (vs. racial) background, religion, and gender role (vs. sex) of the client in the vignette and the counselor were not operationalized. Finally, the race of the client in the vignette was not specified.

Generalizability

All studies have limits of generalizability of the results. The findings in this study should reflect the attitudes and beliefs of college counselors and interns who work in counseling centers that have training sites approved by the American Psychological Association. As previously noted, many female counselors did not return vignettes with female client and the impact of how these surveys would have influenced the results is not clear.

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Implications for Practice

In this section, the implications for college counselors working with students who present with concerns about conflict with parents are discussed. Treatment interventions are suggested.

Since separation and connection are both conducive to development (Blustein et. al., 1991; Frank, et. al., 1990) and clients typically have one aspect more central to their identify (Lyons, 1983; Manor-Bullock, 1992; Stiller & Forrest, 1990), counselors should recognize that their clients may have difficulty integrating aspects of both orientations. Miller (1984) and Surrey (1991) stated that if females perceive that they need to choose between separation and connection, they will most often choose the relationship. This suggests that if counselors do not clearly support connection, female clients might hesitate to work toward autonomy.

More females than males seek treatment (Collier, 1982), so one can assume that a male college student experiencing conflict with his parents may be less likely to seek help than a female college student. Males may have difficulty integrating stereotypical feminine attributes into their personalities because the feminine role is devalued in society (O'Neil, 1981). If, due to the overall value placed on connection, college counselors attempt to increase the connected orientation of male clients without intervening to help them to maintain autonomy, these clients may not pursue treatment.

The Relationship Self Inventory (Pearson et. al., 1991) could be used to measure the Connected and Separate Self orientation of clients prior to treatment to help the counselor assess how predominant one aspect may be. As a post test measure, it could be employed to determine if the client changed his or her emphasis.

Counselors may need to provide psychoeducational interventions within sessions that inform clients of the importance of both separation and connection. Clients will then understand the challenge to incorporate less comfortable characteristics into their repertoire. One way to facilitate the exploration of the importance of separation and connection is through reflection on gender roles. Sheinberg and Penn (1991) suggested that therapists implement the use of "gender questions" (p.36) and stated,

Gender questions are a form for processing basic gender assumptions. We find that questions which encourage men and women to define their gender norms often stimulate them toward more fluid and less rigid definitions of gender and 'acceptable' gender behavior. (p.36)

As previously stated, the presenting problem did not appear to significantly influence subjects' responses. This suggests that the counselors did not consider the presenting problem when indicating what they thought would be healthy for the client. Research confirms that counselors beliefs about what is appropriate can overshadow their client's request. For example, Spengler, Blustein, and Strohmer (1990) investigated the treatment decisions of counseling psychologists when considering clients presenting with personal and vocational concerns and found that the type of presenting problem the counselor preferred influenced his or her interventions. The authors concluded that when therapists' preferences overshadow the presenting problem, treatment is compromised. To guard against such bias, counselors can actively develop a treatment plan with clients and be sure the goals are defined by the client. This could help counselors ensure that they are working toward the client's goals rather than pursuing their own agendas.

Recommendations for Future Research

A variety of research inquiries into the beliefs of college counselors about the importance of separation and connection could be beneficial. Suggestions for further studies will be made in this section.

Although both separation and connection are related to the psychological health of college students (Blustein, et. al., 1991; Frank et. al., 1990), individual needs of clients probably vary. As previously discussed, the presenting problem did not appear to influence counselor judgments in this study. I suggest that the function of the presenting problem consistently be incorporated into all relevant practice-related research to ensure that the client's definition of the problem and goals are taken into account when treatment planning.

Given the unique characteristics of the subjects and their work environment, replications of this study in different settings would be interesting. Of particular interest would be a replication with college counselors in counseling centers that are not training sites and/or had fewer feminist therapists. A comparison of results would help to clarify the impact of the prevalence of feminist attitudes and work environment. A measure of androgyny could also be included to determine if the attitudes of counselors who score high on this measure differ from those who do not.

The next step to this study would be to audio tape live sessions of college counselors servicing clients who present with issues related to separation and connection. A scale could be developed to allow independent, expert raters to tally the number of counselor statements targeted at facilitating either separation or connection. The client's and counselor's view of the presenting problem and goals for treatment could be assessed at the beginning of treatment to determine if they are similar or dissimilar. At termination, clients could be interviewed to assess their satisfaction with treatment and their perspective could be compared

with the counselors assessment of treatment success. The Relationship Self Inventory (Pearson, et. al., 1991) could be used as a pre and post test measure. The counselor's relationship orientation could also be assessed with the Relationship Self Inventory (Pearson et. al., 1991) to determine if it was related to his or her intervention style.

Summary

The purpose of this study was to determine if college counselors viewed separation as more important for males than females at termination and connection as more important for females than males at termination when considering cases (presented through vignettes) of first-year college students who sought help because of conflict with their parent(s). The effect of the sex of counselor was also investigated.

The main effects hypotheses were not significant. An unexpected statistically significant finding was that vignettes with female clients were rated higher on separation than vignettes with male clients. There was a trend, though not statistically significant, for vignettes with male clients to be rated higher on connection than vignettes with female clients. A variety of explanations might account for these results. It is probable that because the majority of college counselors (75%) identified themselves as feminist, they were more likely to believe that people benefit from challenging traditional gender roles and incorporating characteristics of both the traditional male and female gender roles (Mezylido & Betz, 1980; Rapin & Cooper, 1980). It is also possible that respondents were familiar with studies on that evidence a correlation between androgyny and mental health (Burchardt, 1982; Hinrichensen 1981; Kravetz, 1981). The fact that vignettes with female clients were rated higher on separation than vignettes with male clients may also be attributed to the possibility that respondents were aware that traditional masculine characteristics are correlated

with psychological health (Basoff, 1982; Markstrom-Adams, 1989; Orlofsky, 1987; Pyke, 1985). The trend that vignettes with male clients were rated higher on connection than vignettes of female clients may relate to chance or may reflect changing attitudes about the importance of traditionally feminine qualities for men.

The presenting problem did not significantly impact the results and this suggests that college counselors did not consider the client's perspective when making their judgments about a healthy outcome of treatment. This confirms the finding by Spengler et. al. (1990) that college counselor's preferences may override the client's request.

Another unexpected finding was that the mean of the Connected Self scale was higher than the mean of the Separate Self scale. This finding was probably an "artifact" (E. Strommen, personal conversation, May 8, 1995)) but could be a reflection of feminists placing more value on connection than separation. Further research would be needed to clarify the meaning of this finding.

Finally, a differential response pattern emerged as the data were examined. Female counselors were significantly less likely to return vignettes with female clients than vignettes with male clients. It is possible that the respondents who did not return vignettes with female clients were non feminists who would support the traditional gender roles and not encourage females to separate. It is also possible that the subjects were feminists who perceived that the study examined sex differences and, similar to Mednick (1989) and Hare-Mustin and Marecek (1988), these respondents believed that supporting this line of inquiry reinforces the notion that sex differences are biological rather than culturally defined.

There were a variety of limitations to this study. First, the modification of the instrument calls into question whether or not the subjects could pretend they were the client. Second, the subjects may have guessed the hypotheses and answered

in what they believed was a desirable fashion. Evidence suggests this was not likely. Lopez et. al. (1993) conducted a study of clinicians who completed an analogue study of gender and found that only 10 out of 100 successfully predicted the hypotheses. Third, there were variables that were not included and could have impacted the results. Finally, the generalizability is limited to college counselors who work in APA approved pre-doctoral training sites.

With regard to implications for practice, the Relationship Self Inventory (Pearson et. al., 1991) could be used to measure the orientation of the client prior to treatment and as a post test measure to determine if change occurred. Counselors may need to provide psychoeducational interventions within sessions to help clients understand the importance of both separation and connection and move beyond their own relationship identity. The exploration of gender roles could be facilitated within sessions. Active collaboration with the client could guard against counselors pursuing their own agendas without considering the client's view of the presenting problem.

To further investigate college counselors' beliefs about the importance of connection and separation, researchers could audio tape live sessions and expert raters could tally the number of interventions targeted toward increasing separation or connection. The impact of the client's view of the presenting problem, the impact of the relationship orientation of the counselor, and the counselor and client's view of the successfulness of treatment could be examined.

In conclusion, evidence suggests that feminists' and non feminists' treatment interventions tend to differ. When compared with non feminist therapists, feminist therapists tend to facilitate the exploration of gender incongruent sex roles and discuss how socialization contributes to the limiting stereotypes for both males and females (Chaney & Piercy, 1988). Given that the majority of this sample

was feminist, it is probable that they encourage their clients to explore gender roles and consequently, the aspects of both connection and separation.

The results of this study offer hope that college counselors working in pre-doctoral training sites approved by the American Psychological Association do not reinforce the maintenance of traditional gender roles rather encourage clients to incorporate healthy characteristics of both male and female stereotypes. The impact of this challenge to the status quo has far reaching implications because training sites are responsible for shaping the clinical practice of future clinicians. In my opinion, when people are required to develop gender role congruent characteristics and behaviors, the potential of both men and women is suppressed. It is my hope that this study reflects a change in attitudes that will directly benefit the clients we serve.

APPENDICES

APPENDIX A

LETTER TO CENTER DIRECTOR

APPENDIX A

LETTER TO CENTER DIRECTOR

Home address
Home phone
Date

Dear _____,

I am a doctoral student in Counseling Psychology at Michigan State University currently completing my dissertation. I am gathering information about college counselor's perceptions when providing counseling to college students who are experiencing conflicts with their parents. This is a study looking at the way counselors conceptualize the importance of connection and separation. I am requesting participation from fully APA approved training sites. I am hoping that you will allow me to place the names of the counselors working at your site on the list of potential subjects. I will randomly select from this list. It should take each counselor 30 minutes to an hour to complete the instrument.

I will call you on _____ to further discuss the study and, if you agree to participate, obtain a list of your staff. Please feel free to contact me with any questions, concerns, or comments at _____. You may call collect if needed. I will try to answer your questions at that time, however, I will not be able to share my hypotheses with you until after _____ when all of the data has been collected. Also, if you would like to receive the results of the study, please fill out the enclosed index card. I will mail the findings to you.

Sincerely,

Lisa M. Stephen

APPENDIX B

RELATIONSHIP SELF INVENTORY

APPENDIX B

RELATIONSHIP SELF INVENTORY

Instructions: Read each statement below and decide how much it describes you. Using the following rating scale, select the most appropriate response and blacken the corresponding circle on your answer sheet.

not at all
like me

1

2

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very much
like me

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1. I often try to act on the belief that self-interest is one of the worst problems facing society.
2. A close friend is someone who will help you whenever you need help and knows that you will help if they need it.
3. I cannot choose to help someone else if it will hinder my self development.
4. I want to be responsible for myself.
5. In making decisions, I can neglect my own values in order to keep a relationship.
6. I find it hard to sympathize with people whose misfortunes I believe are due mainly to their own shortcomings.
7. I try to curb my anger for fear of hurting others.
8. Being unselfish with others is more important than making myself happy.
9. Loving is like a contract: If its provisions aren't met, you wouldn't love the person any more.
10. In my everyday life I am guided by the notion of "an eye for an eye and a tooth for a tooth".
11. I want to learn to stand on my own two feet.
12. I believe that one of the most important things that parents can teach their children is how to cooperate and live in harmony with others.
13. I try not to think about the feelings of others when there is a principle at stake.
14. I don't often do much for others unless they can do some good for me later on.
15. Activities of care that I perform expand both me and others.

not at all
like me
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very much
like me
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16. If what I want to do upsets other people, I try to think again to see if I really want to do it.
17. I do not want others to be responsible for me.
18. I am guided by the principle of treating others as I want to be treated.
19. I believe that I have to look out for myself and mine, and let others shift for themselves.
20. Being unselfish with others is a way I make myself happy.
21. When a friend traps me with demands and negotiation has not worked, I am likely to end the friendship.
22. I feel empty if I'm not closely involved with someone else.
23. Sometimes I have to accept hurting someone else.
24. In order to continue a relationship it has to let both of us grow.
25. I feel that my development has been shaped more by the person I care about than by what I do and accomplish.
26. People who don't work hard to accomplish respectable goals can't expect me to help when they're in trouble.
27. Relationships are a central part of my identity.
28. I often keep quiet rather than hurt someone's feelings, even if it means giving a false impression.
29. If someone offers to do something for me, I should accept the offer even if I really want something else.
30. The worst thing that could happen in a friendship would be to have my friend reject me.
31. If I am really sure that what I want to do is right, I do it even if it upsets others.
32. Before I can be sure I really care for someone I have to know my true feelings.
33. What it all boils down to is that the only person I can rely on is myself.
34. Even though I am sensitive to others' feelings, I makes decisions based upon what I feel is best for me.

not at all
like me

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4

very much
like me

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35. Even though it's difficult, I have learned to say no to others when I need to take care of myself.
36. I like to see myself as interconnected with a network of friends
37. Those about whom I care deeply are part of who I am.
38. I accept my obligations and expect others to do the same.
39. I believe that I must care for myself because others are not responsible for me.
40. The people whom I admire are those who seem to be in close personal relationships.
41. It is necessary for me to take responsibility for the effect my actions have on others.
42. True responsibility involves making sure my needs are cared for as well as the needs of others.
43. The feelings of others are not relevant when deciding what is right.
44. If someone asks me for a favor I have a responsibility to think about whether or not I want to do the favor.
45. I make decisions based upon what I believe is best for me and mine.
46. Once I've worked out my position on an issue I stick to it.
47. I believe that in order to survive I must concentrate more on taking care of myself than on taking care of others.
48. The best way to help someone is to do what they ask even if you don't really want to do it.
49. Doing things for others makes me happy.
50. All you really need to do to help someone is to love them.
51. I deserve the love of others as much as they deserve my love.
52. You've got to look out for yourself or the demands of circumstances and other people will eat you up.
53. I cannot afford to give attention to the opinions of others when I am certain I am correct.

not at all
like me

1

2

3

4

very much
like me

5

54. If someone does something for me, I reciprocate by doing something for them.
55. Caring about other people is important to me.
56. If other people are going to sacrifice something they want for my sake I want them to understand what they are doing.
57. When I make a decision it's important to use my own values to make the right choice.
58. I try to approach relationships with the same organization and efficiency as I approach my work.
59. If I am to help another person it is important to me to understand my own motives.
60. I like to acquire many acquaintances and friends.

APPENDIX C

SELECT CORRELATIONS BETWEEN RSI SCALES AND OTHER RELEVANT INSTRUMENTS

APPENDIX C

SELECT CORRELATIONS BETWEEN RSI SCALES AND OTHER RELEVANT INSTRUMENTS

1. Nurturance and CS $r=.17$ $p=.01$ (Adjective Checklist)
2. Autonomy and SS (Adjective Checklist)
* women $r=.24$, $p=.01$; men $r=.20$ $p=.05$
3. Communion and CS (Reinhart's Communion Scale)
*women $r=.17$, $p=.01$; men $r=.30$, $p=.01$
4. Agency and SS (Reinhart's Agency Scale)
*no significant relationship
5. Sociability and CS (EASI-111 Temperament Survey)
*men and women $r=.36$, $p=.01$
6. Bem Sex Role Inventory and the RSI - approximately $r=.50$.

The authors concluded that for the aforementioned correlations that are significant it can be concluded that the RSI measures related but distinct constructs.

APPENDIX D

INFORMATION ABOUT STUDY PRESENTED TO STUDENTS IN ORDER TO RECRUIT

APPENDIX D

INFORMATION ABOUT STUDY PRESENTED TO STUDENTS IN ORDER TO RECRUIT

Hello, my name is Lisa Stephen and I am a doctoral student in Counseling Psychology. I am working on my dissertation and would like your input. I plan to study college counselor's attitudes toward the importance of helping clients to separate and/or remain connected to their parents. According to traditional psychological theory, young adults begin to sever ties with their parents. Newer theories suggest that healthy, intimate relationships with parents are important to development. Although many young adults struggle with their relationships with their parents, I have not found a research study assessing what college students feel are important issues. Through a discussion with interested parties, I hope to learn about the real problems many young adults face when they move out of their homes for the first time to attend college. I will provide you with three short stories about a student who is dealing with concerns about his or her relationship with his or her parent(s). After reading them we will discuss your reaction to how accurate they seem to be. I need your input in order to develop realistic stories. The final stories will be given to college counselors and I will ask that they complete a survey assessing how important they think connection and separation are. Your participation does not effect your grade in this class in any way. You can not earn extra credit for participating. The discussion should last between one and two hours.

If you would like to participate, please fill out one of these index cards and indicate your first name, telephone number, and convenient times to reach you. It is important that you only identify yourself by your first name so that I can protect your confidentiality. If you indicate your last name, I will not be able to include you in the discussion group. I also need you to fill out a schedule indicating the time you would not be available to meet. I will take these and schedule a time and day that is convenient for most people. I will call you approximately one week in advance to inform you of the time and location of the discussion group. If you are unable to attend the group but are interested in participating, we can set up a time to meet individually.

Your consent to participate in this discussion group will be completely voluntary. You can ask questions at any time. You will be free to leave at any time. Also, you would not need to answer any questions that make you feel uncomfortable.

Your anonymity is assured as I will not be recording the full names of any individuals. I will, however, take notes on the themes of our discussion. Also, I will audio tape this discussion. I will listen to the tape immediately after we finish the group and take notes on your suggestions. After that, I will immediately destroy the tape. If at any point you become uncomfortable with the taping, you can tell me and I will erase it.

At the end of the discussion, I will ask you to write your initials on an index card and I will randomly choose the name of two participants. These people will win \$10.00 each. Thank you for your time and I hope you will participate.

APPENDIX E

CONSENT AND PILOT INSTRUMENT FOR STUDENTS

APPENDIX E

CONSENT AND PILOT INSTRUMENT FOR STUDENTS

Welcome to the discussion group! I am a doctoral student in Counseling Psychology and am working on my dissertation. I plan to study college counselor's attitudes toward the importance of helping clients to separate and/or remain connected to their parents. According to traditional psychological theory, young adults begin to sever ties with their parents. Newer theories suggest that healthy, intimate relationships with parents are important to development. Although many young adults struggle with their relationships with their parents, I have not found a research study assessing what students feel are important issues. Through the discussion, I hope to learn about the real problems many young adults face when they move out of their homes for the first time. I need your input in order to develop realistic stories about students who have conflict with their parents. The stories will be given to college counselors and I will ask that they complete a survey assessing how important they think connection and separation are.

Your consent to participate in this discussion group is completely voluntary. I anticipate that we will talk for one or two hours. You are free to leave at any time. Also, you do not need to answer any questions that make you feel uncomfortable. Please feel free to ask any questions at any point during our discussion.

Your anonymity is assured as I will not be recording the full names of any individuals. I will, however, take notes on the themes of our discussion. Also, I will audio tape this discussion. I will listen to the tape immediately after we finish the group and take notes on your suggestions. After that, I will immediately destroy the tape. If at any point you become uncomfortable with the taping, please let me know and I will erase it.

If you would like a copy of my dissertation results, please fill out an index card indicating your first name and permanent mailing address and leave it in the box when you leave.

If you find yourself wanting to talk more about your relationship with your parents you might consider seeing a counselor. I am handing out a list of referrals for you which include the MSU counseling center and community resources. The counseling center provides confidential, free, personal and career counseling for students. If they feel that your needs could be better met from another agency, they will provide and facilitate a referral for you.

With your consent, you indicate your voluntary participation in this discussion group by signing below. If you have additional questions not addressed during our discussion, please call me at the number indicated on your referral list. Thank you in advance for your input. I appreciate your participation.

Signature of Agreement

Date

Please read the first vignette and think about how much you feel it represents a real situation in which clients might find themselves. Please jot down any notes or ideas on the paper provided (this will not be collected but is for your own reference during the discussion). We will discuss the vignettes one at a time.

VIGNETTE A

This vignette is supposed to capture an experience where the student's parents are being overly involved in his/her life.

Joe/Mary is an 18 year old first year college student who moved to the dorm a month ago. He/she is seeking your input about how to deal with a conflict with his/her parents. He/she feels that they are overly involved in his/her life. He/she specifically complains about the following things.

1. His/her parents try to persuade him/her to choose majors they approve of by sending him/her information about available jobs in marketing and banking. When Joe/Mary brings up other options, his/her parents highlight the negative aspects and state that they disapprove. He/she feels that he/she is in a bind because he/she wants to please his/her parents by choosing the "right" major.

2. Joe/Mary's parents set a curfew for him/her and he/she is required to call them each night to prove that he/she is in on time.

3. Joe/Mary's parents are demanding that he/she visit frequently and spend school vacations at home. When he/she does go home, he/she is required to complete the same chores as he/she did in high school. He/she is also required to follow the same curfew.

VIGNETTE B

This vignette is supposed to represent a situation where the student's parents are supportive, yet somewhat overly involved in his/her life.

Joe/Mary is an 18 year old first year college student who moved to the dorm a month ago. He/she is seeking your input about how to deal with a conflict with his/her parents. During the conversation you learn the following information.

1. Joe/Mary's parents are supportive of his/her career exploration within most areas but he/she would like to be an artist and they voice concern that he/she won't make enough money. He/she feels that they are worried about his/her welfare.

2. Joe/Mary's parents are happy that he/she is socializing and making friends. They do not agree, however, that he/she should go out on school nights. They encourage him/her to limit his/her social activities to the weekends only. They frequently ask about his/her week night activities and he/she feels that they are "checking up" on him/her.

3. Joe/Mary would like to spend spring break in Florida and has saved the money for the trip. His/her parents explained that while they want him/her to remain at school during the academic year, they want him/her to come home for the vacations.

VIGNETTE C

This vignette is supposed to represent a situation where the parents are wanting to disconnect with their child.

Joe/Mary is an 18 year old first year college student who moved to the dorm a month ago. He/she is seeking your input about how to deal with a conflict with his/her parents. He/she complains about the following things.

1. Joe/Mary frequently asks for input about his/her major and career. His/her parents respond by explaining that he/she is an adult and needs to learn to make his/her own decisions.

2. Joe/Mary is upset because his/her parents do not call him/her. He/she feels that they are not interested in his/her academic or social endeavors. He/she recently told them that he/she came home at 4:00 a.m. on a weeknight and he/she was disappointed that they did not express concern.

3. Joe/Mary expressed an interest in moving home for the summer and his/her parents stated that they thought he/she needed to live alone or with others his/her age in order to be independent. They sold his/her bedroom furniture and converted the room to a study. When he/she returns to visit, he/she must sleep on the couch. He/she feels that his/her parents are too quick to break ties with him/her.

APPENDIX F

ORIGINAL AND REVISED VIGNETTES- PARENTS OVERLY INVOLVED

APPENDIX F

ORIGINAL AND REVISED VIGNETTES- PARENTS OVERLY INVOLVED

ORIGINAL VIGNETTE-PARENTS OVERLY INVOLVED

Joe/Mary is an 18 year old first year college student who moved to the dorm a month ago. He/she is seeking your input about how to deal with a conflict with his/her parents. He/she feels that they are overly involved in his/her life. He/she specifically complains about the following things.

1. His/her parents try to persuade him/her to choose majors they approve of by sending him/her information about available jobs in marketing and banking. When Joe/Mary brings up other options, his/her parents highlight the negative aspects and state that they disapprove. He/she feels that he/she is in a bind because he/she wants to please his/her parents by choosing the "right" major.

2. Joe/Mary's parents set a curfew for him/her and he/she is required to call them each night to prove that he/she is in on time.

3. Joe/Mary's parents are demanding that he/she visit frequently and spend school vacations at home. When he/she does go home, he/she is required to complete the same chores as he/she did in high school. He/she is also required to follow the same curfew.

REVISED VIGNETTE- PARENTS OVERLY INVOLVED

Joe/Mary is an 18 year old first year college student who moved into the residence hall a month ago. He/she is seeking your input about how to deal with a conflict with his/her parents. He/she feels that they are overly involved in his/her life. He/she specifically complains about the following things:

1. Joe/Mary's parents try to persuade him/her to choose majors they approve of by sending him/her information about available jobs in marketing and banking. When Joe/Mary brings up other options, his/her parents highlight the negative aspects and state that they disapprove. Joe/Mary feels that he/she is in a bind because he/she wants to please his/her parents by choosing the "right" major and at the same time, he/she wants to be true to him/herself.

2. Joe/Mary's parents suggest that he/she be back in his/her room by 10:00 p.m. so that he/she is sure to have enough time to study and sleep. They stress the importance of getting good grades and remind him/her that he/she is at college to study. They periodically call Joe/Mary to check up on what time he/she comes in.

3. Joe/Mary's parents are putting a lot of pressure on him/her to visit frequently and they want him/her to spend school vacations at home. When he/she does go home, he/she is treated as if he/she is still in high school and is required to follow the same rules.

APPENDIX G

ORIGINAL AND REVISED VIGNETTES- PARENTS ENCOURAGING PREMATURE SEPARATION

APPENDIX G

ORIGINAL AND REVISED VIGNETTES- PARENTS ENCOURAGING PREMATURE SEPARATION

ORIGINAL VIGNETTE - PARENTS ENCOURAGING PREMATURE SEPARATION

Joe/Mary is an 18 year old first year college student who moved to the dorm a month ago. He/she is seeking your input about how to deal with a conflict with his/her parents. He/she complains about the following things.

1. Joe/Mary frequently asks for input about his/her major and career. His/her parents respond by explaining that he/she is an adult and needs to learn to make his/her own decision.

2. Joe/Mary is upset because his/her parents do not call him/her. He/she feels that they are not interested in his/her academic or social endeavors. He/she recently told them that he/she came home at 4:00 a.m. on a weeknight and he/she was disappointed that they did not express concern.

3. Joe/Mary expressed an interest in moving home for the summer and his/her parents stated that they thought he/she needed to live alone or with others his/her age in order to be independent. They sold his/her bedroom furniture and converted the room to a study. When he/she returns to visit, he/she must sleep on the couch. He/she feels that his/her parents are too quick to break ties with him/her.

REVISED VIGNETTE- PARENTS ENCOURAGING PREMATURE SEPARATION

Joe/Mary is an 18 year old first year college student who moved into the residence hall a month ago. He/she is seeking your input about how to deal with a conflict with his/her parents. Joe/Mary feels that his/her parents are pressuring him/her to develop more autonomy by encouraging him/her to start his/her own life. He/she specifically complains about the following things:

1. Joe/Mary frequently asks for input about his/her major. His/her parents have explained that he/she needs to learn to make his/her own decisions. They told Joe/Mary that if they provide input, he/she will lean on them instead of learning how to make his/her own choices.

2. Joe/Mary is upset because his/her parents do not call him/her. He/she feels that they are not concerned about him/her. Joe/Mary recently told them that he/she came home at 4:00 a.m. on a weeknight and he/she was disappointed that they did not suggest that he/she get in earlier so that he/she has enough time to study and sleep. Joe/Mary feels his/her parents are not really interested in his/her academic endeavors.

3. Joe/Mary expressed an interest in moving home for the summer and his/her parents stated that they thought he/she needed to live alone or with peers. They sold his/her bedroom furniture and converted his/her room to a study. When he/she returns to visit, he/she must sleep on the couch.

APPENDIX H

DELETED VIGNETTE

APPENDIX H

DELETED VIGNETTE

Joe/Mary is an 18 year old first year college student who moved to the dorm a month ago. He/she is seeking your input about how to deal with a conflict with his/her parents. During the conversation you learn the following information.

1. Joe/Mary's parents are supportive of his/her career exploration within most areas but he/she would like to be an artist and they voice concern that he/she won't make enough money. He/she feels that they are worried about his/her welfare.

2. Joe/Mary's parents are happy that he/she is socializing and making friends. They do not agree, however, that he/she should go out on school nights. They encourage him/her to limit his/her social activities to the weekends only. They frequently ask about his/her week night activities and he/she feels that they are "checking up" on him/her.

3. Joe/Mary would like to spend spring break in Florida and has saved the money for the trip. His/her parents explained that while they want him/her to remain at school during the academic year, they want him/her to come home for the vacations.

APPENDIX I

FINAL VIGNETTES

APPENDIX I

FINAL VIGNETTES

PARENTS OVERLY INVOLVED

Joe/Mary is an 18 year old first year college student who moved into the residence hall a month ago. He/she is seeking your input about how to deal with a conflict with his/her parents. He/she feels that they are overly involved in his/her life. He/she specifically complains about the following things:

1. Joe/Mary's parents try to persuade him/her to choose majors they approve of by sending him/her information about available jobs in marketing and banking. When Joe/Mary brings up other options, his/her parents highlight the negative aspects and state that they disapprove. Joe/Mary feels that he/she is in a bind because he/she wants to please his/her parents by choosing the "right" major and at the same time, he/she wants to be true to him/herself.

2. Joe/Mary's parents suggest that he/she be back in his/her room by 10:00 p.m. so that he/she is sure to have enough time to study and sleep. They stress the importance of getting good grades and remind him/her that he/she is at college to study. They periodically call Joe/Mary to check up on what time he/she comes in.

3. Joe/Mary's parents are putting a lot of pressure on him/her to visit frequently and they want him/her to spend school vacations at home. When he/she does go home, he/she is treated as if he/she is still in high school and is required to follow the same rules.

PARENTS ENCOURAGING PREMATURE SEPARATION

Joe/Mary is an 18 year old first year college student who moved into the residence hall a month ago. He/she is seeking your input about how to deal with a conflict with his/her parents. Joe/Mary feels that his/her parents are pressuring him/her to develop more autonomy by encouraging him/her to start his/her own life. He/she specifically complains about the following things:

1. Joe/Mary frequently asks for input about his/her major. His/her parents have explained that he/she needs to learn to make his/her own decisions. They told Joe/Mary that if they provide input, he/she will lean on them instead of learning how to make his/her own choices.

2. Joe/Mary is upset because his/her parents do not call her. He/she feels that they are not concerned about her. Joe/Mary recently told them that he/she came home at 4:00 a.m. on a weeknight and he/she was disappointed that they did not suggest that he/she get in earlier so that he/she has enough time to study and sleep. Joe/Mary feels his/her parents are not really interested in his/her academic endeavors.

3. Joe/Mary expressed an interest in moving home for the summer and his/her parents stated that they thought he/she needed to live alone or with peers. They sold his/her bedroom furniture and converted his/her room to a study. When he/she returns to visit, he/she must sleep on the couch.

APPENDIX J

RELATIONSHIP SELF INVENTORY - MODIFIED

APPENDIX J

RELATIONSHIP SELF INVENTORY - MODIFIED

Instructions: At termination, assuming a successful outcome with Joe/Mary, how would you want Joe/Mary to respond to the following statements? Pretend you are Joe/Mary and answer this questionnaire by selecting the response you would like him/her to choose and blacken the corresponding oval on your answer sheet.

not at all
like me

1

2

3

4

very much
like me

5

1. I often try to act on the belief that self-interest is one of the worst problems facing society.
2. A close friend is someone who will help you whenever you need help and knows that you will help if they need it.
3. I cannot choose to help someone else if it will hinder my self development.
4. I want to be responsible for myself.
5. In making decisions, I can neglect my own values in order to keep a relationship.
6. I find it hard to sympathize with people whose misfortunes I believe are due mainly to their own shortcomings.
7. I try to curb my anger for fear of hurting others.
8. Being unselfish with others is more important than making myself happy.
9. Loving is like a contract: If its provisions aren't met, you wouldn't love the person any more.
10. In my everyday life I am guided by the notion of "an eye for an eye and a tooth for a tooth".
11. I want to learn to stand on my own two feet.
12. I believe that one of the most important things that parents can teach their children is how to cooperate and live in harmony with others.
13. I try not to think about the feelings of others when there is a principle at stake.
14. I don't often do much for others unless they can do some good for me later on.
15. Activities of care that I perform expand both me and others.

not at all
like me

1

2

3

4

very much
like me

5

16. If what I want to do upsets other people, I try to think again to see if I really want to do it.
17. I do not want others to be responsible for me.
18. I am guided by the principle of treating others as I want to be treated.
19. I believe that I have to look out for myself and mine, and let others shift for themselves.
20. Being unselfish with others is a way I make myself happy.
21. When a friend traps me with demands and negotiation has not worked, I am likely to end the friendship.
22. I feel empty if I'm not closely involved with someone else.
23. Sometimes I have to accept hurting someone else.
24. In order to continue a relationship it has to let both of us grow.
25. I feel that my development has been shaped more by the person I care about than by what I do and accomplish.
26. People who don't work hard to accomplish respectable goals can't expect me to help when they're in trouble.
27. Relationships are a central part of my identity.
28. I often keep quiet rather than hurt someone's feelings, even if it means giving a false impression.
29. If someone offers to do something for me, I should accept the offer even if I really want something else.
30. The worst thing that could happen in a friendship would be to have my friend reject me.
31. If I am really sure that what I want to do is right, I do it even if it upsets others.
32. Before I can be sure I really care for someone I have to know my true feelings.
33. What it all boils down to is that the only person I can rely on is myself.
34. Even though I am sensitive to others' feelings, I makes decisions based upon what I feel is best for me.

not at all
like me
1

2

3

4

very much
like me
5

35. Even though it's difficult, I have learned to say no to others when I need to take care of myself.
36. I like to see myself as interconnected with a network of friends.
37. Those about whom I care deeply are part of who I am.
38. I accept my obligations and expect others to do the same.
39. I believe that I must care for myself because others are not responsible for me.
40. The people whom I admire are those who seem to be in close personal relationships.
41. It is necessary for me to take responsibility for the effect my actions have on others.
42. True responsibility involves making sure my needs are cared for as well as the needs of others.
43. The feelings of others are not relevant when deciding what is right.
44. If someone asks me for a favor I have a responsibility to think about whether or not I want to do the favor.
45. I make decisions based upon what I believe is best for me and mine.
46. Once I've worked out my position on an issue I stick to it.
47. I believe that in order to survive I must concentrate more on taking care of myself than on taking care of others.
48. The best way to help someone is to do what they ask even if you don't really want to do it.
49. Doing things for others makes me happy.
50. All you really need to do to help someone is to love them.
51. I deserve the love of others as much as they deserve my love.
52. You've got to look out for yourself or the demands of circumstances and other people will eat you up.
53. I cannot afford to give attention to the opinions of others when I am certain I am correct.

61. Please indicate your sex.

1	2
male	female

62. Do you consider yourself a feminist?

1	2
yes	no

63. Do you have children of your own?

1	2
yes	no

64. Please indicate your current professional position.

1	2	3	4
full time	part time	intern	other
staff	staff		

65. Please indicate the time zone your center is located in.

1	2	3	4
east	central	mountain	pacific

Please answer the following questions.

66. Please indicate the last degree you completed. _____
67. What theoretical perspective do you most often adhere to when conceptualizing cases?

68. What is your age? _____
69. What is your race? _____
70. How many years total have you worked in a college counseling center?

I would also like to include relevant qualitative data in my study. Please write any comments and/or reactions below.

APPENDIX K

COVER LETTER TO PARTICIPANTS

APPENDIX K

COVER LETTER

Home address
Home phone
Date of mailing

Dear Participant,

I am interested in gathering information about your perceptions of the importance of connection and separation when providing counseling to college students who are experiencing conflicts with their parents. I am completing this study to fulfill my dissertation requirement for my doctorate in Counseling Psychology at Michigan State University. I believe the results of this study will be helpful to college counseling staff members who work with traditional aged college students. I hope you will participate.

Enclosed please find a short vignette and survey. It should take you 20-30 minutes to complete the instrument. After collecting data, I will be able to answer your questions about my hypotheses, methodology, and design. Please feel free to contact me with any questions, concerns, or comments after _____. You may also contact the chairperson of my dissertation committee, Dr. Linda Forrest at _____.

I have included a self addressed, stamped postcard with a subject number. Please mail the postcard separately but at the same time that you return your anonymous survey. The postcards will be the only documentation of subject number which I will use to keep track of those who respond. If you would like to receive the results of the study, please write a note on the back of the postcard. If you will not be at the center during the 1994-1995 academic year, please indicate a permanent mailing address on the postcard. I will mail the findings to you. Also, I will randomly pick two of the postcards at the end of the study and these subjects will receive a cash award of \$25.00 each. You have approximately a 1 in 100 chance of winning.

I would like to emphasize that your participation in this project is voluntary and anonymous. If you decide at any point that you would not like to continue, please return the incomplete materials. If you do not choose to participate, I would appreciate it if you would return your postcard and write "OMIT" across it. This will allow me to keep accurate records. Regardless of whether or not you participate, please return BOTH the instrument and the answer sheet in the self addressed stamped envelope provided. Please return your survey on or before _____.

I would like to sincerely thank you for your consideration. I know that it is a busy time of year for everyone. Please turn to the next page for further explanation and instructions.

Sincerely,

Lisa M. Stephen, M.A.

APPENDIX L

REMINDER

APPENDIX L

REMINDER

Memo to: Potential research subjects

From: Lisa M. Stephen, M.A. Michigan State University

Date:

As you may recall, I recently mailed you a short vignette about a college student and asked you to complete a short survey on separation and connection. If you have already returned the survey, thank you for your time and consideration. I truly appreciate your interest. If you have not returned the survey, please either do so at your earliest convenience or notify me that you are not interested in participating by writing "omit" on your postcard and returning both the incomplete survey and postcard. I am looking forward to receiving more responses and I am eager to begin my analysis. I believe the results will be very helpful to college counselors working with traditional aged college students. If you did not receive the survey or have misplaced it, please call me and I will send a replacement out immediately so that you can participate. Thank you once again.

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