

ABSTRACT

COMPARATIVE EFFECTIVENESS OF FOUR INSTRUCTIONAL FIDELITY LEVELS IN LEARNING SKILLS ASSOCIATED WITH TERMINATION OF COUNSELING CONTACT

By

Patricia Yvonne Leonard

This study focused upon the comparison of instructional procedures which represented various levels of fidelity of simulation and their combination in terms of efficacy as methods for teaching the skills and information associated with the termination of counseling contact. Fidelity of simulation was defined as the degree to which the instructional mode resembled the performance required by the outcome measure; the instructional modes compared were prose unit, modeling, shaping, and a procedure combining prose unit, modeling, and shaping. The variables upon which comparisons were made were acquisition (immediate knowledge and skill), retention (delayed knowledge and transfer of skill), and affective responses (satisfaction and confidence). For the dependent variables for skill, the order of simulation fidelity from highest to lowest was shaping (high), modeling (moderate), and prose unit (low); for knowledge variables the order was reversed. The combined procedure represented multiple levels of fidelity. A minor aspect of the study was the investigation of the relationship between the learner's instructional preference and skill and knowledge acquisition. The experiment was a post-test-only control group design (Campbell and Stanley, 1963).

The skill measures with respect to acquisition and retention, respectively, were audio taped behavioral measures of the subject's performance of termination procedures in role-played and practicum settings.

The knowledge measures for acquisition and retention were written tests of the subject's knowledge of the procedure presented for the termination of counseling. The affective measures of satisfaction with the instructional experience and confidence in one's ability to exhibit the behaviors identified as elements of the termination process were paper-and-pencil measures.

The subjects for the study were 62 master's degree candidates in counseling at Michigan State University who had volunteered and had been randomly assigned to one of the four instructional modes or to the no-treatment control group. Duration of the instructional phase of the study was approximately 55 minutes. During this time subjects in active treatments either read narrative explanations of the termination process (prose unit), viewed video tapes of model client/counselor termination interactions (modeling), role-played counselors terminating contact with clients and received feedback on their performance (shaping), or spent one-third of the instructional period in each of these activities (combined method). Immediately after the instructional phase subjects completed skill, knowledge, satisfaction, and confidence measures. Fourteen weeks later all active treatment groups completed an abbreviated version of the knowledge measure. They also submitted for rating a tape (made 12-14 weeks after the instructional phase) of their termination of counseling contact with a client with whom they had worked during their practicum experience.

It was generally expected that subjects in higher fidelity procedures for a particular outcome variable would score higher on that variable. Hypotheses were based on this expectation unless available research indicated that another order of effectiveness might be expected. High fidelity procedures for knowledge measures would be those emphasizing prose

materials. For skill measures the procedure featuring the behavioral rehearsal was highest fidelity and that including observation of behavioral displays was next. Accordingly, for immediate and delayed knowledge, it was hypothesized that the subjects in the prose unit (highest fidelity) experience and in the combined method experience (containing an element of the highest fidelity as well as all other levels) would score higher than those assigned to shaping (lowest fidelity) or modeling (moderate fidelity). For skill acquisition and transfer, it was hypothesized that the subjects assigned to the combined procedure (containing an element of the highest fidelity as well as all other levels) would score higher than those in either the prose unit (low fidelity) group or the modeling (moderate fidelity) group. The research reviewed suggested that shaping (the highest fidelity procedure) was less effective than modeling (moderate level) and than a combination of procedures (multi-level approach). Accordingly, it was hypothesized that, on the immediate measure of skill, this order of effectiveness would be reflected. For transfer of skill to the practicum setting it was hypothesized that the subjects in the combined procedures (multi-level) and modeling (moderate fidelity) groups would score higher than those in the prose unit (lowest fidelity) and shaping (highest fidelity) procedures.

For the affective response of satisfaction with the instructional experience it was hypothesized that subjects in the highest fidelity experience for skill (shaping) would have higher scores than subjects in all other groups. For confidence in one's ability to terminate counseling contact the subjects assigned to the highest fidelity procedure for skill (shaping) were expected to score highest, with the order for those in the other groups being multiple level of fidelity of experience (combined procedures), moderate level (modeling), and lowest level (prose

unit). The data were analyzed using multivariate ($\alpha = .05$ and also reported at $\alpha = .10$) and univariate analyses ($\alpha = .025$ to $\alpha = .05$) with Scheffe's post hoc procedures as appropriate. An unbalanced design was used for all analyses.

No statistically significant differences (univariate) were found between the various levels and types of fidelity in simulation as represented by the instructional procedures on acquisition or retention of knowledge. On skill measures significant between-group differences with univariate $\alpha = .0039$ for acquisition and $\alpha = .00001$ for retention were found. Scheffe's post hoc procedures for skill acquisition hypotheses failed to support the hypotheses for that variable. Scheffe's analyses of the skill retention measure revealed that retention of skill was significantly greater for subjects assigned to moderate fidelity (modeling) and multi-level (combined) procedures than for those in the low fidelity procedure (prose unit). No significant differences were found between groups (univariate alpha) for subjects in terms of their satisfaction with the instructional experience or their confidence in their ability to terminate counseling contact.

A minor focus of the study was the relationship between subject attitude toward an instructional procedure as assessed by paper-and-pencil measures completed prior to the instructional phase and performance on immediate skill and knowledge measures. It was hypothesized that no significant relationships would be found between preference for the instructional method experienced and knowledge and skill acquisition. Using Pearson correlations it was found that there were no significant relationship between instructional preference and knowledge and skill for subjects in the modeling and prose unit groups. In the shaping groups the relationships between preference and skill and knowledge were significant at $\alpha = .05$ and $\alpha = .10$, respectively.

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BY

Patricia Yvonne Leonard

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To
my Mother and Father
and
all the rest of my family,
especially Grace and George

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Chapter I

Rationale

Introduction

The past few years have been characterized by a push for accountability in all phases of education. This focus on accountability has particular meaning in the areas of counseling and counselor education and has been reflected in increased attention to the objectives, processes, and outcomes of counselor training programs. Whiteley (1969) indicates that since the development of the counseling profession has neither been systematic nor uniform, counselor educators are faced with many unresolved issues and problems. Perhaps at the crux of the problems confronting counselor training professionals in terms of selection of trainees, specification of counselor roles, and program curriculum is the lack of agreement as to what counselors are to be trained to do and how they are to do it. The lack of specificity with respect to counseling goals has been reflected in equally vague objectives and criteria for counselor training programs. In recent years, however, there has been a trend toward increasing the specificity in goals and outcome criteria of counselor training programs. In addition to the general push for accountability, research on the helping professions has also served as a catalyst. Evidence that training in the helping professions may in fact decrease the level of trainee functioning (Carkhuff, 1969) has been a source of pressure for monitoring outcomes of training programs. In addition, the increasing body of data indicating that non-professional personnel with minimal training can develop the primary conditions of effective

treatment (Carkhuff, 1966) has also prompted counselor educators to look more carefully at their programs and objectives.

If counselor training is to advance and to meet the challenge of accountability, counselor educators must focus upon the identification and documentation of training goals and procedures in terms of their efficiency and economy. One response to this pressure for accountability and for generating a body of research and theory useful to the emerging profession of counselor education has been the recent increased focus upon skills. Consideration and conceptualization of the counseling process as based upon a number of facilitative skills has surfaced on many fronts. The works of Hoffman (1959), Miller (1967), Truax and Carkhuff (1967), Benjamin (1969), and others have focused upon the identification and description of specific behaviors essential to the therapeutic process. Krumboltz (1967) suggests that counselor training programs should focus upon the development of various essential skills.

Using such a skill based model for counselor training, the skills identified as essential to positive counseling outcomes as well as the degree of emphasis placed upon them, vary with theoretical orientation. However, the approach has been employed increasingly and has served as a basis for making both trainee and trainer accountable for specified counseling behaviors.

This trend toward the specification of training objectives is evidenced in the ACES Standards (1967) and has been carried on by numerous counselor educators, especially those who have advocated a behavioral approach to counselor training. Among those advocating such an approach are Bellucci (1972), Horan (1972), Jakubowski-Spector,

Dustin and George (1971), and Winborn, Hinds, and Stewart (1971). Winborn, et al., (1971) suggest that the utilization of performance objectives for counselor trainees fosters movement of training programs from traditional lecture-recite orientations to the performance-centered models. Many view this transition to performance or skill-based models as an advance in the field of counselor education. The importance of performance centered approaches is substantiated by Carkhuff (1969) who comments:

The fact that discrimination does not translate itself readily into functioning in the helping role in conjunction with the fact that there is no evidence to relate discrimination to client or patient benefits in any way has implications for a behavioristic approach to training. (p. 243)

Horan's (1972) discussion of the application of behavioral goals and of a systems approach to counselor education cites the important contributions of Thoresen (1969, 1971), Hosford and Ryan (1970), and Yelon (1969). Emphasizing the "mission-oriented" approaches of systematic counselor education programs (Thoreson, 1969) Horan reflects that, "once the training goals are identified, the systematic counselor educator strives to achieve the most efficient blending of men, methods, materials, and machines necessary for goal attainment." (p. 163)

The nature of this optimal mix is a fertile area for future research. Stone (1972) suggests that the training of counselors has been a matter of personal conviction with little valid research to demonstrate the comparative effectiveness of the various training procedures. The situation is analogous to that of the training of psychotherapists about which Matarazzo, Wiens, and Saslow (1966) conclude:

From the studies cited and from our review of the literature, we have concluded that there is essentially no published research regarding the teaching of psychotherapy, the supervisory process, how effective psychotherapy takes place, and how to teach psychotherapy efficiently. Many reports of training programs are available and it is evident that many psychotherapists talk about teaching, but few report systematic innovations, comparisons of methods, and/or student skill before and after a course of instruction. (p. 608)

Hansen and Warner (1971) conclude that previous research has yielded little relevant information in critical areas such as the role expected of supervisors and its effect on counselor trainees, new methods used in counselor preparation, and counselor changes during the training process. Though there are notable exceptions which will be discussed later, generally studies documenting the impact of counselor training procedures have not focused upon comparisons of training methods. Stone (1972) suggests:

Recent studies in counselor education have been based upon personal conviction and research strategies (i.e., treatment, no treatment model) which perpetuate distinctions between training programs by maximizing the occurrence of "positive" outcomes (Blocher, 1967; Paul, 1967; Thoresen, 1969). These studies completely neglect the question of comparative effectiveness or, as some call it, the "challenge of accountability" (Horan, 1972)--what works, with whom, and under what conditions. (p. 3)

Thus, the need for careful, comparative research on methods and outcomes in counselor training is clear. It is reiterated by Whiteley (1969) and also by Bellucci (1972), who concludes:

Counselor educators are constantly seeking more effective methods relevant to the training and education of school counselors. However, evidence regarding counselor educators' relative effectiveness when employing various training methodologies and procedures is, at best, contradictory and confusing. (p. 88)

For this study the steps for terminating counseling contact specified in the Michigan State University Systematic Counseling Process (Appendix A) and readings on considerations and objectives for the termination of clients in therapeutic settings provided the basis for the specification of behaviors and skills essential to the termination process. Using the behaviors identified as criteria, the research systematically compared instructional procedures that ranged in their level of simulation from reading (prose unit) to learning through doing (shaping).

Purpose

This study investigates the relative effectiveness of four instructional approaches, located at various points along a simulation hierarchy, in teaching counselor trainees the procedures, skills, and insights necessary to terminate counseling contact according to a procedure based on the Michigan State University Systematic Counseling model. Demonstration examples of prose unit, modeling, shaping, and a combination of the three were developed, presented to trainees, and instructional outcomes assessed in terms of their immediate and long-term impact on the knowledge and counseling performance of master's level counselor trainees. Immediate measures, taken upon completion of the instructional (treatment) phase, were:

1. a satisfaction and confidence measure
2. an informational test
3. a performance test

In order to assess the transfer of acquired skills to the counseling situation and trainee retention of relevant concepts, two follow-up

measures were used. A performance evaluation of an audiotape of the termination phase of a counseling contact from the trainees' practicum experience was used to assess transfer of skills to the counseling setting. A short informational test on conceptual material associated with the termination process was completed 14 weeks after the instructional phase to compare knowledge retention associated with the various instructional treatments.

The general objectives of the study were:

1. To determine whether the levels of simulation represented by modeling, shaping, prose text, and a procedure combining modeling, shaping, and prose text are differentially effective in terms of immediate recall of the information and performance of the procedures associated with the termination of counseling contact.
2. To determine whether the levels of simulation represented by modeling, shaping, prose text, and a procedure which combines modeling, shaping, and prose text are differentially effective as instructional treatments in terms of long term retention of information on termination procedures and transfer of skills associated with termination to the actual counseling setting.
3. To determine whether trainees react more favorably and/or have greater confidence as a result of exposure to the different levels of simulation fidelity represented by modeling, shaping, prose text, or their combination.
4. To determine whether learner attitude toward an instructional procedure has an impact upon the level of acquisition of the information and skills presented via that mode.

The study compared the effectiveness of the selected levels of fidelity in simulation for teaching the information and procedures associated with the termination of counseling contact as defined in Systematic Counseling in terms of level of information and skill

acquired. It also analyzed the relationship between subjects' preference for the assigned instructional treatment and resultant learning as measured by performance on written and behavioral measures. Finally, it explored trainee reactions to the instructional method in terms of their satisfaction and confidence.

Review of Theory and Research

Though literature on counselor training and learning in general was reviewed as background, the theory and research considered particularly relevant to this study includes:

1. simulation in counselor training
2. observational learning
3. effects of shaping, feedback, and practice in learning
4. application of modeling, shaping, practice, and written instruction to counseling training
5. procedures for termination of counseling contact

In this section this information will be reviewed and related to the various aspects of the study.

Simulation in Counselor Training

The recent thrust in counselor education toward skill-based, performance-centered training models has seen the development of several new approaches to teaching counseling skills. Many of these approaches rely upon various types or levels of simulation. Simulation has been defined by Bandura (1969) and Eisenberg and Delaney (1970) as that which assumes the appearance of something which it is not in reality. The concept of fidelity is suggested as central to the consideration of variation in simulated experiences.

Fidelity has been defined as a range or continuum along which experiences can be located in terms of the extent to which they include the elements of the actual experience. In training, the higher the level of simulation the greater the correspondence between the training and the "real" experience. Gagne (1962) proposes that the degree of simulation be assessed in terms of the amount of transfer of training from the simulator to the real situation. He identifies simulation as valuable in training and in skill consolidation and maintenance. Gagne suggests (1965) two types of transfer of learning which may be fostered by simulation experiences:

1. lateral transfer of training--generalizability to different situations at the same level of complexity
2. vertical transfer of training--capacity to acquire new higher level capabilities which require or are based on those of the lower level

Transfer of training (lateral) is said to be facilitated by exposing the learner to a variety of relevant situations; mastery of subordinate capabilities is felt to be most critical to vertical transfer. It seems that both types of transfer and training are important in counselor education programs since it is necessary for counselors to be able to handle a variety of concerns which vary in degree of complexity.

Stewart and Hinds (1970) have characterized teaching techniques in terms of a fidelity continuum based on the correspondence of the performance modes associated with the method with those required for actual performance of the skill in a counseling interview (Figure 1.1). According to these authors, written descriptive materials in the form of texts, manuals, and learning units used as components in most

<u>Level of Simulation</u>	<u>Trainee Behavior</u>	<u>General Purpose</u>
Lowest		
Reading	Reading specific assignments	Overview: presentation of concepts and vocabulary
	Taking a self text over written material	Discrimination between concepts, practice of knowledge
	Watching video tapes (modeling) and paper and pencil test	Further discrimination learning, immediate knowledge of results
Modeling	Watching simulated counseling sessions (video) with paper and pencil tests	Further practice of knowledge: teaching for transfer
Role Playing	Interacting with a peer as counselor	Generalized training with immediate feedback
Supervised practice in field	Interacting with student	Terminal behaviors
Highest		

Figure 1.1. Relationship of Level of Simulation, Trainee Behavior, and General Purpose of Instructional Modes (Stewart & Hinds, 1970).

counselor training programs represent the lowest levels of fidelity, having few of the elements or conditions of an actual counseling session. As Stone (1972) suggests, this level of simulation is typically used to provide direction or a conceptual framework, and in combination with other methods. Ivey's microcounseling technique (1971) and the Michigan State and Stanford University systematic approaches to counselor education are examples of programs which integrate written instructional materials into the training procedure.

Little research has been conducted on the use of manuals or other written materials independent of other elements of the training procedures. In most comparative studies involving exposure to manuals or other written materials (typically as a control condition), the content of the materials is not carefully described and thus the comparability of these approaches to the other (active) procedures can not be determined. Scherman (1972) compared prose manuals with programmed texts. In this study content was controlled to insure comparability and no significant overall treatment differences were observed, but the study compares two forms of the lowest level of fidelity of simulation. Data comparing various levels of simulation (as discussed by Stewart and Hinds) or comparing instructional methods in terms of their fidelity (Gagne) is lacking.

Audiotape and, in more recent years, videotape, have become important elements of counselor training programs in many institutions. It is suggested that this medium offers higher levels of fidelity than written material. Research evaluating the impact of audiotape models (Beaird and Standish, 1964; Carkhuff and Truax, 1965; Palmer, Fosmire, Breger, Straughan, and Patterson, 1963) presents evidence of

change in the desired directions. Studies utilizing videotape or other filmed instructional materials also generally report growth in anticipated and desired directions.

There is considerable literature advocating the inclusion of videotaped and filmed stimuli and models in counselor training (Eisenberg & Delaney, 1970; Thayer, Peterson, Carr & Merz, 1972; Panther, 1971; Ryan, 1969; Frankel, 1971; Poling 1968a, 1968b; Higgins, Ivey, & Uhlemann, 1970; Ivey, 1971; Kagan & Schauble, 1969; Kagan, 1971; Gysbers & Moore, 1970; Kagan, Krathwohl, & Farquhar, 1965). Though the studies may differ in the manner in which they employ the visual stimuli, all represent the use and/or inclusion of higher levels of fidelity than written and auditory presentations. The data on the impact of this increase in fidelity is inconclusive. Comparisons of the effects of audio and audiovisual training materials and procedures have yielded mixed results. Myrick (1969) suggests that video modeling is less effective than an audio procedure. It was hypothesized that the plethora of cues present in the video model may have led to confusion rather than identification and learning of the relevant behaviors. In other studies, no significant differences were found between audio, video, and audio-video methods of instruction (English & Jelenevsky, 1971; Ward, Kagan & Krathwohl, 1972; Markey, Fredrickson, Johnson & Julius, 1970). Data on the value of audio versus audio-visual methods for supervisory or feedback purposes is also difficult to interpret. Poling (1968a) offers theoretical support for the superiority of videotape over audiotape. Yenawine and Arbuckle (1971) found practicum students initially more threatened

by videotaping than by audiotaping for feedback. But Stone's (1972) review of this study cites small sample size and confounding due to trainee setting, supervision, possible non-equivalence of groups, and questionnaire design as weaknesses.

Stone (1972) concludes that there is little careful and complete research substantiating the superiority of the degree of fidelity in simulation associated with audio and/or audiovisual methods in counselor training over other levels of fidelity. According to Stone, research has typically been lacking or ambiguous due to the use of inappropriate or incomplete research designs. Another problem in the evaluation of the impact of specific techniques or level of simulation is that alluded to earlier--the fact that they are typically presented in conjunction with other instructional methods or levels of fidelity which confound the results and make interpretation impossible. Some studies have suggested that the value of audio and audiovisual methods (middle range levels of fidelity) is increased when used with supplementary training procedures (McDonald, Allen, & Orme, 1966; Eisenberg & Delaney, 1970; Frankel, 1971). However, there is considerable evidence from theories on observational learning and from research (Bandura, 1969; Bandura & Walters, 1963; Kanfer & Phillips, 1970) that new behaviors can be successfully acquired exclusively by middle range levels of fidelity such as modeling. The studies of Frankel (1971) and Eisenberg and Delaney (1970), attest to considerable growth in trainees exposed exclusively to models, and raise the question of the magnitude of the increments associated with additional training experiences (levels of simulation) and their significance in terms of trainee functioning.

In an age when accountability and cost effectiveness are of great concern, the justification of practices in counselor training should be in terms of increments in trainee growth associated with the additional expenditure of resources. Assuming that the cost and effect of instruction may vary with or be related to level of simulation, it becomes increasingly important to collect and interpret data which quantifies differences and similarities in the impact of instructional methods and degrees of fidelity. This study compares a low fidelity method (prose text), two increasingly higher levels (modeling and shaping, respectively), and a combination of the three levels (prose text, modeling, and shaping).

Observational Learning

Numerous theoretical accounts of observational learning have been advanced. Early explanations (Tarde, 1903; Morgan, 1896; and McDougall, 1908) described the phenomenon as an instinctual characteristic (Bandura, 1969). In his review of observation learning, Bandura (1969) groups other explanations into the following categories:

1. associative and classical conditioning theories
2. reinforcement theories
3. affective feedback theories
4. contiguity-mediational theories

Associative and classical conditioning theory proponents such as Humphrey (1921), Allport (1924), and Holt (1931) suggest that the contiguity between the modeling stimuli and the imitator's behavior established sufficient conditions for the occurrence of imitation. Holt (1931) feels that the coincidental imitation of a modeled

response increases the probability of the model repeating the stimulus, which in turn enhances the imitator's propensity for further copying. Allport (1924) views imitative behavior as classically conditioned response to social stimuli with which they have previously been continuously associated.

Reinforcement theory views imitative behavior as the acquisition of instrumental responses based on the reinforcement value of imitation. The Miller and Dollard (1941) presentation of this theory suggests that imitative behavior results from positive reinforcement associated with correctly matching initially random responses. Their experiments on this type of imitative, "matched-dependent behavior," indicate that subjects, having learned to imitate a response in a particular situation, readily generalize imitative behavior to other situations, responses, and models. The Skinnerian reinforcement view (Skinner, 1953) maintains that the imitator learns to match stimulus patterns generated by his responses to the cues of the model through differential reinforcement. While the intrinsic reward in generalized imitation has been hypothesized by some as an explanation for imitative behavior (Baer & Shuman, 1964) others maintain that, since such behavior is neither constant nor indiscriminant, it must be governed by its utilitarian value rather than by inherent reinforcement derived from response similarity per se. The Skinnerian paradigm ($S^d \rightarrow R \rightarrow S^r$) is posited as the reinforcement for imitation of the modeled behavior.

As a representative of the affective feedback theorist, Mowrer (1960) suggests that when imitative responses are positively

reinforced, the stimuli (model's behavior), via a classical conditioning process, take on positive value which by the process of generalization may give rise to self-reward for imitative behavior. In "empathetic" imitative learning, also described by Mowrer (1960), the imitator, watching the modeled behavior and its consequences to the model, empathetically experiences the reinforcement and becomes predisposed to imitate as a function of anticipated sensory feedback.

Bandura (1969) criticizes the associative and classical conditioning model and reinforcement models as not providing adequate explanations of the acquisition of novel responses. He also criticizes reinforcement theory as being limited to the explanation of a special case for which the model provides discriminative stimuli for responses already in the imitator's behavioral repertoire. Since reinforcement theory depends on the imitator having performed the task before he learns to imitate it, Bandura suggests this accounts more adequately for the performance than the acquisition of matching responses. The affective (sensory) feedback theories such as that advanced by Mowrer are challenged (according to Bandura, 1969) by evidence that peripheral sensory feedback is not necessary for the acquisition, facilitation, nor inhibition of modeled responses. These theories may also be criticized for not adequately explaining the acquisition of imitative responses where the learner is not involved in direct or vicarious reinforcement.

Bandura (1969) contends that an adequate account of observational learning must distinguish between the acquisition (learning) and performance of the modeled behavior. Performance, according to

Bandura, is primarily a function of anticipated reinforcement owing in part to similarity between the new situation and one in the past in which the behavior was reinforced. The learning of modeled behavior results primarily from stimulus contiguity and associated symbolic processes. The study of the reproduction and inhibition of aggressive responses in children observing and experiencing positive and negative consequences supports the notion that, though performance be under the control of observed and anticipated consequences, the same is not necessarily true of acquisition (Bandura, 1969). Studying birds with no previous history of reinforcement for imitative behavior, Foss (1964) found that they reproduced sound patterns without incentive.

Observational learning as described by Bandura (1965) includes those instances in which the subject acquires a new stimulus-response association (an instrumental response) without explicit knowledge that he will be asked to repeat the observed behavior or that such imitation will be rewarded. Such learning must occur with no explicit opportunity or evidence of rehearsal. A series of studies by Bandura, Ross, and Ross on the impact of adult modeling of aggressive behavior (Kanfer & Phillips, 1970) established that children imitated the modeled behavior; that observation of negative consequences to the model has an inhibiting effect on the exhibition of modeled behaviors; and that observed positive consequences as well as high model power and status enhanced tendencies to imitate observed behavior. Hicks (Kanfer & Phillips, 1970), replicating Bandura's work, found that residual effects of observational learning were evidenced six months after the initial experience.

As a more comprehensive explanation of observation learning, Bandura (1969) suggests the contiguity-mediational explanation of the acquisition of model responses without practice or responding trials ("no trial learning"--Bandura, 1965). According to this formulation verbal and imaginal representations of the modeled behavior serve as mediators for subsequent imitation. Studies by Conant (1964), Ellison (1941), and Leuba (1940) indicate that constituent stimuli can evoke images of previous events. According to Bandura (1969):

The findings of the studies cited above indicate that, in the course of observation, transitory perceptual phenomena produce relatively enduring, retrievable images of modeled sequences of behavior. Later reinstatement of imaginal mediators serves as a guide for reproduction of matching responses. (p. 133)

Verbal coding or representation of modeled events is thought to account for the rapid acquisition and long term retention of the response. The Bandura, Grusec, and Menlove study (1966) established that verbal coding of stimulus events significantly increased the level of imitative behavior in children and that levels of the accurate imitation were lowest in the group that engaged in tasks which involved competing symbolization. Geist (1969) found that concise labeling, imaginal coding, and verbal description forms of mediation facilitated imitation and that the concise labeling procedure proved best for memory representation producing the highest level of imitation in retention tests.

Factors identified by Bandura (1969) as relevant to the observational learning process are attentional processes, discrimination processes, retention processes, motor reproduction processes, and incentive and motivational processes. Discriminative observation

which focuses the learner's attention on the relevant features of the modeled sequence must be coupled with the repeated contiguous stimulation in order for new matching behavior to be established. Observer characteristics, incentive conditions, and the cues influence the attending behavior of the learners. Physical properties of the modeling stimuli and model attributes affect the learner's propensity to imitate. According to Bandura (1969) models demonstrating high levels of competence, experts or celebrities, and those possessing status conferring symbols tend to be more influential than those without such attributes. Age, sex, social power, and ethnic status which are correlated with differential probabilities of reinforcement also affect the learner's tendencies to emulate. Attending behavior may be affected by affective valance and other qualities of the model, and may also be influenced by observer characteristics and previous experiences. Research indicated that the observer's level of competence, self-esteem, dependency, sex, and socio-economic and racial status can be relevant in predicting the effects of model stimuli. Previous reward for imitation as well as motivational variables and transitory states of emotional arousal may, by altering perceptual threshold and other means, facilitate or impede observer responses. These and other observer variables may be associated with differences in learning or merely in willingness to perform. The works of Bandura, Grusec and Menlove (1966), Grusec and Bunker (1969), and Maccoby and Wilson (1957) are cited (Bandura, 1969) as indicating that observer characteristics may serve as determinants of observational learning.

Bandura (1969) has identified several elements as important in discriminating observational learning. He has suggested that rate

of presentation, level of complexity, and frequency of repetition must correspond to the observer's capacity to process and assimilate information in order for no trial learning to occur. Thus, the discriminability of the target responses in terms of the amount of abstraction required to identify the relevant responses is very important. Studies (Bandura, 1969) show that complex patterns of behavior such as linguistic structures can be learned observationally if modeling cues are combined with techniques designed to increase syntactic discernability (Bandura & Harris, 1960; Lovaas, 1966; Odom, Liebert, & Hill, 1968). A study by Winetz and Prusler (Bandura, 1969) documents the utility of discrimination pre-training in improving acquisition in subjects with deficiencies in relevant cognitive skills. Another interesting study concerning optimal modeling conditions for the facilitation of imitative responses was done by Panman, Arenson, and Rosenbaum (Kanfer & Phillips, 1970). This research indicated that observation improved maze performance, but that the increment was maximized after two observations. In addition it was shown that initial observation of an error-free model did not facilitate correct performance any more than did exposure to a model who made mistakes. Subjects seeing models making errors on the second demonstration sequence performed significantly better than those viewing an error-free model at this time. Contradictory findings are those of Van Wagener and Travers (1963) cited by Travers, Van Wegener, Haygood, and McCormick in Anderson, Faust, Roderick, Cunningham, and Andre (1969). This study on the acquisition of German vocabulary found that vicarious learners benefited more by observation of correct

than incorrect responses. It seems likely that the relationship between accuracy of model behavior and observer learning is a function of the number of possible correct and incorrect alternative (i.e., non-modeled) behaviors and of their availability in the learner's response repertory.

The phenomenon of retention in observational learning is another critical aspect of observational learning. Bandura (1969) identifies two factors as instrumental in the process by which learners retain or remember behavior. These are practice and symbolic coding. The discussion of theory and research regarding the role of practice (overt and covert) in retention phenomena will be presented later in this section. The other factor--symbolic coding operations--is reported by Bandura (1969) to be more effective than practice in fostering retention.

During exposure to stimulus sequences observers are inclined to code, classify, and reorganize elements into familiar and more easily remembered schemes (Bower, 1969; Mandler, 1968; Paivio, 1969; Tulving, 1968). These coding devices may take various forms, such as representing stimulus elements in word imagery, translating action sequences into abbreviated verbal systems, and grouping constituent patterns of behavior into larger integrated units. The benefits accruing from rehearsal may, in fact, be largely attributable not to associative strengthening effects of repetition, but rather to coding and organizational processes operating during repeated enactments. (p. 140-41)

Decrements in retention are considered possible functions of interference from previous or subsequent inputs or from non-critical aspects of the model sequence. Rate, temporal distribution, and serial organization of stimulus inputs are deemed the most critical variables in controlling interference. A study by Bandura, Grusec, and

Menlove (1968) is cited by Bandura (1969) as illustrative of the decremental effect of interpattern (sequence) intrusion. Bandura suggests that degree of similarity of behavioral elements in the modeled sequences affects the amount of associative interference that may occur. The utilization of smaller units at spaced intervals is one way of decreasing loss of retention when interserial interference is plausible.

A third major element of the modeling phenomenon as presented by Bandura (1969) is that of calling upon the symbolic representations of the previously modeled behavioral sequence to guide current performance. Imaginal and verbal representation of the modeled sequence replace the external cues which guide imitation when the model is present. The observer's ability to learn and retain a complex modeled sequence is partly also a function of his mastery of the various elements of the sequence. Often, accurate imitation can only be established by mastery and combination of the various constituent elements of desired sequence.

Incentive and motivational processes alluded to earlier, comprise another important element of modeling or observational learning.

Bandura (1969) reports:

Incentive variables not only regulate the overt expression of matching behavior, but they also affect observational learning by exerting selective control over the modeling cues to which a person is most likely to be attentive. Further, they facilitate selective retention by activating deliberate coding and rehearsal of modeled responses that have high utilitarian value.
(p. 142)

Incentive is augmented when observers are aware that they will be rewarded for the degree of imitative behavior. Bandura (1969) reports:

The facilitative influence of incentive set on observational learning will be most operative under exposure to multiple models requiring selective attentiveness to conflicting cues. Indeed, incentive control of observing behavior can, in most instances, override the effects of variations in observer characteristics and model attributes. (p. 137)

He continues:

It should be noted, however, that in the present theory reinforcement variables, to the extent that they influence the acquisition process, do so principally by augmenting and sustaining attentiveness to modeling cues. (p. 138)

The precise impact of vicarious and direct reinforcement as incentives in the acquisition of behavior by observation has also been studied. Kanfer and Phillips (1970), and Kanfer and Marston (1963b), found that in a verbal learning task, the significant increments in learning associated with the exposure to a model whose responses were positively reinforced were not further augmented by direct reinforcement to the learner for correct responses. They also found that the subjects did not imitate unreinforced models' verbalizations. Another study by the same authors (1963a) resulted in the same conclusion--that the addition of direct to vicarious reinforcement did not significantly increase learning. Marlatt and Hillix and Marx are cited (Kanfer & Phillips, 1970) as having documented the distracting effects of direct reinforcement on performance. Marlatt stresses the need for separation of acquisition from performance phases in order to produce research which will explicate the information and incentive components of reinforcement.

To summarize, research on observational learning suggests that complex behaviors can be learned without overt rehearsal and in the

absence of observed or implied reinforcement and/or prior experiences of direct or vicarious reinforcement for accurate imitation.

Bandura (1969) and Marlatt (cited in Kanfer & Phillips, 1970) emphasize the distinction between the acquisition of behaviors and their performance. Attentional variables are cited as affecting the acquisition of behavior which is primarily a function of stimulus contiguity and symbolic processes. Identified attentional factors include model variables such as power, status, reinforcement history, prestige, and demonstrated competence. Observer characteristics identified as affecting the probable acquisition of modeled behavior are level of learner competence, self-esteem, dependency, previous reinforcement history, emotional state, and other. Such factors affect the subjects' perceptual threshold, facilitating or impeding learning.

Discriminability of the behavior to be learned is related to variables in the presentation of the modeled behavior. Retention, which is related to the level of interference from non-relevant elements of the modeled sequence, is said to be facilitated by clarity of presentation and by verbal and/or imaginal coding of the sequence for reproduction at a later time. Finally, learner incentive which affects attention during the acquisition phase and also subsequent performance, is identified as a function of expected and observed reinforcement. Though the exact relationship between the mode of reinforcement and behavioral acquisition is still under investigation, there is some evidence that direct reinforcement during the acquisition phase may impede rather than facilitate learning.

The literature and research on observational learning also address the issue of models with lower levels of fidelity. Bandura and Mischel (1965) conclude that explicit verbal models have effects which correspond closely to those resulting from behavioral displays. Once the learner has developed the ability to use language, verbally symbolized models which sufficiently specify the desired behavioral responses have effects similar to corresponding behavioral displays. Thus written and verbal instructions are low-fidelity models. In the study the prose text was used as the low-fidelity model. Care was taken to insure that this prose model was precise and explicit in its presentation of the termination process and that the information presented corresponded to that included in the videotaped behavioral display model.

The Effects of Shaping, Feedback, and Practice in Learning

Bandura's (1969) account of the effects of practice in learning suggest that it is relevant to the phenomenon of retention. Studies by Margolius and Sheffield (1961) and Michael and Maccoby (1969) establish, respectively that overt rehearsal and covert rehearsal enhance the retention of imitative responses. Data on the types of imitative behaviors most effectively facilitated by covert rehearsal are meager. Bandura reports that tasks relying heavily upon symbolic functions are most improved by covert practice. The research of Morrisett (1956); Perry (1939); Twining (1949); and Vandell, Davis, and Clugston (1943) is cited by Bandura as having led to this conclusion. In a study by Berger (1966) it was noted that the majority of observers engaged in covert rehearsal and that subsequent

retention was a function of the magnitude of this practice. There was also evidence that subjects practiced covertly even when informed that they would not be required to reproduce the model's behavior. Covert rehearsal of modeled stimuli play an important part in Maccoby's (1959) account of the identification process. Covert rehearsal of the behavior of those with reinforcement power (parents) over a period of time allows the learner (child) to anticipate model responses and guide his behavior accordingly. However, the establishment of complimentary role relations as described by Maccoby is not crucial to the establishment of observational learning nor to the process of covert and overt role rehearsal. The assumption, according to Bandura (1969), is that an active mediational process rather than sheer repetition in response rehearsal accounts for the facilitative effects of practice. McGuire (1961) concludes that practice focuses learner's attention on elements of the behavior which he has failed to master. Margolius and Sheffield (1961) report that rehearsal decreases loss attributable to intra-serial interference from non-relevant elements of the modeled sequence. Hovland, Lumsdaine, and Sheffield (1949) and Maccoby, Michael, and Levine (1969) show that interspersed practice elicits and sustains greater attending to model stimuli than does passive observation. Bandura's account of practice and its role in learning seems to be focused upon covert and overt practice of an observed modeled sequence of behavior. One question considered in the study is that of whether the same principles apply to learning and retention when the model has not been observed but rather when the desired performance has been conveyed in symbolic form--through written or verbal instructions.

Luchins and Luchins (1966) indicate trial and error learning or shaping procedures are often not equally as effective nor nearly so efficient as modeling for the establishment of new role behaviors. They found that the subjects exposed to reinforced models quickly learned the role behaviors which their trial and error counterparts never completely mastered. Numerous studies with primates and other animals are cited by Bandura (1969) as indications that complex responses have been acquired by animals more rapidly observationally than by trial and error or response shaping procedures. Bandura (1969) suggests that in the natural environment a great deal of learning is derived from models rather than by trial and error experimentation based on a differential reinforcement. Eisenberg and Delaney (1970) found that reinforcement of correct responses alone was not as effective as modeling and reinforcement or modeling alone in fostering the acquisition of specific verbal behaviors. However, the authors suggest that the reinforcement condition was not a shaping procedure and that had it been designed to provide more specific feedback on improving trainee responses rather than just feedback on response accuracy, the procedure might have been more effective. Thus, though some evidence exists that pure differential reinforcement and shaping procedures are not as efficient nor effective as modeling or procedures which combine modeling and reinforced practice, more careful documentation relating to counselor training is needed.

In consideration of the theory, research, and unanswered questions regarding practice, shaping, and the use of explicit verbal models in response acquisition, this study provided comparisons between

shaping, written model, and behavioral models for teaching the procedure for termination of client contact in counseling.

Application of Modeling, Shaping, Practice, and Written Instruction to Training

Carkhuff (1960c) speaks of the importance of counselor educators systematically working to "integrate the critical sources of learning-- the didactic, the experiential and the modeling" (p. 238). Implicit in Carkhuff's analysis which identifies levels of trainer functioning and type of program as critical variables in the impact of counselor training is the notion of the counselor educator and the training process as models. Programs shown to have positive impact on trainees were identified as eclectic, focusing upon core conditions shared by all interview-oriented procedures and on the integration of the critical sources of learning suggested above. Carkhuff concludes:

While there is empirical as well as experiential evidence to indicate that high-level-functioning people can generalize from one learning experience to another (as, e.g., from discrimination to communication), the inability of low-level persons to do likewise has implications for training . . . If one wants trainees to function effectively in the helping role, then they must be given plenty of practice in the helping role. If one wants the trainees to learn to communicate effectively, they must be given practice in communications. (p. 243)

As Carkhuff reinforces the generally accepted notion that practice is useful and/or necessary to the development of counseling skills, Bellucci (1972) speaks to the use of modeling in counselor training. Though considerable research has been done on the role of modeling in the development or modification of selected client interview behaviors considered facilitative to the therapeutic process (Kanfer

& Phillips, 1970), and on the counselor as a model for client change (Bellucci, 1972), less attention has been directed to the use of modeling in counselor training.

Current movement in the field toward the analysis of therapeutic interactions in terms of constituent facilitative counselor skills and processes which can be behaviorally specified, increase the potential efficacy of the modeling approach. Ivey's microcounseling paradigm for counselor training has generated considerable research which has been reviewed in his book Microcounseling: Innovations in Interviewing Training. The microcounseling paradigm, which adapts the principles and procedures of microteaching developed by McDonald and Allen (1967), has been applied to the teaching of the counseling skills of attending, reflection, and summarization of affect (Ivey, Normington, Miller, Morrill, & Haase, 1968). The interpretation of Standardized test results has also been studied (Miller, Morrill, & Uhlemann, 1970 and Miller, Morrill, Ivey, Normington, & Uhlemann, 1973). The general model incorporates modeling, feedback (reinforcement), written instruction, practice, self analysis, supervision, and performance. These are arranged in a series of stages with the total length of time and time devoted to each stage varying. A typical process might include:

1. baseline interview (five minutes).
2. reading of instruction manual.
3. observation of videotape models (positive and negative examples).
4. discussion of the videotape and of baseline interview behavior.

5. brief role-play practice with critique (supervisor as client).
6. second five minute interview.
7. review and critique of second interview by counselor and supervisor.
8. final five minute interview.
9. review and critique of final interview by counselor and supervisor.

A multimethod and very versatile model, microcounseling has been shown to be effective in the teaching of counseling skills (Ivey et. al., 1965; Miller et. al., 1973; Saltmarsh & Hubele, 1974; Miller et. al., 1970; and Elsenrath & Coker, 1972). According to Ivey (1972) there is also evidence that increments attributable to the training process are maintained at levels above the baseline interview (Haase, DiMattin, & Guttman, 1972) and that more substantial levels of retention may be associated with longer training programs (Moreland, Phillips, Ivey & Lockhart, 1970). The approach pulls together a number of processes and resources at the disposal of the counselor educator.

Interpersonal Process Recall (IPR) (Kagan & Krathwohl, 1967) and affect simulation (Kagan & Schauble, 1969) have also generated considerable research in the training of helping personnel and in general interpersonal communication. Winborn et. al. (1971) cite the contributions of Landsman and Lane (1963), Walz and Johnson (1963), Dunlop (1968), and Poling (1968) in the utilization of new media, primarily videotape, in counselor training. Numerous studies have been based upon the utilization of media, modeling and other types of simulation to teach counselors relevant skills and behaviors but

results, as Bellucci has indicated, are inconclusive. Her suggestion that a behavioral model for counselor education which incorporates aspects of the microcounseling paradigm and principles of imitative learning may be a productive avenue for counselor training provides impetus for this study. While not focusing upon the microcounseling procedure, the study compares the impact of several of its components, modeling, shaping, practice, and written instructions on the teaching of a specific counseling function--termination.

Several other recent studies have explored and compared various techniques for teaching specific counseling behaviors. Frankel (1971), in a study of counselor attention to client expressed feelings, considered the effects of modeling and self-evaluation of counseling behavior on the production of the desired counselor behavior. Initially all subjects were supplied with written materials concerning focusing on client feelings. Exposure to further written materials, an experienced model therapist, and self-evaluation of taped trainee/client interviews were manipulated for the 25-30 minute training (treatment) period. It was found that trainees initially exposed to models and then to the self-evaluative feedback condition showed the greatest improvement in affective focusing. A single modeling exposure (approximately 12 minutes) proved superior to two reading sessions (25-30 minutes) and resulted in statistically significant trainee growth. Feedback alone also netted greater trainee progress than reading but the increments based on one playback (feedback) were not significant. The treatments combining modeling and feedback were both significantly more effective than the reading

control condition in increasing affective focusing. The superiority of modeling in combination with self-evaluative practice over all the other treatments investigated and of modeling over written materials in the Frankel study contributed to this study's prediction of the superiority of the combined procedure and modeling treatments over the others included in it (prose text, shaping, and inactive control).

The Eisenberg and Delaney study (1970) which focused upon a comparison of techniques for teaching trainees to use appropriate CTRLs (Counselor Tacting Response Leads) in interview settings was also important in the conceptualization of the present study. Training in the use of CTRLs (counselor responses which evoke client description of particular abstract concepts in more operational terms or elicit specific examples of what the client is trying to communicate) was presented via videotaped stimuli. The study compared modeling and reinforcement, modeling, reinforcement, treatment control, and untreated control groups. In the modeling condition the model was presented (frames 1-20), then trainees practiced emitting CTRLs (frames 21-40). In the reinforcement condition trainees were to emit CTRLs to videotaped stimuli; initial responses (frames 1-20) were reinforced, later responses (frames 21-40) were not. In the combined modeling/reinforcement condition, frames 1-10 were modeling of CTRLs, 11-20 provided experimenter reinforcement of trainee responses, and frames 21-40 were non-reinforced practice as in the other treatments. The treatment control group practiced CTRLs throughout, but never received any feedback and the other controls received no treatment. It was found that the modeling and reinforcement treatments

and the modeling-only treatment fostered significantly higher levels of CTRL emission than the other treatments. There were no significant differences between trainees who were reinforced (reinforcement condition) and those who were not (treatment controls). The combination of reinforced practice and modeling did not prove significantly more effective than modeling alone but the modeling and reinforced practice group did perform at a higher level than the group using only reinforced practice. The findings of this study suggest that practice may not significantly augment acquisition of this skill beyond the level effected by modeling alone. All treatments, however, did include an unreinforced practice phase which may have interacted with the primary training mode. The present study eliminated the practice phase and studied the impact of training via various modes with practice deleted as a common variable.

A statistical analysis of the transfer of CTRL behavior associated with simulated clients to live interview situations was not possible in the Eisenberg and Delaney study due to the small number of CTRLs in the five-minute test segments. The experimenters suggest that the low level of CTRL emission in the transfer interview may have been partially a function of the fact that the tests were made on an initial interview session with the client and that previous training had identified the use of CTRLs with the goal setting phase of counseling. Since trainees had been taught that goal setting was not generally appropriate in an initial interview, they may have avoided the use of CTRLs. Thus Eisenberg and Delaney concluded that videotaped models significantly influenced trainee response to videotaped

clients but could not demonstrate any transfer to live clients.

They further suggest that in establishing new trainee behaviors, feedback which did not incorporate shaping of responses or very low levels of the emission of the desired response may have made the exclusive use of reinforcement or operant-conditioning procedures an ineffective approach given the time constraints. Bellucci (1972) interprets this study as establishing that:

. . . the use of modeling procedures seemed more effective in establishing responses than operant-conditioning procedures. And finally, the verbal reinforcement of counselor tacting response leads was not instrumental in shaping appropriate counselor behavior. (p. 94)

The Eisenberg and Delaney study lent credence to one of the hypotheses of the present study--that modeling would be more effective than shaping (operant conditioning procedures) in establishing new trainee behavior given time constraints.

A pertinent study by Whalen (1969), using a 2 x 2 design to compare the use of minimal or detailed instruction with a filmed model or no-model experimental conditions, suggests the superiority of combined methods over pure modeling or detailed description. The study concerned the use of a complete verbal class--interpersonal openness. Findings indicated that the filmed model preceded by detailed exhortative and descriptive instructions facilitated the desired behaviors while exposure to only the film, detailed instructions, or the film with minimal instructions did not greatly alter performance from the level of the controls who had neither model nor instructions. Whalen discusses the findings in terms of the potential relevance of

cognitive factors (attention and understanding) in the explanation of imitative learning of complex verbal response classes.

LeFleur's study on the teaching of vocational information seeking behavior (1970) substantiates the findings of Whalen (1969) and of Eisenberg and Delaney (1970) on the impact of attentional factors and reinforcement as adjuncts to modeling. The finding indicates that the use of preorganizers (or attentional factors) was more effective than that of reinforcement in response acquisition. The treatments of the present study were designed after consideration of these findings. The combined procedure group preceded exposure to modeled stimuli with reading, which could direct trainee attention to relevant aspect of the modeled sequence rather than focusing upon the impact of reinforcement as an adjunct to modeling. Higgins, Ivey, and Uhlemann (1970) suggest the superiority of combining various levels of simulation in instructional methods and is therefore relevant to the aims of this study. The authors conclude that dyads exposed to full media therapy (three interviews, video modeling, programmed text, live modeling, feedback and supervision) evidenced greater improvement in direct, mutual communication than those exposed to modeling and programmed text and than those only exposed to written material on the topic. However, the authors' suggestion that the amount of change observed in the modeling/programmed text treatment was sufficient to make further investigation of this use of these methods advisable indicates that comparison of various pure and combined elements of the microcounseling procedure in the interest of identifying the most effective and efficient mode of training is a

worthwhile pursuit. The present study considered a procedure combining levels of simulation and also examined the impact of procedures which represented single levels of fidelity.

Two of the procedures considered singly in the study are moderate and high fidelity procedures; research indicates that both levels may be used to establish new responses. Studies previously reviewed as well as the work of Engler (1972) and Bandura (1969) support one of this study's hypotheses--the superiority of modeling over shaping procedures in skill and knowledge acquisition. The literature suggests that not only is observational (no-trial) learning a viable procedure for the development of new behaviors, but also that it may be more efficacious than procedures involving differential reinforcement. Bandura (1969) maintains that even when (a) the constituent elements of the response are within the learners repertoire, (b) the stimuli necessary to elicit responses resembling those desired are present, (c) the errors will not be prohibitively injurious, and (d) the learner has sufficient endurance, response acquisition can often be considerably accelerated by the provision of an appropriate model.

Sufficiently explicit prose materials though representing lower levels of fidelity in simulation, may also serve as models and accordingly promote desired learning. Systematic research on the use of non-programmed written instructional materials is scarce and thus the evaluation of prose materials as an instructional mode is difficult. When used in comparative studies written materials are typically treated as a control condition whose content and structure is inadequately described. In such studies the non-programmed materials

are less effective than the more "active" treatments with which they are compared (Frankel, 1971; Higgins, Ivey, & Uhlemann, 1970). But the validity of prose materials as an instructional procedure is far from resolved. Scherman (1972) suggests that the impact of prose texts is not significantly different from that obtained from branching or linear programming with identical content. The present study attempts to discern whether the observed differential impact of prose texts and other instructional modes is attributable to content dissimilarity or whether it is a function of the mode itself. It investigated the prose text as a written model of termination behavior and compares it with an audiovisual model, a shaping approach, (higher levels of fidelity), and a combination of prose text, behavioral modeling, and practice. The data netted by the many studies reviewed is difficult to synthesize and in some cases contradictory. It is generally accepted and documented (Bandura, 1969) that practicing newly acquired skills will strengthen them and enhance retention. Accordingly, it is an important component of learning experiences. There are indications (Frankel, 1971) that modeling and practice (self-evaluative feedback) is more effective than modeling alone. However, Eisenberg and Delaney (1970) reported no significant differences in growth of trainees exposed to modeling only and those exposed to modeling with reinforcement feedback on their performance, suggesting that practice of modeled responses does not enhance immediate performance of the responses. Its effect on retention cannot be evaluated from the Eisenberg and Delaney study. Engler (1972) and Bandura (1969) maintain the superiority of models (verbal

and behavioral) over procedures involving learning by successive approximations. The findings of Kelly (1972) concur.

Guided by the findings of the studies cited, this study explored issues and questions concerning the comparative impact of the instructional methods discussed--modeling, shaping, and non-programmed written material. Specifically, it focused upon comparisons of prose unit, modeling, and shaping, (low, moderate, and high levels of fidelity for performance) in the acquisition and retention of complex verbal behaviors associated with the termination phase of counseling. It included practice with feedback in its combined methods procedure but was not intended to ascertain or compare the specific impact of this component in isolation.

Procedure for Termination of Counseling Contact

The detailed analysis of, and procedure for, termination of therapy presented by Wolberg (1967) has relevance to counseling. Wolberg suggests five conditions for which termination of therapeutic contact is appropriate:

1. achievement by the patient of the planned treatment goals
2. decision by the patient or therapist based on failure to reach goals
3. reaching of an impasse or resistance in therapy which cannot be resolved
4. counter-transference which the therapist is unable to control
5. physical reasons such as patient or therapist relocating

If goals have been achieved, Wolberg suggests that termination is effected by discussing it, handling resistance that may arise, warning of possibility of relapses, inviting the client to return for further

sessions when needed, and encouraging the client to continue therapeutic work with himself. In discussing termination it is suggested that clients be advised well in advance that the therapy will be concluded. A tapering off period during which resistances can be handled is advised for most cases.

Wolberg indicates that resistance is typically less of a problem when clients have been participating fully and when the therapist has assumed a non-directive role. In cases in which the client has come to depend on the therapist as a primary source of support and as an authority, resistance is likely to be greater. Increasingly non-directive behavior on the part of the therapist will encourage the patient or client to establish his own goals and values and to become more assertive in facing his future. Resistance to the acceptance of independence may take the form of fear, helplessness, and relapses. Such reactions, Wolberg believes, should be countered by an explanation of how dependency has hampered the client's efforts toward self-growth and how only by assuming responsibility for his own life will he continue to develop. At this point, therapist support and encouragement of assertive behavior is crucial in developing the client's confidence in his ability to function independently. Fostering a feeling of equality and competence is important in terminal phases of therapy while overprotective or domineering therapists may retard patient growth.

Because it is impossible to assure that therapeutic gains will be maintained or that clients will not encounter other similar problems, Wolberg (1967) suggests that perhaps patients should be

warned to expect at least one relapse. With this expectation they will be more likely to maintain confidence in themselves and their therapy and will thus be better able to analyze and understand new situations. Realizing that clients may need additional or periodic help with the initial or other concerns, an open invitation to return to therapy if necessary should be extended. If such an invitation is abused, the reasons for the patient's inability to apply what he has learned and to cope with his problems independently should be explored. A final element in the termination of "successful" therapy is that of encouraging the client to utilize his learning in analyzing his behavior and situation and in resisting and reversing old "neurotic patterns".

There are occasions when therapy is terminated prior to complete attainment of the stated goals. Unrealistic patient or therapist expectations, inadequate or inappropriate motivation, irremedial environmental factors, or potentially more debilitating consequences upon elimination of the "problem" may be reasons for terminating therapy before goals have been reached. Wolberg (1967) suggests that in these cases therapy be terminated, as if the objective were attained, when maximum improvement has been attained or a stalemate has been reached and a continuance of the relationship would prove frustrating and debilitating. The therapist must explain the rationale for termination in terms that will not engender feelings of hopelessness in the client. Achievements, increased levels of self-understanding and of awareness of basic problems, and any resultant ability to analyze and cope with life situations should be

emphasized. Therapist and client should be aware of the possibility of continued and, perhaps, even more dynamic growth outside therapy. Stalelated therapy need not always result in termination. Wolberg suggests interruptions of therapy and transfer as alternative means of dealing with a stalelated therapeutic situation. Interruption may give the client the opportunity to objectively assess where he stands and provide impetus and direction for subsequent therapy or termination. If, at some point, the therapist feels another therapist or type of therapy will be more beneficial than that which he can offer, this should be explained to the client and appropriate referrals made.

When therapy is terminated, Wolberg suggests that notes be made indicating the reason for termination, the patient's condition, areas of improvement, attitudes toward the therapist, recommendations made to the patient, and the final diagnosis. A five-year follow-up (annual, written) is suggested as a monitoring procedure.

Wolberg's termination procedures are intended as guidelines for the termination of psychotherapy and may therefore assume a greater degree of client dependency and disability than is typical of most counseling contacts. His discussion is presented in terms of "neurotic" functioning and resistances which may not be as predominant in counseling problems or relationships, but the rationale and steps outlined have some general validity for counseling as well as psychotherapy.

Benjamin (1969) focuses on closing an interview rather than specifically on termination of counseling. He identifies two basic factors which are relevant to the conclusion of counseling contact:

1. Both partners in the interview should be aware of the fact that closing is taking place and accept this fact.
2. During the closing phase, no new material should be introduced or at any rate discussed, for closing concerns that which has already taken place. If there is more new material, another interview will have to be scheduled. (p. 30)

Benjamin suggests closings which are "short and to the point" but also suggests that for some closings it is appropriate to refer back to the context of the interview or to summarize and review to make sure of complete understanding. Other approaches include having the client summarize and recap points or plans made during the interview. Allotting ample time for closing is important in order to avoid making the client feel as if he has been evicted. Joint reviews or summations which are not hastily executed are identified as most effective. The points made by Benjamin seem applicable to the termination of counseling contact.

Like Benjamin (1969), Hackney and Nye (1973) limit the discussion of termination to that of closing single interviews. As a result, they also do not advance a step-by-step procedure nor focus upon fostering client independence and functioning outside the therapeutic setting as did Wolberg (1967). Nevertheless, the notions of allotting ample time, summarizing, reviewing, and involving the client in the process are certainly as valid for termination of counseling as for termination of a single interview.

Stewart, Winborn, Johnson, Burks, and Engelkes (1973) have outlined a four-step process for the termination of counseling when objectives have been attained:

1. Explain termination rationale and procedures.
2. Manage client/counselor resistance.
3. Conduct transfer of learning.
4. Plan monitoring of client performance.

When counseling is terminated prior to attainment of objectives, the procedure focuses upon the first two steps. Their systematic approach has many points in common with that outlined by Wolberg, including preparing the client for termination, acknowledging and handling resistance, focusing upon learnings and their application, and planning for follow-up.

The procedure for the termination of counseling developed for this study was based upon the four-step procedure outlined by Stewart, Winborn, Johnson, Burks, and Engelkes (1973). It incorporated suggestions and considerations raised by Wolberg (1967), Benjamin (1969), and Hackney and Nye (1973). This procedure is outlined in Appendix B.

Summary

The review of research comparing the effectiveness of differing levels of simulation in counselor training failed to clearly establish the superiority of one level over that of another. Many instructional method studies use low levels of fidelity (prose materials) as control conditions or in combination with other higher fidelity methods. The former type of study has typically failed to yield interpretable conclusions with respect to the efficacy of low fidelity procedures because the content comparability between the low fidelity procedure (prose text) and the higher fidelity procedure cannot be

documented. The problem associated with drawing conclusions on the relative efficacy of differing levels of fidelity from many instructional methods studies is that instructional procedures frequently combine levels of simulation resulting in confounding which makes the systematic investigation of the impact of each level impossible. Moreover, studies comparing procedures with varying levels of fidelity appear to yield conflicting results.

Research on observational learning (moderate fidelity of simulation) indicates that it is possible for subjects to acquire novel responses by viewing the behavior of a model. This response acquisition may be enhanced by, but is not dependent upon, overt rehearsal, observation of model reinforcement, and direct or anticipated learner reinforcement. The acquisition of complex behaviors is facilitated by presenting models of the separate components of the desired response. Model variables (power, status, reinforcement history, prestige, and competence) and observer characteristics (competence, self-esteem, reinforcement history, emotional states, etc.) affect the learner's perceptual threshold and may accordingly facilitate or impede learning. The discernability, another factor affecting acquisition of a modeled sequence, is believed to be increased as the number of non-relevant and distracting elements is reduced. There was some evidence that interspersed direct reinforcement may distract learners thereby interfering with, rather than augmenting, observer attention to the behavior display and learning. Observational learning data also suggests that new responses can be acquired via lower fidelity written and verbal models. Research available on the

effects of overt and covert rehearsal suggest that retention is enhanced by practice.

Studies comparing the relative impact of observational (moderate fidelity) and operant conditioning (higher fidelity) procedures seem to indicate that the lower fidelity procedure is more effective for the acquisition of responses in counselor trainees. There was no evidence of differential efficacy of levels in the retention or transfer of skills. Other studies suggest the superiority of procedures combining various levels of fidelity over those involving a single level.

The review of literature on the termination of counseling contact suggests that the process involves several steps performed as appropriate to facilitate client understanding and acceptance of the termination and ability to function independently in the future. Such a procedure involves discussing and handling any resistance to the termination using references to the initial conditions of therapy where appropriate. This may involve the utilization of techniques and strategies designed to gradually decrease contact. Emphasis of client progress and new abilities is also deemed appropriate, although it should be made clear that the counselor is available if problems should arise once regular contact is terminated.

The present study investigated the comparative effectiveness of several levels of simulation represented by prose unit, modeling, shaping, and a procedure combining the three on the acquisition, retention, and transfer of skills and information associated with the

termination of counseling contact in accordance with the Michigan State University Systematic Counseling Process. Instructional procedures, measures, hypotheses and other aspects of the study's methodology are described in greater detail in Chapter II.

Chapter II

Methodology

Overview

The major purpose of this study was to investigate the effectiveness of level of instructional simulation on the teaching of a counseling procedure--the termination of counseling contact as defined by the Michigan State University Systematic Counseling Process. The levels of instructional simulation compared were prose unit, modeling, shaping, and a combination of prose unit, modeling, and shaping. The study also included a no-treatment control group. Training packages with identical informational content were developed for the instructional procedures representing the different levels. The major dependent variables of the study were:

1. trainee attitude toward the instruction
2. immediate trainee skill in performance of termination procedures
3. immediate trainee knowledge of termination procedures
4. transfer of skill in termination to practicum setting
5. retention of information on termination procedures

The independent variable was level of instructional simulation--prose text, modeling, shaping, the combination of prose text, modeling, and shaping, and the no-treatment control.

A measure of trainee's expressed preference for written, modeling, or experiential instructional procedure taken three weeks prior to the instructional experience was used to relate instructional preference to subject performance on selected measures in the study.

Immediately following the one-hour instructional experience, trainees in the four active treatment groups completed evaluative, immediate skill (assessed by supervisor ratings), and immediate knowledge measures. Fourteen weeks after the instructional experience and immediate measures, the measure of knowledge retention, an abbreviated form of the immediate knowledge measure, was completed. An evaluation of transfer of training as evidenced by skill in the termination segment of the trainees' first completed practicum case comprised the final measure of the study. The practicum tapes used to assess transfer of termination skills were made between May 20 and June 7, 1975. The outcome variables were preinstruction, immediate, and delayed measures.

The instructional procedures and measures utilized in the study reflected differing levels of simulation. Simulation is described in terms of the degree of its similarity to the actual experience or situation (Bandura, 1969; Eisenberg & Delaney, 1970). The concept of fidelity of simulation in training experiences (Stewart & Hinds, 1970) is based upon the correspondence of performance modes associated with the training with these modes of performance required by the actual experience (Figure 1.1). As Stone (1972) indicated, few studies have researched and compared the impact of various levels to simulation in training experiences on skill acquisition and retention. Studies in counselor education have tended to focus on lowest levels of simulation in combination with other methods or as control conditions without sufficient documentation of content comparability to provide data on the effects of various levels of simulation on the

subjects' learning. This study compared the short- and long-term impact of various levels of fidelity of simulation when the content variable is held constant. For these comparisons, the levels of simulation fidelity were considered independent variables. The immediate dependent variables of written and performance measures were low and high fidelity tests of subject learning. The fidelity of the instructional procedures varied with the dependent variable being considered. For example, with regard to the skill dependent variables, the shaping procedure, which involved simulated termination of counseling contact by the subject, was deemed to represent the highest level of fidelity. The videotaped behavioral model was considered to be next highest on the fidelity continuum, and the prose verbal instruction model the lowest level for skill. With respect to knowledge as measured by a written test, the order of fidelity for the three approaches could be considered to be reversed. The combined procedure represented all three selected levels of fidelity.

The study was conducted with 62 of the 87 master's degree candidates enrolled in the Systematic Counseling program at Michigan State University during the winter term of 1975. Subjects (Ss)* volunteered to participate in the study and were randomly assigned to one of the five experimental conditions. Fourteen supervisors, who were either doctoral-level students at Michigan State University or had completed M. A. degrees in the Systematic Counseling program,

*Ss will be used for "subjects"; S will be used to refer to an individual subject.

assisted in the administration of the various experimental conditions. Multivariate analysis of variance with appropriate post hoc procedures were utilized in testing hypotheses comparing the impact of the treatment procedures. Pearson correlations were used to analyze the relationship between subject instructional preference and performance. For tape ratings used in the assessment of immediate and transfer skill, three raters were used. Interrater reliability was analyzed through the Hoyt reliability coefficient (Hoyt, 1941). The critical level of significance for hypothesis tests was set a priori at $\alpha = .05$ but significant data is also reported at $\alpha = .10$. The rationale for the utilization of significance data at the higher level ($\alpha = .10$) is a function of:

1. the experimenter's belief that the ramifications of increasing the probability of a type I error (concluding that there is difference between the instructional methods when there actually is not) and thus selecting an instruction procedure on the basis of falsely assumed superiority are critical when the costs associated with the utilization of the various methods is significantly different. With respect to the instructional methods compared, the differential cost was not seen to be of the magnitude that it should outweigh the moderate risk or error suggested in identifying and using what was believed to be the more effective procedure.
2. the experimenter's belief that the use of less effective instructional methods because of falsely assumed equivalence of procedures (Type II error--the assumption of no difference

between methods when there is) would be a more serious error than that of choosing a method which in fact was really no more effective than the other options.

3. the experimenter's belief that it is important to be aware of even moderate differences in the impact of various instructional procedures in order to make sound decisions in terms of the selection of the best instructional procedures for the investment of educational resources.

Subjects

Sample. A sample of 68 volunteers from among the 87 students enrolled in the second term (Winter, 1975) of their master's degree programs in counseling at Michigan State University was utilized as the Ss for this study. Volunteers were enrolled in both a.m. and p.m. sections of the Counseling Process course (ED 819D). There were 30 volunteers in the a.m. section and 38 in the p.m. section. Sixty-two of the original 68 volunteers were present the day of the instructional phase of the study; these 62 were the Ss for the study. The six absent volunteers were dropped. Since neither volunteers nor Ss actually participating in the study were drawn at random from a defined population, they represented a finite sample and the generalization of conclusions associated with this sample to others is based upon the assumption that this group is actually a random sample from an infinitely larger population of such samples. The validity of the extension of the results obtained in this study to a group larger than, but "like", those in the sample (Cornfield & Tukey, 1956) must

be determined by the reader. The demographic and personal data available on the subjects included in the study are presented in Table 2.1.

Subject assignment. The 30 a.m. volunteers were randomly assigned to one of the four treatment groups or to the control group for their section (a.m.); the same procedure was followed for the 38 p.m. volunteers. The total number of experimental groups was ten--two for each of the five experimental conditions. The volunteers from each section were placed in order of ascending student number and renumbered from 01-30 in the a.m. section and 31-68 in the p.m. section. Using the table of random numbers in accordance with the procedure discussed by Glass and Stanley (1970), volunteers were assigned one to each experimental group in order (modeling; prose learning unit; shaping; control; or combined prose unit, modeling, and shaped practice) until all volunteers were assigned. Six volunteers assigned to experimental groups were not in attendance the day the treatment and immediate measures phase was completed. These were dropped from the study and the remaining 62 (27 a.m. and 35 p.m.) constituted the Ss for the study. Fewer Ss completed the delayed knowledge and transfer of skill measures than completed the immediate measures. Excluding the a.m. and p.m. control groups which were not included in the affective measure nor in the follow-up phase of the study, three Ss who completed the immediate measures (skill, knowledge, and affective) were not available to complete the delayed knowledge measure. No transfer of skill measure (practicum performance) was obtained for 15 of the

Table 2.1

Summary of Personal and Demographic Characteristics of the Sample

	<u>Number</u>	<u>Percentage</u>
Age in Years		
22 - 25	29	46.8
26 - 29	24	38.7
30 - 33	3	4.8
34 - 37	3	4.8
38 - 41	1	2.6
42 or older	<u>2</u>	<u>3.2</u>
TOTAL	62	100.9
Sex		
Female	34	54.8
Male	<u>28</u>	<u>45.2</u>
TOTAL	62	100.0
Identified Program of Study		
Rehabilitation	36	58.1
School Counseling	23	37.1
Educational Psychology	<u>3</u>	<u>4.8</u>
TOTAL	62	100.0
Undergraduate Degree		
B. S.	21	33.9
B. A.	<u>41</u>	<u>66.1</u>
TOTAL	62	100.0
Undergraduate Major		
Psychology	22	35.5
Education	10	16.1
Sociology	15	24.2
English	5	8.1
Other	<u>10</u>	<u>16.1</u>
TOTAL	62	100.0

Graduate Credits Earned at Time of Study (February 25, 1975)

1 - 16	34	54.8
17 - 32	17	27.4
33 - 44	4	6.5
45 - 60	6	9.7
61 or more	<u>1</u>	<u>2.6</u>
TOTAL	62	100.0

47 Ss in active treatment groups. Subject mortality on this measure was primarily due to Ss failure to reach and complete subsystem 9.0 (termination of counseling contact) by the end of Spring term, 1975. Other reasons for the observed mortality included failure to tape segments of 9.0 performance or failure to enroll in practicum during Spring, 1975. Attempting to utilize all data obtained resulted in unequal cell sizes and an unbalanced design. It was decided that balancing the design would have resulted in the loss of a large portion of the data collected. A summarization of Ss assigned to treatments and completing measures by experimental groups is presented in Table 2.2.

Treatment Supervisors

A total of 14 supervisors were utilized in the administration of the treatments. Twelve were doctoral candidates in counseling and two had completed the M. A. program in Systematic Counseling at Michigan State University. Supervisors performed differing functions depending upon their assignment. Supervisors assigned to modeling and the prose unit group were responsible for monitoring Ss in that group and did not have instructional duties. Supervisors assigned to the prose text and modeling phases of the combined treatment group were also involved only in monitoring functions. The eight supervisors assigned to shaping or that phase of the combined procedure were responsible for utilizing shaping techniques to modify or reinforce the termination behaviors exhibited by Ss in a role-played termination interaction with the supervisor. The persons assigned to supervision in the shaping group or that phase of the combined group were trained in shaping techniques and the termination procedures (9.0) by the

Table 2.2
Summary of Subjects Assigned and Completing Measures by Treatment Group

	Number of Subjects Assigned	Number of Subjects Completing Measures					
		Pre-Measure		Immediate Measures		Delayed Measures	
		Instructional Preference	Immediate Knowledge	Immediate Skill	Affective	Delayed Knowledge	Transfer Skill
Control	7	6	6	6	0	0	0
a.m.	8	8	8	8	0	0	0
p.m.							
Combined	6	5	5	5	5	5	4
a.m.	7	5	6	5	6	5	4
p.m.							
Shaping	6	6	6	5	6	6	5
a.m.	7	7	7	7	7	6	4
p.m.							
Modeling	6	5	5	5	5	5	3
a.m.	8	6	6	5	6	6	4
p.m.							
Prose	6	5	5	5	5	5	4
a.m.	8	6	8	8	8	7	4
p.m.							
TOTALS	68	59	62	59	48	45	32

experimenter. Written materials (Appendix C) and individual interaction were used in the training. Six of the shaping procedure supervisors were assigned a S from the morning and afternoon sections; the larger number of p.m. Ss made it impossible to assign an a.m. and p.m. S to the other two who were only utilized in the afternoon training session. All supervisors received instruction as to the procedures to be followed in their assigned treatment (Appendix C) and concerning the procedures for the termination of counseling contact (Appendix B).

Presentation of Instruction

The instructional materials utilized were designed by the researcher specifically for the purpose of the study. They included a 55-minute videotape (modeling); a prose unit with reading time of 55 minutes (prose unit); and an 18-minute narrated videotape and 20-minute prose unit (combined).

The 55-minute videotape included an introduction, several models of client/counselor interactions at points when termination of counseling contact was appropriate, and a narrative review of the steps of the termination procedure modeled with each client. In addition, the narration outlined and identified the various occasions for termination and the procedure to be used in each case (See Appendix D). The videotape presented the information designated in the Procedure for Termination of Counseling Contact (Appendix B) including handling of client resistance to termination, termination prior to attainment of objectives, and termination occasioned by successful completion of counseling objectives (Appendix A).

With respect to the variables identified as relevant in the review of studies and theories of observational learning, the videotape initially presented the process of terminating client contact in small distinct steps. Observer attention was focused upon relevant aspects of the performance by an introduction indicating what would be modeled and a summary after the sequence. In order to increase the probability of maintaining observer attention during the modeled sequence, the model used was one known to the students as a graduate assistant in the counseling department. This individual was known to be directly involved in both the instruction and evaluation of counselor trainees and it was expected that the observers would therefore perceive the model as comparatively high in relevant model variables such as competence, reinforcement history, and status. In light of the evidence that no overt behavioral rehearsal is necessary and direct or vicarious reinforcement may interfere with skill acquisition, practice and reinforcement were not included in this moderate fidelity procedure.

The full-length prose learning unit was designed to include all the information presented in the 55-minute videotape and specified in the Procedure for the Termination of Counseling Contact (Appendix B). Based upon Bandura's contention that written instructions may serve as a low fidelity model and may therefore suffice in the acquisition of new responses, the prose unit was developed with consideration for applicable criteria identified as appropriate for behavioral models. It was clearly written after elimination of non-relevant detail that might decrease the discernability of critical information. The

material was divided into sections as was the behavioral display. In order to control for the effects of variation in treatment duration, the learning unit was developed with a reading time of approximately one hour. After the third editing, reading times for five M. A. level students in counseling at the University of Massachusetts in Amherst were recorded. These students were not familiar with the procedures discussed in the unit. They were instructed to read at a comfortable speed, attempting to comprehend and retain the information presented. The time reported was to reflect total time required to grasp the material to the student's satisfaction and was to include time used to review if a review was deemed necessary. To insure that students had not read too quickly each of the five students completed a 24-point comprehension test. Reading time and comprehension level are reported in Appendix P. The levels of comprehension observed were accepted as evidence that the reading times reported were realistic for the acquisition of new information. Based on this data and on the comparability of reading time for the learning unit with the length of the full length videotape, this version of the prose learning unit was used in the study (Appendix E).

The abbreviated prose learning unit (Appendix G) was designed to be used in conjunction with a videotaped model and supervised practice; it had a reading time of about twenty minutes. Counseling students at the University of Massachusetts at Amherst were used to determine reading time. The procedure was identical to that used in establishing the reading time for the longer learning unit discussed previously. Data for the version used in the study is presented in

Appendix P. Considering that this unit would be augmented by other instructional experiences, the levels of comprehension was considered acceptable and reading times realistic estimates for the study. This abbreviated unit was used in the study (Appendix G).

The 18-minute videotape (Appendix G) was a segment selected from the 55-minute tape. This particular segment was selected from the full length tape (Appendix D) because in 18 minutes (including introduction and narrative) it provided a model of the most common occasion for termination--termination when objectives were attained. Also, in conjunction with the abbreviated prose learning unit, the segment covered the procedure for other occasions as defined in the Procedures for Termination of Counseling Contact (Appendix B).

The Procedures for Termination of Counseling Contact was the instructional reference for supervisors in the shaping procedure as well as the content for all materials previously discussed. This guide was based upon procedure for Systematic Counseling outlined by Stewart, Winborn, Johnson, Burks, and Engelkes (1973). It incorporated suggestions and considerations from the literature on termination of counseling contact. This document was used by the researchers and three raters to assess the content comparability of the instructional material for each treatment in the study. Each rater viewed the full-length videotape model and the shorter segment, read both the long and abbreviated prose learning units, then compared the content of each with that specified by the Procedure for the Termination of Counseling Contact. Since the abbreviated prose unit and videotape segment were to be used together in the combined method treatment groups, they were

rated as a unit. All three raters agreed that each of the three instructional units (full-length videotape, full-length prose learning unit, and abbreviated prose learning unit and videotape segment) included the points outlined by the Procedure for the Termination Counseling Contact.

Treatment Groups

The study included four active treatment groups and a non-active control group. All treatment conditions, including control, were presented on February 25, 1975, during regular class hours between 8:00 and 11:00 a.m. for the morning section and 4:15 and 7:15 p.m. for the afternoon group. All treatments were of equal length. The instructional phase was one hour; the next 20 minutes was allotted to completion of the immediate knowledge measure and the affective measure. During the final 20 minutes, Ss engaged in the role-played performance measure. Once Ss had completed the hour of instruction and 40 minutes of immediate measures, they were allowed to leave. The schedule for the treatment and testing phases appears in Appendix H. Treatments are described in the following paragraphs:

Control group (C). The control group engaged in a review session of subsystems 1.0-8.0 of the Systematic Counseling Process (Appendix A) with a graduate assistant for the course who was acting as a treatment supervisor for the study. This group engaged in questioning, role-play, or other strategies designed to review and clarify material on the counseling process presented up to, but not including, subsystem 9.0 (Termination of Counseling Contact). These Ss were informed that they would spend the class time reviewing subsystems 1.0-8.0 and

completing written and performance measures designed to determine how much they know about termination prior to receiving any instruction on it. It was explained that performance on these measures would in no way affect their grades and that they would be given instruction on 9.0 (termination) the following week while others reviewed 1.0-8.0. With this understanding, Ss reviewed 1.0-8.0 for one hour and then completed the immediate knowledge and skill measures on the termination of counseling contact. Twenty minutes was allotted for each measure. This group received instruction on termination the following week and was not included in the analysis of knowledge retention, transfer of skills, or affective responses to the instructional experience.

Combined methods group (Cb). Ss in the combined methods group which included all three levels of simulation met in the assigned room and spent their first 20 minutes reading the abbreviated learning unit (lowest level of fidelity for performance, highest for knowledge). This was followed by the 18-minute videotape segment (moderate fidelity for performance and knowledge) modeling and narrating the termination procedure. It was viewed as a group in the same room used for the reading phase. During these activities, the discussion of concepts or materials was discouraged by the treatment supervisor. From this room, Ss proceeded to the counseling laboratory room for a 20-minute session for role-played practice of termination procedures with one of eight treatment supervisors who played a specified client role (Appendix G) and provided the S with feedback on ways of improving his performance (highest fidelity for performance, lowest for knowledge).

Shaping group (S). Ss assigned to the shaping procedure, the highest fidelity method for performance, met individually with their assigned treatment supervisor in counseling laboratory rooms or other private rooms. Without prior discussion or explanation of the termination process, Ss engaged in a role-played interaction with the supervisor who played the pre-defined role of a client to be terminated. Following this and subsequent interactions, the supervisor suggested ways the S could improve the termination performance. Supervisors focused primarily upon roles in which objectives were attained but spent five to ten minutes each on roles which included unattained objectives and inappropriate referrals. The shaping procedure guided Ss performance and perceptions of the termination process toward the behaviors outlined in the Procedures for Termination of Counseling Contact (Appendix B) through supervisor feedback on successive performances and supervisor questions about termination procedure which were phrased to clarify relevant concepts. In the shaping process the supervisor's role was one of reacting to trainee performance by indicating how it could be improved (Appendix C). After one hour of interaction and feedback, Ss completed immediate knowledge and affective measures and moved to individual counseling laboratory rooms for their immediate skill measure. Total time for completing the measures was 40 minutes.

Modeling group (M). Ss assigned to the modeling group met with the treatment supervisor in the assigned room. Their hour instructional period was spent viewing the full-length videotape which featured an introduction, several model counselor/client termination interviews

highlighting the process and procedures, and interspersed narratives of the steps and behaviors modeled. Supervisors instructed to discourage discussion of the material reported no problems in this area. When the videotape was finished, Ss completed immediate knowledge and affective measures (20 minutes), and moved to the counseling laboratory rooms for their role-played skill measure (20 minutes).

Prose learning unit group (P). Prose learning units were distributed by the treatment supervisor to all Ss assigned to that treatment group. Students read through the units during their one-hour instructional period. The treatment supervisor discouraged interaction between Ss and distributed the immediate knowledge and affective measures after one-hour. Ss had 20 minutes to complete these measures before they moved to the counseling laboratory rooms for their 20-minute role-played skill test.

Facilities and Equipment

Five classroom or seminar rooms and eight small counseling laboratory rooms in Erickson Hall at Michigan State University served as the facilities for study and immediate measures. The training phases for the modeling, prose learning unit, and control groups were held in the larger rooms, as were the prose unit and modeling segments of the combined methods group. Though all Ss in a group participated in these activities simultaneously, the dispersment of Ss in the large rooms, the nature of the task and materials, and the presence of treatment supervisors discouraging discussion were used to control interaction between Ss which could have introduced group effects into the analysis of the data. Immediate knowledge and

affective measures for the prose unit and modeling groups were administered in these rooms by the treatment supervisor as soon as the training phase was completed. One S was assigned to each of the small counseling laboratory rooms for the training phase in the shaping group, and also for the practice segment of the combined methods group. These Ss completed the written measures in one of the large rooms. Each S participating in the study completed the immediate skill measure in one of the small counseling laboratory rooms. A staggered schedule was used so that there was little delay for Ss completing the skill measure in the laboratory rooms (See Appendix H).

Videotape equipment used in the study included two Ampex one-inch, reel-to-reel videotape playback units borrowed from the Instructional Resource Center. Eight cassette tape recorders rented from the Instruction Media Center were used to make audiotape recordings of the role-played skill measure. All supervisors and others assigned to treatments or tasks involving the use of equipment were provided with instructions prior to the instructional phase.

Measures

This study measured immediate and delayed skill and knowledge acquisition as well as preference for a particular instructional mode and affective responses to the instructional procedures experienced in learning to terminate counseling contact. Measurement of S skill in terminating counseling was achieved by rating audiotapes of a role-played termination (immediate) and of a practicum client termination (transfer of skill). The rating scale for this purpose was

developed by the researcher, as were the immediate and delayed knowledge measures. The instructional preference scale and portions of the affective measure utilized a semantic differential approach to attitude measurement. Osgood, Tannenbaum, and Suci developed the semantic differential technique as a procedure for exploring the dimensions of meaning, but, in the process, saw validity in its application to attitude measurement. A summary of data and considerations in the selection of the procedure follows.

Despite the plethora of definitions of the term "attitude", Osgood, et. al. (Summers, 1970), mentioned the following as properties on which there is some agreement:

1. Attitudes are learned and implicit processes.
2. Attitudes are predispositions to respond in an evaluative mode.
3. Attitudes can be ascribed to a bipolar continuum reflecting direction and intensity.

Osgood, et. al. (Summers, 1970) suggest that attitude is a part of anticipatory mediational activity and of the semantic space in which the "meaning" of a concept is defined (located). They report:

In terms of the operations of measurement with the semantic differential, we have defined the meaning of a concept as the allocation to a point in the multidimensional semantic space. We then define attitude toward a concept as the projection of this point onto the evaluative dimension of that space. (p. 228)

Heise (Summers, 1970) reports that the semantic differential (SD) measures reactions (affective responses) to stimulus words and concepts. It is a multivariate and generalized approach which allows comparisons of a variety of concepts. It has been found that in rating concepts, certain bipolar adjective pairs tend to be correlated,

and that from a factor analysis of semantic differential scales, factors or dimensions emerge. The three primary factors typically produced by such an analysis have been identified as the EPA structure. In the research of Osgood, Tannenbaum, and Suci (1957), Wright (1958), Heise (1965), DiVesta (1966), and others, the three factors-- Evaluation, Potency, and Activity--account for most of the observed variance. Heise (Summers, 1970) reports the EPA structure as having been verified with a variety of subjects, concepts, and scales. The studies of Jakobovits (1966) and Osgood (1964) establish the validity of the EPA structure in languages other than English, lending more credibility to the multidimensional conception of attitude structure.

According to Heise (Summers, 1970), the evaluative dimension includes such adjective pairs as nice - awful, good - bad, and sweet - sour; potency contrasts include strong - weak, deep - shallow, and big - little, with the positive pole being the more powerful. Scales identified with the activity dimensions are those such as fast - slow, alive - dead, and noisy - quiet. Heise (Summers, 1970) depicts the EPA dimensions as forming a three-dimensional space whose center represents neutrality on all dimensions, as presented in Figure 2.1. Scores on these three predominant factors determine the location of a concept in semantic space.

The semantic differential has experienced wide use as an attitude measure. Heise (Summers, 1970) cites a variety of studies using the procedure including: Osgood, Tannenbaum, and Suci, 1957 (attitude changes as a result of mass media programs); Barclay and Thumin, 1963 (attitude formation); Triandis, 1959 and Beardslee and O'Dowd,

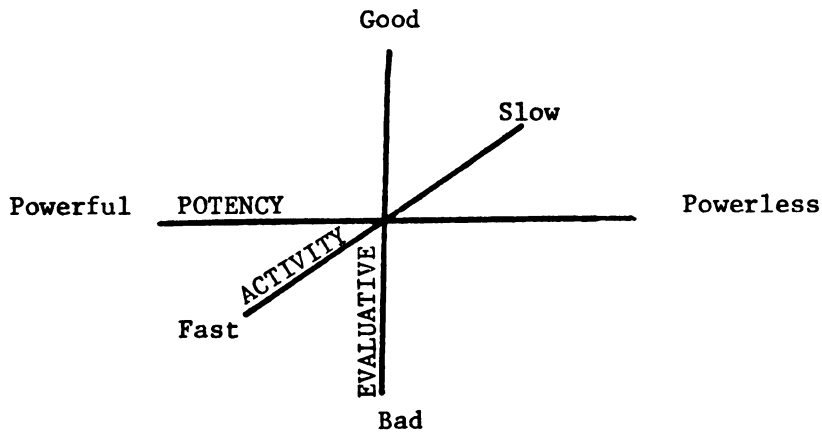


Figure 2.1. The Semantic Differential (SD) Space

1961 (attitudes toward jobs and occupations); and Prothro and Keehn, 1957 and Williams, 1964, 1966 (attitudes toward minorities).

With respect to validity, SD measurements have been shown to correlate highly with various traditional measures. Osgood, et. al., (Summers, 1970) report high product-moment correlations (.74-.82) between SD and Thurstone scales for Negro, Church, and Capital Punishment. Test - retest reliabilities for the evaluative factor of the SD and Thurstone scales were also very comparable for those three concepts, with the reliability of the SD being somewhat (.00-.03) higher. These authors also compared the SD evaluative factor with a Guttman type scale in a study of attitudes toward crop rotation. From this study they conclude that the evaluative factor provides an index of the location of an attitude object on a general evaluative continuum.

Heise (Summers, 1970) reviewed a study by Nickols and Shaw (1964) which related SD measures to Thurstone measurements and also identified the level of subject saliency (or actual familiarity with the concept rated) as a variable possibly affecting SD reliability. In the Nickols

and Shaw study, SD evaluative factor ratings for nonsalient Ss correlated more highly ($r = .71$ and $r = .76$) with Thurstone scales than did those of salient Ss ($r = .29$ and $r = .39$). Heise has criticized the implication that SD measurements may not be efficient for measurements of high saliency concepts and, on the basis of an ad hoc analysis of data summarized in his 1965 publication, concludes ". . . that in the case of SD ratings, saliency of attitude object does not affect their reliability. . ." (p. 246). Heise suggests that the ultimate resolution of the issue of SD sensitivity associated with concept saliency will require further research including rating of more than two concepts, use of subject need for approval as a control variable, use of a third criterion variable, and the inclusion of all three SD dimensions.

Another study cited by Heise (Summers, 1970) was that of Little and Hill (1967) which resulted in a correlation of .62 (presumed to be product moment correlation) between SD measurement and a Likert-type scale using the evaluative factor score for five political activity concepts. Though the study showed the SD measure had some capability for estimating voting behavior, it was less effective than other scales for this purpose. Heise considers this an important study, but raises several serious questions concerning the SD methodology utilized. Osgood, et. al. (Summers, 1970), cite a study by Suci (1952) in which the evaluative dimension was used successfully to differentiate between high and low ethnocentrics as determined by the E-scale of the Authoritarian Personality studies. They also cite other studies as having demonstrated the ability of SD measures to discriminate between shades of political preference.

Data on the reliability of SD measurements comes from several sources. In addition to the test-retest data from the study cited earlier, Osgood, et. al. (Summers, 1970) also cite a study using 135 subjects who rated six concepts (Tannenbaum, 1953) using six evaluative scales on two occasions five weeks apart. These test - retest coefficients ranged from .87 to .93 with a mean of .91. Heise (Summers, 1970), cites studies by DiVesta and by Dick and Maltz which suggests that test - retest reliabilities are lower when the Ss are younger children. Heise indicates dimensions have higher test - retest reliabilities than do individual scales, but that increments in stability attributable to including more than three or four scales in a dimension are not substantial in one-month test - retest. In the theory and research reviewed with respect to the semantic differential procedure, several issues with relevance for this study were identified. For some types of research semantic differential as a generalized attitude measure may be criticized on several issues (Osgood, et. al. in Summers, 1970). Common criticisms include:

1. Lack equivalence of meaning of scales across concepts.
2. Loss of detailed information on attitude structure.
3. Subjects' responses are to abstract symbols rather than issue content.
4. Evidence of some low correlations between generalized and more specific measures.

It was the opinion of the researcher that for the purpose of this study these potential criticisms of generalized attitude measures were outweighed by the semantic differential reliability and validity data presented earlier and by benefits which the procedure offers in

terms of the comparison of concepts. The data reported in the studies reviewed with respect to validity (correlations with traditional measures) and reliability (primarily test - retest) of the SD were considered acceptable by the researcher as validation of the technique's utility as an attitude measure. The procedure affords the opportunity for comparisons across concepts which was a requirement in establishing Ss' instructional preference and in assessing Ss' satisfaction with the instructional procedures. Due to the commonality of concept area (instructional methods), the researcher deemed the probability of lack of scale equivalence of meaning across the concepts to be minimal. Other factors taken into consideration in the selection of this procedure included the multivariate description of attitude offered by the dimensional structure of the EPA. This was considered a particular asset for the evaluation of instructional methods and training experiences where it was suspected that S reactions to various characteristics of the procedure might be disparate. For example, it seems possible that Ss "like" an instructional procedure which they did not feel was particularly "potent". The SD method was considered more economical than developing, for each possibly relevant facet of attitude, several items which would be equally applicable to all concepts and procedures utilized in the study. Accordingly, the researcher utilized the semantic differential procedure in assessing instructional preference and S affective response to their instruction. These and all other instruments used in the study are described below.

Instructional preference scale (IP). The instructional preference scale was developed by the researcher to assess S attitude toward

instructional procedures or levels of fidelity featured in the study. The measure, a 30 bipolar adjective pair, semantic differential instrument, was completed for six instructional concepts or practices--daily quizzes, written instructional materials, class discussion, learning through doing, personal change projects, and demonstrations of counseling. "Written instructional materials", "learning through doing", and "demonstrations of counseling" corresponded to prose learning unit, shaping, and modeling treatments, respectively. The other three concepts were used as distractors.

The development of the instrument, including selection of scales and format, was in accordance with the considerations presented by Heise (Summers, 1970). Scale relevance and dimensional composition were basic criteria in the construction of the instrument. From the studies of Osgood, et. al. (1957) and Jakobovitz (1966) adjective pairs identified as factorially pure were selected for each of the EPA dimensions. These and other scales suggested by the experimenter for their expected utility in the evaluation of instruction were rated by three graduate students in education on the basis of relevance. Based on these ratings and available research, the experimenter then selected eleven evaluative (E), ten potency (P), and nine activity (A) scales for inclusion in the preference scale. The adverbial quantifiers "extremely", "quite", and "slightly" were presented in the instructions to facilitate the rating of intensity on the seven-point bipolar scale (Heise in Summers, 1970). On February 11, 1975, the preference scale was given to all students in the class from which the study sample was drawn (ED819D).

An analysis of the preference scale was performed to determine its reliability and factorial structure. Four graduate students in counseling and two persons with doctoral degrees in this area categorized the 30 semantic differential items comprising the Instructional Preference Scale according to their dimensionality (evaluative, potency, activity) and direction (positive and negative pole with respect to instruction). Evaluative, potency, and activity subscales emerging and pairs used in the measure were based upon the agreement of not less than four of the six people as to dimensionality and direction. Of the 30 original adjective pair scales 23 were used in the computation of preference scores. Reliabilities for these subscales on each of the three instructional methods were based upon 59 of the Ss in the study sample. These reliabilities and means and standard deviations for the scale are given in Tables 2.3 and 2.4, respectively. The subscale and overall preference scores reported for the Instructional Preference Scale are (respectively) the sums of the points (1-7 points) on each of the adjective pairs for that subscale and the sum of the scores for 23 adjective pairs. The ranges for means on these variables are as follows:

Evaluative Subscale	- 14 to 98 points
Potency Subscale	- 4 to 28 points
Activity Subscale	- 5 to 35 points
Overall Preference	- 23 to 161 points

The higher the point value, the more favorable the response to the instructional procedure (written instructional material, learning through doing, and demonstrations of counseling). The relationship between subjects' responses (1-7 points) on adjective pairs used in assessing their attitudes toward the instruction procedures and

Table 2.3

Hoyt Reliabilities for Preference Scale

	Written Instructional Material	Learning Through Doing	Demonstrations of Counseling
Evaluative Subscale (14 pairs)	.95	.91	.96
Potency Subscale (4 pairs)	.85	.78	.87
Activity Subscale (5 pairs)	.77	.49	.80
OVERALL (23 pairs)	.95	.91	.97

Table 2.4

Means and Standard Deviations for Preference Scale

		Written Instructional Material	Learning Through Doing	Demonstrations of Counseling
Evaluative Subscale (14 pairs)	\bar{x} SD	65.46 15.14	85.70 9.28	77.37 15.70
Potency Subscale (4 pairs)	\bar{x} SD	18.80 4.68	23.63 3.48	20.83 5.02
Activity Subscale (5 pairs)	\bar{x} SD	20.14 5.48	27.36 4.02	24.36 6.10
OVERALL (23 pairs)	\bar{x} SD	104.39 24.09	136.68 15.03	122.56 25.86

the subscale and overall means is presented in Table 2.5. The Instructional Preference Scale used in assessing attitudes toward the three procedures (prose unit, shaping, and modeling) and the dimension (Evaluative, Potency, or Activity) and directional designations for the adjective pairs appear in Appendix I.

Immediate knowledge (IK). This 17 item cognitive measure was developed by the researcher to assess the level of acquisition of information on termination procedures; it featured two true and false, three multiple choice, and twelve production items. Information for the items was taken from the outlined Procedures for the Termination of Counseling Contact (Appendix B) and corresponded to specific steps of the process as defined by the outline and to the understanding of the total termination process. The measure reflected knowledge of general overall procedure for termination, termination rationale and procedures, managing resistance to termination, conducting transfer of learning, and planning the monitoring of client performance. The Hoyt reliability for the 17 items of this scale was .78.

The Immediate Knowledge (IK) score used in the analysis of information acquisition was the sum of the scores for the 17 knowledge items. The range of scores was 0 to 90, with 90 being a perfect score. Ninety percent mastery would correspond to a score of 81, 80% with a score of 72, 70% with a score of 63, etc. This instrument is presented in Appendix J.

Affective measures. Ss were given about five minutes after completing the immediate knowledge measure (IK) to complete the affective measures for the study. These measures were designed by

Table 2.5

Relation of Subject Responses to Adjective Pairs to Instructional Preference Measure Subscale and Overall Scores

SUBJECT RESPONSE TO ADJECTIVE PAIRS

Point value for Adjective Pair	1	2	3	4	5	6	7
	Extremely Disfavorable	Quite Disfavorable	Slightly Disfavorable	Neutral	Slightly Favorable	Quite Favorable	Extremely Favorable
Score for Evaluative Subscale	14	28	42	56	70	84	98
Score for Potency Subscale	4	8	12	16	20	24	28
Score for Activity Subscale	5	10	15	20	25	30	35
Score for Overall Preference	23	46	69	92	115	138	161

the researcher to assess general trainee reactions to the levels of simulation represented by the instructional procedures and to provide an indicator of trainees' confidence in their ability to complete the termination process. The measures included four semantic differential items with eight or nine bipolar adjective pairs (7-point scales) per item and five Likert-Type scale items (5-point scale). A factor analysis for the sample revealed that the eight or nine adjective pairs associated with each semantic differential item constituted a single general factor or dimension resulting in one score for each of the four semantic differential items.

Five items were designed to measure general satisfaction with the method (level of simulation) as an instructional procedure. These five items constituted the Satisfaction subscale (S) whose Hoyt reliability based upon the study sample was .82. Two items comprised the Confidence subscale (C); the Pearson correlation coefficient for this subscale was .65. Two items designed to measure the subjects' assessment of the amount of learning gained from the instructional experience (Knowledge scale (K)) were deleted from the analysis due to the low correlation (Pearson correlation = .30). The scores on the affective measures of Satisfaction (S) and Confidence (C) as used in the study were derived by summing Ss responses for the items included in the scale. The S score ranged from 27 to 185 with the higher value representing a very high degree of satisfaction and the lower indicating absolute dissatisfaction. A score of 108 is indicative of an ambivalent or essentially neutral response. For Confidence (C) the range was 9 to 61 with the lower value indicating

absolute lack of confidence, the higher value representing extreme confidence, and 35 indicate ambivalent feelings. The affective measures of Satisfaction (S) and Confidence (C) appear in Appendix K.

Immediate skill (IS). The immediate skill measure (IS) was a rating of each Ss performance of the termination function as specified by the procedure taught during the instructional phase (Appendix B). The performance task evaluated was that of the S's role-played termination as counselor of a coached client performing one of two roles developed and provided by the experimenter (Appendix M). The coached clients were paid by the researcher for their participation in the study. Four males and four females were used. All reported having some acting experience at the high school or college level and indicated a willingness to tape-record their interaction with the Ss. Initially the researcher interviewed each role-player for suitability and then met them as a group. At this meeting the general purpose of the study and of the role-playing procedure were presented, the role-players reviewed the morning and afternoon roles they were to play, restrictions and suggestions for role performance were discussed. In addition the researcher engaged in a demonstration termination for each role with one of the group and questions concerning roles and the taping procedures were answered. On the day of the study, the researcher met briefly with the role-players again to answer questions and give more specific instructions on the operation of the tape-recorder and schedules and assignments for the counseling lab rooms (Appendix H). The role-players taped the performance interactions of all Ss.

Three raters (two doctoral candidates and one Ph.D. in counseling) rated the role-play tapes of Ss using an eight-point scale which ranged from extremely inadequate to exceptionally adequate performance. Nineteen behaviors identified in the instructional materials as appropriate to the termination of counseling contact were rated (Appendix N). Interrater reliability coefficients for four subscales comprised of the behaviors appropriate to each of the four steps of termination were calculated. These interrater reliabilities ranged from .98 to .99. Ratings of the three raters on the behaviors were combined for the four subscale scores and an overall skill score. Reliabilities for subscales and total score appear in Table 2.6. MANOVA of IS scores revealed no significant role-player effect or role-player X method interactions.

The Immediate Skill score used in the analysis was the overall score or the sum over the three raters of the subjects' score on the 19 behaviors. With 19 behaviors and a possible score of 1-8 points from each of three raters, the range of scores for IS was from 57 to 456 points. Quality of performance on each of the 19 behaviors relates to total skill scores as follows:

<u>Average Performance Quality for Each Behavior</u>	<u>Total Skill Score</u>
Extremely Inadequate	57
Very Inadequate	108
Inadequate	171
Somewhat Inadequate	228
Somewhat Adequate	285
Adequate	342
Very Adequate	399
Exceptionally Adequate	456

Delayed knowledge (DK). The delayed knowledge measure, given to subjects 14 weeks after the instructional and immediate measures phases, was administered in a class setting. The 14 items in this measure were selected by the researcher from those in the immediate knowledge (IK) instrument. The items selected for DK measures were chosen because they were judged by the researcher to provide the most comprehensive test of the information presented in the instructional phase. The overall reliability for the scale, based upon the sample, was .67.

The Delayed Knowledge (DK) score used in the analysis was the average of the sum of subject scores on each of the 11 items. The range was from 0 (no correct responses) to 48 points. Scores for levels of mastery are 90% = 41.2, 80% = 38.4, 70% = 33.6, 50% = 24.0, etc. The measure appears in Appendix L.

Transfer skill (TS). The rating scales for the transfer skill measure (TS) were identical to those used for the immediate skill rating (IS). The tape-recording of each S's first termination of counseling contact during the Spring 1975 practicum, was used in this measure of skill transfer to the actual counseling setting. All tapes were made 12-14 weeks after the instructional phase. Behaviors were rated on the eight-point scale described previously for rating Immediate Skill. Scoring and ranges were identical for IS and TS. The omission of behaviors judged to be inappropriate or unnecessary for the termination of the practicum client was rated as "adequate" performance on the rating scale. Interrater reliabilities for the subscales on this measure were high (.96 to .98). Scale reliability and means and standard deviations appear in Tables 2.6 and 2.7, respectively.

Table 2.6

Reliabilities for Subscale and Total Scores on
Immediate and Transfer Skill Measures

	IMMEDIATE SKILL (IS)	TRANSFER SKILL (TS)
Subscale 1 Explain Rationale and Procedure	.68	.83
Subscale 2 Manage Client/Counselor Resistance	.81	.73
Subscale 3 Conduct Transfer of Learning	.85	.80
Subscale 4 Plan Monitoring of Client Performance	.84	.83
Overall	.88	.88

Table 2.7

Means and Standard Deviations for Subscale and Total
Scores on Immediate and Transfer Skill Measures

	IMMEDIATE SKILL (IS)		TRANSFER SKILL (TS)
Subscale 1 Explain Rationale and Procedure	\bar{x}	64.17	67.36
	SD	15.06	20.75
Subscale 2 Manage Client/Counselor Resistance	\bar{x}	48.31	53.71
	SD	13.98	10.71
Subscale 3 Conduct Transfer of Learning	\bar{x}	73.15	101.58
	SD	31.65	23.88
Subscale 4 Plan Monitoring of Client Performance	\bar{x}	64.81	65.13
	SD	16.55	16.92
Overall	\bar{x}	250.44	287.77
	SD	57.76	54.82

Hypotheses

This study was designed to compare the effectiveness of modeling, shaping, prose texts, and the combination of those methods as levels and combinations of levels of fidelity in simulation on the acquisition and retention of skill and information associated with the termination of counseling contact. A secondary objective of the study was the investigation of the impact of S's instructional preference on skill and knowledge acquisition. The variables considered in the analysis were overall scores on immediate skill (IS), immediate knowledge (IK), transfer skill (TS), delayed knowledge (DK), satisfaction (S), confidence (C), and instructional preference (IP).

Since the four instructional methods compared represent pure and combined levels of fidelity in simulation, the predictions of their differential impact was based in part upon the degree of similarity between the method and the particular criterion variable considered. When substantive data for predicting the differential impact for the methods or levels was not available, it was predicted that the methods incorporating training elements most similar to the criterion measure would be superior. Based on the studies of Frankel (1971), Whalen (1969), and Higgins, Ivey, and Uhleman (1970), the procedure combining various levels of fidelity was expected to be superior to single level methods. The work of Engler (1972), Bandura (1969), and Belluci (1972) suggest that a lower fidelity method (modeling) may be more effective in teaching skills than a higher level (operant procedures such as shaping). Based on this data modeling was expected to be more effective even though its level of fidelity for performance

measures was lower. Predictions of the relative efficacy of the prose unit for skill and knowledge acquisition were based upon the research findings (Frankel, 1971; Higgins, Ivey & Uhleman, 1970) which suggest that this lowest level is least effective in skill acquisition. With relatively little systematic research on knowledge acquisition and prose methods, efficacy predictions on knowledge measures for the prose unit were based on the assumption that the high degree of fidelity between the method and the criterion variable would result in higher scores on knowledge measures for Ss exposed to methods which included prose units.

In terms of Ss affective response of satisfaction with the instruction (S) it was felt that level of personal involvement and involvement with teaching personnel would be important variables. It was expected that Ss would respond most positively to the methods in which they were most directly involved and which brought them into greatest contact with instructors that provided feedback on their performance. It was expected that confidence (C) in one's ability to perform termination functions would be higher in Ss exposed to methods of high fidelity for performance. Further, it was expected that the more extensive this exposure and the greater amount of feedback available to the learner, the higher the sense of confidence.

For the prediction of the impact of instructional preference (IP) on skill and knowledge acquisition, it was assumed that at the graduate level personal motivational factors would be more important than the S's degree of enthusiasm for the particular instructional method experienced.

Based on these findings and rationales, the following hypotheses were advanced:

Immediate Skill (IS)

- H₁: Ss instructed by the combined method, modeling, shaping, and prose learning unit will score higher than those in the control group on the IS measure.
- H₂: Ss in the combined methods group will score higher than those instructed by modeling, shaping, and the prose learning unit on the IS measure.
- H₃: Ss in the modeling group will score higher than those exposed to the shaping or prose unit procedures on the IS measure.
- H₄: Ss instructed through prose learning unit or shaping procedures will not have significantly different scores on the IS measure.

Immediate Knowledge (IK)

- H₅: Ss exposed to the combined method, modeling, shaping, or prose learning unit will score higher than those in the control condition on the IK measure.
- H₆: There will be no difference in the IK scores of Ss in the combined group and those in the prose learning unit group.
- H₇: There will be no difference in the IK scores of Ss instructed through the shaping and the modeling procedures.
- H₈: Ss in the combined and prose learning unit will score higher than those in the shaping and modeling groups on the IK measure.

Transfer Skill (TS) (No control group Ss included)

- H₉: There will be no difference in the TS scores of Ss exposed to the combined method and those exposed to modeling instructional procedure.
- H₁₀: There will be no difference in the TS scores of Ss exposed to the shaping and the prose learning unit.
- H₁₁: Ss in the modeling and combined procedures will score higher than those in the shaping and prose learning unit groups on the TS measure.

Delayed Knowledge (DK) (No control group Ss included)

- H₁₂: There will be no difference in the DK scores of Ss in the prose and combined instructional groups.
- H₁₃: There will be no difference in the DK scores of Ss in the shaping and modeling instructional groups.
- H₁₄: Ss in the prose learning unit and combined groups will score higher than Ss in shaping and modeling groups on the DK measure.

Affective Measure (No control group Ss included)

- H₁₅: Ss in the shaping procedure will have higher scores in satisfaction (S) and confidence (C) than those in the modeling, prose learning unit, and combined groups.
- H₁₆: Ss experiencing the combined method of the modeling method of instruction will score higher than those instructed with prose learning unit on satisfaction (S).
- H₁₇: There will be no difference in the scores of Ss in the combined method and modeling groups on satisfaction (S).
- H₁₈: Ss in the combined method will have higher confidence (C) scores than those in modeling and prose learning unit groups.

Instructional Preference (IP) (No control or combined group Ss included)

- H₁₉: No significant relationship will be found between the measure of immediate knowledge (IK) and the degree of preference for prose learning.
- H₂₀: No significant relationship will be found between the measure of immediate knowledge (IK) and the degree of preference for modeling.
- H₂₁: No significant relationship will be found between the measure of immediate knowledge (IK) and the degree of preference for shaping.
- H₂₂: No significant relationship will be found between the measure of immediate skill (IS) and the degree of preference for prose learning.
- H₂₃: No significant relationship will be found between the measure of immediate skill (IS) and the degree of preference for modeling.

- H₂₄: No significant relationship will be found between the measure of immediate skill (IS) and the degree of preference for shaping.

Experimental Design

This study involved multiple measures in an unbalanced post-test only control group design (Campbell & Stanley, 1963). This design is presented in Figure 2.2. Subjects were randomly assigned to one of the four active treatment groups or to the control group for both the morning and afternoon class sections (Table 2.2). Control Ss were not included in delayed, transfer, or affective measures. This design was selected over a pretest design due to both the experimenter's belief that pretest measurements would be reactive and the lack of available pre-treatment measures which seemed appropriate for use as blocking variables and covariates. The logic of the treatment (X) and post-test (O₂, O₃, O₄) package, the awkwardness of including written or behavioral pretest within the existing schedule of the course from which the subjects were drawn, and reactivity potentially introduced by pretest measures were the basis for the use of the post-test only design.

Analysis of the Data

Data were keypunched by the experimenter. The statistical analyses were calculated on a Control Data 6500 computer in the Michigan State University Computer Center. Dimension reliabilities on the Instructional Preference Measure were analyzed through an analysis of variance techniques developed by Hoyt (1941). The Statistical Package for the Social Sciences (SPSS) was used to calculate interrater reliabilities and subscale reliabilities

O_1	R	X_1	O_2	O_4		
O_1	R	X_2	$O_2O_3O_4$	O_2'	O_5	
O_1	R	X_3	$O_2O_3O_4$	O_2'	O_5	
O_1	R	X_4	$O_2O_3O_4$	O_2'	O_5	
O_1	R	X_5	$O_2O_3O_4$	O_2'	O_5	

Legend:

X = Treatment

X_1 = Control

X_2 = Combined Methods

X_3 = Shaping

X_4 = Modeling

X_5 = Prose Unit

O = Measures

O_1 = Instructional Preference (IP)

O_2 = Immediate Knowledge (IK)

O_3 = Affective Measure
Satisfaction (S)
Confidence (C)

O_4 = Immediate Skill (IS)

O_2' = Delayed Knowledge (DK)

O_5 = Transfer Skill (TS)

Figure 2.2. Design with Five Measures and Five Experimental Groups

when scales were composed of three or more items. Pearson Correlation were used for subscales involving two items and for all correlation analyses.

Multivariate and univariate analysis of variance and Scheffe' post hoc procedures were performed to test the hypotheses. Main effects and interactions were examined. The critical level of significance was set a priori at $\alpha = .05$ with results also reported with the higher significance level $\alpha = .10$.

The results of the analyses to test hypotheses as well as more detailed reporting of the statistical tests used are presented in Chapter III.

Chapter III

Results

The results of this study were based on six posttest measures--immediate knowledge (IK), immediate skill (IS), satisfaction (S), confidence (C), delayed knowledge (DK), and transfer skill (TS). Analyses of variance were conducted with multivariate and univariate F values computed for comparisons on the dependent variables. Specific hypotheses were tested by Scheffe' post hoc procedures using a 95% confidence interval. Pearson correlation coefficients were computed to assess the relationship between S's preference for the instructional procedure experienced and the immediate dependent variables of skill and knowledge (IS and IK). The cell and group means and standard deviations for all measures are reported in Tables 3.1 and 3.2, respectively. Both multivariate and univariate F values were calculated using a MANOVA procedure to test for main effects and interactions. Type I error level (alpha) for the multivariate tests was set a priori at $\alpha = .05$ and, for reasons presented in Chapter II, reported at $\alpha = .10$ as well. The actual alpha levels for the univariate tests was dependent upon the number of variables being compared. The design was unbalanced with cell sizes ranging from $n = 5$ to $n = 8$ on all immediate measures (IK, IS, S, and C), from $n = 3$, to $n = 5$ on transfer skill (TS), and $n = 5$ to $n = 7$ on delayed knowledge (DK) (Table 2.2). Only S's having complete data for the variable being compared were included in the analysis.

In discussing the results of the study, the analyses of main effects and interactions for acquisition, retention, and affect will

TABLE 3.1

Mean Scores and Standard Deviations for Acquisition, Retention, and Affective Measures by Groups and Class

	Acquisition			Retention		Affective		
	Immediate Knowledge (IK)		Immediate Skill (IS)	Transfer Skill (TS)	Delayed Knowledge (DK)	Confidence (C)	Satisfaction (S)	
	\bar{x}	SD						
<u>Combined</u>								
a.m.	67.60	17.56	295.60	31.56	356.75	17.98	34.00	6.81
p.m.	73.67	9.62	310.20	23.31	288.25	50.87	28.00	5.90
<u>Shaping</u>								
a.m.	64.00	12.29	255.40	59.59	302.50	32.75	30.00	7.46
p.m.	56.29	22.88	262.71	58.81	296.25	35.78	29.33	9.74
<u>Modeling</u>								
a.m.	67.60	5.31	285.60	42.58	300.33	30.07	28.00	2.23
p.m.	53.17	15.68	231.60	34.49	318.75	31.99	18.33	11.23
<u>Prose Unit</u>								
a.m.	57.80	28.45	255.00	59.05	206.25	26.87	29.60	5.68
p.m.	59.38	20.96	210.38	57.70	236.25	13.24	29.71	7.15
<u>Control</u>								
a.m.	60.83	11.67	215.33	32.25				
p.m.	61.50	3.91	224.38	48.63				

Table 3.2

Group Mean Scores and Standard Deviations for Across-Class
Acquisition and Retention Measures

		Acquisition		Retention	
		Immediate Knowledge (IK)	Immediate Skills (IS)	Delayed Knowledge (DK)	Transfer Skill (TS)
Combined	\bar{x}	70.90	302.90	31.00	332.50
	SD	14.13	28.69	7.04	51.27
Shaping	\bar{x}	59.85	259.70	29.67	299.38
	SD	19.14	59.25	8.68	34.44
Modeling	\bar{x}	59.54	258.60	23.16	310.86
	SD	13.99	47.23	12.01	32.48
Prose Unit	\bar{x}	58.77	227.50	29.67	221.25
	SD	24.13	62.14	6.57	25.96
Control	\bar{x}	61.21	220.50		
	SD	8.20	42.64		

be presented first. For variables for which significant univariate treatment effects were observed, the results of Scheffe' post hoc tests for the specific hypothesis advanced will be reported.

Tests for Main Effects and Interactions

Tests for main effects and interactions on the six measures were based upon 5 x 2 or 4 x 2 design, depending on whether the control group was included in the measurement. Tests were for the main effects of group ($T_1 - T_5$) and class (a.m. or p.m.) and for possible interactions between treatment group and class.

Multivariate tests were conducted for acquisition, retention, and for affective responses. The multivariate significance level for these tests was .05, with significance at .10 also indicated. The rationale for the inclusion of results in terms of this higher alpha level ($\alpha = .10$) is presented in Chapter II. The multivariate test for acquisition was conducted on IS and IK scores. The multivariate test for retention included DK and TS, and the affective response test included the variables of S and C. When the group main effects were significant on the multivariate test, univariate tests on the two variables involved were conducted. In order not to exceed the overall probability of Type I error deemed appropriate for the study, the alpha ($\alpha = .05$ and .10) was partitioned for the univariate tests resulting in univariate $\alpha = .025$ (for $\alpha = .05$) and $\alpha = .05$ (for $\alpha = .10$).

The multivariate analysis for acquisition measures for skill (IS) and knowledge (IK) resulted in significant main effects for group ($F = 2.1464$, $p > .0386$, df 8,96). Next, univariate tests were run

to determine which of the measures was contributing to the significant main effects for group. The univariate F for immediate skill (IS) was found to be statistically significant (univariate $\alpha = .025$), while the immediate knowledge (IK) was not. Scheffe's post hoc analysis were used to test the hypotheses relating to immediate skill (IS). The main effects of class and the interaction of class and group were not significant at $\alpha = .05$ or $\alpha = .10$.

The multivariate analysis of affective responses on the variables of satisfaction (S) and confidence (C) resulted in no significant main effects for groups or class. The interactions of class and treatment group were significant ($F = 2.9070$, $p < .0133$, $df\ 6,76$). The multivariate and univariate F values and significance levels for the acquisition, retention, and affective measures are presented in Tables 3.3, 3.4, and 3.5, respectively. The next sections cover the specific findings of the various tests.

Results for Skill and Knowledge Acquisition Hypotheses

Immediate skill (IS). The univariate F for group effects on IS were significant at $\alpha = .025$ ($F = 4.44$, $p < .0039$, $df\ 4$). Scheffe's post hoc tests with 95% confidence intervals were used to test the IS hypotheses. The first four hypotheses were presented as directional hypothesis because it was believed that differences might exist between groups in terms of their skill on the immediate performance measure (IS).

Hypothesis 1 tested whether Ss assigned to modeling, shaping, prose unit, and combined procedure would score higher on the immediate skill measure than those in the control group. The Scheffe's post

Table 3.3

**Multivariate and Univariate F Values and Significance Levels for
Acquisition Measures of Knowledge (IK) and Skill (IS)**

	MS	df	Multi- variate F	Uni- variate F	P <
Group Effect					
Between		8,96	2.15		.0386*
IS	12143.96	4		4.44	.0039**
IK	227.34	4		.71	.5910
Class Effect					
Between		2,48	.44		.6458
IS	2334.11	1		.85	.3600
IK	119.14	1		.37	.5456
Interaction					
Between		8,96	.93		.4952
IS	3013.12	4		1.10	.3660
IK	191.60	4		.60	.6673
Error					
IS	2732.70	49			
IK	321.51	49			

* indicates significance at multivariate $\alpha = .05$

** indicates significance at univariate $\alpha = .025$

Table 3.4

**Multivariate and Univariate F Values and Significance Levels for
Retention Measures of Delayed Knowledge (DK)
and Transfer Skill (TS)**

	MS	df	Multi- variate F	Uni- variate F	P<
Group Effect					
Between		6,44	4.55		.0012*
TS	16619.06	3		12.16	.0001**
DK	23.63	3		.32	.8087
Class Effect					
Between		2,11	.72		.4984
TS	435.00	1		.32	.5782
DK	103.19	1		1.41	.2470
Interaction					
Between		6,44	1.66		.1539
TS	3803.02	3		2.78	.0639
DK	56.33	3		.77	.5225
Error					
TS	1367.31	23			
DK	73.13	23			

* indicates significance at multivariate $\alpha = .05$

** indicates significance at univariate $\alpha = .025$

Table 3.5

**Multivariate and Univariate F Values and Significance Levels for
Affective Measures of Satisfaction (S) and Confidence (C)**

	MS	df	Multi- variate F	Uni- variate F	P <
Group Effect					
Between		6,76	1.71		.1297
S	2359.20	3		2.62	.0642
C	201.78	3		1.57	.2129
Class Effect					
Between		2,38	.28		.7565
S	115.21	1		.13	.7224
C	8.34	1		.07	.8005
Interaction					
Between		6,76	2.91		.0133*
S	2586.47	3		2.8752	.0484**
C	245.25	3		1.9044	.1449
Error					
S	899.59	39			
C	128.78	39			

* indicates significance at multivariate $\alpha = .05$

** indicates significance at univariate $\alpha = .05$

multivariate $\alpha = .10$

hoc test indicated that the Ss in the four active treatment groups did score significantly higher than those in the control groups.

The order of effectiveness of the four treatment groups was predicted by Hypotheses 2, 3, and 4. Hypothesis 2 was developed to test whether or not the combined procedure, which included all three levels of simulation fidelity, would be more effective in terms of IS scores than any of the other procedures. The studies of Frankel (1971), Higgins, Ivey, and Uhlemann (1970), and Whalen (1969), which found the combinations of modeling and self-evaluation and modeling and descriptive materials more effective than modeling, reading, or feedback alone, had guided this prediction. The findings of Eisenberg and Delaney (1970) also influenced the direction of this and Hypothesis 3. This third hypothesis was included to determine whether Ss in the modeling group would score higher on immediate skill than those in the shaping or prose unit groups. This prediction was based in part upon research by Engler (1972), Bandura (1969), Kanfer and Phillips (1970), Frankel (1971), and Eisenberg and Delaney (1970) which, not only identified modeling as a viable means for acquiring new behaviors, but also, argues its superiority over operant conditioning procedures which represent a higher level of simulation fidelity. From post hoc tests for Hypotheses 2 and 3 it was determined that no significant differences existed between the combined group and the modeling, shaping, and prose unit groups. There was also no difference between modeling and the shaping and prose unit groups. The fourth immediate skill hypothesis, was non-directional and was used to test for the similarity of the scores of Ss in the prose unit (lowest

level of fidelity) and shaping (highest level) groups. The predicted similarity of scores for the groups in this comparison was a function of the lack of data supporting a direction for the hypothesis. Post hoc results indicated that the difference between the two groups was not statistically significant. The cell means for Ss in the shaping procedure were somewhat higher but the difference, as predicted, was not great between these two procedures.

Immediate knowledge (IK). Hypotheses 5-8 were formulated to assess group differences on immediate knowledge acquisition (IK). Hypothesis 5 was used to compare the four active treatment groups to the control. It tested whether Ss in shaping, modeling, prose unit, and combined method scored higher on IK than the control group Ss. Hypotheses 6-8 were used to test the assumption that the greater the degree of similarity between the learning situation and the test behavior required, the greater the probability of accurate responses. For knowledge measures treatments including written elements were considered to be higher in fidelity than those lacking prose components. It was expected that Ss reading information (prose unit and written portion of the combined procedure) would be more able to respond accurately on a written informational measures than those whose instruction did not include the written element. As discussed in Chapter I, there are few comparative studies including prose materials as an active treatment group and therefore very little experimental data upon which to base hypotheses concerning the relative effect of the procedure. Hypothesis 6 was developed to test the equivalence of the IK scores of Ss in the prose unit and combined method group.

The seventh hypothesis was formulated to assess the equivalence of the scores of Ss in shaping and modeling groups. The final immediate knowledge hypothesis was directional and was included to test whether Ss exposed to the prose unit or the combined method procedure (higher fidelity for knowledge test) would score higher than those exposed to modeling or shaping (low fidelity procedures for the written knowledge test).

The univariate F value for immediate knowledge (IK) was not significant ($F = .71$, $p < .5910$, $df\ 4$). Based upon this lack of significance difference between groups on the knowledge measure, Hypotheses 5 - 8 were not supported.

Results for Transfer Skill and Delayed Knowledge Hypotheses

The multivariate tests for knowledge retention and transfer skill indicated significant group overall effects ($F = 4.55$, $p < .0012$, $df\ 6,44$). The subsequent univariate tests on DK and TS revealed that the univariate F for group differences on delayed knowledge (DK) was not significant ($F = .32$, $p < .8087$, $df\ 6,44$). The univariate F for transfer skill (TS) was highly significant ($F = 12.16$, $p < .0001$, $df\ 6,44$). The TS hypotheses were tested by Scheffe' post hoc procedures. The delayed knowledge and transfer skill hypothesis are discussed separately.

Transfer skill (TS). A major concern of the study was whether or not the skills developed during the treatment phase could be transferred by the trainees into practice during the practicum experience. Three hypotheses were developed. Each was concerned with the differential impact of the four treatment groups over time and in a more natural

setting. It was predicted (Hypothesis 9) that no significant difference would be found between the transfer skill of Ss in the combined and modeling groups. This prediction is based upon the idea that initial between-group differences would be minimized because of the number of possible confounding effects between the treatment and the transfer skill measures. Next, it was predicted (Hypothesis 10) that no difference would be found between the performance of the shaping (highest fidelity for skill performance) and prose unit (lowest fidelity for skill) groups on the transfer skill measures. Finally, it was predicted (Hypothesis 11) that the Ss in the combined and modeling procedures would demonstrate greater transfer skill than Ss who had completed the prose unit and shaping treatments. This prediction was based upon research previously cited in support of Hypotheses 2 and 3, which suggest that modeling and various combined procedures are significantly more potent than prose materials or shaping. The hypothesis assumed that this superiority was of a magnitude great enough to be significant in spite of the time lapse and the possible intervening variables which might dilute treatment effects.

Scheffe' post hoc procedures using a 95% confidence interval with df 3,23 were used to test these transfer skill hypotheses. As predicted (Hypotheses 9) the test revealed no significant difference between the TS scores of the combined and modeling group Ss. The difference in the transfer of Ss skill in these two groups to the more natural practicum was not statistically significant. The Scheffe' test of the equivance of the TS scores of Ss in the shaping

and prose unit group (Hypothesis 10) revealed that there were in fact significant differences between the two. This tenth hypothesis was thus not supported because the scores of the Ss experiencing the shaping process were considerably higher than those of Ss who were instructed by the prose unit method. Modeling proved to be significantly more effective than the prose unit as indicated by higher TS scores for the modeling Ss (Hypothesis 11). Ss in the combined method obtained higher TS scores than did those instructed through the prose unit (Hypothesis 11). This support of the hypothesized superiority of the scores of modeling and combined method Ss over those in the prose unit group reflects the predicted greater potency (with respect to the transfer skill) of these two higher levels of simulation. The Scheffe' tests for the superiority of the scores of Ss in the modeling procedure over those of Ss in the shaping groups (Hypothesis 11) was not supported due to the lack of statistically significant difference between the scores of Ss in the two groups. Tests of the final contrast for Hypothesis 11 found a lack of statistical significance for the difference between the TS scores of those exposed to combined method and shaping procedure. The prediction of higher TS scores for Ss in the modeling and combined procedures than for those in the shaping experience (Hypothesis 11) was not supported by Scheffe' post hoc tests. However, an examination of cell means revealed that the scores of Ss in modeling and combined procedures were higher than those of Ss in the shaping treatment. The magnitude of these differences was not great enough to be significant in the post hoc analyses.

Delayed knowledge (DK). Another focus of the study was that of determining if shaping, modeling, prose unit, and the combined method were differentially effective in fostering the retention of information on the termination process. Based on a relative lack of information on retention for the methods compared, the same order of treatment effectiveness expected on the immediate knowledge measure was expected for the DK scores of the four active treatment groups. Hypotheses 12 - 14 were developed to test this anticipated order. There was no significant difference expected between the prose unit and the combined method group Ss on the delayed knowledge measure (Hypothesis 12). The equivalence of the modeling group scores and those of the shaping group was also predicted (Hypothesis 13). The fourteenth hypothesis was formulated to test whether the scores for the trainees exposed to the prose unit and combined method group would be higher for DK than those in the modeling and shaping groups. The rationale for these hypotheses was identical to that presented for the immediate knowledge predictions. The lack of overall significance between groups as reflected by the p value on the univariate test of DK prohibited the Scheffe' testing of the specific hypothesis regarding delayed knowledge. Accordingly, Hypotheses 12 - 14 were not supported. The means of all four groups were approximately equal with the combined and shaping Ss scoring higher by a very small margin.

Results for the Affective Measures Hypotheses

The study was designed to compare the impact of the instructional methods in terms of trainee satisfaction and confidence, as well as in

terms of skill and knowledge. Trainee's satisfaction (S) with the method experienced and of their confidence (C) in their ability were the variables considered most relevant in terms of affective responses. Hypotheses 15 - 18 concerned the S and C responses of Ss in the four active treatment groups--modeling, shaping, prose unit, and combine method. It was expected that Ss' responses to their treatments would differ. Ss in the shaping groups were expected to have higher S and C scores than those in prose unit, modeling, or the combined method procedure (Hypothesis 15). Hypothesis 16 was included to test whether the S and C scores of those in the combined method and modeling procedures were higher than those of Ss assigned the prose unit. No difference was expected between the S scores of the combined and modeling groups (Hypothesis 17). These hypotheses (15 - 17) were predicated on the assumptions that Ss would be most satisfied with higher fidelity procedures, that direct interaction with a supervisor would be valued, and that positive reactions to the shaping component of the combined procedure would be off-set by less favorable responses to the prose portion.

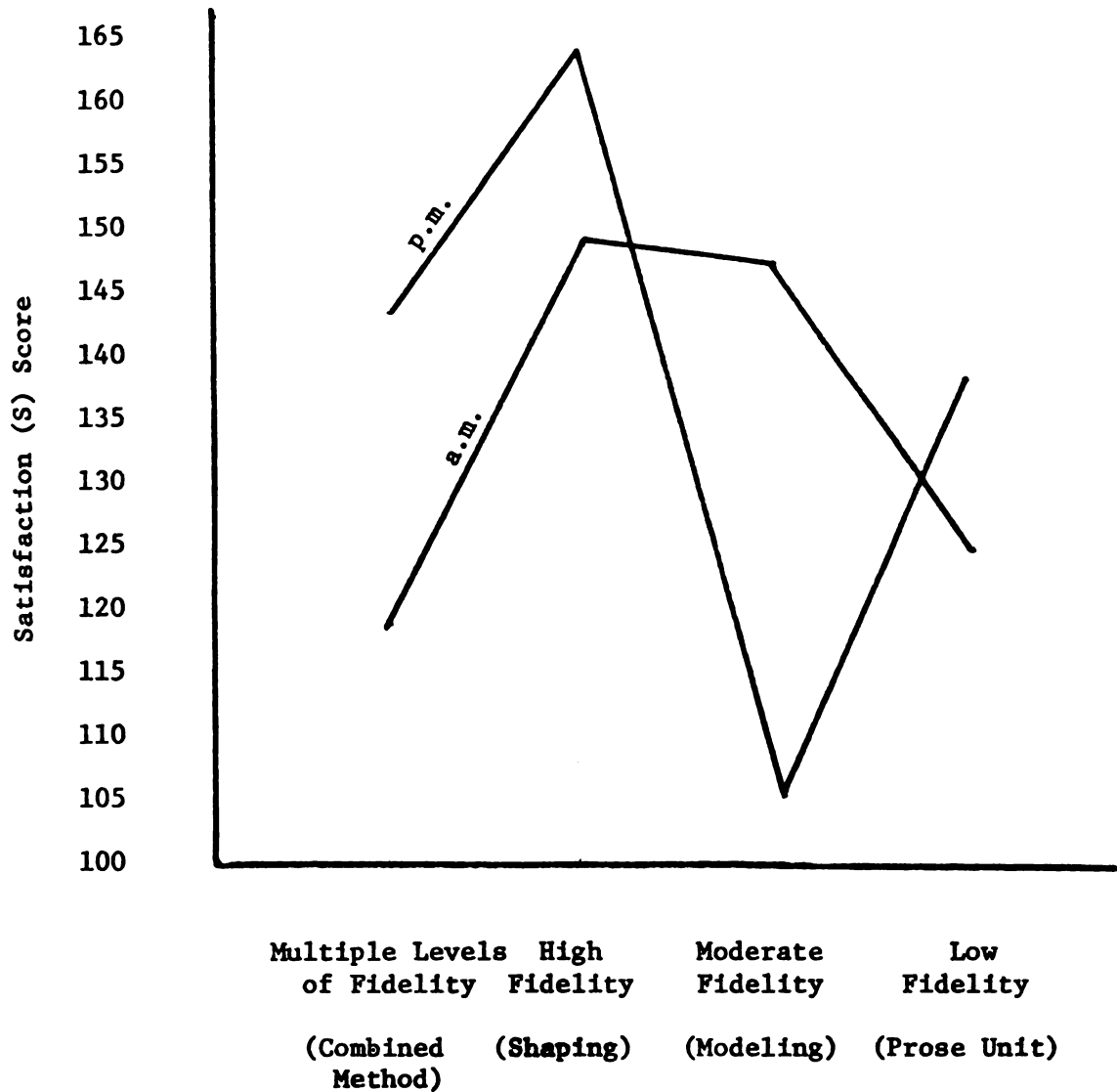
The final affective hypothesis (Hypothesis 18) was included to test whether the C scores of combined method Ss would be higher than those of modeling and prose unit Ss. This hypothesis was based on the expectation that performance of and feedback on the required termination behaviors (combined method and shaping groups) would foster greater confidence than procedures lacking the overt behavioral component.

The affective measures of confidence (C) and satisfaction (S) for hypothesis 15 - 18 were tested by a multivariate analysis of

variance. The main effects of treatment group and class were not significant at α .05 or .10 (multivariate $p < .1297$ and $.2812$, respectively). The interaction of group and class was significant ($p < .0133$). An analysis of univariate F values for the interaction indicated that it was not significant for S or C individually at the alpha level of .025. The univariate tests with the higher multivariate and univariate alphas (.10 and .05, respectively) revealed a significant class group interaction for the S variable. The treatment X class interaction on satisfaction (S) was significant ($p < .048$) and indicated that the morning and afternoon sections responded differently to modeling and the prose unit. The afternoon section responded more favorably to the prose unit than to modeling; the reverse was true of the morning group. The graph of this interaction is presented in Figure 3.1. The graph of the non-significant C interaction is presented in Figure 3.2. The lack of significant group main effects in the multivariate analysis of S and C resulted in a lack of support for the affective hypotheses (15 - 18) at $\alpha = .05$ and .10.

Instructional Preference

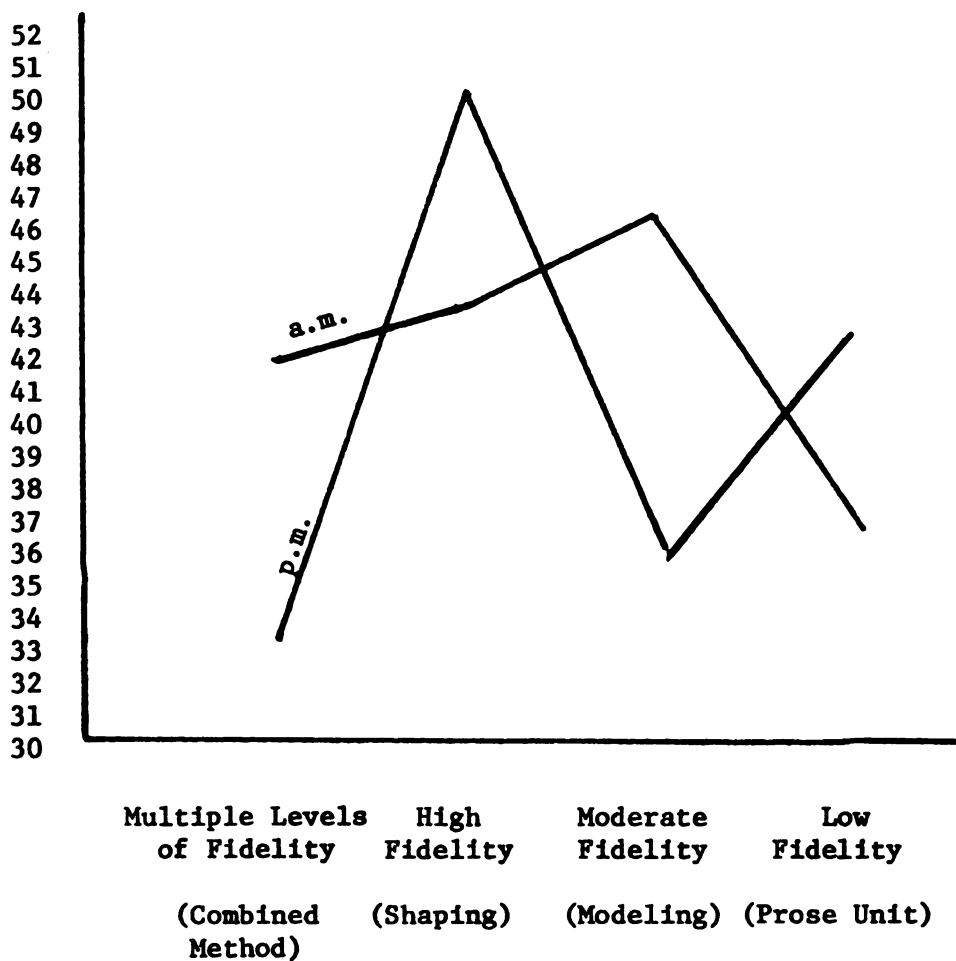
A secondary purpose of the study was to investigate the nature of the relationship between a S's preference for the instructional method experienced (IP) and measures of his/her acquisition of skill and knowledge. The relationship between immediate knowledge (IK) and immediate skill (IS) scores and instructional preference (IP) of Ss assigned to modeling, shaping, or prose unit procedures was analyzed using the Pearson correlation coefficient. Hypotheses 19 - 24



a.m. - designates Ss in the morning section

p.m. - designates Ss in the afternoon section

Figure 3.1 Graph of the Interaction Between a Dependent Variable (Satisfaction) and Two Independent Variables (Treatment and Class)



a.m. - designates Ss in the morning section

p.m. - designates Ss in the afternoon section

Figure 3.2. Graph of the Interaction Between a Dependent Variable (Confidence) and Two Independent Variables (Treatment and Class)

were formulated to test the significance of the correlation between this preference for the method experienced (IP) and IS and IK scores. It was expected that there would be no significant relationship between the IP scores of Ss in the prose unit experience and their IK (Hypothesis 19) and IS (Hypothesis 22) scores. Also, no significant correlation was predicted between the IP for modeling and the IK and IS scores of Ss in that treatment (Hypotheses 20 and 23, respectively). Finally, the lack of significant relationship between IP for shaping and the IK and IS scores of Ss in the shaping group was predicted (Hypotheses 21 and 24, respectively).

These predictions were based on the belief that graduate level students, regardless of preference for a specific procedure, would due to the motivational factors associated with graduate study perform to the best of their ability. The assumption was that students at this level would not react strongly enough to any of the treatments for their reactions to affect their performance.

The Pearson correlations and their significance levels are reported in Table 3.6. These tests revealed a significant relationship between shaping preference score (IP) and immediate skill (IS) at $\alpha = .05$ and also between IP and IK at $\alpha = .10$. Other relationships were not significant at either level and thus hypotheses 19, 20, 22, and 23 were supported. The significant correlations of IP for shaping and IS ($p = .06$) and IK ($p = .001$) for Ss exposed to that procedure were .45 and .83, respectively and reflected a positive relationship between preference for shaping and acquisition scores (IK and IS) associated with instruction using the procedure. Though other

Table 3.6

Pearson Correlation Between Instructional Preference
and Immediate Skill and Knowledge

	IK		IS	
Prose Unit (n = 13)	.13	(.34)	.16	(.31)
Modeling (n = 11)	-.06	(.43)	.30	(.19)
Shaping (n = 13)	.45	(.06)**	.83	(.001)*

() indicates level of significance

* indicates significance at $\alpha = .05$

** indicates significance at $\alpha = .10$

correlations were not significant all of them, with the exception of that between modeling IP and IK, were positive correlations indicating higher preference tended to be related to higher IK and IS scores. For IP modeling and IK, high scores on one measure were related to low scores on the other. It should be noted that the correlations between IP prose and IS and IK and between IP modeling and IS and IK are too low to support the existence of significant relationship between preference and skill and knowledge acquisition.

Status of the Research Hypotheses

The findings of this study are restated by hypothesis:

Immediate Skill

1. Ss instructed by the combined method, modeling, shaping, and prose learning unit will score higher than those in the control group on the immediate skill (IS) measure.

Cb, M, P, S > Control: Supported

2. Ss in the combined methods group will score higher than those instructed by modeling, shaping, and prose learning unit on the immediate skill (IS) measure.

Combined > Modeling: Not Supported

Combined > Shaping: Not Supported

Combined > Prose Unit: Not Supported

3. Ss in the modeling group will score higher than those exposed to shaping or prose unit procedures on the immediate skill (IS) measure.

Modeling > Shaping: Not Supported

Modeling > Prose Unit: Not Supported

4. Ss experiencing prose learning unit and shaping procedures will not have significantly different scores on the immediate skill (IS) measure.

Prose Unit = Shaping: Supported

Immediate Knowledge (IK)

5. Ss exposed to the combined method, modeling, shaping, and prose learning unit will score higher than those in the control condition on the immediate knowledge (IK) measure.

Cb, M, S, P > Control: Not Supported

6. There will be no difference in the immediate knowledge (IK) scores of Ss in the combined group and those in the prose learning unit group.

Combined = Prose Unit: Not Supported

7. There will be no difference in the immediate knowledge (IK) scores of Ss experiencing the shaping and modeling procedures.

Shaping = Modeling: Not Supported

8. Ss in the combined and prose learning unit groups will score higher than those in the shaping and modeling groups.

Combined > Shaping: Not Supported

Combined > Modeling: Not Supported

Prose Unit > Shaping: Not Supported

Prose Unit > Modeling: Not Supported

Transfer Skill (TS)

9. There will be no difference in the Transfer Skill (TS) scores of Ss exposed to the combined method and those exposed to modeling instructional procedure.

Modeling = Combined: Supported

10. There will be no difference in the scores of Ss exposed to the shaping and the prose instruction.

Shaping = Prose Unit: Not Supported

11. Ss in the modeling and combined procedures will score higher than those in the shaping and prose unit groups.

Modeling > Shaping: Not Supported

Modeling > Prose Unit: Supported

Combined > Shaping: Not Supported

Combined > Prose Unit: Supported

Delayed Knowledge (DK) (no control group included)

12. There will be no difference in the scores of Ss in the prose unit and combined instructional groups.

Prose = Combined: Not Supported

13. There will be no difference in the scores of Ss in the shaping and modeling instructional groups.

Shaping = Modeling: Not Supported

14. Ss in the prose unit and combined group will score higher than Ss in shaping and modeling groups.

Prose Unit > Shaping: Not Supported

Prose Unit > Modeling: Not Supported

Combined > Shaping: Not Supported

Combined > Modeling: Not Supported

Affective Measure (no control group included)

15. Ss in the shaping procedure will have higher scores in satisfaction (S) and confidence (C) than those in the modeling, prose unit, and combined groups.

Satisfaction (S)

Shaping > Modeling: Not Supported

Shaping > Prose Unit: Not Supported

Shaping > Combined: Not Supported

Confidence (C)

Shaping > Modeling: Not Supported

Shaping > Prose Unit: Not Supported

Shaping > Combined: Not Supported

16. Ss experiencing the combined method and the modeling method of instruction will score higher than those instructed with prose unit on satisfaction (S).

Combined > Prose Unit: Not Supported

Modeling > Prose Unit: Not Supported

17. There will be no difference in the scores of Ss in the combined method and modeling groups on satisfaction (S).

Combined = Modeling: Not Supported

18. Ss in the combined method will have higher confidence (C) scores than those in modeling and prose unit groups.

Combined > Modeling: Not Supported

Combined > Prose Unit: Not Supported

Instructional Preference

Immediate Knowledge (IK)

19. No significant relationship will be found between the measure of immediate knowledge (IK) and the degree of preference for prose learning.

Relationship between IP and IK for prose learning not significant: Supported

20. No significant relationship will be found between the measure of immediate knowledge (IK) and the degree of preference for modeling.

Relationship of IP and IK for modeling not significant: Supported

21. No significant relationship will be found between the measure of immediate knowledge (IK) and the degree of preference for shaping.

Relationship of IP and IK for shaping not significant: Not Supported $\alpha = .05$
Supported $\alpha = .10$

Immediate Skill (IS)

22. No significant relationship will be found between the measure of immediate skill (IS) and the degree of preference for prose learning.

Relationship of IP and IS for prose learning not significant: Supported

23. No significant relationship will be found between the measure of immediate skill (IS) and the degree of preference for modeling.

Relationship of IP and IS for modeling not significant: Supported

24. No significant relationship will be found between the measure of immediate skill (IS) and the degree of preference for shaping.

Relationship of IP and IS for shaping not significant: Not Supported

The results of multivariate, univariate, and Scheffe' post hoc procedures have been reported in this chapter. Significant between-group differences (main effects) were found for both acquisition and retention of knowledge and skill. Univariate tests with partitioned alphas revealed that the differences between groups in terms of skill (IS and TS) were significant. Subsequent Scheffe' post hoc tests indicate that immediate skill scores (IS) of the four active treatment groups are significantly greater than those of the controls. It was also found that there was no significant difference between prose unit and shaping IS scores nor between modeling and combined method TS scores. Ss in modeling and combined procedures scored higher on TS than did Ss in the prose group. The interaction between class and group was significant for the affective measure multivariate test. With a univariate α of .05, the interaction was significant for the S variable. Of the correlation between Ss' preference for the instructional method experienced and the IS and IK scores, only the correlation between IP shaping and IS and IK were significant ($p = .001$ and $.06$, respectively). The final chapter of this study, Chapter IV, will discuss these results and their implications for counselor training and for future research in the area.

Chapter IV

Discussion

Overview

This experiment compared the effectiveness of various instructional methods on the teaching of the skills and procedures associated with the termination of counseling contact. The instructional procedures contrasted were modeling, shaping, prose learning unit, and a procedure which was a combination of the three previously mentioned instructional modes. The modeling method consisted of a narrated videotape of a counselor terminating formal contact with clients under conditions in which the objectives for counseling had been attained and also when they had not. The videotape unit identified various occasions for termination and modeled the procedure appropriate for each based upon the Michigan State University model for Systematic Counseling. The shaping procedure utilized graduate-level trainees interacting with the subjects individually to shape their initial performance of the termination process into one which corresponded to the procedure specified by the Systematic Counseling model. The prose learning unit presented the termination procedure in a learning unit. In the combined method procedure Ss read a 20-minute unit covering termination procedures, saw a 20-minute videotape of a counselor terminating a client, and finally engaged in a role-played termination with graduate-level trainees who used the shaping procedure to make trainee behaviors more congruent with the Systematic Counseling model. All methods presented identical information and were approximately one hour in duration. A control group which received

no instruction concerning the process for termination of counseling contact was also included in the analysis of skill and knowledge acquisition.

The termination process taught the subjects in the study was a four-step process:

1. Explain the rationale and procedure for termination.
2. Manage client/counselor resistance to termination.
3. Conduct transfer of learning.
4. Plan monitoring of client performance.

These steps involved the performance of 19 behaviors (Appendix N). Since the relevance and content of some of the required behaviors were dependent upon the reason for and circumstances of the termination, the instructional materials included procedures for termination under conditions of attained and unattained counseling objectives.

The termination procedure was presented in a one-hour instructional period which was immediately followed by an evaluation of the experience and written and performance tests. During the instructional hour Ss in the control condition reviewed material concerning other aspects of the counseling process, but did not cover the termination phase. Following their hour review session, control Ss completed the same 17-item knowledge and role-played performance tests as Ss assigned to the four active treatment conditions. Retention of knowledge of the termination procedure and transfer of skill in termination to actual counseling settings were measured for Ss in the active treatment groups. The measure of knowledge retention was an 11-item paper-and-pencil follow-up test given 14 weeks after the instructional

phase. Transfer of skill to an actual counseling setting was measured by ratings of an audiotape of the termination session for the first client terminated during the Ss' practicum. These tapes were made 12 to 14 weeks after the instruction concerning termination.

Ss in the study were master's degree candidates in counseling at Michigan State University. They had volunteered to participate in the study and were aware that its purpose was to compare methods for teaching a counseling skill, but did not know which methods were to be compared. The original 68 volunteers were randomly assigned to one of the active treatments or to the control condition one week prior to the study. They were not told what method they would experience. On the day of the study 62 of the 68 were present. These Ss were the sample for the study.

The criterion measures for the study were formulated to examine the impact of the various instructional methods representing differential levels of fidelity in simulation in terms of knowledge and skill acquisition, satisfaction with the instructional experience, confidence in one's ability to execute the specified behaviors, retention of information, and transfer of skill to the actual counseling setting. Skill scores (immediate and transfer) were based on the ratings of three independent raters with interrater reliabilities of .99 and .98 on immediate and transfer skill measures, respectively. The knowledge acquisition and retention measures were paper-and-pencil tests covering information on termination procedures and rationale. The measures of satisfaction with the instructional experience and confidence in one's ability to terminate counseling contact were

pencil-and-paper measures of combinations of semantic differential and Likert-type items. Affective, transfer, and retention measures were not given to Ss in the control condition. The last measure for the study, instruction preference, was completed prior to the study. All students in ED 819D were asked to respond to six concepts in terms of their reaction to them as instructional procedures in counselor education. Three of the six concepts rated corresponded to the prose learning unit, modeling, and shaping procedures included in the study. At the time Ss completed this preference measure they were unaware that they would later be asked to participate in a study on instructional methods and Ss' expressed preference in no way affected their assignment to treatment or control groups. Preference score for the instructional procedure experienced (prose unit, modeling, or shaping) were correlated with scores of knowledge and skill acquisition.

It was hypothesized that Ss in the active treatment groups would have higher scores on knowledge and skill acquisition than those in the control group. It was further hypothesized that Ss who read information on termination (prose unit and combined groups) would score higher on the knowledge measures than those who were not exposed to written material. Ss who observed (modeling), experienced (shaping), or observed and experienced (combined methods) the termination process would score higher on skill acquisition measures and would express greater confidence in their ability to terminate clients. In terms of knowledge retention, the same order of effectiveness expected for the acquisition phase was predicted. The continued

superiority of combined and modeling methods over prose unit and shaping was expected for transfer skill measures.

Correlations between the preference scores for the instructional method experienced and their levels of knowledge and skill acquisition were expected to be non-significant at $\alpha = .05$ and at $\alpha = .10$. The design was an unbalanced posttest-only design. The data were analyzed using MANOVA with multivariate and univariate F-values reported. Scheffe's post hoc procedures were used to test specific hypotheses where significant univariate overall group effects were detected. Multivariate alpha levels were set a priori at $\alpha = .05$ and reported at $\alpha = .10$ as well. In order not to exceed these significant levels, the multivariate alpha was partitioned for the univariate test for the various individual measures. The univariate alpha level for all measures was .025 or .05, depending upon multivariate level $\alpha = .05$ or $\alpha = .10$.

Limitations

Before suggesting conclusions that could be drawn from this experiment, certain limitations should be noted. Each has implications for the interpretation of the results and conclusions of this study and for the development of future related research.

Design. The experimental design was a posttest-only model with a follow-up to assess retention of knowledge and transfer of skill. The follow-up was considered a strength in that it made it possible to consider the differential long term impact of instructional methods in these two very important areas (knowledge and skill). However, the introduction of the delayed measures into the design

presented the possibility of confounding due to S mortality. For the knowledge measure where attrition was low (three Ss), the probability that the group completing the delayed measure (DK) was in reality very different from that completing the initial measure (IK) is not great. With the transfer of skill measure (TS) for which 17 Ss were deleted because of failure to reach the point of termination during their practicum, the notion of confounding due to mortality is more tenable. Though attrition seemed to be spread over all treatment groups, it is not unreasonable to believe that Ss completing the transfer of skill measure differed from those who did not. Some possible areas of difference are those of skill and/or motivation. The effects of history must also be considered as possibly confounding the two follow-up measures.

Sample. The use of a sample of volunteers from one state university rather than a sample randomly selected from the general population of master's level counseling students technically limits the generalization of study conclusions. This limitation to external validity is tempered by the Cornfield and Tukey (1956) argument for the generalization of results from such studies to similar populations. For purposes of generalization a summary of demographic information was included in Chapter II. The extent to which such generalization is appropriate must be determined by the reader.

Measures. The immediate and delayed knowledge measures were intended to cover each of the four steps of the termination process and also to assess overall understanding of the total process. Total scale reliabilities were adequate (.78 and .67 for IK and DK,

respectively). However, multivariate analyses indicated that the total scores were not effective in discriminating between groups. Subsequent analyses of individual items and subscales (IK and DK) resulted in discrimination between groups for the MANOVA with individual items on (IK). No discrimination was possible on IK or DK using subscales scores. The univariate values for the IK items indicated that the between-group differences on only one item (item four) were statistically significant at adjusted multivariate $\alpha = .05$ or $.10$. Reliabilities of subscales were very low (.04 to .39 for DK; .26 to .64 for IK) and the subscales were therefore not used in the analysis. Based on this information and the consideration of item means and standard deviations, there may well be question as to the sensitivity of these measures for making precise discriminations between Ss in terms of knowledge level.

Termination. The experiment focused upon the teaching of termination skills and procedures. This process involves numerous rather concise behaviors which were relatively easy to identify and rate. The results of this experiment may be related to characteristics of this particular concept and may not be generalizable to less specific or concrete processes.

Procedure. The instructional and immediate testing time for each S was approximately one hour and forty minutes. Staggered scheduling was used to alleviate waiting for skill tests, but at several points role players were behind and Ss had to wait several minutes before their skill measure. In addition, a number of Ss did not bring their room and time assignment sheets and were confused as

to where they should be. Both of these factors may have resulted in frustration and confusion for some Ss.

Methods. The instructional procedures compared in this study were examples but not necessarily exemplary instances of prose units, modeling, shaping, and their combination. Primarily, the procedures represented differing levels of fidelity in simulation. The insurance of content and length comparability across treatments made the development of pure exemplars more difficult. Accordingly, it is suggested that the reader review the materials and procedures in order to assess the degree to which they are exemplars of the methods considered.

Conclusions and Implications

This experiment was designed to compare prose unit, modeling, shaping, and a combination of the three as levels of fidelity in simulation in counselor education. The MANOVAs showed significant differences between groups on immediate and transfer skill but not on measures of knowledge acquisition and retention, satisfaction with the procedure, or confidence in the performance of termination (the skill taught). Post hoc tests of the immediate skill hypothesis did not support the existence of statistically significant differences between the treatment groups in this study. The lack of significant difference between lowest (prose unit) and high fidelity (shaping) procedures was supported. Post hoc tests for transfer skill supported the predicted superiority of the combined procedure (multiple levels of fidelity) and modeling (moderate level) over the prose unit (low level). From these results the moderate level of fidelity (modeling)

and combination of levels (modeling, prose unit, and shaping) are not significantly different and are the most effective of the procedures considered for the transfer of termination skill to the practicum setting.

Though between group differences were not statistically significant for immediate skill acquisition, an examination of group means reveals the largest mean score for Ss in the procedure combining all three levels of fidelity (combined). The moderate (modeling) and high level (shaping) procedures have very close mean scores on this variable. The lowest level of simulation fidelity (prose unit) had the lowest scores on skill and knowledge acquisition and transfer and retention.

Considering the study results in terms of levels of simulation, the prose unit which was the lowest level of fidelity for skill and highest for knowledge, proved least effective on both criterion measures. It was inferior not only in teaching behaviors (IS and TS), which represented a mode quite different from that of the method (prose unit), but also in knowledge acquisition (IK) and retention (DK) for which the tests and instructional modalities were quite similar. The differences between the highest level (shaping), an intermediate level (modeling), and the combination of levels were not significant. However, examining group means, the method combining various levels of fidelity proved most effective on information and skill measures. This result was anticipated from the research reviewed in Chapter I and cited in support of the hypothesis in the third chapter. It is probable that the modes reinforce and/or

augment each other. Accordingly, the prose unit section directed Ss attention to relevant information (acting much as a preorganizer); the modeling segment demonstrated procedures and focused attention on relevant behaviors; and the shaping phase provided an opportunity to integrate the learnings of the previous stages. During this final phase Ss could identify weak elements of their performance and review (mentally or overtly) the appropriate behaviors. While it might have been expected that this procedure would be superior to that of shaping because the latter does not present the information as systematically, Ss are not aware of the expectations, and perfection of performance takes longer when one must also determine what behaviors are appropriate, the superiority was not verified. The benefit of practice or received feedback for acquisition or retention of skill was not demonstrated.

With respect to skill acquisition and retention, it does not appear that the incorporation of multiple levels of fidelity into the instruction adds significantly to its impact as compared to a moderate level. This study cannot support the differential efficacy of high fidelity procedures (shaping) and moderate level approaches (modeling) in the acquisition of termination skills. The findings do indicate that the multi-level procedure (combined) and the moderate level approach (modeling) may foster greater skill retention than the lowest level method (prose unit) though acquisition levels do not differ significantly in a statistical sense. This difference between the groups for retention may be a function of either increases in skill in the multi-level and modeling groups over time, decreases in the skill of the prose group, or both. In any case it appears that a procedure including moderate or various levels of fidelity is superior to one using only

the lowest of the levels for retention and transfer of skill. Further, since the modeling component is the common element between these two superior procedures, it may play a very significant role in retention or augmentation of skills. It may be that the superiority of a behavioral model over a lower fidelity written model is in terms of retention and transfer of behaviors rather than in acquisition.

In terms of statistical significance, there is no evidence that level of fidelity has any bearing upon knowledge acquisition or retention. An examination of group means indicates that on the knowledge measures the highest fidelity procedure resulted in lowest scores. However, the differences between the means for the procedures for all levels of fidelity were so small that there is no indication that lower fidelity methods are more effective.

The findings on the affective measures of satisfaction and confidence are difficult to summarize due to the treatment X group interaction. On satisfaction (S) and confidence (C) the shaping method (high fidelity) was rated more positively than the combined method (multilevel) treatment by both a.m. and p.m. sections. It is suspected that Ss may have enjoyed the prolonged contact with their supervisor and extensive feedback on their performance (shaping) and that in the combined procedure the necessity of switching instructional modes and locations after relatively brief instructional phases (20 minutes) may have been disruptive and/or frustrating to some Ss.

Comparing the costs (initial and ongoing) associated with the four instructional methods from most- to least-expensive for counselor education programs, the order would be shaping, combined, modeling, and prose unit. Given the lack of statistically significant difference

between the shaping, combined, and modeling groups and the long term superiority of the combined and modeling procedures over the prose unit, the use of combined and/or modeling procedures in counselor training is indicated.

The provision of supervisors for the shaping or practice phase of the combined procedures would be a continuous expense for training programs. In view of the low supervisor to student ratio possible for this costly phase of the instruction, it is believed that the continuous cost of the combined procedure would be far greater than those involved in the maintenance of the videotapes and equipment involved in the modeling procedure. Initial costs for the modeling methods would include the development of videotape models; cost for the combined procedure would include development of a prose unit as well as the model tape. In view of the lack of significantly differential impact on acquisition and retention it appears that, as the procedures were utilized in this study, modeling (moderate level of fidelity in simulation) is more economical for the training institution than a procedure which combines the various levels of fidelity.

It was expected that the correlation between S's preference for the method experienced and skill (IS) and knowledge (IK) acquisition scores would not be significant. This was found to be true for prose unit and modeling, but not for shaping. This finding may have been related to the differential level of involvement required by the procedures. Prose unit and modeling were passive instructional procedures involving little overt activity and in all probability little anxiety. By contrast, the shaping method required the Ss' active participation and would be expected to generate considerable

anxiety especially during the initial interaction or exposure. In light of these differences one might hypothesize that when the instructional method requires minimal student involvement affective responses to the procedure are not particularly related to knowledge or skill acquisition. However, when Ss are asked to become actively involved in the learning experience, their affective response to the procedure is directly related to the resultant learning. It seems logical to assume that predispositions for liking or disliking an experience are most likely to affect the outcomes of the experience if one is required to act. The activity requirement brings attitudes and preferences into a focus or awareness which could impede or facilitate learning depending upon the direction of the attitude.

The statistically significant findings of this study, as well as the observed direction of other contrasts which were not significant in a statistical sense, yield the following conclusions:

1. Moderate (modeling), high (shaping), and multi-level procedures (combined method) may all be considered more viable means of teaching counselor trainees the skills associated with termination than lowest fidelity procedures (prose unit), if retention of skill is the variable deemed important.
2. Due to the lack of statistical significance between multi-level (combined), high (shaping), and moderate level (modeling) procedures in terms of skill, knowledge, or affective measures, the choice of instructional method could be based upon cost-effectiveness assessments.
3. The various levels of fidelity in simulation and the combination of levels are not significantly different in the acquisition and retention of knowledge.
4. When Ss are to be actively involved in an instructional procedure, consideration of their attitude toward that procedure may be a variable worthy of consideration.

Suggestions for Future Research

Various areas for future investigation can be generated from this study. Some of the possibilities are listed below:

1. This experiment focused upon high, moderate, and low levels of fidelity in simulation and their combinations in terms of their impact on acquisition and retention of termination information and procedures. Future research might relate acquisition and retention rates and investigate differential loss or gain associated with these four variations of the fidelity variable. Such additional information could be very useful in predicting transfer and retention effects.
2. Further exploration of the relationship between instructional preference, outcome measures, and characteristics of the instructional procedure is a fertile area for future research. Future research could further pursue the possibility that degree of S involvement in an instructional experience may interact with instructional preference to affect learning. The effect on retention could also be studied.
3. The comparison of the impact of the various levels of fidelity (prose unit, modeling, shaping, and their combination) should be replicated with termination and other specific skills and types of material. It is possible that there may be an interaction between method and material taught such that the fidelity of instructional experience may be more or less relevant for acquisition and/or retention of knowledge and skill depending on the type of material presented.
4. Further research on the affective responses of satisfaction with an instructional procedure and confidence in one's ability to perform the specified behaviors would be useful. Such research could explore and relate facets of Ss' satisfaction with instruction and confidence in their ability to perform to acquisition and retention on performance and knowledge variables.
5. Additional studies which compare low, moderate, and high fidelity procedures and their various combinations could be used to verify the conclusions of this study and to isolate what particular level(s) or procedure(s) facilitate(s) greatest acquisition and retention.

Conclusion

The writer believes that the study has provided data on the differential efficacy of the levels of fidelity in simulation represented by modeling, shaping, prose unit, and their combination. Efficacy was measured in terms of acquisition and retention of the skills and

information associated with the termination of counseling contact. It is hoped that conclusions of this study will serve as an impetus for further research on levels of simulation in instructional procedures and on the relationship of learner attitude toward instruction to learning. Research which replicates and builds upon this study can contribute significantly to the increasing body of counselor education research which attempts to identify the most efficient and cost-effective means of training people for the helping professions.

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APPENDICES

APPENDIX A

SYSTEMATIC COUNSELING: A GENERAL INTRODUCTION

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Norman R. Stewart
Bob B. Winborn
Richard G. Johnson
Herbert M. Burks, Jr.
James R. Engelkes

Counseling Systems Research Project
Department of Counseling, Personnel Services,
and Educational Psychology
College of Education
Michigan State University

January, 1973

SYSTEMATIC COUNSELING

In 1967 the counselor education faculty at Michigan State University made an evaluation of the master's degree program in counseling. From this study, which revealed a number of weaknesses in the existing program, a new model was developed for counselor preparation. This model was entitled "Systematic Counseling." The purpose of this brief paper is to provide an introduction to this approach. Systematic Counseling will be defined, its scientific bases will be specified, and its distinguishing features will be outlined. Finally, a brief overview of the major steps in the Systematic Counseling process will be presented.

I. Definition

Systematic Counseling is an approach in which the various aspects of the counseling process are clearly identified and organized into a sequence designed to resolve the client's concerns efficiently as well as effectively.

II. Scientific Bases

Systematic Counseling represents a synthesis of three scientific approaches--learning theory, systems analysis, and educational technology. Learning theory and the principles of behavior modification provide the theoretical and experimental base. Systems analysis provides the organizational framework, and educational technology is the source of methods and materials.

III. Distinguishing Features

There are several features of this approach which, when taken in combination, serve to distinguish it from other approaches to counseling:

- A. Counselor and client establish a mutually agreed-upon objective for counseling and then work toward the attainment of that objective.
- B. The objective is stated in terms of specific observable behaviors.
- C. The counselor directs specific learning experiences designed to help the client attain his objective.
- D. As suggested in the proposed definition, an attempt has been made to identify the elements of the counseling process and to place them into an optimal sequence. It should be stressed, however, that while this sequence is considered

ideal for most situations, flexibility is provided for situations which deviate from the usual.

- E. In this approach, counseling is viewed as a learning process. Through counseling, the client learns new ways of obtaining information, new ways of making decisions, and new ways of responding to his environment. Moreover, he learns how to apply these learnings to other situations beyond those concerning the problem which brought him in for counseling.
- F. The counselor uses a wide variety of resources in terms of both techniques and people in helping the client to attain his objective for counseling. Besides such "standard" counseling techniques as listening, reflecting, clarifying, asking questions, summarizing, and furnishing information--nearly all of which are strictly verbal in nature--the counselor uses a number of additional techniques or procedures as well. For example, he may arrange for the client to observe a model of the desired behavior, whether live, audio-taped, or video-taped; he may arrange for a client to visit a place of business; he may set up behavior contracts or use other forms of contingency management; he may use counter-conditioning or role-playing. Most of the latter procedures are not limited to the verbal medium. The counselor also frequently involves significant others in the client's environment (e.g., teachers, parents, and peers) to observe client behavior and dispense reinforcement for appropriate client behaviors.
- G. Monitoring and evaluation of both client and counselor performance are built-in aspects of this approach to counseling.
- H. Finally, systematic counseling incorporates a self-corrective mechanism by which results from evaluating the counselor's behavior are fed back to the counselor to help him in working with other clients.

IV. Major Steps in Systematic Counseling

Attached is a simplified flowchart of the major aspects of the Systematic Counseling process. A flowchart is merely a graphic, sequential description of the functions and decisions involved in the counseling process. You will note that each element, or function, of counseling is enclosed in a box and is labeled by a verbal statement, or descriptor. The arrows indicate the order in which the various functions are to be performed, starting at the upper left corner and proceeding in counter-clockwise direction. Let us now look more closely at certain sections of the flowchart:

Function 1.0 -- In Systematic Counseling, as in other approaches, we start with the counselor as the main functionary. Succeeding aspects of the flowchart will show what the counselor does.

Function 2.0 -- The first specific function with which the counselor is concerned is that of processing the client referral. The referral may originate in a number of ways. It may be based on counselor observation; or the case may be called to the counselor's attention by others, such as teachers or other school personnel, by individuals or agencies in the community at large, or by parents or other members of the client's family. Or, the client may be a self-referral. If he decides that this is not an appropriate case for him to handle, he will help the client find appropriate assistance from other sources.

Function 3.0 -- If the counselor accepts the referral, he then prepares for the interview. This involves arranging for an appointment and reviewing any available data on the client.

Function 4.0 -- During the first interview, the counselor explains the counseling relationship to the client. This involves explaining briefly the purpose of counseling, the respective responsibilities of counselor and client, the kinds of things focused on in counseling, and the limits under which counseling is conducted.

Function 5.0 -- The counselor then proceeds to construct a model of the client's concerns, i.e., he engages the client in conversation about the difficulty so as to understand the problem in all relevant aspects. He then verifies or checks his picture of the client's concerns with the client himself.

Function 6.0 -- Next, counselor and client decide upon a mutually acceptable goal and specific learning objective for counseling.

Function 7.0 -- The next major phase is to determine and implement a strategy for attaining the client's learning objective. Major strategies include information-seeking, decision-making, and behavior modification. Examples of behavior modification procedures commonly used are modeling, simulation, reinforcement, and extinction. A plan of attack including intermediate objectives and specific steps to be taken by client and counselor is decided upon, and these steps are then carried out.

Function 8.0 -- In this phase, client performance is evaluated, both in terms of improvement over the initial, presenting level of problem behavior and in terms of whether the learning objective has been attained. If the objective has not been attained, it is then necessary for counselor and client to "recycle" through (repeat) Function 7.0, "Implement

Strategy," after which client performance is again evaluated.

Function 9.0 -- After the objective has been attained and there is no apparent need for further counseling, the counselor proceeds to terminate regular contact with the client. He begins by explaining the rationale and procedures for termination and resolves any client or counselor resistance to termination. Next, he conducts transfer of learning, emphasizing how the strategies and skills learned during the counseling process can be applied by the client to future problems. Finally, he establishes a plan for monitoring the client's performance for a reasonable period of time after the termination of counseling.

Function 10.0 -- In this phase the counselor follows up or monitors the client's performance. This procedure usually involves one or more of the following: (a) observing the client's behavior directly; (b) asking the client how he is progressing, usually in brief checkup interviews; (c) requesting information from others in the client's environment who are familiar with his performance; and (d) examining records and other written data concerning the client's behavior. If the client encounters difficulty, provision is made for further counseling.

Function 11.0 -- If the client has demonstrated successful performance during the follow-up period, the counselor proceeds to close the case. As part of this process, he invites the client to return if new problems should develop and then completes his interview notes and other records concerning the case.

Function 12.0 -- The next phase involves an evaluation of the counselor's performance. Here, the counselor may engage in introspection and may also seek the help of others in evaluating his performance, including the client, fellow counselors, teachers, supervisors, and others who are familiar with his work with a particular client.

← (F) — In the next and concluding step, the information resulting from the evaluation of the counselor's performance is transmitted or "fed back" (as indicated by the symbol "F") to the counselor to help him adapt his methods so as to be more effective and efficient with the next client. This closes the loop and completes the cycle, thus emphasizing the self-corrective nature of the Systematic Counseling process.

Figure A-1. Systematic Counseling

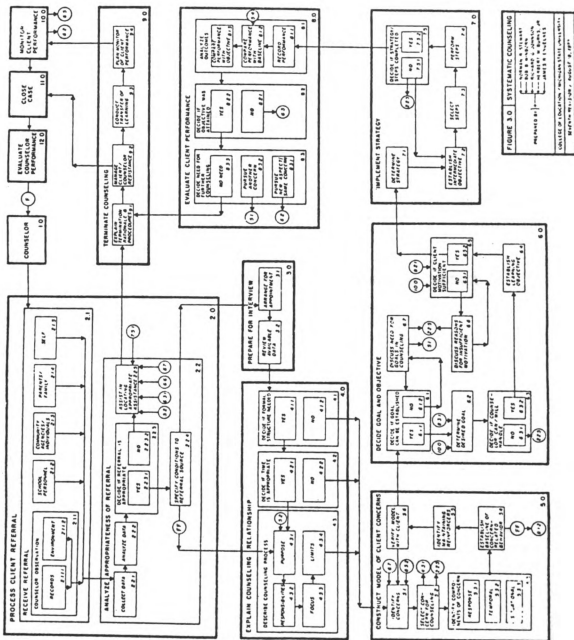


FIGURE 3.0 SYSTEMATIC COUNSELING

[illegible]

only 1.6% of the sample was in the "very high" category.

APPENDIX B

PROCEDURE FOR THE TERMINATION OF COUNSELING CONTACT

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PROCEDURE FOR THE TERMINATION OF COUNSELING CONTACT

I. INTRODUCTION

- A. Termination procedure varies with different occasions and circumstances**
- B. Occasions for termination**
 - 1. Termination when objectives have been attained**
 - a. Client has attained initial objective and doesn't wish to continue**
 - b. Client has attained all objectives identified**
 - 2. Inappropriate referral**
 - a. Beyond counselor capabilities**
 - b. More appropriately handled by another agency**
 - c. Concern not within the normal range, therefore not congruent with counselor role**
 - 3. Termination when objectives have not been attained**
 - a. Lack of sufficient motivation**
 - b. Lack of identification of and commitment to goals and objectives**
 - c. Counselor lacks skills necessary to deal with concern**
 - d. Concern more appropriately handled by another agency or agent**

II. TERMINATION UPON ATTAINMENT OF OBJECTIVES

- A. Occasions**
 - 1. Counseling is terminated when client's behavior has reached specified level under the conditions designed by the learning objective (6.4) and no further work is needed on that or another concern**
 - 2. Ground work for termination for this case should have been laid in the explanation of the counseling process focus (4.3.3) and limits (4.3.4)**

B. Steps

1. Explain termination rationale and procedures

- a. Explain that counseling is of limited duration, designed to assist client in dealing with a specific concern, the resolution of that problem makes the conclusion of contact appropriate
- b. Prior to ending the counselor will
 - 1) Identify learnings and discuss how they can be related to other concerns
 - 2) Discuss rationale, process, and means for the monitoring of client performance (if monitoring is deemed appropriate)
 - 3) Encourage the client to view termination as the natural end of a successful change project

2. Manage client/counselor resistance

- a. Client resistance
 - 1) Expressed in terms of reluctance toward or fear of ending counseling
 - 2) Function of client's feeling of inability to function without counselor's aid and approval, support, etc. (dependency)
 - 3) Manifestations
 - a) Client indications that there are other things that he would like to discuss while unable to specify a particular concern
 - b) Client asking counselor if they can continue to be "friends" or to see each other socially
 - c) Showing hesitance or distress at the prospect of discontinuance of the regular contacts
 - d) Asking the counselor if he can call and come in any time that problems arise or he feels unhappy, insecure, etc.
 - 4) Counselor must discourage dependency and encourage self-confidence
 - a) Emphasize the client's role in the successful achievement of the objective
 - b) Communicate belief that client is able to function independently
 - c) Focus upon the things that the client has learned and done in counseling that will have value in effectively handling situations that might previously have given the client problems
 - d) Use a tapering off period if necessary so that frequency, length, and direct contact with the client are gradually reduced

b. Counselor resistance

- 1) Client has come to fill counselor personality need (e.g., power, success, admiration, gratitude, etc.)
- 2) Client has been a "good" client (e.g., cooperative, capable, successful, conscientious, etc.)
- 3) Results of counselor dependency and attachment
 - a) Counselor may unwittingly encourage client dependence and prolong contact
 - b) Weakening of counseling relationship, often resulting in contact which is more social than professional
- 4) Resolution
 - a) Counselor must examine vested interest in prolonging the counseling relationship to identify reasons for reluctance
 - b) Counselor must deal with own reluctance and terminate contact

3. Conduct transfer of learning

- a. Counselor's goal is to provide client with coping skills which will make it possible for him to function independently in a variety of situations**

b. Steps

- 1) Identify skills, behaviors, and strategies learned in the counseling process
- 2) Focus on how these were used and with what consequences
- 3) Identify other situations in which these skills, behaviors, and strategies may be useful
- 4) Identify ways learnings can be used to secure reinforcement from the environment
- 5) Highlight the problem solving process
 - a) Defining the problem carefully and specifically
 - b) Identifying relevant variables and information
 - c) Determining the desired change or resolution
 - d) Developing specific objectives
 - e) Planning and implementing strategies
 - f) Evaluating performance

4. Plan monitoring of client performance

a. Occasion

- 1) Though the expectation is that change effected during counseling will be maintained, relapses do occur

- 2) Monitoring detects problems encountered in maintaining changes and provides data if further intervention is needed
 - 3) Monitoring is not always appropriate, but is appropriate in cases in which the behavior changed is ongoing or repeated rather than a one-shot act or some of very limited duration
- b. Steps
- 1) Decide if monitoring is appropriate
 - 2) Decide what data is necessary to monitor performance and how and by whom such data is to be collected
 - 3) Explain the rationale and procedure for monitoring to the client
 - 4) Secure client agreement
 - 5) Determine the duration of the follow-up period, the frequency of checks, and the amount of time (counselor, client, and other) to be devoted to the follow-up activities
 - 6) As a result of monitoring (10.0) the counselor will either close the case (11.0) or do more work with the client to effect the maintenance of the desired behavior at an acceptable level

III. INAPPROPRIATE REFERRAL

A. Occasions

1. Most are detected early (2.2.3) on the basis of an analysis of available data (2.2.2)
2. Reasons
 - a. Beyond counselor capabilities
 - b. More appropriately handled by another agency or agent
 - c. Concern not within the normal range; therefore not congruent with counselor role

B. Steps

1. Explain rationale for termination in terms of 4.3
 - a. Does not consider the problem within the range of normal concerns
 - b. Institutional guidelines or restrictions with respect to its counseling services exclude problem
 - c. Counselor's experience with concerns such as that of the client is limited and therefore another counselor or agency would be more helpful to the client

- d. Counselor does not feel that he has at his disposal the resources necessary to help the client

2. Manage client/counselor resistance

a. Client resistance

- 1) Recognize that client may resent counselor reluctance or refusal to handle case and may consider it a personal rejection
- 2) Assure client that the assistance which the counselor proposes will be more beneficial to the client and that the referral is not a personal rejection

b. Counselor resistance

- 1) Recognize that counselor may be reluctant to give up a challenging case, one in which he has some personal interest, or what seems to be a good client
- 2) Resolve resistance and prepare for termination

3. Locate appropriate assistance

- a. Make appropriate referral
- b. Report referral to initial referral agent (if possible without violation of confidence)

4. Close case

IV. TERMINATION WHEN THE OBJECTIVE HAS NOT BEEN ATTAINED

A. Occasions

- 1. Departure of client or counselor
- 2. Lack of sufficient motivation to work on the concern
- 3. Inability or unwillingness to specify goals and objectives for counseling
- 4. Awareness that effecting the desired change will have negative consequences with which client is unable or unwilling to cope
- 5. Unrealistic objectives which client refuses to modify but cannot attain

B. Steps

- 1. Communicate with the client without displaying anger or rejection that would inhibit the client's return to

counseling at such time that chances for success would be greater

2. Explain the rationale for the termination based on the explanation of the counseling process (4.3) or other factors
 - a. That the client is responsible for carrying out assignments associated with the strategies selected to foster the desired changes
 - b. That the counseling process involves setting goals and working toward them
 - c. That changes in circumstances since the beginning of counseling make the continuation of counseling impossible
 - d. That the duration of counseling and the counselor's resources are limited and that since the attainment of the objective is impossible or improbable, further expenditures on that objective seem ill advised
3. Manage client/counselor resistance
 - a. Encourage the return of the client at such time as he feels it would be beneficial
 - b. Encourage the client to work independently, if appropriate
4. Close the case (11.0)

APPENDIX C

**MATERIALS AND INSTRUCTIONS FOR
TREATMENT SUPERVISORS**

APPENDIX C

MATERIALS AND INSTRUCTIONS FOR TREATMENT SUPERVISORS

ITEM 1 - General Information for Supervisors

This information is intended to provide an overview of the study and your role. You will also have detailed instructions for the method you will be working with. I have also included for your information an outline and narrative of 9.0 - Terminate Counseling.

The study is a comparison of the following instructional methods:

- Shaping
- Modeling
- Written Materials
- Combined Procedures (written, modeling, shaped practice)
- Control (no treatment)

The phases and time table are:

February 25:	Instruction	60 minutes
	Evaluation	
	a) cognitive measure	10 minutes
	b) reactions to method	10 minutes
	c) performance test	
	(role-play)	20 minutes
Spring Term:	Cognitive measure	
	Performance evaluation of practicum	
	tape of 9.0	

Trainees are allowed to take notes if they wish but should not be encouraged to do so. Since other groups will receive no materials to take home to study and review prior to the spring follow-up, the groups exposed to the written materials will be asked to leave them with the supervisor. It was felt that if these trainees kept the materials, they would be shared with trainees from other groups and possible between group differences that may have been evident at the spring testing of knowledge and performance would be reduced or eliminated.

To decrease the likelihood of interaction during the instruction, it is desirable for trainees to be seated throughout the space available in the room. It is also preferable for them to stay in the rooms until 3 - 5 minutes before the scheduled period of time has elapsed so as to reduce interaction with member from other groups. The schedule is staggered but due to space limitations usually one group will be entering a room as another leaves. Supervisors must also move from one location to another in some cases. There is no time

specifically allotted to changing rooms so it is expected that a few minutes be cut off the end of a phase when trainees must change rooms for their next phase.

The times on your schedule are student arrival times. I will try to have everything set, but if you could get to your room a few minutes before the scheduled time to check things out and read any last minute notes from me, etc., I'd rest easier.

I also want to let you know how much I appreciate your help; without it the study would certainly not be possible. If at any time in the future there is anything I can do to help you with your research or other projects, please let me know.

ATTACHMENTS: Procedure for the Termination of Counseling Contact
(Appendix B)

Instructional Unit for the Prose Group (Appendix E)

ITEM 2 - Instructions for Modeling Group Supervisors

Your role is essentially that of monitor and operator of the videotape playback unit. The modeling is presented on a videotape which lasts approximately 55 minutes; the instructional period is 60 minutes so there is little extra time. Since the study is designed to assess and compare the impact of modeling and other instructional methods, it is important to control other potentially confounding variables. For this reason, I ask that you discourage discussion of the materials and inform me of any events or circumstances which you feel might cause or affect group reaction to the materials. Questions should be discouraged.

Prior to beginning the videotape (which will be set up for you) you should explain that they will be seeing models of Terminate Counseling 9.0 and that after the videotape they will evaluate the experience and finally move to another room for the role-playing experience which will assess their mastery of the material.

ITEM 3 - Instructions for Prose Unit Group Supervisors

Your function is essentially that of monitor. The prose unit is designed to last approximately 60 minutes; but, of course, reading time will vary. Since the study is designed to evaluate and compare the impact of the instructional methods, it is important to control other potentially confounding variables. For this reason I ask that you discourage discussion of the materials and also that you inform me of any events or circumstances which you feel might cause or affect the group reaction to the materials. You might suggest that trainees who finish early review the materials. They are not to take the units with them and all units should be collected as the trainees leave. Questions on the material should be discouraged and trainees instructed to reread or think about the point raised.

After the instructional period, the trainees are to complete the evaluation and finally to go to the locations scheduled for their performance test. Both supervisors and trainees will have copies of the room assignments for the evaluation and performance test.

Before distributing the learning units you should explain what the trainees will be doing and indicate that the evaluation and performance phase will follow the instructional period.

ITEM 4 - Information for Control Group Supervisor

The control group will participate in a 60 minute "debugging" clinic on 1.0 - 8.0, the functions covered prior to February 25, 1975. The clinic will include information, questions, answers, models, role play, etc. as deemed appropriate to the needs of the group. It should not cover Terminate Counseling (9.0) or any of the functions involved in this phase of the counseling process.

After the "debugging" period, trainees in the group will take a short test (written test - 10 minutes) on the procedures for Terminate Counseling (9.0) and will participate as counselors in a taped role-played rehearsal of the Terminate Counseling function.

A brief explanation of the rationale for the control group and their testing prior to receiving instruction should be offered and might be as follows:

"As indicated in the information distributed on the study at the time you signed up, four groups would be instructed in 9.0 today and one group of students would have their 9.0 instruction delayed for one week, until March 4. Students who were randomly assigned to this group will cover the 9.0 material next week. The "pre-testing" is designed to determine how much trainees know about termination prior to receiving any instruction. It will be used to attempt to identify a baseline that can be used in the subsequent development and presentation of instruction on 9.0, Terminate Counseling. Since performance is ungraded, the pretested can in no way influence your grades but it will probably sensitize you to the demands associated with termination, so that you may get more from the instruction next week."

Activities should be structured so as to reduce the time available for discussion or brainstorming on 9.0 and the supervisor should attempt to downplay the "test" aspect of the role-play in order to keep anxiety levels as low as possible.

ITEM 5 - Instructions for Supervisors of the Combined Group

This group of trainees have a 60 minute instructional period divided as follows:

Written Material	20 minutes
Model (Videotape)	20 minutes
Role-played shaped practice	20 minutes

The first two parts will occur in the same room and then trainees will move on for their shaped role-play. After this practice, they will evaluate the experience and participate in a final role-play which is their performance test.

Essentially your function will be that of monitor if you are assigned to the written and modeling phase. The videotape machine will be threaded and ready to start. Since it is the purpose of the study to assess and compare the impact of instructional methods, it is important to keep content constant and to control potentially confounding variables. For this reason, I ask that you discourage discussion of the materials and inform me of any events or circumstances which you feel might cause or affect group reaction to the material.

Trainees who finish the written materials early might wish to review the unit since they cannot take these materials with them. When the model is finished students should move to their assigned room for the shaped practice phase of the instruction.

If you are supervising the shaped practice phase, you will first play a client role for a termination when objectives have been attained. If time remains, you or the trainee may choose another role for attained objectives, pick an inappropriate referral role, or pick one for unattained objectives. You should provide trainees with feedback on their performance in accordance with the directions attached for the shaping procedure. You should not show trainees how to perform nor tell them except in the form of suggestions for improvement or questions designed to focus their attention to a particular area of behavior which is weak. After this practice trainees will evaluate the total instructional experience and proceed to the location of their performance test. Students and supervisors will have a schedule indicating the location of each.

ATTACHMENT: Instructions for Shaping Group Supervisors (Item 6, Appendix C)

ITEM 6 - Instructions for Shaping Group Supervisors

Overview

This study is designed to compare several pure and combined methods for teaching the skills and procedures associated with Terminate Counseling 9.0. Shaping, one of the methods, is a procedure for establishing a response by a process of successive approximations and reinforcements. The Shaping Group is intended to be as pure a representation of this process as possible. Since the study is to assess and compare the impact of this procedure with that of the other instructional methods, it is very important that trainees not receive instruction on termination skill and procedures prior to beginning their role-playing interaction with you. Any modeling or "briefing" on what is expected to be covered in Terminate Counseling or how the trainee should proceed provided prior to the role-play will decrease the difference between the instructional methods. If students are given prior termination information the accurate evaluation and comparisons of the impact of shaping as a procedure for the establishment of selected counseling responses will be impossible. The probability of obtaining significant differences between treatments reduced. Thus, it is very important that all information given trainees in the treatment be given as specific feedback on their performance and as teaching suggestions for its improvement.

However, since the desired comparisons are of instructional methods, the content (information) presented via the methods must be comparable. For this reason it is important that you incorporate all information in the outline, prose material, or checklist in your comments, feedback, and responses. (The material in these documents is identical and is attached.)

Objectives of Shaping Treatment Group

1. To use a shaping procedure to develop trainee skills with respect to the procedures associated with the performance of Terminate Counseling (9.0):
 - Explain termination rationale and procedures (9.1)
 - Handle client/counselor resistance (9.2)
 - Conduct transfer of learning (9.3)
 - Plan monitoring of client performance (9.4)
2. To shape trainee behavior in termination of:
 - a) clients who have attained their learning objectives
 - b) clients who have failed to attain their learning objectives
 - c) inappropriate referrals
3. To increase trainee ability to explain the rationale for and content of the steps:
 - Explain termination rationale and procedures (9.1)
 - Handle client/counselor resistance (9.2)
 - Conduct transfer of learning (9.3)
 - Plan monitoring of client performance (9.4)

Procedure

Supervisors will interact with trainees individually for 60 minutes. Trainees will have no prior knowledge of, or exposure to, materials or procedures associated with the performance of Terminate Counseling (9.0). Each supervisor will work with one trainee in the morning and another in the afternoon.

1. Supervisors should offer trainees a very brief explanation of the procedure. The following is an example:

"There are those that contend that counseling and other helping relationships are partially a matter of intuition, common sense, and/or 'instinct'. If this is so, it may be expected that students already have some ideas on how one might terminate counseling and that instructional time could better be spent building on this knowledge than on starting out with instruction that assumes no facility. In this procedure I will assume a client role

and you will terminate counseling with me. I'll give you feedback and suggestions based on the systems approach procedure for termination. We'll do several role-plays to improve and practice your skills for terminating counseling under different circumstances and I may ask some questions designed to clarify your understanding of the functions for Terminate Counseling (9.0). After this practice, you will move to the room designated on your assignment sheet to complete an evaluation and from there to the room designated for your role-playing performance measure."

2. The initial role-play should be begun without providing trainees with information on 9.0. The trainee should be encouraged to try out his own ideas. Trainees should be given the counselor data sheet on the role you will be playing before they begin the interaction.
3. After this initial role play trainees should be reinforced for positive aspects of their performance. Supervisors should talk with trainees about the interview and focus upon improving their performance. A suggested sequence for covering the information would include:
 - a. Inclusion of all required elements of Terminate Counseling (9.0) when objective attained:
 - Explain termination rationale and procedures (9.1)
 - Manage client/counselor resistance (9.2)
 - Conduct transfer of learning (9.3)
 - Plan monitoring of client performance (9.4)

Presentation of the rationale and need for each of these sub-function would be appropriate at this point. An example of what you might say about **omitted steps** follows and the data to be included in these explanations is presented in outline and prose form (attached).

Manage Client/Counselor Resistance:

"I noticed that in our role play you didn't really focus on the fact that I was reluctant to terminate counseling, even though my objective was attained. Often reluctance is a manifestation of client dependence on the counselor and it is necessary to confront this and encourage the client to become more independent. Focusing upon accomplishments in counseling, the new coping skills learned, the responsibility assumed in attaining the objective, and counselor's confidence in the client's ability may be helpful."

- b. Identification of various circumstances in which termination can occur and the logical procedure for each:

Inappropriate referral

Explain rationale and procedures
Manage client/counselor resistance
Locate appropriate assistance

When objectives are not attained

Explain rationale and procedures
Manage client/counselor resistance

When objectives are obtained

Explain termination rationale and procedures
Manage client/counselor resistance
Conduct transfer of learning
Plan monitoring of client performance

- c. Inclusion of appropriate details and information for the functions (see outline, prose material, or check list).

Supervisors should use several role plays and present the information to be covered in 9.0 in the form of feedback rather than as a "lecturette". The process should be a series of performance/feedback/performance cycles covering as much of the information presented in the outline, prose materials or check list as possible. Though the focus should be on termination when objectives have been attained, inappropriate referrals and unattained objectives should be included in at least one brief role play (5 - 10 minutes each). You may also get information across by asking trainees questions and shaping their verbal response. The following is an example of how this could be done.

Question: "Under what circumstances in counseling would it be necessary or appropriate to terminate counseling?"

Answer: "When the client has reached the objectives."

Supervisor Response: "Yes, and what about if the client and counselor agree that the client has not and will not be achieving the objectives or when the referral was inappropriate?"

For the shaping procedure some important points to remember are:

1. The "counselor" (student) must perform initially without you providing any information on termination.
2. Reinforce all appropriate behavior and encourage modification or new behaviors through feedback and dialog designed to make the counselor aware of weakness in the initial or subsequent performances.

3. Use feedback to encourage the client to figure out how to improve the performance. Initiate additional role-plays from those provided to practice and reinforce changes.
4. Avoid lecturing on how termination should be done.
5. Do not model the counselor role.

ATTACHMENTS: Procedure for the Termination of Counseling Contact
(Appendix B)

Terminate Counseling 9.0 (Appendix E)

APPENDIX D

SCRIPT OF THE MODELING GROUP VIDEOTAPE

APPENDIX D

SCRIPT OF THE MODELING GROUP VIDEOTAPE

Terminate Counseling 9.0

The evaluation of client performance in 8.0 compared the client's performance with his baseline and learning objectives. On the basis of the attainment of the objectives, and assuming no need for discussion of other concerns, the client and counselor make a decision that it is now time to terminate counseling. At this point they move into 9.0 (the function called Terminate Counseling). The steps involved in the termination of counseling differ depending upon the circumstances. Three main types of termination are most common. Termination on the basis of inappropriate referral is usually accomplished before the objectives have been set. In the other two cases the objectives have been set. In one case they were not attained but the decision was made that no further counseling would be useful at this time. The second case of termination objectives were set is when the objectives have been attained. This is the type that is most common in counseling. For this case there is a four step process which involves the explanation of rationale and procedures for termination. The rationale is based on 4.0, the explanation of the counseling process, its purposes, responsibilities, focus and limits. The second step in this process is management of client and counselor resistance. Following this, transfer of learning is conducted. This involves showing the applicability of the learnings of counseling to problems other than the one considered in counseling. The monitoring of client performance is the fourth step. It is designed to insure the maintenance of behavior change. When an inappropriate referral is received, the transfer of learning and the planning of monitoring are generally not appropriate. Instead, the counselor locates appropriate assistance, closes the case, and evaluates the contact. When the objectives have not been attained, it is also not appropriate to conduct transfer of learning or to plan monitoring. In this case, once resistance has been handled, the counselor closes the case and once again evaluates the process. The final steps of counseling are the monitoring process performed in 10.0, closing the case in 11.0, and evaluation, which is performed in 12.0. The following role play will depict the termination of a counseling case when the concern is not appropriate based upon the limitations of the setting.

Client: My main problem now is my husband resenting me having a job. He has stopped talking to me and things have been really tense and unpleasant at home. We argue about my working.

Counselor: I guess that must bother you quite a bit. You thought he'd be pleased about your helping out. Are you pretty certain that it's due to your job?

Client: Yes. He's asked me for a divorce; he says I don't act like his wife anymore.

Counselor: We will try to get you some help with this but I may not be the best person to talk with about it. When I talked with you earlier about the job seeking, I explained the kinds of things that we did here at the Employment Securities Office. I gave you an idea of what things we dealt with as counselors and how we went about it. One thing that I mentioned is that we have certain restrictions because of our setting. I think for the particular concern that you're talking about now, I would probably do better in helping you locate another counselor that's more experienced with family counseling. That kind of counselor could give you a little more assistance in working with a marital problem. I would like to refer you to someone at the Counseling Center on campus. You are still a student there, aren't you?

Client: Yes, I am. I hadn't really thought of going there but some friends of ours did.

Counselor: All right then--I think that will be the best thing for you to do. I suggest that you call and make an appointment with Mrs. Johnson; she's good. I can call her and let her know that you are going to be coming and will be calling for an appointment. Is that alright?

Client: Yes, I can make it for Thursday. I don't have classes then and only work two hours.

Counselor: I think she'll be able to help you work on the problem with your job, husband, and the conflict.

Client: OK and thank you.

Counselor: Alright. Let me know how things work out.

In this case, counseling was terminated because it was an inappropriate case for the counselor to handle. It was not consistent with the objectives of that setting. The next example is a case of a termination which was also inappropriate but for a slightly different reason.

Counselor: Hi, how are you doing?

Client: All right.

Counselor: When I talked with you on the phone yesterday you seemed very upset. I was anxious to talk with you. Are you more comfortable now?

Client: Not really. I can't get it together.

Counselor: What was it that was bothering you?

Client: It's these dreams I keep having. I don't know why but I'm just . . . I don't know what to do. I don't really know where the source of the problem is. It's just that I've been having these dreams and images of jumping off bridges or something like that. Really freaky!

Counselor: That must be very frightening. How long has this been going on?

Client: At least a month, maybe longer.

Counselor: Have you noticed anything about your mood? You seem to have been very depressed lately. Tell me more about how you have been feeling.

Client: Yes, I have been depressed. I just don't feel like I want to be bothered or talk to anybody. I've lost all my friends and everything. It's like my head will explode and my body has died. You've got to help me; I'm going crazy.

Counselor: To be honest, I don't really feel like I have the training or skills that you need. When we talked last week you weren't really ready to get into your problem or sure that counseling would help so we talked about what we do in counseling--how it was not long term and how some problems were resolved by more intensive work and a more experienced therapist. I mentioned that if you or I didn't feel I could help you, I'd find someone who could.

Client: I hate to go to anyone else; I'll have to start all over. I don't think I can take the hassel. It takes weeks to get in anywhere. I need help, now!

Counselor: I certainly understand how panicked you feel. Those dreams and feelings must terrify you. And I'd like to help but I think that there are some other people who are

working at Ingham County Mental Health that could help you more than I could. I want to refer you to someone there. I can probably get someone there to see you today. There are some very qualified people down there and I know several of them personally. I could make a referral to one of them or you could go on your own and they would assign you to a counselor. You may have to "start over" in a sense but this is only our second meeting. From the information you've given me about your dreams and feelings, I think that a psychologist I know there probably would be more helpful than I could. I think she's had more experience and would be able to give you more assistance. Would you like for me to refer you to her?

Client: If you say he can help, alright, then I guess I'll try. But I doubt if they can really help me.

Counselor: I think that they probably will be able to help you. I'd like for you at least to give them a chance; talk with them and then make a decision on that.

Client: OK. Well, I'll try because I need to talk to somebody. I can't keep on like this.

Counselor: Let me call and check with Betty Randall to see if she can talk with you say in a couple of hours.

Client: Yeah, that's OK.

Counselor: OK, do you want me to call?

Client: Yeah.

Counselor: You're to see her at 2:00; here is the address and office number.

Client: Yeah, I'll call when I get home.

Counselor: I think you'll be able to work with her.

Client: Thanks for talking to me. I'll give it a try.

Counselor: OK. I'll hear from you later.

In this case counseling was also terminated due to the inappropriateness of the case. The counselor did not feel that she possessed the skills necessary to deal with the client. It was not within what might be considered the "normal range" of concerns. In both models, the rationale was explained and resistance to termination handled. Another type of termination is a termination based on the client having

not attained the objectives once they were set. We'll show you now a brief model of this situation.

Counselor: How are you?

Client: Fine, thanks.

Counselor: I guess when you were in the last time we discussed the fact that you had been working for a couple of months on some changes that you wanted to make and that you haven't been able to make these changes. We had been working on your lateness to work and over the past months have made suggestions for strategies and things that you might try to change this habit. But nothing seems to be working. How do you feel about the objectives that we set?

Client: Well, it was something that I wanted at the time and now that I've tried changing myself I'm not sure it's worth it. I know that I'm still late sometimes but it doesn't even seem to matter to my boss. It doesn't make any difference if I come in on time or not so I'm not really very motivated to get in there at 8:00. It's just like I don't care anymore; I can't see any benefit.

Counselor: OK. I had picked that up in a couple of our interviews. There don't really seem to be any negative consequences to your not coming to work on time. It is pretty hard to see any reason or to get really motivated to change without some kind of reinforcement for your effort.

Client: I think I need something like that and it's not there. I feel hopeless and frustrated. If they don't care then I don't care either, really. I'll just keep on like I was. No use busting my brains if no one else does.

Counselor: OK. When I initially started talking with you we talked about the importance of goals in counseling and how we would work toward a goal in trying to resolve your problem. I think that in your case we had a goal that we were working toward but there wasn't really enough motivation for you to perform each of the little tasks involved or to make the changes in your schedule that were needed to get there on time. This is probably why we haven't succeeded in your becoming more punctual. Since you don't really feel like making any changes at this point, it isn't really beneficial for us to continue seeing each other until circumstances change in some way so that you might feel that there was more reason for you to change your behavior.

Client: Yeah, I see. I'm really not into it right now.

Counselor: I don't think that at this point there is really any point in continuing counseling or trying to change your habit of being late for work.

Client: Yeah. Well, I think its up to me and I don't really want to do it bad enough. Should the situation at work change whereas I'm going to start getting penalized, then I'll want to shape up and get myself out of bed on time. But if he doesn't care then I don't have any reason to rush about coming in on time or to worry about it as much as I have been. I felt guilty and scared when I first got the job, now I don't.

Counselor: Why don't we stop seeing each other for a while and if things change and you decide at some point that you'd like to work again on tardiness, you can always come back in. We can start over again maybe with that objective or a new one.

Client: Yeah. I'll come back if I have to.

Counselor: OK.

Client: Thanks.

Counselor: Good luck.

The counselor did not communicate rejection or displeasure at the client's failure to meet the agreed objectives. An invitation to return later if circumstances changed was extended. In most cases, counseling is terminated after the attainment of the objective. The following role play will be an illustration of the rationale and procedures provided in the case of a termination when objectives are attained.

Counselor: Well, I guess we've been working together for quite a while and it's about time to end for today. How do you feel about the progress that you've made?

Client: Great! I met our objective. I got through three weeks . . . a week more than we planned . . . of being able to just drink twice a day or less.

Counselor: OK. Is it working out pretty well for you?

Client: Yeah. Some nights its kind of hard but I have friends helping me and I pull through. I don't seem to really need alcohol if I put my mind to it.

Counselor: Is there any other concern or anything that you feel you need counseling help on right now?

Client: Not that I can think of. If I can keep up what I'm doing, I'll be OK.

Counselor: That's great! When we first started talking about counseling, we talked about how we worked toward objectives. I mentioned that when we had accomplished them, it was time for counseling to be over unless you wanted to work on some other concern. Now I see us at the point where you are ready to go out on your own and work independently to maintain the behaviors that you've established. You will focus on keeping your drinking down if that's what you want to do.

What we're going to do in the next interview and maybe another one after that is wrap things up. I'd like to explain a little bit to you about using the things that you've learned in counseling. Maybe we'll review what kind of processes we went through and try to explain how what you've learned this time in counseling can be applied to other concerns that you're having. Another thing that I wanted to focus on was being able to maintain your behavior and some ways that we might work on a limited basis so that if you are having troubles I can help you get started on the right road again. OK?

Client: Yeah, I won't really be coming back anymore, huh?

Counselor: No probably not. But we can talk about that next week. Thank you for coming today. I'll be seeing you at the same time next week?

After having explained the rationale for the termination, the counselor went on to explain how counseling was intended to have broader applications--the transfer of learnings. Transfer of learning concerns how the learnings of counseling could be applied to other situations. Once this explanation of why counseling is being concluded and what they will talk about in the final interview(s) has been covered, the counselor moves into handling resistance which the client or counselor may have to the termination of counseling. This resistance must be handled before the counselor can expect the client to focus on ways to utilize his learnings or make plans for following-up changes. The following model presents a counselor dealing with client resistance to termination.

Counselor: How are you, Mr. Barnett?

Client: Pretty good.

Counselor: I talked with you last time about the fact that we had attained our objective and you asked that we have just another session to kind of wrap things up. I guess that's what we're trying to do now. We talked about how you'd met your objectives and we had begun talking about ways that you could work on maintaining your behavior by yourself and working independently from now on.

Client: I feel like you are rushing me away or dropping me.

Counselor: No, I'm not trying to drop you but, as I mentioned last week, when we were talking initially about counseling and how it works, I mentioned that we worked toward an objective. I also said that because of limitations in time and resources it's not really possible for me to continue seeing people once they'd met their objectives. Do you have anything else that you wanted to work on?

Client: Well, just that I had a fight with my girl friend because of you.

Counselor: I'm not sure I understand.

Client: She said I'd just come to depend on you and your counseling too much. I told her that she was just angry because I'd found somebody else I could talk to about serious stuff. She hasn't called for two days. I don't really care; we were breaking up for a long time.

Counselor: I guess when people work together for a period of time it's sort of natural for one to depend on the other. The way we've been working in counseling we've had certain things for you to do and each week we'd work together on what might be the best way for you to proceed with your problem. You've done very well I think. You've been doing most of the work on your own. When you think back, I've offered some advice and suggestions now and then, but most of the work you've done by yourself. Are you feeling that maybe you're not really able to handle some problems that you may be meeting in the future?

Client: Well, as long as I can rely on you, I think I can manage. You help me figure out what to do.

Counselor: I think that in counseling what we really have to do is work on trying to give the skills that they'll need to be able to function independently. In your case, I think that you have those skills. We worked on your

problems in decision making and I think you've pretty well gotten that process down. You seem to be doing much better in terms of making decisions and its really not necessary for you to come back regularly. We should be reviewing the steps you go through in making a decision or handling a problem.

Client: Can we see each other from time to time? Maybe a date or something like that--getting together.

Counselor: Well, I really don't think that I'd be able to see you in a social or dating situation. What we can do, however, is set up some way that periodically I can check on your progress to see how things are going. If you have any problems in the future you can always come back and can work through the counseling process again. OK?

Client: I guess so.

Counselor: I think you'll find that in a couple of weeks you'll be doing very well and that you'll get a lot of satisfaction from working and being able to maintain things on your own.

Client: I'll try. I can do it but I do like having your ideas and support.

Counselor: I think next we'll talk about what you actually learned from counseling and then about some ways that we can set up for checking on your progress. Since we're short of time why don't we do that next week. All right?

Client: OK.

At this point the client was resistant to the termination of counseling. The counselor explained termination in terms of the fact that there was a limitation in resources, that the objectives had been attained and that it was therefore not appropriate to continue counseling. Following this, the counselor would conduct transfer of learning and work with the client on a plan for monitoring performance.

In terminating counseling, there are four major steps. We have seen two--explaining rationale and procedures and managing resistance. The next role play is going to illustrate these two and the final two steps. The first step will again be explaining the procedures and the rationale for termination (9.1). This interaction is going to be based on a person who has attained their counseling objectives and who had identified no other concern. The client will show slight resistance to termination and this will be handled (9.2) by encouraging the client, expressing

the counselor's beliefs that the client is able to function independently, emphasizing the job that the client has done on attaining the objectives, and indicating that there are many things that the client has learned in counseling that can be applied to other situations so that he/she will be able to handle them independently. After this, the transfer of learning phase (9.3) will begin. This phase has to do with teaching the client how the behaviors that are learned in counseling might be used in other situations. It includes explaining the problem solving processes as one that may be applicable to the resolution of a number concerns. The final state in terminating counseling is arranging the monitoring of client performance (9.4). During this step the client should be provided with the rationale for monitoring his or her performance. The counselor should also get client's response as to whether this is something that he/she would like to do. A plan has to be developed which includes how often the monitoring is going to be done, what type of contact is going to be used for monitoring, and what kind of data is most appropriate. During planning for the monitoring, it's explained to the client that they can come back if further counseling is needed. One of the reasons for monitoring is to help if there are any additional concerns or if problems arise in maintaining the change that has been made. If the monitoring reveals no problem with the behavior change, the case is closed in 12.0.

Counselor: Mrs. Janis, when you were in, I guess last week, we were talking about your objectives and it seemed that things were going pretty well. Is this still true?

Client: Yeah, I've continued this week doing really well.

Counselor: OK. I guess what we had set up was that you were going to keep on the schedule you'd set up for a couple of weeks before ending counseling. It's been three weeks at least now that you have been on the schedule. We agreed that you were allowed two deviations each week; you've been able to keep within that range. This shows some marked improvement for you.

Client: Yes, pretty much. I'm pleased; it's helped me a lot. I get most everything done these days and seem to have time for some extras even.

Counselor: I'm glad that its working out for you. Are there any other things right now that are bothering you that you think counseling would help you resolve?

Client: No, not any other problems. But . . . I'm wondering about this . . . if I try to do it all by myself, I'm wondering if I can keep it up because I'm not . . . I need encouragement from people. I don't know if I can do it by myself. I could try but I'm just wondering if it would work. My husband isn't very verbal about supporting me.

Counselor: I guess that's a problem with a lot of people when they're at or nearing the end of counseling. They start wondering, "Well, am I going to be able to keep it up? If not, what was the purpose of changing to begin with?" What I've found is that most people, by working the way we did with you very involved in each step of the counseling and change process, are able to keep going on their own. You really set up your own objectives and did most of the work involved in changing on your own. You made your own schedule and decided how much time you could allot to different things. Though we talked and I maybe helped you clarify what kind of things were involved in your problem, for most of the major steps in the process you had the more active part. You carried out all the things that we agreed on by yourself at home. I feel that this is one thing that will make the transition much easier. The fact that you have been working with me but really doing most of the work independently shows that you are able to handle the hardest part alone. We will talk about the things you've learned and that I've helped with to make sure that you have a clear idea of the process that we went through for the problem solving.

I think you'll find that knowing the process we used to analyze and solve this scheduling problem will help you see how to handle other things. Knowing that you know how to tackle a problem will give you more self-confidence. I also want to cover how specific things that you learned in connection with this problem will be useful to you in other ways. We will talk about that a little in a couple of minutes and also just about solving problems in general and the steps that we used. Maybe talking about them will help you see how much you have gained in terms of your ability to deal with things and make the kind of changes that you want.

Client: I could use that, yeah. I have done a lot by myself; I only see you once a week and by that time I have really kept myself going. I just don't think of it that way, I guess.

Counselor: OK, maybe we could go on and talk about that now. What kind of things do you think you've learned? Do you see any way that you can really apply what you've learned in putting yourself on the schedule to any other kind of problems?

Client: Well, I see that it helps to plan things, I mean, if you want to get things done, be it your school work or whatever. Planning it makes you face these things on

paper and see exactly what you have to get done instead of leaving things out, forgetting to do them, and postponing them and that. I suppose that I could apply that to a lot of different aspects of life besides just schoolwork and home responsibilities. It's kind of a reward system. I realized that it's best for me if I get rid of the hard stuff first when I get up each day. Then the easy and more entertaining sort of things come later if I get the other things finished. So I suppose I can apply that to anything--using things I enjoy as a reward for doing the stuff that I don't like.

Counselor: I think that that's something useful to have discovered--how to reinforce yourself.

Client: Do you have any other ideas?

Counselor: Let me see. We set up a schedule and we plotted things out. You mentioned that we made fun things contingent on getting the other things done. I'm trying to think of other steps that we took. I guess one that has to do with the problem solving approach is that you worked through a whole process; you didn't solve things in one step. We first spent what maybe seemed like a quite a bit of time getting specific information about how you were spending your time when you first came in. You remember that I asked you to bring in a lot of data about what you did each day and how much time you spent at it? I think one important aspect of problem solving of any kind is that you have a clear idea of what the problem is. Then from there you can go on to find out what variables are involved in it. You must look at what's affecting your behavior one way or the other and then decide what you really want.

We also talked a long time about how you wanted your schedule, what things you wanted to include, and how you could go about getting time to do everything you wanted to do. Setting your goals or your objectives so that you know what you're working toward was a major step. From there we developed some strategies for working on the goals and made plans as to how we were going to do it. The point that we're at now is one that I think is useful no matter what problems you're working on. It is really seeing how far you've come, evaluating what you've done. When you've decided if you have gotten where you wanted to be in terms of the goals that you'd set then you can decide whether you need to do anything else. I think if you're confronted with a problem or with something new you're not sure how to deal with, it will be helpful just knowing this process for working on problems.

Client: I can see how it would apply, yeah, to a lot of things. The hardest part for me was trying to define the problem--exactly where I was and why I wasn't getting much done--trying to pinpoint it. Once I look at how I really spent my time and how much I wasted, I could get going on changing that around.

Counselor: Quite often a problem that people have is that they know there's a problem but they don't collect specific enough information to know exactly what it is. Without a clear idea, it's hard to set goals or make plans for change.

You were talking earlier about not knowing whether you were going to be able to keep things going the way they were and keep your behavior up once we stopped meeting. One thing I thought that might be useful is a kind of tapering off period to counseling. You wouldn't come and see me regularly like you have been but maybe we would be in contact by phone just to see how things were going. You could keep recording the information on your schedule--whether you're on or off and that kind of information for a couple of weeks or a month. You could report to me periodically, maybe twice a month. The reason for setting up something like this is that quite often people expect they're not going to have any problems maintaining their behavior and keeping the changes going but then they do sort of get off. They may run into new problems or just need some periodic support to keep up their motivation. By keeping in contact at least for a couple of weeks we can make sure that what you've established is really solid and that you're going to be able to stay on that schedule for as long as you want. So . . .

Client: That would be good for my case, I think. I need a little support from somebody else for a while until I can make sure I can and will do it on my own.

Counselor: OK then, we can set that up. I guess in terms of the information we need to check your progress and the type of data that you've been collecting so far will do fine. Things like how many hours you spend on each activity so that we can compare that with what you wanted to do is about all we need. Do you think it would be necessary for you to come in or would a call be sufficient?

Client: A call would be enough. I'll try that and see how it works.

Counselor: How about in two weeks?

Client: Yeah, fine.

Counselor: We'll do that for a couple of times and if you're still going fine after a month then I think that we can end things up.

Client: Good.

Counselor: OK, then. It was nice working with you and I'll look forward to hearing from you.

Client: OK, I'll call.

Counselor: All right, good-bye.

The final role play will be another incident of termination of counseling when the objectives have been obtained. The four steps--explain the rationale and procedures of termination, manage client and counselor resistance, conduct transfer of learning and plan monitoring of client performance--will be performed.

Client: Hi.

Counselor: Hi, how are things going?

Client: A lot better all around.

Counselor: Tell me a little about how things have gone with your roommate.

Client: Oh, a lot better than the last time we talked.

Counselor: Good. We've been working together about how long, now? A couple months?

Client: I think so; about one and a half.

Counselor: How do you feel about the progress you've made in developing your relationship?

Client: Well, some of the things that we were having problems with like not being able to get a schedule together or to cooperate with each other are really improved. We assigned the tasks and have more respect for each other. There's a lot more give and take now but we've both been following through on most of our parts of the bargain.

Counselor: I know you were having trouble with a lot of arguing and hostility. We had set up in our objective that you

were going to cut your arguing down to where you were only arguing about once a week or so. We decided that this was a pretty normal level for roommates. Do you think you've got that going now?

Client: Yeah, we both seem to be enjoying, you know, living in the same place together. Once we started trying to be fair to each other we had more in common.

Counselor: The other part of your objective was to do more things together to try to strengthen your relationship and make it less superficial. You decided that three times a week you were **supposed** to arrange to spend at least an hour together doing something, is that right?

Client: Yeah, we started bowling. We both bowl . . . joined a bowling team and we . . . I enjoy that and it gives us something extra to talk about once we're alone in that apartment together.

Counselor: Are you pretty well satisfied? How do you think we stand in terms of your objective?

Client: I suppose that we did what I started out to do but I still would like to continue with counseling.

Counselor: Well, what other concerns do you have that you wanted to work on?

Client: Well, nothing that I can pin point right now. It's just that I'd like to keep this channel open for further things that might pop up.

Counselor: Many clients feel that way at first but quite a while ago when we first started counseling I explained to you some things about what the purposes of counseling were and our responsibilities and things like that. At that time we talked about setting specific objectives and working toward them. In that way we would know when we had really completed the task that we were attacking in counseling. I guess that right now we're at that point; you have achieved your objectives and I really feel that, unless you have another concern that we need to pursue, this might be a good time to talk about ending counseling. We need to discuss how some of the things you learned in counseling on this concern can be related to other problems you may encounter. I'd also like to figure out how we might work on making sure that the changes that you've made with your roommate and the things that you've set up don't fall by the wayside. How does that sound to you?

Client: It sounds pretty good. Are you saying that what I learned from the objectives that have been accomplished in the past can carry over in some other areas?

Counselor: Yes, I think you've learned quite a few things which have wider application than this one relationship or problem. One of the things that I feel is worth remembering is how you went about working on solving the problem with your roommate--the steps that you followed. I know one of the first things you did was to try and get a clear picture of what the problem was. Do you remember how we did that?

Client: Well, . . .

Counselor: Remember when I had you doing what I called the baseline and you were suppose to write down the kind of arguments you had and information like that. You were recording what then? The number of arguments?

Client: The number of arguments, and the particular situations when the arguments took place. And then I worked on finding ways to minimize or to eliminate those situations so that the arguments would diminish.

Counselor: Can you see any other ways that you could use the ideas of carefully defining the concern and the things that you've learned about taking a baseline on a problem to any other kind of situation?

Client: Well, I think that some of the same types of argument things have come about with my girlfriend. I took note of how much we were beginning to argue and took steps to cut it down. I find myself thinking things through before flying off the handle now because I found myself doing that a lot. Another thing is having both of us really talk about what the problem is instead of just going off on different tangents with no communication.

Counselor: I'm trying to remember what other things we had you work on. I guess we worked out scheduling kinds of things and the idea of the behavioral contract where you and Fred agreed on specific responsibilities and punishments or rewards.

Client: I washed his car for not doing my part of the cleaning before his company got in town.

Counselor: Did you have to do it often?

Client: No. But it seemed like the one time I did do it it was raining so it helped me remember to plan so that I had my

responsibilities covered. That whole planning thing is really important, I never really planned how I'd act or what I'd do. You seem to have more control if you plan and make good plans.

Counselor: You seem to have learned that when you're having a problem with a person, agreeing on what each of you could do to resolve the problem and then setting up some kind of contract by which you systematically work at doing those things is an effective method. You may also have found that including some sort of consequences or reward system can act to motivate those involved. I guess another thing we looked at is a general kind of process for dealing with problems. One of the things that you learned in counseling that I hope you will be able to use is a problem solving process. That's really what we've been talking about.

When you try to get a clear idea of the problem, identify all the variables, and see what their various effects are, you are really better able to figure out what you want to do than if you don't really analyze the problem. I know that when you came in you seemed confused as to whether you wanted maybe to get a new roommate or work out the problems. Really finding out what your goals are is one step. Working out the strategies for doing it and actually implementing them are two more. A final step might be what we're doing now--evaluating your change project. In your case I feel it's come out very well and I think that you'll be able to keep the behaviors that you've developed going. I know you've done it for a couple of weeks now and things seem to be getting better. Do you think you're going to be able to keep it up?

Client: Oh, yeah. I think I can and its . . . it seems like it's more of a creative process whereby I'm learning quite a bit. I feel like both Fred and I are having a shared type of involvement in the maintenance of the apartment and personally we're getting along because we both recognize that its a mutual thing. We learned to talk about things before they build to a blow-up.

Counselor: If you think it would be helpful in terms of keeping the changes you've made up and in handling any problems that you may have in the near future, we could set up a sort of monitoring system. You wouldn't any longer come in every week because I think you're pretty well beyond that point. You're able to handle things on your own now but maybe every couple of weeks or something like that you can call and just let me know

how you're doing and whether any problems have come up. After you've done that maybe for a month or so if things are still going all right, I don't see any need to continue the monitoring. Does that sound like something that would be helpful to you?

Client: Well, I'd like to give it a try. I think I'd be able to work things out without it but talking to you from time to time can't hurt anything.

Counselor: Keep a tally like we did at the beginning when you were noting the number and situation of arguments or hostility. You could call me in three weeks and we could talk about how things are working out. I think that should probably do it. I don't even think we'll need to make an appointment; why don't you just call me and that will save both of us a little time. OK?

Client: That's fine.

Counselor: All right, then. I'll be hearing from you in about three weeks. Thanks for coming and good luck.

In this final role play, all the steps appropriate to the termination of counseling when the objectives have been attained were performed. The first step of this process was the explanation of the rationale and procedures for termination. In the case of an appropriate referral where the objectives have been attained, this is usually based on the fact that there is no further need for counseling. In an inappropriate referral the role of the counselor in a particular situation or inexperience of the counselor in a particular area might all be reasons for the termination. In the case where the counseling is terminated prior to achieving the objective often insufficient motivation, unrealistic objectives, or some like problem are cited as reasons.

After the counselors explained that counseling would be terminated, she moved on to managing client resistance. In this particular case there was very little client resistance; the client readily accepted the fact that counseling was over. Had there been resistance, the counselor would have tried to focus on the fact that the client was now able to function independently. She would also emphasize the fact that some of the purposes of counseling are to promote independence, to show clients how to resolve their own problems, and to give them the skills to do so. Counselor resistance to termination may also be a problem. It is often a function of the client having come to meet certain counselor personality needs such as that for admiration, control, success, etc. The counselor must consider reasons for inappropriate reluctance to terminate a client and must work through this in order to prevent the degeneration of the relationship into one of mutual dependence or social contact. Once client and/or counselor resistance has been handled, the counselor moves on to the next step.

As in any case where the objectives have been met, the counselor moved on to the transfer of learning step. If the case had been one where the objective was not attained, transfer of learning would not be possible or appropriate. Thus, the inappropriate referral does not have this step either; instead it is ended by locating appropriate assistance for the client and closing the case. Evaluating the counseling case and process follow.

In the case of the client who set but did not attain objectives, transfer of learning is not performed or is rather limited. The case is closed when resistance and the transfer of learning (if appropriate) is completed.

The model case just viewed required the transfer of learning because the objective had been met and it was necessary to show the client how the behaviors and processes learned in counseling could be applied to other areas. This was done by focusing on the steps utilized, the consequences of different strategies that were used, and how they might be applied to other situations. An outline of the general problem solving process was also supplied and is appropriate to help the client realize what the steps of counseling have been. The final step in the process involves planning to monitor client behavior.

Monitoring is not appropriate in all cases. In cases where there is no real necessity to maintain the behavior or where the frequency of the behavior is so low that monitoring would be very difficult or impossible, monitoring may not be performed. In a case such as this, where the desire would be to maintain the behavior, monitoring is often helpful. It's designed to pick up problems that the client may be having and to develop interventions that will assist the client in maintaining the behavior change. In monitoring and planning to monitor client performance, the counselor should decide, with the client, what will be the frequency of the monitoring, who will perform it, what type of data will be collected, and how it will be analyzed. Once this is done, the client will begin the phase during which the monitoring is done; monitoring is the 10.0 function on the flow chart. After monitoring, if the behavior has been maintained at an acceptable level, the case is closed in 11.0 and in 12.0 the counselor will evaluate the entire counseling process including his performance. Generally, termination is appropriate in the three cases that we've covered in this videotape. The inappropriate referral, the case in which an objective was set but for one reason or another not attained, and finally in the case which will be most common--when objectives for counseling have been attained and the client feels no further need for counseling.

APPENDIX E

TERMINATE COUNSELING 9.0

APPENDIX E

TERMINATE COUNSELING 9.0

The process of terminating counseling may vary depending on the particular circumstances of the case and the point in the counseling process at which the termination is made. Inappropriate referrals (2.2.3) are sometimes recognized very early in the counseling process from an initial review and analysis of the data. In such cases the counselor assists client or referral source in locating appropriate assistance (2.2.5) and proceeds to explain the rationale and procedures for termination (9.1), to handle any resistance that might exist (9.2), and to close the case (11.0). More frequently counseling is terminated later in the process either prior to or upon attainment of the objectives. In either case, in order to terminate counseling smoothly the counselor must be aware of potentially relevant dynamics associated with counselor and client needs, concerns, and expectations. He must select the appropriate time, prepare the client and himself for closure, make necessary plans and checks, and finally close the case.

Occasions for Termination

In addition to very early termination due to the inappropriateness of the referral, counseling may be terminated prior to attainment of objectives or upon achievement of the desired change.

Termination Upon Attainment of Objective

Ideally counseling contact is to be terminated after the client's learning objective has been attained. Typically the counselor and client have developed strategies and the requisite intermediate objectives for reaching the mutually agreed upon criteria, under the conditions specified as appropriate for the desired change. Counseling then is terminated on the basis of the attainment of objectives when the client's change in behavior has reached the specified level or criteria under the designated conditions (8.1 and 8.2 respectively). Once a determination has been made that the objective was attained a decision must be made as to whether to terminate or continue counseling focusing on another aspect of the same concern or a new concern (8.3). If it is decided that there is no further need for counseling (8.3) or that further counseling regarding a new concern or new aspect of the same concern is for some reason inappropriate (6.3), the counselor must proceed with termination. If the expectation that counseling will end when the desired changes are made has been established during structuring (4.3.3 and 4.3.4) and reinforced during the course of counseling, termination is likely to proceed more smoothly than if these have not occurred. It is thus

important that the client and counselor not lose sight of the fact that counseling is a goal oriented process which is to end when the client has made the desired changes. The termination of counseling under these circumstances involves four steps:

- Explain Termination Rationale and Procedures (9.1)
- Manage Client/Counselor Resistance (9.2)
- Conduct Transfer of Learning (9.3)
- Plan Monitoring of Client Performance (9.4)

Explain Termination Rationale and Procedures (9.1)

The groundwork for the termination of counseling is laid very early in the counseling process. If the counseling process has been carefully and completely described (4.3), the client should be aware that:

1. counseling is typically of relatively limited duration
2. that it is designed to assist the client in making desired changes and in learning how to relate skills acquired in the process to other aspects of his life
3. that objectives are set to describe the desired change and
4. that attainment of the stated objective signals the probable ending of counseling with respect to that concern.

The counselor explains that since the client has made the desired changes and has thus achieved his objective, it is appropriate to conclude regular counseling contact. It should be explained that prior to ending regular sessions the counselor and client will discuss learnings from the counseling experience and how they may be related to other aspects of the client's life or other concerns that might arise. In addition, they will discuss ways of monitoring the client's progress. The process and rationale for termination must be explained in such a manner that the client will view it not as rejection, but rather as the natural end of a successful change project. Reinforcement for a job well done may help the client view the fact that he is ready to conclude regular counseling contact as a success and a positive indicator of his ability to function independently.

Manage Client/Counselor Resistance (9.2)

Either client, counselor, or both may be resistant to the termination of counseling. In such cases, the relationship has typically come to provide substantial reinforcement to either or both parties and accordingly they are reluctant to end it.

Client resistance is often expressed in terms of reluctance toward or fear of the ending of counseling. Often, especially when the counselor/client relationship has been a very close one, the client does not feel able to function without the counselor's aid, approval and support. The counselor is seen by the client as a person he can and must depend upon when facing and working through even relatively minor problems that he may encounter. In such cases, the client has come to depend upon the counselor for support, advice, and reinforcement which may or may not also be available in the client's environment. Manifestations of resistance to termination may include the client:

1. saying there are other areas he'd like to discuss but being unable to express a particular concern
2. asking the counselor if they can continue to "be friends" or to see each other socially from time to time
3. asking the counselor if he may call or come in if problems arise
4. showing distress or hesitance at the prospect of discontinuance of the regular contacts

The counselor should recognize and acknowledge the client's feelings, but must not encourage the dependency. Instead he should focus upon fostering the client's confidence by:

1. emphasizing the client's role in the successful achievement of the objective
2. communicating his belief that the client is able to function independently
3. focusing upon things the client has learned and done in counseling that will have value in effectively handling other situations (9.3)

In some cases it may be advisable to utilize a tapering off period during which the client would be assisted in gradually functioning more independently. This may be accomplished in conjunction with the monitoring of client performance (10.0) when a more gradual closing is deemed appropriate. With the tapering off period the counselor might see the client less and less frequently; he might use phone rather than direct contact with the client; or he may arrange for them to meet only at some appropriate point in the future to discuss how things are going.

The counselor may also be inappropriately reluctant to terminate counseling. The reasons may vary but might be expected to center around that dependencies or attachments that the counselor has with respect to the client. These may be associated with the fact that

the individual has been a "good client", dutifully carrying out assignments and generally meeting the counselor's expectations of the ideal client. The interaction of client/counselor personality (need/desire for control, success, appreciation, etc.) may be such that the client's behaviors (dependency, praise, successful performance, enthusiasm, etc.) are reinforcing to the counselor and thus unwittingly contribute to the counselor's reluctance to sever the contact.

A danger somewhat more specific with respect to counselor than to client resistance to termination, is that since the client is typically less sophisticated than the counselor, his (the counselor's) behavior may unwittingly influence the client to prolong contact. When this occurs the counseling relationship, weakened by mutual dependency, may degenerate into one which is more social than professional or helping. The counselor who finds himself reluctant to see a client complete counseling or who does not feel the client is "ready" though the objective has been attained, should analyze his vested interest in maintaining the helping relationship with that client. In effect he must determine what the maintaining reinforcers might be for his (the counselor's) continuing the counseling relationship.

Conduct Transfer of Learning (9.3)

It has been said that the counselor's main responsibility is to work himself out of a job--that is, to develop in his counselee the ability to handle future concerns in a relatively independent fashion. Counseling being a learning process, it is expected that clients will acquire skills and ideas which will be applicable to a wider range of concerns than that initially presented and which accordingly will enable the client to assume increased independence in coping with new problems in his environment. The counselor must be able not only to successfully assist the client in the resolution of the presenting concern, but he must also be able to make him aware of the learnings associated with the process. In order to use the learnings of the counseling process to assist the client in functioning more independently in the future, the counselor should emphasize: (1) the application of the learned behaviors to other situations and people in the environment, (2) how to use the new behaviors to obtain reinforcement from the environment.

The client may not be readily able to specify how his newly acquired behaviors and skills can be applied to other situations. The counselor should then assist the client in identifying the behaviors, strategies, and skills he has exhibited in the resolution of his concern and in specifying the various effects of each. The counselee should be actively involved in this process.

A few examples of how the skills would be applicable in other situations may get the client started thinking of ways to utilize his new skills

most effectively. Ultimately the purpose of conducting transfer of learning is to provide for maximum transfer of new behavior and insights from the counseling situation to the client's everyday situation. The process should include:

1. identification of skills, behaviors, and strategies learned in the process
2. focusing upon how these were used and with what consequences
3. identification of other situations in which they may be useful and
4. identification of ways in which they may be used to secure reinforcement for the client from the environment

The counselor should also be certain that the client is aware of the potential relevance and utility of aspects of this process in any problem solving situation:

1. defining the problem carefully and specifically
2. identifying relevant variables and information
3. determining desired change or resolution
4. developing specific objectives
5. planning and implementing a strategy
6. evaluating performance

The counselor should consider the transfer of learning phase to be an important one which provides the client with a broader more expansive context for viewing and evaluating the counseling experience.

Plan Monitoring of Client Performance (9.4)

Perhaps all clients who have attained their counseling objectives believe they will maintain their performance after regular counseling has terminated. The fact remains, however, that in some cases clients do not maintain their improved performance, but rather revert to their old ineffectual behaviors. There are many possible causes for difficulties. During termination, it may be appropriate for the counselor to indicate that though he expects the changes to persist, it is possible that the client may initially experience some difficulty in maintaining the behavior for an extended period. Some clients may not be able to sustain the necessary motivation while others may encounter unforeseen problems which they cannot handle without further help. It is therefore advisable, at least in most cases, for counselor and client to establish a plan for following up or monitoring the

client's performance for a reasonable period of time after formal counseling has terminated to assure that changes are maintained or to determine if further assistance is needed.

It is conceivable that in some instances it will not be appropriate to monitor client performance, and therefore plans for monitoring should not be made. If, for example, the client's objective has been to make a choice between two courses of study, and the choice has been made and implemented, there may be no need for follow-up. In such cases, after conducting transfer of learning, counselor and client can move directly to 11.0 and close the case. Monitoring is most appropriate when the changed or acquired behavior is one which is to be exhibited on a repeated or ongoing basis rather than one which is a one-shot behavior or one of very limited duration. Typically follow-up will be appropriate and plans must therefore be made.

Where monitoring is considered appropriate, it is important that the client be informed and agree that his progress will be monitored. He should also understand why and how this monitoring will be done. This knowledge may in itself provide a strong incentive for continued progress, since for most clients the counselor's interest and attention are powerful reinforcers.

One of the first considerations to be resolved is the exact nature of the follow-up activity. In most cases, brief checkup interviews by phone with the client will be the best means of monitoring progress. On the other hand, if the client's progress can be readily ascertained through examination of records or through reports from others, it may not be necessary for the counselor to have checkup interviews with the client. Instead, the counselor may simply examine attendance records and written grade reports or ask the client's teacher how he is progressing. Then, at the end of the follow-up period, assuming client progress has been satisfactory, the counselor may simply make an appropriate notation in his files and discontinue the monitoring process. If such indicators suggest the need for further client contact, however, he will contact the client and invite him to come in for further counseling.

Assuming that checkup interviews are deemed necessary, several considerations must be taken into account. First, the length of the follow-up period must be decided upon. This may be determined in part by the nature of the problem and the setting in which the counselor is employed. In a school situation, for example, if the client has met his objective of raising his grade-point average to a certain level at the end of the current marking period, the follow-up period may be designated as the remainder of the semester, or perhaps the rest of the school year. The length of the follow-up period will also depend in part on the counselor's judgement of the client's ability to sustain his improved performance over time. For clients who are highly motivated or who are working on comparatively discrete and uncomplicated behaviors, a brief follow-up period may be sufficient.

For those who have less motivation or who are trying to sustain a complex pattern of newly acquired behaviors, more feedback and encouragement may be needed. Consequently, a longer period of time may be necessary for appropriate monitoring.

The frequency of checkup interviews is another factor to be considered. In rare instances, it may be advisable to have check-up sessions every day, as when the client is trying to eliminate severely disruptive or aggressive classroom behaviors. In other cases, weekly or monthly checkups may be sufficient. As in choosing the overall length of the follow-up period, the frequency of checkups should be determined with due consideration for the client's ability to proceed in relatively independent fashion, as opposed to his need for more immediate feedback and reinforcement.

A related consideration is the amount of time to be devoted to each interview. In most cases, five minutes will perhaps be sufficient, with the understanding that more time will be allotted if necessary.

In planning for monitoring client performance, the counselor must:

1. decide if monitoring is appropriate
2. decide what data is necessary and how and by whom it will be collected
3. explain the rationale and procedures to the client
4. secure client agreement
5. determine the duration of the follow-up period, the frequency of checks, and the amount of time (counselor, client, others) to be devoted to the follow-up activities

Having made these decisions and established a plan, the monitoring phase (10.0) is begun. Depending upon whether the behavior is maintained or not, the counselor will either close the case (11.0) or begin working with the client to assure that the changes effected in counseling are maintained. Finally, the counselor would evaluate his performance in 12.0.

Termination When the Objective Has Not Been Attained

Occasionally in counseling a client whose concern was appropriate for the counselor to handle is terminated at some point prior to the completion of his objective. The reasons are varied but might include the departure of either client or counselor, lack of client motivation to work on the concern, inability or unwillingness to specify goals and objectives for counseling, awareness that affecting the desired change will have negative consequences with which the client is unwilling to

or unable to cope, unrealistic objectives, and others. Whatever the reason for the termination prior to the attainment of the objective, the counselor should take care not to convey feelings of anger or rejection toward the client since these may inhibit his return to counseling at a time when counseling might be more successful.

Explain Termination Rationale and Procedures (9.1)

The rationale for termination should be given to the client and should be based on the description of the counseling process (4.3) or on other factors specific to the particular case. Termination may be due to the fact that:

1. the client has failed to meet his responsibility for carrying out assignments associated with strategies selected to effect the desired changes
2. the client has failed to set the goals and objectives required for the counseling process
3. the objectives are not viewed as realistic nor desirable
4. limitations in the duration of counseling and the counselor's resources make the additional expenditures on objectives whose attainment is ~~improbable~~ inadvisable

Manage Client/Counselor Resistance (9.2)

The counselor should work through any client or counselor resistance to termination. The reasons for the reluctance and its manifestations may not be very different from those encountered in cases where the objective has been attained. The handling of resistance on the client's part should be related to the rationale presented for termination. The client should be encouraged to come back for counseling if he feels it would be beneficial at some later point and to work on the concern independently, if appropriate. After this the case is then to be closed (11.0) and the counselor evaluates the process (12.0).

Termination Due to Inappropriateness of the Referral

The counselor, in reviewing data or talking with the referral source or client, determines that the client's concern is not one which is appropriate for him to handle. Some reasons for such a decision may include:

1. the counselor's judgement that the problem is beyond his capabilities and resources

2. the counselor's belief that the concern could be more appropriately handled by another agency
3. the counselor's judgement that the concern is not within the range of "normal" concerns and is therefore not congruent with the role of counselor (4.3.1)

Explain Rationale for Termination (9.1)

If, after careful consideration of the data, the counselor feels that the referral is inappropriate he begins the termination process. In this case, the counselor assists the client and/or his referral source in locating appropriate assistance and explains the rationale and procedures for the termination. He handles any resistance to termination on his part or that of the client (9.2) and then closes the case (11.0). To prepare the client, the counselor may:

1. explain the purposes of counseling emphasizing the focus upon normal concerns
2. explain institutional guidelines or restrictions with respect to counseling services
3. explain that his experience with concerns such as that of the client is limited and that another counselor or agency would be more helpful to the client
4. explain that he does not feel that he has at his disposal the resources necessary to help the client

Manage Client/Counselor Resistance (9.2)

After offering an explanation of the reasons for the referral and termination, the counselor must handle any resistances to the termination. In such cases, the client may be reluctant to be "referred" because he has specific reasons for wanting that particular counselor. He may resent the counselor's reluctance to treat him, viewing the termination as a personal rejection. He may simply not want to be "shuffled off" to another agency or person and may feel that he is being given a "run around". The counselor must be aware of these and other possible client reactions and must work through them to facilitate client acceptance of the termination. The counselor must also be aware of the possibility that he may also be somewhat reluctant to terminate some inappropriate cases, especially those which seem particularly challenging or which the counselor perceives as likely "successes" or "good clients". If such feelings arise, they must also be handled.

When the referral has been made (2.2.3), the rationale for the termination presented (9.1), and resistances handled (9.2), the case should be closed (11.0). Generally if the client was other than a self-referral, the counselor should, without violating confidence, inform the initial referral source that he has made another referral and has terminated the case. Finally he would evaluate his performance (12.0).

APPENDIX F

**ROLES FOR ROLE-PLAY PROCEDURES IN THE SHAPING
AND COMBINED PROCEDURES**

APPENDIX F

ROLES FOR ROLE-PLAY PROCEDURES IN THE SHAPING AND COMBINED PROCEDURES

Item 1 - Information Provided Supervisors

OBJECTIVE ATTAINED

ROLE 1

GOAL: Get more done; more productive use of time

OBJECTIVE: By February 15 client will have developed a schedule and used it successfully for at least two weeks. Successful use is defined as not skipping more than two hours per week from each category of this daily schedule.

Sleep	7 hours
Study	3 hours
Relaxation	2 hours
Exercise	1 hour
Housework	2 hours
Personal	1 hour

STRATEGY: Planned activity schedule based on client's needs and interests. Used relaxation period as reinforcer for sticking to schedule.

DATA: Objective was attained. Client has not skipped more than two hours in any of the categories for three weeks.

FOR YOUR INFORMATION ONLY

Client expresses reluctance to terminate. Feels that lack of discipline will make it impossible to maintain changes. Fears project and changes will fall apart and effort will be wasted. Needs reinforcement from others to stick to things.

ROLE 2

GOAL: To improve relationship with roommate.

OBJECTIVE: By the end of ten weeks the client will have no more than two arguments per week with roommate for a four week period. Client will also have initiated two joint activities of one hour or more each week for the four week period.

STRATEGY: Collected data necessary to specify sources of conflict. Discussed with roommate changes desired by each. Worked out a contract with punishments and reinforcers. Reinforced self for initiating activities.

DATA: Client reports having gone out about ten times in the past four weeks. Two of these were in the past two weeks and were double dates to campus events. Reports that is beginning to like roommate better and to enjoy doing things together. Have had only one argument in the four week period, but they have gotten angry four or five times.

FOR YOUR INFORMATION ONLY

Client is reluctant to terminate counseling. Says that still needs help but is unable to specify a concern.

ROLE 3

GOAL: Control or stop drinking because is not able to handle alcohol well.

OBJECTIVE: By the end of twelve weeks the client will have reduced drinking in public and at home to not more than two drinks per day. This limit is to be maintained for a period of not less than three weeks.

STRATEGY: Made contract to reduce drinking gradually at home and in public. Used reinforcement for not exceeding limits (\$1.00 per drink under the limit at the end of the day) and a punishment of \$3.00 per drink when limits were exceeded. Money was given to companion at the time of the violation or to a charity if it occurred when alone.

DATA: Client has been drinking less than two drinks per day for about the last four weeks. On some evenings client does not drink at all. Finds that must avoid bars or take small sips to make the drinks last. Reports that it is still very hard.

FOR YOUR INFORMATION ONLY

Client has come to look upon counselor as personal friend and wants to come in from time to time to chat. Indicates that she/he and counselor seem to be able to communicate well and expresses desire to talk about some things. Client cannot specify a particular area of concern; suggests that something important will surely come to mind if they continue meeting regularly.

OBJECTIVE NOT ATTAINED

ROLE 4

GOAL: To get to work on time; never be late again.

OBJECTIVE: To get to work in the morning and after lunch on time (8:00 a.m. and 1:15 p.m.). Objective will be attained when client has not been late at either time for a period of two weeks.

STRATEGIES: Initial strategy was to make a schedule allowing plenty time to complete morning activities and still get to work on time. Client was to reinforce self with dessert or beer if on time in the morning and with 50¢ if on time after lunch. The money went into the client's entertainment budget. Second strategy was for client to dock self \$1.00 for each ten minutes late in the morning or after lunch.

DATA: Client after 12 weeks has not met objective. Has never been on time in the morning more than three days in a row and has been on time after lunch about half the time. This is only a very slight improvement over the baseline. Client reports that rewards seem childish and that she/he has not been able to use them consistently. Points out that she doesn't really care if she's late or not.

FOR YOUR INFORMATION ONLY

Client lacks sufficient motivation. Others are also chronically late to work with no negative consequences. Boss does not reward or notice punctuality. Client no longer feels very anxious about job security and sees little advantage in changing late behavior. Displays some reluctance to termination indicating that it is nice to have someone to talk with about life and things like that.

INAPPROPRIATE REFERRAL

ROLE 5

CONCERN: Possibly suicidal client

DATA: Client very depressed and moody. Self-referral. Frightened because keeps dreaming of jumping out of windows, walking in front of moving cars, etc. Client is unable to identify cause of depression. Reports fear of strangers and dark places.

FOR YOUR INFORMATION ONLY

Counselor lacks skills and concern is not within normal range of concerns. Client behaves in very agitated manner.

Item 2 - Information Provided Subjects

OBJECTIVE ATTAINED

ROLE 1

GOAL: Get more done; more productive use of time.

OBJECTIVE: By February 15 client will have developed a schedule and used it successfully for at least two weeks. Successful use is defined as not skipping more than two hours per week from each category of this daily schedule.

Sleep	7 hours
Study	3 hours
Relaxation	2 hours
Exercise	1 hour
Housework	2 hours
Personal	1 hour

STRATEGY: Planned activity schedule based on client's needs and interests. Used relaxation period as reinforcer for sticking to schedule.

DATA: Objective was attained. Client has not skipped more than two hours in any of the categories for three weeks.

ROLE 2

GOAL: To improve relationship with roommate.

OBJECTIVE: By the end of ten weeks the client will have no more than two arguments per week with roommate for a four week period. Client will also have initiated two joint activities of one hour or more each week for the four week period.

STRATEGY: Collected data necessary to specify sources of conflict. Discussed with roommate changes desired by each. Worked out a contract with punishments and reinforcers. Reinforced self for initiating activities.

DATA: Client reports having gone out about ten times in the past four weeks. Two of these were in the past two weeks and were double dates to campus events. Reports that is beginning to like roommate better and to enjoy doing things together. Have had only one argument in the four week period, but they have gotten angry four or five times.

ROLE 3

- GOAL:** Control or stop drinking because is not able to handle alcohol well.
- OBJECTIVE:** By the end of twelve weeks the client will have reduced drinking in public and at home to not more than two drinks per day. This limit is to be maintained for a period of not less than three weeks.
- STRATEGY:** Made contract to reduce drinking gradually at home and in public. Used reinforcement for not exceeding limits (\$1.00 per drink under the limit at the end of the day) and a punishment of \$3.00 per drink when limits were exceeded. Money was given to companion at the time of the violation or to a charity if it occurred when alone.
- DATA:** Client has been drinking less than two drinks per day for about the last four weeks. On some evenings client does not drink at all. Finds that must avoid bars or take small sips to make the drinks last. Reports that it is still very hard.

OBJECTIVE NOT ATTAINED

ROLE 4

- GOAL:** To get to work on time; never be late again
- OBJECTIVE:** To get to work in the morning and after lunch on time (8:00 a.m. and 1:15 p.m.). Objective will be attained when client had not been late at either time for a period of two weeks.
- STRATEGIES:** Initial strategy was to make a schedule allowing plenty time to complete morning activities and still get to work on time. Client was to reinforce self with dessert or beer if on time in the morning and with 50¢ if on time after lunch. The money went into the client's entertainment budget. Second strategy was for client to dock self \$1.00 for each ten minutes late in the morning or after lunch.
- DATA:** Client after 12 weeks has not met objective. Has never been on time in the morning more than three days in a row and has been on time after lunch about half the time. This is only a very slight improvement over the baseline. Client reports that rewards seem childish and that she/he has not been able to use them consistently. Points out that she doesn't really care if she's late or not.

INAPPROPRIATE REFERRAL

ROLE 5

CONCERN: Possibly suicidal client

DATA: Client very depressed and moody. Self-referral. Frightened because keeps dreaming of jumping out of windows, walking in front of moving cars, etc. Client is unable to identify cause of depression. Reports fear of strangers and dark places.

APPENDIX G

INSTRUCTIONAL MATERIALS FOR THE COMBINED METHOD GROUP

APPENDIX G

INSTRUCTIONAL MATERIALS FOR THE COMBINED METHOD GROUP

ITEM 1 - Prose Segment - Terminate Counseling 9.0

The process of terminating counseling may vary depending on the particular circumstances of the case and the point in the counseling process at which the termination is made.

Termination Upon Attainment of Objectives

Counseling is most frequently terminated on the basis of the attainment of objectives, when the client's change in behavior has reached specified level (criteria) under the designated conditions (8.1 and 8.2). If it is decided that there are no other concerns (8.3) or that further counseling regarding a new concern or new aspect of the same concern is for some reason inappropriate (6.3), the counselor must proceed with termination.

If the expectation that counseling will end when the desired changes are made has been established during structuring (4.3.3 and 4.3.4) and reinforced during the course of counseling, termination is likely to proceed more smoothly than if these have not occurred. It is thus important that the client and counselor not lose sight of the fact that counseling is a goal oriented process which is to end when the client has made the desired changes. The termination of counseling under these circumstances involves four steps:

- Explain Termination Rationale and Procedures (9.1)
- Manage Client/Counselor Resistance (9.2)
- Conduct Transfer of Learning (9.3)
- Plan Monitoring of Client Performance (9.4)

Explain Termination Rationale and Procedures (9.1)

The groundwork for the termination of counseling is laid very early in the counseling process. If the counseling process has been carefully and completely described (4.3), the client should be aware that:

1. counseling is typically of relatively limited duration
2. that it is designed to assist the client in making desired changes and in learning how to relate skills acquired in the process to other aspects of his life
3. that objectives are set to describe the desired change and
4. that attainment of the stated objective signals the probable ending of counseling with respect to that particular concern.

The counselor explains that since the client has made the desired changes and has achieved his objective, it is appropriate to conclude regular counseling contact. It should be explained that prior to ending regular sessions the counselor and client will discuss learnings from the counseling experience and how they may be related to other aspects of the client's life or the other concerns that might arise. In addition, they will discuss ways of monitoring the client's progress. The process and rationale for termination must be explained in such a manner that the client will view it not as rejection but rather as the natural end of a successful change project.

Manage Client/Counselor Resistance (9.2)

Either client, counselor, or both may be resistant to the termination of counseling. In such cases, the relationship has typically come to provide substantial reinforcement to either or both parties and accordingly they are reluctant to end it.

Client resistance is often expressed in terms of reluctance toward or fear of ending counseling. The counselor is seen by the client as a person he can and must depend upon in facing and working through even relatively minor problems that he may encounter and for reinforcement. Manifestations of resistance to termination may include the client:

1. saying there are other areas he'd like to discuss but being unable to express a particular concern
2. asking the counselor if they can continue to "be friends" or to see each other socially from time to time
3. asking the counselor if he may call or come in if problems arise
4. showing distress or hesitance at the prospect of discontinuance of the regular contacts

The counselor should recognize and acknowledge the client's feelings, but must not encourage the dependency. Instead he should focus upon fostering the client's confidence by:

1. emphasizing the client's role in the successful achievement of the objectives
2. communicating his belief that the client is able to function independently
3. focusing upon things the client has learned and done in counseling that will have value in effectively handling other situations (9.3).

In some cases it may be advisable to utilize a tapering off period during which the client would be assisted in gradually functioning more independently. This may be accomplished in conjunction with the monitoring of client performance (10.0) when a more gradual closing is deemed appropriate.

The counselor may also be inappropriately reluctant to terminate counseling. The reasons may vary but might be expected to center around the dependencies or attachments that the counselor has with respect to the client. These may be associated with the fact that the individual has been a "good client" dutifully carrying out assignments and generally meeting the counselor's expectations of the ideal client. Since the client is typically less sophisticated, the counselor's behavior may unwittingly influence the client to prolong contact. When this occurs, the counseling relationship, weakened by mutual dependence, may degenerate into one which is more social than professional or helping. Before proceeding, both client and counselor resistance must be confronted.

Conduct Transfer of Learning (9.3)

It has been said that a counselor's main responsibility is to work himself out of a job--that is, to develop in his counselee the ability to handle future concerns in a relatively independent fashion. Counseling being a learning process, it is expected that clients will acquire skills and ideas which will be applicable to a wider range of concerns than that initially presented and which accordingly will enable the client to assume increased independence in coping with new problems in his environment. The counselor must be able not only to successfully assist the client in the resolution of the presenting concern, but he must also be able to make him aware of the learnings associated with the process. In order to use the learnings of the counseling process to assist the client in functioning more independently in the future, the counselor should emphasize: (1) the application of the learned behaviors to other situations and people in the environment, and (2) how to use the new behaviors to obtain reinforcement from the environment.

Ultimately the purpose of conducting transfer of learning is to provide for maximum transfer of new behaviors and insights from the counseling situation to the client's usual everyday situation. The process should include:

1. identification of skills, behaviors, and strategies learned in the process
2. focusing upon how these were used and with what consequences
3. identification of other situations in which they may be useful

4. identification of ways in which they may be used to secure reinforcements for the client from the environment

The counselor should also be certain that the client is aware of the potential relevance and utility of aspects of counseling process in any problem-solving situation:

1. defining the problem carefully and specifically
2. identifying relevant variables and information
3. determining desired change or resolution
4. developing specific objectives
5. planning and implementing a strategy
6. evaluating performance

The counselor should consider the transfer of learning phase to be an important one which provides the client with a broader more expansive context for viewing and evaluating the counseling experience.

Plan Monitoring of Client Performance (9.4)

During termination it may be appropriate for the counselor to indicate that though he expects the changes to persist, it is possible that the client may initially experience some difficulty in maintaining the behavior for an extended period. Some clients may not be able to sustain the necessary motivation while others may encounter unforeseen problems which they cannot handle without further help. It is therefore advisable, at least in most cases, for counselor and client to establish a plan for following up or monitoring the client's performance for a reasonable period of time after formal counseling has terminated to assure that changes are maintained or to determine if further assistance is needed. It is conceivable that in some instances it will not be appropriate to monitor client performance, and therefore plans for monitoring should not be made. Monitoring is most appropriate when the changed or acquired behavior is one which is to be exhibited on a repeated or ongoing basis rather than one which is a one-shot behavior or one of very limited duration. Typically follow-up will be appropriate and plans must therefore be made.

Where monitoring is considered appropriate, it is important that the client be informed and agree that his progress will be monitored. He should also understand why and how this monitoring will be done. This knowledge may in itself provide a strong incentive for continued progress, since for most clients the counselor's interest and attention are powerful reinforcers. In planning for monitoring client performance the counselor must:

1. decide if monitoring is appropriate
2. decide what data is necessary and plan collection
3. explain the rationale and procedures to the client
4. secure client agreement
5. determine the duration of the follow-up period, the frequency of checks, and the amount of time (counselor, client, others) to be devoted to the follow-up activities.

Having made these decisions and established a plan, the monitoring phase (10.0) is begun. Depending upon whether the behavior is maintained at an acceptable level during the follow-up period or not, the counselor will either close the case (11.0) and move on to evaluate the contact (12.0) or begin working with the client to assure that the changes effected in counseling are maintained.

Termination When the Objective Has Not Been Attained

Occasionally in counseling a client whose concern was appropriate for the counselor to handle is terminated at some point prior to the completion of his objective. The reasons are varied, but might include the departure of either client or counselor, lack of client motivation to work on the concern, inability or unwillingness to specify goals and objectives for counseling, awareness that effecting the desired change will have negative consequences with which the client is unwilling or unable to cope, unrealistic objectives, and others.

The rationale for such termination (9.1) may be presented in terms of the following, based upon the purposes, focus, limits, and responsibilities of counseling (4.3):

1. the client has failed to meet his responsibility for carrying out assignments associated with strategies selected to effect the desired changes
2. the client has failed to set the goals and objectives required for the counseling process
3. limitations in the duration of counseling and the counselor's resources make the additional expenditures on objectives whose attainment is improbable inadvisable.

Client/counselor resistance to termination (9.2) may be similar to that encounter when objectives were attained, but may be handled in a somewhat different manner depending on the reason for the termination. The client should be encouraged to come back for counseling if he feels it would be beneficial at some later point and to work on the concern independently, if appropriate. After this explanation the case is then to be closed (11.0) and the contact evaluated (12.0).

Termination Due to Inappropriateness of Referral

If, after careful consideration of the data the counselor feels that the referral (self or other) is inappropriate (2.2.3), he begins the termination process. In this case the counselor assists the client and/or referral source in locating appropriate assistance (2.2.5), explains the rationale and procedures for the termination (9.1), manages any client or counselor resistance (9.2), closes the case (11.0), and evaluates the contact (12.0).

To prepare the client, the counselor may:

1. explain the purposes of counseling emphasizing the focus upon normal concerns
2. explain institutional guidelines or restrictions with respect to counseling services
3. explain that his experience with concerns such as that of the client is limited and that another counselor or agency would be more helpful to the client
4. explain that he does not feel that he has at his disposal the resources necessary to help the client

After offering an explanation of the reasons for the referral and termination, the counselor must handle any resistance to the termination. Client reluctance to be terminated and referred may relate to wanting that particular counselor, resenting the reluctance to treat her/him, viewing the termination as a personal rejection, feelings or being given the "run around", etc. The counselor must also be aware of the possibility that he may be somewhat reluctant to terminate inappropriate cases, especially those which are particularly challenging or which the counselor perceives as likely "successes" or "good" clients. If such feelings arise, they must also be handled.

When the rationale and procedures have been explained, resistance handled, and appropriate assistance located, the case is closed and the contact evaluated.

ITEM 2 - Script of the Videotape Modeling Segment for the Combined Method Group

The following videotape segment presents a model of the procedure for terminating counseling contact when the client's counseling objectives have been attained. In the model interview the four steps of this type of termination are covered. These steps are:

- Explain the rationale and procedure for termination
- Manage client/counselor resistance
- Conduct transfer of learning
- Plan monitoring of client performance

Client: Hi.

Counselor: Hi, how are things going?

Client: A lot better all around.

Counselor: Tell me a little about how things have gone with your roommate.

Client: Oh, a lot better than the last time we talked.

Counselor: Good. We've been working together about how long, now?
A couple months?

Client: I think so; about one and a half.

Counselor: How do you feel about the progress you've made in developing your relationship?

Client: Well, some of the things that we were having problems with like not being able to get a schedule together or to cooperate with each other are really improved. We assigned the tasks and have more respect for each other. There's a lot more give and take now but we've both been following through on most of our parts of the bargain.

Counselor: I know you were having trouble with a lot of arguing and hostility. We have set up in our objective that you were going to cut your arguing down to where you were only arguing about once a week or so. We decided that this was a pretty normal level for roommates. Do you think you've got that going now?

Client: Yeah, we both seem to be enjoying, you know, living in the same place together. Once we started trying to be fair to each other we had more in common.

Counselor: The other part of your objective was to do more things together to try to strengthen your relationship and make it less superficial. You decided that three times a week you were suppose to arrange to spend at least an hour together doing something, is that right?

Client: Yeah, we started bowling. We both bowl . . . joined a bowling team and we . . . I enjoy that and it gives us something extra to talk about once we're alone in that apartment together.

Counselor: Are you pretty well satisfied? How do you think we stand in terms of your objective?

Client: I suppose that we did what I started out to do but I still would like to continue with counseling.

Counselor: Well, what other concerns do you have that you wanted to work on?

Client: Well, nothing that I can pinpoint right now. It's just that I'd like to keep this channel open for further things that might pop up.

Counselor: Many clients feel that way at first but quite a while ago when we first started counseling I explained to you some things about what the purposes of counseling were and our responsibilities and things like that. At that time we talked about setting specific objectives and working toward them. In that way we would know when we had really completed the task that we were attacking in counseling. I guess that right now we're at that point; you have achieved your objectives and I really feel that, unless you have another concern that we need to pursue, this might be a good time to talk about ending counseling. We need to discuss how some of the things you learned in counseling on this concern can be related to other problems you may encounter. I'd also like to figure out how we might work on making sure that the changes that you've made with your roommate and the things that you've set up don't fall by the wayside. How does that sound to you?

Client: It sounds pretty good. Are you saying that what I learned from the objectives that have been accomplished in the past can carry over in some other area?

Counselor: Yes, I think you've learned quite a few things which have wider application than this one relationship or problem. One of the things that I feel is worth remembering is how you went about working on solving the problem with your roommate--the steps that you followed. I know one of the first things you did was to try and get a clear

picture of what the problem was. Do you remember how we did that?

Client: Well, . . .

Counselor: Remember when I had you doing what I called the baseline and you were suppose to write down the kind of arguments you had and information like that. You were recording what then? The number of arguments?

Client: The number of arguments and the particular situations when the arguments took place. And then I worked on finding ways to minimize or to eliminate those situations so that the arguments would diminish.

Counselor: Can you see any other ways that you could use the ideas of carefully defining the concern and the things that you've learned about taking a baseline on a problem to any other kind of situation?

Client: Well, I think that some of the same types of argument things have come about with my girlfriend. I took note of how much we were beginning to argue and took steps to cut it down. I find myself thinking things through before flying off the handle now because I found myself doing that a lot. Another thing is having both of us really talk about what the problem is instead of just going off on different tangents with no communication.

Counselor: I'm trying to remember what other things we had you work on. I guess we worked out scheduling kinds of things and the idea of the behavioral contract where you and Fred agreed on specific responsibilities and punishments or rewards.

Client: I washed his car for not doing my part of the cleaning before his company got in town.

Counselor: Did you have to do it often?

Client: No. But it seemed like the one time I did do it it was raining so it helped me remember to plan so that I had my responsibilities covered. That whole planning thing is really important, I never really planned how I'd act or what I'd do. You seem to have more control if you plan and make good plans.

Counselor: You seem to have learned that when you're having a problem with a person, agreeing on what each of you could do to resolve the problem and then setting up some kind of contract by which you systematically work at doing those things is an effective method. You may also have found that including some sort of consequences or reward system

can act to motivate those involved. I guess another thing we looked at is a general kind of process for dealing with problems. One of the things that you learned in counseling that I hope you will be able to use is a problem solving process. That's really what we've been talking about.

When you try to get a clear idea of the problem, identify all the variables, and see what their various effects are, you are really better able to figure out what you want to do than if you don't really analyze the problem. I know that when you came in you seemed confused as to whether you wanted maybe to get a new roommate or work out the problems. Really finding out what your goals are is one step. Working out the strategies for doing it and actually implementing them are two more. A final step might be what we're doing now--evaluating your change project. In your case I feel it's come out very well and I think that you'll be able to keep the behaviors that you've developed going. I know you've done it for a couple of weeks now and things seem to be getting better. Do you think you're going to be able to keep it up?

Client: Oh, yeah. I think I can and its . . . it seems like it's more of a creative process whereby I'm learning quite a bit. I feel like both Fred and I are having a shared type of involvement in the maintenance of the apartment and personally we're getting along because we both recognize that it's a mutual thing. We learned to talk about things before they build to a blow-up.

Counselor: If you think it would be helpful in terms of keeping the changes you've made up and in handling any problems that you may have in the near future, we could set up a sort of monitoring system. You wouldn't any longer come in every week because I think you're pretty well beyond that point. You're able to handle things on your own now but maybe every couple of weeks or something like that you can call and just let me know how you're doing and whether any problems have come up. After you've done that maybe for a month or so if things are still going alright, I don't see any need to continue the monitoring. Does that sound like something that would be helpful to you?

Client: Well, I'd like to give it a try. I think I'd be able to work things out without it but talking to you from time to time can't hurt anything.

Counselor: Keep a tally like we did at the beginning when you were noting the number and situation of arguments or hostility. You could call me in three weeks and we could talk about how things are working out. I think that should

probably do it. I don't even think we'll need to make an appointment; why don't you just call me and that will save both of us a little time. OK?

Client: That's fine.

Counselor: Alright, then. I'll be hearing from you in about three weeks. Thanks for coming and good luck.

In this final role play, all the steps appropriate to the termination of counseling when the objectives have been attained were performed. The first step of this process was the explanation of the rationale and procedures for termination. In the case of an appropriate referral where the objectives have been attained, this is usually based on the fact that there is no further need for counseling. In an inappropriate referral the role of the counselor in a particular situation or inexperience of the counselor in a particular area might all be reasons for the termination. In the case where the counseling is terminated prior to achieving the objective often insufficient motivation, unrealistic objectives, or some like problem are cited as reasons.

After the counselor explained that counseling would be terminated, she moved on to managing client resistance. In this particular case there was very little client resistance; the client readily accepted the fact that counseling was over. Had there been resistance, the counselor would have tried to focus on the fact that the client was now able to function independently. She would also emphasize the fact that some of the purposes of counseling are to promote independence, to show clients how to resolve their own problems, and to give them the skills to do so. Counselor resistance to termination may also be a problem. It is often a function of the client having come to meet certain counselor personality needs such as that for admiration, control, success, etc. The counselor must consider reasons for inappropriate reluctance to terminate a client and must work through this in order to prevent the degeneration of the relationship into one of mutual dependence or social contact. Once client and/or counselor resistance has been handled, the counselor moves on to the next step.

As in any case where the objectives have been met, the counselor moved on to the transfer of learning step. If the case had been one where the objective was not attained, transfer of learning would not be possible or appropriate. Thus, the inappropriate referral does not have this step either; instead it is ended by locating appropriate assistance for the client and closing the case. Evaluating the counseling case and process follow.

In the case of the client who set but did not attain objectives, transfer of learning is not performed or is rather limited. The case is closed when resistance and the transfer of learning (if appropriate) is completed.

The model case just viewed required the transfer of learning because the objective had been met and it was necessary to show the client how the behaviors and processes learned in counseling could be applied to other areas. This was done by focusing on the steps utilized, the consequences of different strategies that were used, and how they might be applied to other situations. An outline of the general problem solving process was also supplied and is appropriate to help the client realize what the steps of counseling have been. The final step in the process involves planning to monitor client behavior.

Monitoring is not appropriate in all cases. In cases where there is no real necessity to maintain the behavior or where the frequency of the behavior is so low that monitoring would be very difficult or impossible, monitoring may not be performed. In a case such as this, where the desire would be to maintain the behavior, monitoring is often helpful. It's designed to pick up problems that the client may be having and to develop interventions that will assist the client in maintaining the behavior change. In monitoring and planning to monitor client performance, the counselor should decide, with the client, what will be the frequency of the monitoring, who will perform it, what type of data will be collected, and how it will be analyzed. Once this is done, the client will begin the phase during which the monitoring is done; monitoring is the 10.0 function on the flow chart. After monitoring, if the behavior has been maintained at an acceptable level, the case is closed in 11.0 and in 12.0 the counselor will evaluate the entire counseling process including his performance. Generally, termination is appropriate in the three cases that we've covered in this videotape. The inappropriate referral, the case in which an objective was set but for one reason or another not attained, and finally in the case which will be most common--when objectives for counseling have been attained and the client feels no further need for counseling.

ITEM 3 - Roles for Role-play Procedures in the Shaping and Combined Procedures (Appendix F)

APPENDIX H

SCHEDULE AND ROOM ASSIGNMENT FOR INSTRUCTION AND TESTING

APPENDIX H

SCHEDULE AND ROOM ASSIGNMENT FOR INSTRUCTION AND TESTING

MORNING CLASS

8:05				
8:10				
8:15	SHAPING			
8:20	(244)*			
8:25	(245)			
8:30	(347)	COMBINED		
8:34	(248)	Written		
8:40	(249)	(452)		
8:45	(A)	- - - -		
8:50		Modeling		
8:55		(452)	CONTROL	
9:00				
9:05	S and C	Practice	(226)	
9:10	(250)	(244, 245,		MODELING
9:15	IK	247, 248,		(452)
9:20	(250)	249, A)		
9:25				
9:30	IS	S and C		PROSE UNIT
9:35	(244, 245,	(250)		(510)
9:40	247, 248,	IK		
9:45	249, A)	(250)		
9:50		IS		
9:55		(244, 245,	IK	
10:00		247, 248,	(226)	
10:05		249, A)		
10:10		IS	S and C	
10:15		(244, 245,	(452)	
10:20		247, 248,	IK	
10:25		249, A)	(452)	
10:30			IS	S and C
10:35			(244, 245,	(510)
10:40			247, 248,	IK
10:45			249, A)	(510)
10:50				IS
10:55				(244, 245,
11:00				247, 248,
11:05				249, A)

MEASURES

- S - Satisfaction Measure
 C - Confidence Measure
 IK - Immediate Knowledge Measure
 IS - Immediate Skill Measure

* Parentheses designate room used in that phase of instruction or testing

SCHEDULE AND ROOM ASSIGNMENT FOR INSTRUCTION AND TESTING

AFTERNOON CLASS

4:10	CONTROL (319)				
4:15					
4:20					
4:25					
4:30					
4:35		COMBINED			
4:40		Written			
4:45		(510)			
4:50		Modeling	WRITTEN		
4:55		(510)	(226)		
5:00					
5:05					
5:10		Practice		MODELING (228)	
5:15		(244, 245, 247,			
5:20		248, 249, A,			
5:25		B, 510)			
5:30	IK				
5:35	(319)	S and C			
5:40	IS (244, 245,	(250)			
5:45	247, 248, 249,	IK			PROSE
5:50	A, B, C)	(250)			UNIT
5:55		IS(244, 245,	S and C		(D)
6:00		247, 248, 249,	(226)		(E)
6:05		A, B)	IK		(401)
6:10			(226)		(242)
6:15			IS(244, 245,	S and C	(243)
6:20			247, 248,	(228)	(319)
6:25			249, A,	IK	(401)
6:30			B, C)	(228)	
6:35				IS(244, 245,	S and C
6:40				247, 248,	(250)
6:45				249, A, B,	IK
6:50				c)	(250)
6:55					IS(244, 245,
7:00					247, 248,
7:05					249, A, B, C)
7:10					

MEASURES

- 7:20
7:25 S - Satisfaction Measure
7:30 C - Confidence Measure
IK - Immediate Knowledge Measure
IS - Immediate Skill Measure

* Parentheses designate room used in that phase of instruction or testing

SUBJECT ASSIGNMENT NOTICE FOR INSTRUCTIONAL METHOD STUDY

Instructional Methods Study
February 25, 1975
Terminate Counseling 9.0

Dear _____ :

The schedule for your group is given below. Since the scheduling has to be very tight in order to accomodate all the participants within the regularly scheduled class period, we ask that you be on time and move from one location to the other quickly. Report directly to your instruction rooms and bring this notice with you.

Instruction _____	in Room _____
Evaluation _____	in Room _____
Role-Playing _____	in Room _____

A supervisor will be available in each room to distribute necessary materials and to explain what you are to do. You should be finished about 1 1/2 hours after the beginning of your instruction and you will be free to leave when you have completed your role-playing.

APPENDIX I

INSTRUCTIONAL PREFERENCE MEASURE (IP)

APPENDIX I

INSTRUCTIONAL PREFERENCE MEASURE (IP)

ITEM 1 - INSTRUCTIONAL PREFERENCE IN COUNSELOR TRAINING

Student Number _____

The purpose of this questionnaire is to measure your reaction to certain educational techniques and concepts. In completing this instrument please make your judgments on the basis of what the concept means to you. Read the concept at the top of the page and quickly mark your reactions to it on each of the scales that follow the concept.

If the concept is very closely related to either end of the scale, you would mark as follows:

good ____:____:____:____:____:____: X evil
good X :____:____:____:____:____:____ evil

If it is quite closely related to either end of the scale, you would mark as below:

fair ____:____:____:____:____: X :____ unfair
fair ____: X :____:____:____:____:____ unfair

For concepts only slightly related to either end of the scale mark as follows:

sad ____:____:____:____: X :____:____ happy
sad ____:____: X :____:____:____:____ happy

If the concept is neutral, both sides of the scale are equally related to the concept, or if the scale is completely irrelevant, unrelated to the concept, mark in the center of the scale.

open ____:____:____: X :____:____:____ closed

IMPORTANT

1. Make your mark within the spaces and not on the boundaries between them.
2. Be sure to mark every scale for every concept in order.
3. Make no more than one mark on each scale.
4. Work as quickly as possible, marking your initial impressions or reactions to the item.
5. Do not worry about how you have rated other scales or concepts previously. Each item should be considered a separate and independent judgement.

DAILY QUIZZES

superior	:	:	:	:	:	:	inferior
weak	:	:	:	:	:	:	strong
slow	:	:	:	:	:	:	fast
successful	:	:	:	:	:	:	unsuccessful
hazy	:	:	:	:	:	:	clear
alive	:	:	:	:	:	:	dead
meaningless	:	:	:	:	:	:	meaningful
concrete	:	:	:	:	:	:	abstract
tense	:	:	:	:	:	:	relaxed
adequate	:	:	:	:	:	:	inadequate
vague	:	:	:	:	:	:	precise
interesting	:	:	:	:	:	:	boring
negative	:	:	:	:	:	:	positive
profound	:	:	:	:	:	:	superficial
chaotic	:	:	:	:	:	:	ordered
pleasant	:	:	:	:	:	:	unpleasant
shallow	:	:	:	:	:	:	deep
varied	:	:	:	:	:	:	monotonous
invalid	:	:	:	:	:	:	valid
powerful	:	:	:	:	:	:	powerless
difficult	:	:	:	:	:	:	easy
valuable	:	:	:	:	:	:	worthless
little	:	:	:	:	:	:	big
personal	:	:	:	:	:	:	impersonal
unimportant	:	:	:	:	:	:	important
free	:	:	:	:	:	:	constrained
passive	:	:	:	:	:	:	active
good	:	:	:	:	:	:	bad
useless	:	:	:	:	:	:	useful
empirical	:	:	:	:	:	:	theoretical

WRITTEN INSTRUCTIONAL MATERIALS

superior	:	:	:	:	:	:	inferior
weak	:	:	:	:	:	:	strong
slow	:	:	:	:	:	:	fast
successful	:	:	:	:	:	:	unsuccessful
hazy	:	:	:	:	:	:	clear
alive	:	:	:	:	:	:	dead
meaningless	:	:	:	:	:	:	meaningful
concrete	:	:	:	:	:	:	abstract
tense	:	:	:	:	:	:	relaxed
adequate	:	:	:	:	:	:	inadequate
vague	:	:	:	:	:	:	precise
interesting	:	:	:	:	:	:	boring
negative	:	:	:	:	:	:	positive
profound	:	:	:	:	:	:	superficial
chaotic	:	:	:	:	:	:	ordered
pleasant	:	:	:	:	:	:	unpleasant
shallow	:	:	:	:	:	:	deep
varied	:	:	:	:	:	:	monotonous
invalid	:	:	:	:	:	:	valid
powerful	:	:	:	:	:	:	powerless
difficult	:	:	:	:	:	:	easy
valuable	:	:	:	:	:	:	worthless
little	:	:	:	:	:	:	big
personal	:	:	:	:	:	:	impersonal
unimportant	:	:	:	:	:	:	important
free	:	:	:	:	:	:	constrained
passive	:	:	:	:	:	:	active
good	:	:	:	:	:	:	bad
useless	:	:	:	:	:	:	useful
empirical	:	:	:	:	:	:	theoretical

C L A S S D I S C U S S I O N

superior	:	:	:	:	:	:	inferior
weak	:	:	:	:	:	:	strong
slow	:	:	:	:	:	:	fast
successful	:	:	:	:	:	:	unsuccessful
hazy	:	:	:	:	:	:	clear
alive	:	:	:	:	:	:	dead
meaningless	:	:	:	:	:	:	meaningful
concrete	:	:	:	:	:	:	abstract
tense	:	:	:	:	:	:	relaxed
adequate	:	:	:	:	:	:	inadequate
vague	:	:	:	:	:	:	precise
interesting	:	:	:	:	:	:	boring
negative	:	:	:	:	:	:	positive
profound	:	:	:	:	:	:	superficial
chaotic	:	:	:	:	:	:	ordered
pleasant	:	:	:	:	:	:	unpleasant
shallow	:	:	:	:	:	:	deep
varied	:	:	:	:	:	:	monotonous
invalid	:	:	:	:	:	:	valid
powerful	:	:	:	:	:	:	powerless
difficult	:	:	:	:	:	:	easy
valuable	:	:	:	:	:	:	worthless
little	:	:	:	:	:	:	big
personal	:	:	:	:	:	:	impersonal
unimportant	:	:	:	:	:	:	important
free	:	:	:	:	:	:	constrained
passive	:	:	:	:	:	:	active
good	:	:	:	:	:	:	bad
useless	:	:	:	:	:	:	useful
empirical	:	:	:	:	:	:	theoretical

LEARNING THROUGH DOING

superior	:	:	:	:	:	:	inferior
weak	:	:	:	:	:	:	strong
slow	:	:	:	:	:	:	fast
successful	:	:	:	:	:	:	unsuccessful
hazy	:	:	:	:	:	:	clear
alive	:	:	:	:	:	:	dead
meaningless	:	:	:	:	:	:	meaningful
concrete	:	:	:	:	:	:	abstract
tense	:	:	:	:	:	:	relaxed
adequate	:	:	:	:	:	:	inadequate
vague	:	:	:	:	:	:	precise
interesting	:	:	:	:	:	:	boring
negative	:	:	:	:	:	:	positive
profound	:	:	:	:	:	:	superficial
chaotic	:	:	:	:	:	:	ordered
pleasant	:	:	:	:	:	:	unpleasant
shallow	:	:	:	:	:	:	deep
varied	:	:	:	:	:	:	monotonous
invalid	:	:	:	:	:	:	valid
powerful	:	:	:	:	:	:	powerless
difficult	:	:	:	:	:	:	easy
valuable	:	:	:	:	:	:	worthless
little	:	:	:	:	:	:	big
personal	:	:	:	:	:	:	impersonal
unimportant	:	:	:	:	:	:	important
free	:	:	:	:	:	:	constrained
passive	:	:	:	:	:	:	active
good	:	:	:	:	:	:	bad
useless	:	:	:	:	:	:	useful
empirical	:	:	:	:	:	:	theoretical

PERSONAL CHANGE PROJECTS

superior	:	:	:	:	:	:	inferior
weak	:	:	:	:	:	:	strong
slow	:	:	:	:	:	:	fast
successful	:	:	:	:	:	:	unsuccessful
hazy	:	:	:	:	:	:	clear
alive	:	:	:	:	:	:	dead
meaningless	:	:	:	:	:	:	meaningful
concrete	:	:	:	:	:	:	abstract
tense	:	:	:	:	:	:	relaxed
adequate	:	:	:	:	:	:	inadequate
vague	:	:	:	:	:	:	precise
interesting	:	:	:	:	:	:	boring
negative	:	:	:	:	:	:	positive
profound	:	:	:	:	:	:	superficial
chaotic	:	:	:	:	:	:	ordered
pleasant	:	:	:	:	:	:	unpleasant
shallow	:	:	:	:	:	:	deep
varied	:	:	:	:	:	:	monotonous
invalid	:	:	:	:	:	:	valid
powerful	:	:	:	:	:	:	powerless
difficult	:	:	:	:	:	:	easy
valuable	:	:	:	:	:	:	worthless
little	:	:	:	:	:	:	big
personal	:	:	:	:	:	:	impersonal
unimportant	:	:	:	:	:	:	important
free	:	:	:	:	:	:	constrained
passive	:	:	:	:	:	:	active
good	:	:	:	:	:	:	bad
useless	:	:	:	:	:	:	useful
empirical	:	:	:	:	:	:	theoretical

superior	:	:	:	:	:	:	inferior
weak	:	:	:	:	:	:	strong
slow	:	:	:	:	:	:	fast
successful	:	:	:	:	:	:	unsuccessful
hazy	:	:	:	:	:	:	clear
alive	:	:	:	:	:	:	dead
meaningless	:	:	:	:	:	:	meaningful
concrete	:	:	:	:	:	:	abstract
tense	:	:	:	:	:	:	relaxed
adequate	:	:	:	:	:	:	inadequate
vague	:	:	:	:	:	:	precise
interesting	:	:	:	:	:	:	boring
negative	:	:	:	:	:	:	positive
profound	:	:	:	:	:	:	superficial
chaotic	:	:	:	:	:	:	ordered
pleasant	:	:	:	:	:	:	unpleasant
shallow	:	:	:	:	:	:	deep
varied	:	:	:	:	:	:	monotonous
invalid	:	:	:	:	:	:	valid
powerful	:	:	:	:	:	:	powerless
difficult	:	:	:	:	:	:	easy
valuable	:	:	:	:	:	:	worthless
little	:	:	:	:	:	:	big
personal	:	:	:	:	:	:	impersonal
unimportant	:	:	:	:	:	:	important
free	:	:	:	:	:	:	constrained
passive	:	:	:	:	:	:	active
good	:	:	:	:	:	:	bad
useless	:	:	:	:	:	:	useful
empirical	:	:	:	:	:	:	theoretical

ITEM 2 - DIMENSIONALITY AND POLARITY OF INSTRUCTIONAL

PREFERENCE SCALE ADJECTIVE PAIRS

Scales are designated as follows based on agreement of 4 out of 6 raters as to their dimensionality:

		E - Evaluative P - Potency A - Activity							
E	superior	*	:	:	:	:	:		inferior
P	weak		:	:	:	:	:	*	strong
A	slow		:	:	:	:	:	*	fast
E	successful	*	:	:	:	:	:		unsuccessful
	hazy		:	:	:	:	:		clear
	alive		:	:	:	:	:		dead
E	meaningless		:	:	:	:	:	*	meaningful
P	concrete	*	:	:	:	:	:		abstract
	tense		:	:	:	:	:		relaxed
E	adequate	*	:	:	:	:	:		inadequate
	vague		:	:	:	:	:		precise
E	interesting	*	:	:	:	:	:		boring
E	negative		:	:	:	:	:	*	positive
	profound		:	:	:	:	:		superficial
A	chaotic		:	:	:	:	:	*	ordered
E	pleasant	*	:	:	:	:	:		unpleasant
P	shallow		:	:	:	:	:	*	deep
A	varied	*	:	:	:	:	:		monotonous
E	invalid		:	:	:	:	:	*	valid
P	powerful	*	:	:	:	:	:		powerless
E	difficult		:	:	:	:	:	*	easy
E	valuable	*	:	:	:	:	:		worthless
	little		:	:	:	:	:		big
E	personal	*	:	:	:	:	:		impersonal
E	unimportant		:	:	:	:	:	*	important
A	free	*	:	:	:	:	:		constrained
A	passive		:	:	:	:	:	*	active
E	good	*	:	:	:	:	:		bad
E	useless		:	:	:	:	:	*	useful
	empirical		:	:	:	:	:		theoretical

* denotes positive pole of the adjective pair

APPENDIX J

IMMEDIATE KNOWLEDGE MEASURE (IK)

APPENDIX J

IMMEDIATE KNOWLEDGE MEASURE (IK)

TERMINATE COUNSELING (9.0)

Student Number

1. List in logical order the four functions performed in Terminate Counseling when the client has attained the objectives and has no further need for counseling.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
2. The Explanation of Termination Rationale and Procedure is: (Circle)
 - a. not provided for clients who were inappropriate referrals.
 - b. necessary only if the client has achieved the learning objective selected for counseling.
 - c. provided in all official cases of termination.
 - d. necessary only if the client has not achieved the learning objective.
3. In the case of an inappropriate referral, the counselor should: (Circle)
 - a. explain the rationale and procedures for termination and close the case.
 - b. work with the client even though the concern is not congruent with the purpose and limitations of counseling.
 - c. close the case after locating appropriate assistance and notify the initial referral source.
 - d. explain the rationale and procedures for termination; assist the client in locating appropriate assistance; handle resistances; and notify initial referral source, if possible, before closing the case.
4. Monitoring of Client Performance is appropriate for all terminated cases? (Circle correct response)
 - a. True b. False
5. What is the rationale for terminating a client who has attained the learning objective?
6. What is the procedure for the termination of a client who has failed to attain the objective set for counseling?

7. Cite three possible reasons for the termination of counseling prior to the attainment of the objectives.
- _____
 - _____
 - _____
8. Explain the rationale for monitoring client performance citing at least one purpose for the procedure.
9. Whenever a case is terminated, the counselor should explain termination rationale and procedure. (Circle)
- True
 - False
10. Describe a monitoring plan for the following cases including type of data, frequency and type (phone, interview, etc.) of contacts, and length of monitoring.

CLIENT	TYPE OF DATA	FREQUENCY AND TYPE OF CONTACTS	LENGTH OF MONITORING
Sharon, a housewife who has stopped biting her fingernails after 20 years			
Jay, who has reduced his arguments with his wife to 1 per week			

11. Name two things the counselor should focus on in conducting transfer of learning.
- _____
 - _____
12. Describe the problem solving process as utilized in counseling. (You may outline steps or use narrative form.)
13. The purpose of conducting transfer of learning is: (Circle)
- to determine how much of the learned behavior the client can maintain.
 - to evaluate counselor performance.
 - to focus client attention on the applicability of the behaviors and processes learned to other situations.
 - to provide the client with a rationale for termination.
14. List conditions that could be cited in the explanation of the rationale for termination in the case of an inappropriate referral (other or self).
- _____
 - _____
 - _____

15. What factor(s) is frequently at play when client or counselor express inappropriate reluctance to end counseling contact?
16. List 3 approaches a counselor might utilize in managing client resistance to termination when the objectives have been attained.
 - a. _____
 - b. _____
 - c. _____
17. Cite two possible reasons for a counselor's inappropriate resistance to termination.
 - a. _____
 - b. _____

APPENDIX K

AFFECTIVE MEASURES OF SATISFACTION (S) AND CONFIDENCE (C)

APPENDIX K

AFFECTIVE MEASURES OF SATISFACTION (S) AND CONFIDENCE (C)

ITEM - 1 - INSTRUMENT

Student Number

We are interested in your evaluation of the training experience which you have just completed. The items are designed to measure various facets of your reactions. Read the statement and quickly mark your reactions of the scales denoted by the adjective pairs.

Scales are scored in the following manner:

If your reaction to the item is very closely related to either end of the scale, you would mark as follows:

good ____:____:____:____:____:____: X evil
good X:____:____:____:____:____:____ evil

If it is quite closely related to either end of the scale, you would mark as follows:

fair ____:____:____:____:____: X:____ unfair
fair ____: X:____:____:____:____:____ unfair

If your reaction is only slightly related to either end of the scale mark as follows:

sad ____:____:____:____: X:____:____ happy
sad ____:____: X:____:____:____:____ happy

If your reaction is neutral, mark in the center of the scale.

open ____:____:____: X:____:____:____ closed

In completing the evaluation, please:

1. Make your marks within the spaces and not on the boundaries between them.
2. Be sure to mark every scale for each of the four factors.
3. Make no more than one mark on each scale.
4. Work as quickly as possible, marking your initial impressions or reactions to the item.
5. Do not worry about how you have rated other scales or concepts previously. Each item should be considered a separate and independent judgement.

When considering the prospect of terminating counseling as a result of the instructional experience, I feel:

prepared	____:____:____:____:____:____:____	unprepared
competent	____:____:____:____:____:____:____	incompetent
anxious	____:____:____:____:____:____:____	comfortable
good	____:____:____:____:____:____:____	bad
apprehensive	____:____:____:____:____:____:____	confident
strong	____:____:____:____:____:____:____	weak
confused	____:____:____:____:____:____:____	clear
positive	____:____:____:____:____:____:____	negative

The method used to present the information for Terminate Counseling (9.0) was:

appropriate	____:____:____:____:____:____:____	inappropriate
boring	____:____:____:____:____:____:____	interesting
bad	____:____:____:____:____:____:____	good
pleasant	____:____:____:____:____:____:____	unpleasant
weak	____:____:____:____:____:____:____	strong
personal	____:____:____:____:____:____:____	impersonal
inferior	____:____:____:____:____:____:____	superior
clear	____:____:____:____:____:____:____	confusing

The information on termination presented in the instruction was:

meaningful	____:____:____:____:____:____:____	meaningless
boring	____:____:____:____:____:____:____	interesting
clear	____:____:____:____:____:____:____	confused
useful	____:____:____:____:____:____:____	useless
important	____:____:____:____:____:____:____	unimportant
weak	____:____:____:____:____:____:____	strong
comprehensive	____:____:____:____:____:____:____	superficial
concrete	____:____:____:____:____:____:____	abstract
vague	____:____:____:____:____:____:____	precise

I found the instructional experience:

weak	____:____:____:____:____:____:____	strong
tense	____:____:____:____:____:____:____	relaxed
pleasant	____:____:____:____:____:____:____	unpleasant
good	____:____:____:____:____:____:____	bad
clear	____:____:____:____:____:____:____	hazy
boring	____:____:____:____:____:____:____	interesting
positive	____:____:____:____:____:____:____	negative
worthless	____:____:____:____:____:____:____	valuable

Please indicate your reaction with respect to each item. Mark only within spaces (not on the lines) and make only one marking per item.

1. I would self-rate my knowledge of the termination process as:

inferior		average		superior
----------	--	---------	--	----------

2. I would self-rate my knowledge of the rationale behind the process as:

superior		average		inferior
----------	--	---------	--	----------

3. I would self-rate my ability to function as a counselor using this process as:

inferior		average		superior
----------	--	---------	--	----------

4. I would rate today's learning experiences as:

superior		average		inferior
----------	--	---------	--	----------

5. For this kind of material, I would rate the instructional method as:

inferior		average		superior
----------	--	---------	--	----------

**ITEM 2 - SCALE AND DIRECTIONAL DESIGNATIONS FOR AFFECTIVE MEASURE OF
SATISFACTION (S) AND CONFIDENCE (C)**

CONFIDENCE SCALE (C):

1. When considering the prospect of terminating counseling as a result of the instructional experience, I feel:

prepared	* : _ : _ : _ : _ : _ : _	unprepared
competent	* : _ : _ : _ : _ : _ : _	incompetent
anxious	_ : _ : _ : _ : _ : _ : *	comfortable
good	* : _ : _ : _ : _ : _ : _	bad
apprehensive	_ : _ : _ : _ : _ : _ : *	confident
strong	* : _ : _ : _ : _ : _ : _	weak
confused	_ : _ : _ : _ : _ : _ : *	clear
positive	* : _ : _ : _ : _ : _ : _	negative

2. I would self-rate my ability to function as a counselor using this process as:

inferior		average		superior
----------	--	---------	--	----------

SATISFACTION SCALE (S):

1. The method used to present the information for Terminate Counseling (9.0) was:

appropriate	* : _ : _ : _ : _ : _ : _	inappropriate
boring	_ : _ : _ : _ : _ : _ : *	interesting
bad	_ : _ : _ : _ : _ : _ : *	good
pleasant	* : _ : _ : _ : _ : _ : _	unpleasant
weak	_ : _ : _ : _ : _ : _ : *	strong
personal	* : _ : _ : _ : _ : _ : _	impersonal
inferior	_ : _ : _ : _ : _ : _ : *	superior
clear	* : _ : _ : _ : _ : _ : _	confusing

2. The information on termination presented in the instruction was:

meaningful	* : _ : _ : _ : _ : _ : _	meaningless
boring	_ : _ : _ : _ : _ : _ : *	interesting
clear	* : _ : _ : _ : _ : _ : _	confused
useful	* : _ : _ : _ : _ : _ : _	useless
important	* : _ : _ : _ : _ : _ : _	unimportant
weak	_ : _ : _ : _ : _ : _ : *	strong
comprehensive	* : _ : _ : _ : _ : _ : _	superficial
concrete	* : _ : _ : _ : _ : _ : _	abstract
vague	_ : _ : _ : _ : _ : _ : *	precise

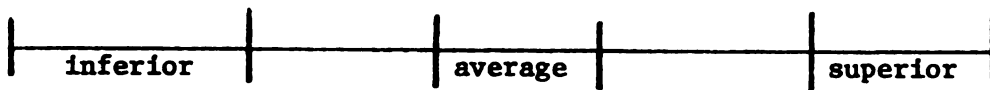
3. I found the instructional experience:

weak	_ : _ : _ : _ : _ : _ : *	strong
tense	_ : _ : _ : _ : _ : _ : *	relaxed
pleasant	* : _ : _ : _ : _ : _ : _	unpleasant
good	* : _ : _ : _ : _ : _ : _	bad
clear	* : _ : _ : _ : _ : _ : _	hazy
boring	_ : _ : _ : _ : _ : _ : *	interesting
positive	* : _ : _ : _ : _ : _ : _	negative
worthless	_ : _ : _ : _ : _ : _ : *	valuable

4. I would rate today's learning experiences as:



5. For this kind of material, I would rate the instructional method as:



* indicates the positive pole

APPENDIX L

DELAYED KNOWLEDGE MEASURE (DK)

APPENDIX L

DELAYED KNOWLEDGE MEASURE (DK)

TERMINATE COUNSELING (9.0)

Student Number

1. List in logical order the four functions performed in Terminate Counseling when the client has attained the objectives and has no further need for counseling.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
2. The Explanation of Termination Rationale and Procedure is: (Circle)
 - a. not provided for clients who were inappropriate referrals.
 - b. necessary only if the client has achieved the learning objective selected for counseling.
 - c. provided in all official cases of termination.
 - d. necessary only if the client has not achieved the learning objective.
3. In the case of an inappropriate referral, the counselor should: (Circle)
 - a. explain the rationale and procedures for termination and close the case.
 - b. work with the client even though the concern is not congruent with the purpose and limitations of counseling.
 - c. close the case after locating appropriate assistance and notify the initial referral source.
 - d. explain the rationale and procedures for termination; assist the client in locating appropriate assistance; handle resistances; and notify initial referral source, if possible, before closing the case.
4. Monitoring of Client Performance is appropriate for all terminated cases? (Circle correct response)
 - a. True b. False
5. What is the rationale for terminating a client who has attained the learning objective?
6. Explain the rationale for monitoring client performance citing at least one purpose for the procedure.

7. Name two things the counselor should focus on in conducting transfer of learning.
- a. _____
- b. _____
8. Whenever a case is terminated, the counselor should explain termination rationale and procedure. (Circle)
- a. True b. False
9. The purpose of conducting transfer of learning is: (Circle)
- a. to determine how much of the learned behavior the client can maintain.
- b. to evaluate counselor performance.
- c. to focus client attention on the applicability of the behaviors and processes learned to other situations.
- d. to provide the client with a rationale for termination.
10. What factor(s) is frequently at play when client or counselor express inappropriate reluctance to end counseling contact?
11. List 3 approaches a counselor might utilize in managing client resistance to termination when the objectives have been attained.
- a. _____
- b. _____
- c. _____

APPENDIX M

IMMEDIATE SKILL ROLE-PLAY MEASURE

APPENDIX M

IMMEDIATE SKILL ROLE-PLAY MEASURE

ITEM 1 - INSTRUCTIONS FOR CLIENT ROLE-PLAYERS

You will be involved in playing the role of a client (a.m. and/or p.m.) which will be provided for you on the day of the experiment. As I have explained previously, this study compares the effectiveness of several instructional methods for teaching masters-level counseling students how to end counseling contact with a client (you). The students in the study will be your counselor and will role-play the session in which they end formal contact with you.

You will be assigned a role-playing room in Erickson Hall on the day of the study. When your "counselor" enters do the following:

1. Explain that you will be taping an interaction between the two of you in which you will be the client and the student will be a counselor.
2. Provide the "counselor" (student) with the ROLE INFORMATION FOR COUNSELORS sheet and allow reading time.
3. Get the student's student number and record it on the tape.
4. Turn on the tape recorder and begin the interaction.
5. Turn off the recorder when the "counselor" indicates the interaction is completed.
6. Thank the counselors.

You have 20 minutes per "counselor". Steps 1-3 should take less than five minutes. The "counselors" participating are not being graded for their performance so you should not feel obligated to "help" or "go along with them". Your performance should be consistent from one student to the next, but should relate to what the counselor is doing. For example, if one counselor has done an adequate job dealing with your reluctance to end counseling, do not continue to resist throughout the interview simply because a previous counselor never worked through your reluctance. When counselors are finished, tell them they are free to go home and greet the next student. Always check to see that the equipment is working before beginning the interaction!

Our discussion about this information and your role should clarify any questions but do not hesitate to contact me if you have any problems or questions.

Thank you!

Pat
349-4115

ITEM 2 - ROLE INFORMATION FOR CLIENT ROLE

MORNING PERFORMANCE TEST (IS)

CONCERN: Feels isolated; has few associates and no one that would be considered a friend

OBJECTIVES: By the end of three months client will have made two friends (people that client calls at least two times per week and sees one time per week for at least one hour). Must also spend at least one hour per day in a public place other than the library and initiate a conversation with at least one person while there. Must continue this behavior for three weeks.

STRATEGIES: Developed communication skills. Worked on how and where to meet people and also on how to initiate and develop a conversation. Used role-playing for skill development (practice). Used self reinforcement for initiating contact with strangers or new friends (\$1.00 each toward new guitar). Defined the term "friendship" in terms of expected behaviors.

DATA: Client has three people that he/she calls or that call client at least two times a week. Also has two people in dorm that are regular meal companions. Goes out with someone at least two times per week. Has joined guitar class and works at crisis center. Will be attending ski club. Goes to grill and Union and other places according to a schedule each afternoon.

FOR YOUR INFORMATION ONLY

You are somewhat reluctant to end counseling. Indicate that the weekly counseling session for reporting progress provided encouragement and that without it you may not be able to keep things up. Indicates that you are not sure what to do if things began to go wrong or if you met someone who was unfriendly.

AFTERNOON PERFORMANCE TEST (IS)

CONCERN: Slightly depressed; concerned that does not seem to have any friends. Deals with everyone on a superficial level. Wants to feel close to someone.

OBJECTIVE: To develop a closer relationship with roommate as evidenced by being able to discuss future goals, apprehensions about finding a job, plans and misgivings about getting married, and relationship with family. Must complete in two months.

STRATEGY: Discussed what behaviors a close friend exhibits. Defines "closeness" (goal) as talking comfortably about very personal topics. Role-played several interactions with the counselor. Developed skills in conversation and interpersonal communication. Initiated "serious" talks with desired friend as scheduled and rehearsed. Chose "topics" that would indicate "closeness" if discussed.

DATA: Client has met the objective and has discussed each of the identified topics at least once and reports talking of each on numerous occasions. Feels much closer to roommate and is better able to talk about serious matters with several others.

FOR YOUR INFORMATION ONLY

You are reluctant to end contact because you view the counselor as one of the new people that you are able to talk with about personal and serious matters. You indicate that you fear you may revert to old patterns of communication without counselor reinforcement of the new deeper communication patterns.

ITEM 3 - ROLE INFORMATION FOR COUNSELOR ROLE (SUBJECTS)

MORNING PERFORMANCE TEST (IS)

CONCERN: Feels isolated; has few associates and no one that would be considered a friend.

OBJECTIVES: By the end of three months client will have made two friends (people that client calls at least two times per week and sees one time per week for at least one hour). Must also spend at least one hour per day in a public place other than the library and initiate a conversation with at least one person while there. Must continue this behavior for three weeks.

STRATEGIES: Developed communication skills. Worked on how and where to meet people and also how to initiate and develop a conversation. Used role-playing for skill development (practice). Used self-reinforcement for initiating contact with strangers or new friends (\$1.00 each toward new guitar). Defined the term "friendship" in terms of expected behaviors.

DATA: Client has three people that he/she calls or that call client at least two times a week. Also has two people in dorm that are regular meal companions. Goes out with someone at least two times per week. Has joined guitar class and works at crisis center. Will be attending ski club. Goes to grill and Union and other places according to a schedule each afternoon.

AFTERNOON PERFORMANCE TEST (IS)

CONCERN: Slightly depressed; concerned that does not seem to have any friends. Deals with everyone on a superficial level. Wants to feel close to someone.

OBJECTIVE: To develop a closer relationship with roommate as evidenced by being able to discuss future goals, apprehensions about finding a job, plans and misgivings about getting married, and relationship with family. Must complete in two months.

STRATEGY: Discussed what behaviors a close friend exhibits. Defines "closeness" (goal) as talking comfortably about very personal topics. Role-played several interactions with the counselor. Developed skills in conversation and interpersonal communication. Initiated "serious" talks with desired friend as scheduled and rehearsed. Select "topics" that would indicate "closeness" if discussed.

DATA: Client has met the objective and has discussed each of the identified topics at least once and reports talking of each on numerous occasions. Feels much closer to roommate and is better able to talk about serious matters with several others.

APPENDIX N

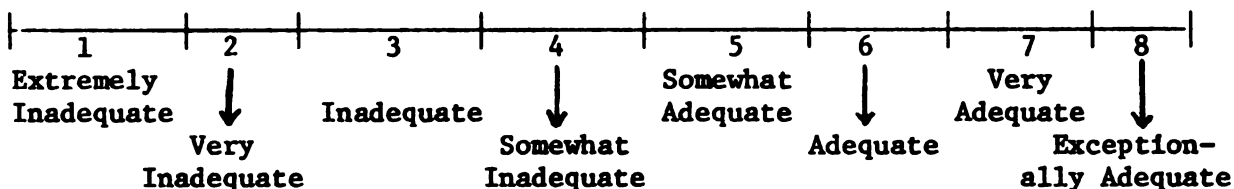
**RATING OF AUDIOTAPED PERFORMANCES OF THE
TERMINATION OF COUNSELING CONTACT**

APPENDIX N

RATING OF AUDIOTAPED PERFORMANCES OF THE TERMINATION OF COUNSELING CONTACT

ITEM 1 - INSTRUCTIONS FOR USE OF THE RATING FORM

The performance of the termination of counseling contact is to be rated in terms of the behaviors specified by Behaviors Included in the Performance of Termination Functions. The performance of the 19 specific behaviors which comprise the 4 functions or steps in the termination process is to be rated on a scale from 1 to 8. The scale is defined as follows:



Extremely Inadequate

The trainee failed to exhibit the behavior when its exhibition was appropriate.

The trainee's alluded to but did not exhibit the behavior when it would have been appropriate to do so.

Very Inadequate

The trainee attempted the behavior but failed to execute it satisfactorily due to lack of understanding of what was expected.

The trainee attempted the behavior but failed to cover most (2/3) of the required information.

The trainee exhibited no skill in leading into or executing the behavior smoothly.

Inadequate

Trainee attempted the behavior but the level of performance was definitely unsatisfactory.

The trainee's performance of the behavior included about half of the required information.

The trainee's skill leading into and executing the behavior smoothly was obviously lacking.

Somewhat Inadequate

The trainee covered most of the required information (2/3 +) but missed some points.

The trainee's performance was borderline but more inadequate than adequate.

The trainee exhibited limited skill in leading into and executing the behavior.

Somewhat Adequate

The trainee covered most of the required information (2/3 +) but missed some points.

The trainee's performance was borderline but more adequate than inadequate.

The trainee exhibited some skill in leading into and executing behavior.

Adequate

The trainee covered the required information or performed in a manner acceptable for the situation, including deleting behaviors when appropriate.

The trainee exhibited an adequate level of skill or facility in leading into and executing behavior.

The import of the information may have been slightly lessened or it did not really appear to flow naturally into the interview.

Very Adequate

The trainee covered all required information in a smooth and coherent fashion. The behavior was well integrated into the interaction but its impact may have been somewhat obscured or lessened by the delivery.

Exceptionally Adequate

The trainee covered all required information adapting and relating it to the specific needs and situation of the client. The behavior was integrated very smoothly into the interaction and seemed extremely natural and relaxed. The impact of the behavior was not "lost" in the process of delivery.

These descriptions are intended as guidelines for rating trainee performance on each behavior. During the rater training session we will discuss differences between the ratings and work together with several tapes until raters are familiar with the information required by each behavior and comfortable making distinctions on the scale.

ITEM 2 - RATING FORM FOR BEHAVIORS INCLUDED IN THE PERFORMANCE OF
TERMINATION FUNCTIONS (IS and TS)

RATING SCALE:

1	2	3	4	5	6	7	8
Extremely Inadequate	↓	Inadequate	↓	Somewhat Adequate	↓	Very Adequate	↓
	Very Inadequate		Somewhat Inadequate		Adequate		Exceptionally Adequate

Trainee: _____ Section: P.M. A.M.

I. Function: Explain Rationale and Procedure for Termination

A. Explain Rationale for Termination

Behaviors:

1. Explain that regular counseling contact is ending 1 2 3 4 5 6 7 8
2. Provide some explanation of the rationale for the termination 1 2 3 4 5 6 7 8
3. Provide rationale based upon: 1 2 3 4 5 6 7 8
previous understanding;
definition of counseling process;
upon clearly identified circumstances which
make further contact impossible or undesirable

B. Explanation of Termination Procedure

Behaviors:

4. Indicate that counselor and client will discuss the learnings of counseling 1 2 3 4 5 6 7 8
5. Explain that counselor and client will consider the need for further contact 1 2 3 4 5 6 7 8

II. Function: Manage Client/Counselor Resistance

Behaviors:

- | | |
|---------------------------------------------------------------------------------------------------|-----------------|
| 6. Discourage client dependence:
discusses progress;
client ability;
client growth; etc. | 1 2 3 4 5 6 7 8 |
| 7. Emphasize the client's role in planning
and attaining desired goal | 1 2 3 4 5 6 7 8 |
| 8. Communicate belief in client's ability
to function independently | 1 2 3 4 5 6 7 8 |

III. Function: Conduct Transfer of Learning

A. Identify Skills and Learnings

Behaviors:

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 9. Identify new behaviors:
meeting people;
going out;
losing weight; etc. | 1 2 3 4 5 6 7 8 |
| 10. Define or review problem solving process
used in counseling for dealing with
concerns:
define problem;
identify variables;
determine desired change (goal, objective);
plan and implement strategy;
evaluate performance | 1 2 3 4 5 6 7 8 |
| 11. Review strategy, steps, and learnings
utilized in the resolution of the problem.
For example:
self-reinforcement for motivation to make
changes;
client assumption of initiative for
changes in own behavior;
the necessity of planning change | 1 2 3 4 5 6 7 8 |

B. Indicated Applicability

Behaviors:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 12. Assist in the identification of other situations in which specific skills learned could be used. For example:
meeting men;
losing weight;
study habits | 1 2 3 4 5 6 7 8 |
| 13. Indicate how general problem solving process and strategies could be applied to other problems | 1 2 3 4 5 6 7 8 |
| 14. Indicate how learnings can be used to secure reinforcement from the environment | 1 2 3 4 5 6 7 8 |
| 15. Indicate that learnings have wider applicability and how | 1 2 3 4 5 6 7 8 |

IV. Function: Plan Monitoring of Client Performance

Behaviors:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 16. Explain the rationale or purpose for monitoring performance to the client including:
insuring that the changes are maintained;
spotting and getting help on problems that arise;
gradual decrease of counselor support and increase of client independence;
verification of clients ability to handle problems independently | 1 2 3 4 5 6 7 8 |
| 17. Explain conditions and restrictions of future monitoring contact. For example:
to make sure things are going OK;
to see if client has been able to apply skills to new area;
client is to call only if immediate help is needed;
what will be discussed in future contacts | 1 2 3 4 5 6 7 8 |
| 18. Secure client agreement to monitoring plan | 1 2 3 4 5 6 7 8 |
| 19. Indicate type and date of next contact | 1 2 3 4 5 6 7 8 |

APPENDIX O

INFORMATION PROVIDED PROSPECTIVE SUBJECTS IN ED 819D

APPENDIX O

INFORMATION PROVIDED PROSPECTIVE SUBJECTS IN ED 819D

INSTRUCTIONAL METHODS STUDY

PURPOSE: The purpose of the study is to evaluate several instructional methods in terms of their impact on:

knowledge

acquisition of counseling skills

learner satisfaction

The rationale for the study is to learn what instructional practices are most effective so that we can improve teaching procedures.

WHAT: The methods compared will be pure or combined forms of procedures currently used in the program. Participants will be randomly assigned to a teaching method. After the instructional period, they will complete a brief ungraded evaluation and informational assessment. Participants will then engage in a brief taped role-played rehearsal of the concepts presented. During spring term when students are enrolled in practicum, they will be asked to complete a short informational assessment on the material and to submit their first 9.0 tape for analysis.

The study will not require any additional time or work on the part of participants, and it will be completed during the regularly scheduled class period (8-11 a.m. or 4-7 p.m.). Since the material being taught in the study (9.0) is not included in the grading for 819D, performance on the measures will in no way affect student evaluations or grades and will be kept confidential.

WHEN: The study will take place during regular class hours (8-11 a.m. or 4-7 p.m.) on Tuesday, February 25. Total time for each student should be approximate 1 1/2 - 2 hours.

NOTE: It is expected that one group of students participating in the study will have their instruction on 9.0 delayed until class on March 4. Students not participating in the study will report to class as usual (8:00 a.m. or 4:00 p.m.) on February 25, and will participate in the debugging session scheduled for March 4 at that time. The instruction on 9.0 scheduled for February 25, will be given to these students on March 4 while other students are engaged in the debugging

clinic. A list will be circulated during class. Please sign it if you ARE willing to participate in the study.

INSTRUCTION METHOD STUDY

I am willing to participate in the instructional methods study described by the handout. I understand that I will be randomly assigned to treatment group and will complete the evaluation measure described.

NAME

STUDENT NUMBER

APPENDIX P

PROSE UNIT PILOT TEST DATA

APPENDIX P

PROSE UNIT PILOT TEST DATA

Table P-1
Summary of Reading Time and Level of Comprehension
for the Pilot Test of the Full Length
Prose Learning Unit

Students	Reading Time in Minutes	Testing Time in Minutes	Score of 24 Points	Level of Comprehension (%)
S ₁	52	8	19	79.2
S ₂	59	10	20	83.3
S ₃	62	9	19	79.2
S ₄	54	11	18	75.0
S ₅	56	11	23	94.2
MEAN	56.6	9.8	19.5	81.3

Table P-2
Summary of Reading Time and Level of Comprehension
for the Pilot Test of the Abbreviated
Prose Learning Unit

Students	Reading Time in Minutes	Testing Time in Minutes	Score of 24 Points	Level of Comprehension (%)
S ₆	15	10	19	79.2
S ₇	18	9	16	66.7
S ₈	16	12	18	75.0
S ₉	16	8	20	83.3
S ₁₀	21	11	16	67.7
MEAN	17.2	10.0	17.5	72.9

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