THE CONSISTENCY OF COUNSELOR FEELING-VERBALIZATION IN AND OUTSIDE OF THE COUNSELOR-CLIENT RELATIONSHIP

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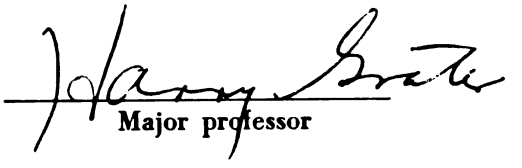

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ABSTRACT

THE CONSISTENCY OF COUNSELOR FEELING-VERBALIZATION IN AND OUTSIDE OF THE COUNSELOR-CLIENT RELATIONSHIP

by Sterling Grant Ellsworth

Personality characteristics are consistently evidenced in spite of specific situational factors, especially in interpersonal relationships. Client centered theory assumes counselor consistency in and outside of the counseling relationship to be one condition for effective counseling. The consistency of counselor feeling-verbalization is one pattern of interaction which should be investigated by research. The research reported herein is an investigation of the consistency of counselor feeling-verbalization in and outside of the counselor-client relationship. More specifically, it investigates beginning counselors' degree of consistency of feeling-verbalization between their counseling interviews and case conferences in which they participate.

Definition of terms, basic assumptions, delimitations, and the above rationale for the study are presented, leading up to the following hypothesis:

> The counselor's degree of feeling-verbalization in a group case conference is consistent with the degree of feeling-verbalization he shows in the individual counseling interview.

A perusal of related literature suggests (a) client centered and other theory assuming consistency of feeling-verbalization as one aspect of the counselor's personality lacks empirical validation, (b) some evidence suggests general consistency of individual counselor role within counseling interviews only, (c) feeling-verbalization is currently important theoretically

and empirically, (d) operational definition of feeling-verbalization is achieved by rating and semantic approaches, both of which have adequate reliability and validity.

The methodology: (1) The data were collected by tape recording individual counseling interviews and group case conferences. (2) The tape recordings were then sampled by time intervals and converted to typescripts comprising 1020 counselor responses. (3) Counselor statements made in their counseling interviews and in their case conferences were rated by three expert counselor-judges as follows: (F) if the response focused mainly on feeling, (FC) if it focused on feeling and cognitive content, and (C) if it focused predominantly on cognitive content alone. The proportion of F responses determined both a counseling rank and a non-counseling rank for all subjects. (3) Interjudge reliability (Kendall's concordance) was .87 for counseling data, and .76 for non-counseling data. (4) Final rankings were determined by a majority agreement of judges' ratings, and also by weighting each response.

Results: the majority ranks correlated positively at .49 (Kendall's tau), significant at .001 level. Specific confidence limits calculated for these data were $.26 \leq t \geq .71$. Weighted ranks correlated at .38, significant at .01 level. Specific confidence intervals for these data were $.15 \leq t \geq .72$.

Findings: (1) Support for the original hypothesis of counselor consistency with respect to feeling-verbalization across counseling and non-counseling situations was indicated. The results suggest that the degree of feeling-verbalization a counselor shows in non-client relationships is significantly consistent with the degree of feeling-verbalization he shows in his client relationships.

(2) Further inspection of the data revealed the following: (a) when ranks were determined by each judge separately, one judge's rankings

were not significantly correlated; (b) there were significantly more C responses than any other in the sample; (c) there were no significant differences between the overall percentages of F, FC, and C responses across counseling and non-counseling situations, (d) though not significant, it was observed that there were slightly more F and more C responses in the counseling situation than in the non-counseling situation, and more FC in the non-counseling situation.

Summary, conclusions, further discussion of the findings, and implications for further research are presented.

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By

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CHAPTER I

THE PROBLEM OF THE RESEARCH

Introduction

Practices in counseling and psychotherapy imply that personal characteristics are largely consistent from one situation to another, taking into consideration the effects of the particular setting. Adler spoke of the "style of life" of each individual (Hall and Lindzey 1958); Freudian theory assumes that a transfer of certain relationships in life will take place in psychoanalysis (Freud, 1949); learning theorists speak of generalization across similar situations (Miller and Dollard 1950); and Carl Rogers lists as one of the major conditions of effective therapy, counselor "congruency" (1959).

It is the client-centered theorists, however who have most frequently verbalized the assumption of counselor consistency in and outside of the counseling relationship. In the client centered framework, the conditions for therapy or for adequate personal-social counseling imply generally similar conditions for most clients and generally similar conditions for most counselors. Rogers (1959) insists that the counselor must be congruent in all his relationships, that he must be genuine and sincere, having "positive unconditional regard" for others in general and for the client in particular. These stipulations by their very nature and having their source in counselor personality, insist on counselor consistency in as well as outside of the client-counselor relationship. This study is an attempt to test a major portion of this assumption.

Client-centered theorists are not alone in this emphasis on counselor consistency. Freud and others since his time have generally recognized that the therapist's personality, feelings, past interpersonal experiences and emotional blind spots are among the determining factors of his counseling procedure. Investigators have suggested that feeling-verbalization is one important part of individual personality and its development (Rogers 1959, Bordin 1955, Bown 1950, Cutler 1953, Good 1943, Schachtel 1959, Strupp 1955, 1957, and 1960).

Feeling-verbalization is only one example of the patterns of personal interaction assumed to be consistent which should be evaluated by research. Although some research exists which explores the general consistency of counselor role in and outside of the client-counselor relationship, no systematic evaluation of the consistency of counselor feeling-verbalization across counseling and non-counseling situations appears in the literature.

Statement of the Problem

This study is an investigation of the consistency of counselor feeling-verbalization in and outside of the counselor-client relationship. More specifically, it is an examination of beginning counselors' degree of consistency of feeling-verbalization between their counseling interviews and their participation in group case conferences.

Definition of Terms

Consistency: the presence in the non-counseling situation of the same proportion of feeling-verbalization as is found in the counseling interview for a given counselor. This is defined statistically as a rank correlation coefficient (tau) significant beyond the .01 level of confidence, indicating positive correlation of and no significant difference between

the degrees of feeling verbalization found in the counseling and non-counseling situation for each subject.

Feeling-verbalization: operationally defined as the judgments by expert counselors (judges) about the extent of feeling-verbalization evident in statements made by the subjects. Each statement is placed in one of the following categories by the judges: (F) if it focuses predominantly on feeling; (FC) if it focuses mainly on feeling and on cognitive content; and (C) if it focuses predominantly on intellectual or cognitive content alone, (see instructions to judges, chapter three).

Relationship, situation: refer to the interpersonal interaction indicated by tape recorded verbalization (later converted to typescripts) between the subjects and their clients and between subjects and their colleagues. "Relationship" and "situation" are used interchangeably. They refer to close physical proximity where the counselor and the client or the counselors together in the group case conferences are physically present in a private or group setting and speak with one another.

Counselor-client relationship: the personal interaction (as defined above) between the counselor and the client in the individual counseling interview. "The counseling situation" is another term used interchangeably with "counselor-client relationship."

Outside of the client-counselor relationship: refers to the group case conferences in this study and the interpersonal interaction (as defined above) which takes place there. The case conferences are also called "the non-counseling situation," and/or "non-client-counselor relationships"; thus the terms are used interchangeably.

These are the definitions which are accepted for the purposes of this research. Further operational definition, establishment of validity,

and reliability coefficients for these and other terms are found in the related literature, some of it briefly cited in this chapter and most of it more extensively cited in chapter two.

Delimitations

The sample for this study is limited to counseling and guidance doctoral candidates in the College of Education at Michigan State University during the academic year of 1961-62. The sample includes twenty-two males and one female, all ranging in age from twenty-four to thirty-six years. Generalization of the findings is limited to the degree to which these MSU graduate students are similar to and representative of other beginning counselors.

No inferences are made about the emotional states underlying the feeling-verbalization. The present research does not deal with causality or dynamic interpretation of the feeling verbalized by the counselors.

Although the present study may shed light on counselor effectiveness, this is not the primary concern of the investigation.

Loosely structured verbal data does not lend itself to precise statistical sampling, however every reasonable attempt was made to obtain representative statements over the given time period of the research data. Thus generalization of the findings is limited to the degree to which the data were actually sampled in a random manner.

Any generalization or extension of the findings must be in accordance with the limitations listed above.

Basic Assumptions

One of the major assumptions of the study is that verbalization can be classified as exhibiting feeling to a greater or lesser extent, and that actual feeling states may be validly inferred to exist from the

appropriate verbalization of the individual.[1] Although some support for this assumption exists, the issue is far from settled, and must still be stated as an assumption.

The behavior exhibited by the subjects during this period of training is assumed to be natural and normal behavior not unlike their future behavior. More specifically, it is assumed that the counselors's behavior in the group case conferences and in the counseling interviews is similar to their future behavior in these situations.

It is further assumed that the case conferences do not introduce an unduly artificial situation into the normal interpersonal relationships of these counselors.

It is assumed that the counseling interviews which were used for this study are not unique nor significantly different from other beginning counselors' personal-social interviews.

The case conference setting is not considered to be similar to the individual counseling interview setting, and the relationships formed among these beginning counselors in the case conferences are considered to be different than the relationships formed between the counselors and their clients.

Expert counselors used as judges for the identification of feeling-verbalization have consistently and reliably made similar ratings in the past (Salzinger 1958, 1960, Waskow 1962, Mowrer 1953, Levine 1958). It was assumed that the reliability would be repeated here, and the specific interjudge reliability for this study is calculated and presented in chapter three.

It is further assumed that the three judges who rated the counselors' responses in this study are qualified and competent by virtue of their past experience and training to identify the degree of feeling-verbalization with adequate validity for the purposes of this research.

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[1]For some research evidence, see chapter two, especially Anderson, 1956.

Underlying Rationale and Hypothesis

As mentioned above, it has been assumed theoretically that personal characteristics are largely consistent from one situation to another, and that this consistency is especially evident in interpersonal relationships. As a framework or major point of departure for this study, Rogers' (1959) assumptions concerning counselor congruency and consistency are used, however Rogers is not alone in his observations.

Other research findings indicate that counselors have individual "styles" and "modal approaches" which are consistent with their past emotional experiences (Bandura 1960, Dipboye 1954, Peterson et al. 1958). Little investigation has been made into the non-counseling relationships of counselors. Abeles (1961) touches on the problem of counselor consistency in his study of counselor sensitivity or affective complexity. He believes that something else is needed to distinguish sensitivity of this sort, and he refers to self consistency:

> In order to be therapeutically sensitive, not only must one be able to perceive and to respond to complex and varied feelings, but there must also be consistency in the responses, not only toward the client, but OUTSIDE of the therapist-client relationship. Otherwise, the conflicts aroused by the inconsistency of one's response to non-clients might be expected to reduce therapeutic sensitivity. (p. 3)

Abeles' results suggest that the counselor trainee who is more sensitive, not only has a greater range and complexity of feeling expression, but is consistent with this capacity in projective tests and in simulated therapy settings. His results were tentative at best, he stated.

It seems, therefore, that more research in such an area as counselor consistency is needed. The present research purports to evaluate what has been assumed and indicated tentatively by the research findings alluded to above--namely to examine the counselor's degree of consistency of feeling-verbalization from the counseling interview to the non-counseling relationships he forms.

A sample of feeling-verbalization in non-counseling and counseling relationships will be analyzed for inter-situation consistency, and for rejection or support of the following hypothesis:

> The counselor's degree of feeling-verbalization in a group case conference is consistent with the degree of feeling-verbalization he shows in the individual counseling interview.

The above hypothesis was formulated from the previously stated purpose and rationale of the study. The hypothesis is also based on the writer's observations during case conferences in his own experience and in listening to tape recordings of participants' interviews. It is also based on a pilot study completed prior to the commencement of this study, which suggests support of the above hypothesis.

Need for the Study

The primary purpose of the study is to evaluate a major portion of client-centered and other theory assuming counselor consistency, with particular respect to consistency of counselor feeling-verbalization. A perusal of the literature concerning counselor consistency of feeling-verbalization indicates that (a) theory assuming the consistency of counselor feeling-verbalization as one aspect of his personality is abundant, but is yet to be empirically tested; (b) actual research dealing with counselor affect, sensitivity, and related concepts sometimes assumes the reality of this consistency without empirical evidence of its existence. No systematic evaluation of consistency of counselor feeling-verbalization appears in the literature. Therefore, this study constitutes an important and timely step in counseling research.

Research in counselor consistency also helps to understand the influence of the counselor's general mode of behavior on his counseling operations. It is assumed that what the client learns during the counseling interview will be evidenced in his interpersonal relationships outside

of the interview. The same principle applies to the counselor; he will also show consistent patterns of interaction which will be evident outside of the counseling interview. Therefore, information obtained about the counselor's interaction in case conferences, staff meetings, seminars, and other non-counseling situations might then be valuable in further understanding, evaluating, and predicting his counseling operations.

The selection and training of counselors might profit from more empirical insight into the consistency of counselors' feeling-verbalization. The consistency of the therapist's interpersonal interaction outside of the client-counselor relationship is thought to be positively related to his counseling effectiveness (Abeles 1962, Luborsky 1952, Parloff 1956, Rogers 1959). Also, there is increasing evidence that counselor ability to communicate with clients on a feeling level is closely related to effectiveness in counseling (Fiedler 1950, Strupp 1960, Rogers 1959, Abeles 1961, 1962). Thus, greater understanding of counselor consistency in general, and also of his consistency respecting feeling-verbalization has much to do with the selection and training of effective counselors.

From a cursory review of related literature one may conclude (a) that feeling-verbalization as an empirical construct is sound, and (b) that although much research has been conducted in the area of feeling and its verbalization, nothing has been done systematically to evaluate the counselors consistency with respect to his feeling-verbalization across counseling and non-counseling situations. This fact, together with the initial observations, have led up to the present investigation which was undertaken to formalize and expand the observations and to contribute to the progress of counseling research.

CHAPTER II

THE RELATED LITERATURE

The citing of related literature has as its purpose a review of pertinent research in the area of counselor consistency. In addition, this purpose is to conceptualize feeling-verbalization as an experimental construct. Therefore a review of methods used to study such concepts will be presented. Unfortunately, there is a paucity of research in the area of counselor consistency in comparison to the great amount of research dealing with feeling and its verbalization.

Counselor Consistency

The following is a review of empirical studies relating to the hypothesis to be tested--namely that a degree of feeling-verbalization is consistently evidenced by counselors across non-counseling and counseling situations.

Carl Rogers (1959) sets forth several theoretical conditions requisite to effective therapy. His formulations imply counselor congruency in the sense of the counselor having a real knowledge of his own "self" and of being genuine and "deeply himself" in his client relationships. This implies not only like general conditions for clients and like conditions for counselors, but by the very nature of these conditions and their source in the counselor's own personality, Rogers insists on counselor consistency in as well as outside of the counselor-client relationship.

There is evidence suggesting that some counselor operations in the counseling interview are largely functions of counselor personality

and therefore have consistent elements from one client and one interview to the next, but these have not been extended outside of the counseling situation. More explicitly, Strupp (1959) by comparing interaction patterns of therapists from varying experience levels and theoretical orientations, reports that there seems to be no significant difference in the process of psychotherapy as carried out by these therapists--that essentially they do much the same thing. After a series of similar studies, Strupp concluded that the counselor's own personality, feeling, past interpersonal experiences and emotional blind spots are among the prime determiners of his therapeutic operations. Strupp goes on to specify that the counselor's perception of and his feelings toward the client reflect his own personality, and that if a counselor's personality does not encompass "integrity, honesty, and dedication" (p. 219), no technique, whatever it may be, would achieve positive treatment results (1960).

Fiedler's study (1950) on the ideal therapeutic relationship supports several of Strupp's findings. In using client and counselor responses to certain questions and therapeutic situations, Fiedler concluded that it was the past experience of the counselor which led to operational uniformity in commonly providing an empathic, communicative and therapeutic relationship. His results concur with Strupp's in suggesting that the experienced counselor's role in counseling is little effected by his theoretical background, or his professional affiliation. Robert Wrenn (1960) sought to complement Fiedler's experimental weaknesses by providing data that would emphasize the theoretical differences, rather than avoid them as Fiedler did. Wrenn used the Bales interaction process analysis categories (somewhat modified) to ascertain the similarity of differing therapists' counseling operations in interview situations. He also found no significant procedural differences among experienced therapists stemming from their varying theoretical orientations. The differences which are noticed among experienced counselors are

seemingly personal ones, and this may be a major source of counselor variability (Peterson, Snyder, Guthrie, and Ray 1959).

Other evidence supports these findings. Danskin and Hoffman (1955, 1959) in studying counselor sub-roles found that among other factors, individual counselor preference also determined the sub-roles played in counseling situations. Dipboye (1954) indicated that he believed there was a general similarity in "counselor style" when units of style were considered together. Grigg and Goodstein (1957) stated that counselors show individual differences in their approach, and have consistency in the use of this "modal approach." For instance, Bandura (1960) showed that the counselor who expresses hostility also permits and encourages client hostility during the interview. And Strupp (1957) by using Bales analysis patterns of counseling process, showed that there was a significant difference in the counseling behavior of therapists who had undergone personal psychoanalysis and ones who had not. Such research suggests and infers that generally speaking (a) the counselor's personality enters deeply into all of his counseling operations, (b) because this is so, consistency in interpersonal relations outside as well as in the counseling interview can be expected.

Most authors merely state their views on the subject, while a few report more specific research findings supporting the idea of counselor consistency across counseling and non-counseling situations. Bordin (1955) believes that:

> The emotional tone of the counselor's relationship to the client probably reflects most fully his natural ways of interacting with others, his personality conflicts and integrations, his life style. (p. 170)

Patterson (1959) stated that the counselor's technique must be consistent with his own personality, which is consistent with his feelings or attitudes. He added that there are common elements in all human relationships, although the counselor's personality is different at

different times with different people (giving recognition to situational variance). Fiedler (1950) believed that a good relationship in counseling is very much like any good interpersonal relationship, and he gives evidence to support his view. It is equally supportive to note that lay raters described such a relationship in much the same way as did experienced therapists.

Luborsky (1950, 1952) found that psychiatrist trainees who were rated better in their personal relationships with fellow students, supervisors, ward personnel, and research staff, were also rated as better therapists. Parloff (19-56) suggested that of two therapists, the one rated higher for general social relationships, also was rated higher for goodness of therapeutic relationships with members of therapy groups treated by both therapists.

There is a paucity of research in the literature dealing with consistency of specific counselor personality elements such as feeling-verbalization, sensitivity, hostility, and inhibition. Abeles' study (1961) of counselor sensitivity attempted to not only get at a definition of how the therapist responds to client feeling, but in so doing also touched on the area of counselor consistency as an essential ingredient of genuine sensitivity. Abeles built a case for feeling-verbalization here by indicating that the most frequent activity of the counselor is in dealing with feelings or affect. He postulated that a concept of sensitivity includes the consistent ability to perceive and respond with affect which varies in complexity. Abeles suggested by finding significant correlations with projective test sensitivity scores (using Henry and Schlien's affective complexity score (1958), that the capacity to respond with greater complexity of affect on a projective test seems consistent with the capacity to respond with somewhat equal complexity in a simulated therapy situation. Because of the prominent place which Abeles gave to feeling-verbalization in his definition of valid sensitivity, his study tentatively suggests that

one could probably expect to find a good deal of consistency among counselors with respect to feeling-verbalization in counseling and non-counseling situations.

This review of several pertinent studies and statements made by authorities in the field suggests that there is a degree of consistency of counselor role due to the influence of the counselor's personality on his counseling operations as well as on his personal non-counseling interaction. Feeling-verbalization is only one of several interaction variables which should be investigated as part of counselor consistency, especially because the consistency of feeling-verbalization among counselors has been included as a major portion of the general assumptions concerning counselor consistency, but apparently it has never been systematically evaluated.

Feeling and Its Verbalization

A perusal of pertinent literature relating to feeling and its verbalization indicates that generally speaking, two approaches to the identification and measurement of feeling-verbalization can be made: (a) rating methods by judges, and (b) semantic methods involving word lists, grammatical ratios, and physiological correlates. Overlap and mixtures of the two kinds are noticed however, and categorization is therefore difficult at times; nevertheless, an attempt has been made to divide the review into the above categories--rating method and semantic method.

The Rating Method

With the inception of the client centered movement and its theoretical emphasis on feeling reaction, there came to be great empirical interest in categorizing and making content analyses of counseling interview material, not only as it applies to feeling-verbalization, but to a host of

other interaction variables as well. Among these early studies we find what is probably the first reference to feeling-verbalization as an empirical construct. Such a study was Porter's (1943), but prior to Porter's study Baldwin's (1942) approach to the same problem, revealed the tedious but fruitful possibility of the quantitative approach to verbatim verbal output. Porter (1943) set up judgments of counseling in categories. In so doing, he found interjudge reliability to be near .95 in defining interview situations, including the recognition of feeling-expression. He also felt that some form of validity was inferred to exist from the manner of the check list formulations and from various comparisons between interview profiles. Porter felt that ". . . judges can agree with a high degree of reliability as to the procedures which the counselor follows."

Another study which followed was Snyder's (1945) investigation of the nature of non-directive therapy. He found that through 48 interviews he could classify eighty per cent of the content-versus-feeling items the same after one month's interval. An untrained scorer could classify sixty per cent of the items in the same exact categories, and seventy-four per cent of the items in the main groups of categories. Snyder concluded that psychotherapeutic material can be analysed by this method and thus constitute measurable data; he further concluded that his findings tended to support many of the tenets of client centered theory.

In 1948, Snyder and Reid investigated the accuracy of counselor recognition of client feeling-verbalization in the interview. Their results indicated a rank correlation of .70 between what the supervisors thought was important feeling-verbalization and what "good" counselors thought, when listening to tape recorded interviews. Another part of the study found that counselors had a personal preference for designation of certain feelings, and that good counselors were more pronounced in this consistency, as well as being able to recognize more feelings than the less effective counselors could.

Raimy (1948) in studying self-reference in counseling interviews, found that his four judges rated 356 responses with 81.8 per cent agreement, and 80 per cent agreement in test-retest ratings involving a six month interval. These were counseling interview ratings involving positive, ambivalent and negative client feelings about self and others. Raimy concluded, "The reliability studies indicate that the method can be applied to verbatim responses . . . with considerable hope of gaining an objective picture of changes taking place in verbalized self reference" (p. 158). Raimy inferred validity here by making reference to the work of Curran (1945) and Baldwin (1942), and also made some comparisons to Rogers' (1951) analysis of prominent feeling in his published case of "Herbert Bryan" to establish a type of validity.

Another study of the process of non-directive therapy (Seeman 1949) supports the reliability and validity of the feeling-verbalization construct. In Seeman's study, four judges concurred 95% of the time in identifying intellectual "content" from counseling tapes, and 81% of the time when units of feeling or attitude were counted.

Dollard and Mowrer (1947) attempted to measure tension by establishing a Discomfort-Relief Quotient (DRQ). This was done by having judges go through written case notes listing all words which they felt indicated discomfort (suffering, tension, pain, unhappiness), and all words which they designated as relief words (comfort, satisfaction, enjoyment). Thought clauses (a thought unit or gramatically, an independent clause) as well as whole sentences were analyzed in a like manner. The instructions for the judges in rating the sentences were: "Does the sentence (a) disturb, (b) relieve, or (c) fail to affect you either way? If you react with tension to the sentence, i.e., if it makes you feel annoyed excited, appetitive, or apprehensive. . . ." then it was subsequently rate as a discomfort sentence. On the other hand, ". . . if the sentence gives you a sense of well-being, relaxation or satisfaction. . . ." then it was

to be scored as a relief sentence. The interjudge reliability for the individual word analysis method was .80, using eight judges; for the sentence analysis method reliability was .81 using eight judges; and for the thought unit method the interjudge reliability coefficient was .88 using ten judges.

There were also inter-correlations between "sentence curves," "thought curves," and the individual word curves, or the graphic representation of these three rating methods. Sentence and thought curves correlated positively at .90; word and sentence curves also .90, and the word and thought curves had a positive correlation coefficient of .93. The method of clause scoring produced the greatest parallelism and the greatest coincidence between the curves. The authors write, "It seems indubitable that something 'real' is being scored when results so similar are obtained by three somewhat varying methods" (p. 13). This research as well as many subsequent ones employing the DRQ have indicated that the DRQ can be one reliable and valid measure of tension change in some case records. This relates directly to feeling-verbalization, suggesting that not only can gross feeling-verbalization be reliably scored and uses as a valid empirical construct, but that the specific nature of the feeling can be similarly established.

Murray (1956) proposes that the phenomena of greatest interest in psychotherapy are emotional in nature and that the observable events in counseling may be grouped into such categories as physiological, gross behavioral, and verbal. Murray has studied the so-called verbal area, especially through content analyses of "meaning content" of the language used. In his (1956) study he employs a "meaning phrase" somewhat like the DRQ thought-clause. After the meaning phrases were reliably identified ($r = .88$-$.94$) he rated the phrases into such classifications as dependence, independence, sex, affection, etc. These judgments were reliably made with coefficients of reliability ranging from .58 to .98,

with the interjudge reliability for affection being .86 using two judges; anxiety and frustration classifications achieved .77 and .78 respectively.

Furthermore, Murray explored the client's manifest expression of feeling about the therapist. Reliability ratings between two judges ranged from .58 to .97 on eight categories of different types of feelings expressed; a reliability coefficient of .97 was established when all the categories were pooled together. Murray adds that the method is of some validity; although such cannot be ideally established, it is inferred by the usefulness of the data.

Anderson's study (1956) established validity of judge ratings by correlating them with physiological changes. One client, counseled over a period of ten interviews was "wired up" to show the concommitant physiological changes of heart beat and other physical manifestations known to be responsive to emotional reaction. Not only does Anderson find a .69 (tau coefficient) correlation between the counselor's judgment of intensity of feeling and the physiological changes indicated by the client during the counseling interviews, but he also has quite high reliability coefficients among his judges identifying the client's (a) person referents, (b) time referents, (c) feeling expression, and (d) intensity of feeling or affect expressed. The reliability coefficients pertaining to the two judges for each of the above categories (a) through (d) were: (a) .82, (b) .75, (c) .73, (d) .82; overall agreement on a test-retest procedure after a ten month interval found agreement of .85. Such a study indicates a kind of cross validation for ratings by judges of actual feeling intensity and is pertinent to the present thesis.

Perhaps Anderson's study (1956) relates most directly to the uniting of physiological and phenomenological operationalism concerning feeling-verbalization. Anderson's results showed the following:

> (1) There are concommitant modifications of the emotional and cognitive processes of client behavior during therapy which are related, and will vary together in a predictable manner.

(2) Cognitive behavior can be measured from the client's speech during the interview and the affective behavior can be measured from a physiological system known to be responsive to emotional upset. (3) As the frequency of client talk units denoting self reference, negative affect, and present time reference, there is a concommitant variation in heart rate. Physiological tension was related to (a) the referent of the client's speech, (b) the affective valuation (positive or negative), and (c) the time reference in the speech. More specifically, these were self references, negative valuations of experience, and present-time oriented statements which were most significantly related to physiological tension elicitation.

An example would be "I feel blue," as opposed to "he felt OK." The example illustrates each point respectively as it refers to (1), (2), and (3) above; in other words, "I" as a self referent rather than "he"; "feel" in the present rather than "felt" in the past; and "blue" as a negative rather than a positive valuation. In addition such statements as "He was six feet tall" or the question, "How old did you say your mother was?" or "What is your major?" are illustrations of cognitive intellectual content grossly, as opposed to the specific feeling expression as tension, studied above.

More recently Salzinger's studies (1958, 1960) of the reinforcement of affect responses among schizophrenic and normal populations, lends support to the empirical respectability of such a construct as feeling-verbalization. His theoretical orientation is one in which counseling is viewed as a learning situation and therefore it includes feeling approach-avoidance conflict, reduction of tension and anxiety, displacement decrease and positive feeling expression increase as counseling-learning progresses. Much of this is similar to that presented by Dollard and Miller (1950). Learning theorists have done much empirically to conceptualize such constructs as feeling-verbalization, mostly as a means of supporting their theories of counseling and psychotherapy.

Salzinger is therefore interested in the reinforcement of client feeling response by counselors. Although his results are not directly related to this study, his experimental conceptualization of feeling-verbalization is pertinent. In these studies, done in 1958 and 1960, a sample of 15 recorded interviews was coded independently by two judges

for self-referred affect. The proportions of agreement based on the number of affect statements counted were computed separately for each condition of each interview and ranged from .79 to 1.00! Salzinger believed that disagreements were primarily due to poor recordings. The coefficients of interjudge reliability were the same in both studies.

Salzinger defined affect responses for his studies in the following way.

> The response class of affect used in this experiment was defined as any statement by the patient describing of evaluating his own state (other than intellectual or physiological). The response class therefore included only those affect statements which begin with pronouns "I" or "we" as the following examples indicate: "I am satisfied, I'm happy, we enjoyed it, I like him, I'm very close to him, I was mad at him' I feel . . . (followed by any other words), I was frightened, we couldn't take it, I always suffered." Quotations in which affect was described to the speaker by another individual (e.g., "my husband said I didn't feel good") although fulfilling all other criteria were excluded on the basis of not being direct expression of the patient's own affect.
>
> Statements like, "I am happy and excited" were considered as one affect statement only, because the pronouns "I" or "we" did not preceed the second affective word. On the other hand, incomplete statements (in the sense that the object of the affect is not mentioned) like, "I love . . ." or "We feared. . . ." were viewed as bona fide responses.
>
> Certain types of private events or internal states were excluded from the response class of affect because they referred primarily to intellectual processes, or to actions which are sometimes but not always associated with affect, or to desires which appear to constitute a class of responses different from the affect class defined here. Some examples are the following: "I am confused, I am confident, I am not well, we forgave him, I threaten her constantly, I didn't trust them" (p. 242).

After such high interjudge reliability was attained, Salzinger concluded that "The affect response as defined in this experiment can be objectively isolated and counted" (p. 85). "It was further shown that a verbal response class" (like feeling-verbalization) "can be reliably isolated and reacted to" (p. 90).

Levine (1958) did a similar study concerning the effects of two verbal techniques on the expression of feeling. He found that the coefficient of agreement between the experimenter and two other judges about the amount of feeling expressed in each interview was .92. Feeling were also categorized as either negative or positive, and as intense, moderate, or mild, yet there was still a coefficient of inter-judge reliability of .92. Again, we have support for the rating method by judges listening to taped counseling interviews as an empirically reliable method.

Finally, Waskow (1962) in exploring reinforcement in a simulated therapy setting through selective response to feeling or to content also supports the experimental validity and reliability of feeling-verbalization. She began her study by noting that feeling as opposed to the content aspects of client communications have been emphasized in both theoretical and research writings of the client centered school (Rogers 1942, Seeman 1954) and are of relevance to the widely held view that expression of previously punished feeling in the presence of a non-punitive therapist is essential for new learning to occur in counseling (Dollard and Miller 1950).

In Waskow's study, 32 subjects were used in two situations, one where feelings were reflected (as below), and the other where they were not. The ratings of the interview material are especially relevant to the present study. They were made from tape recordings, where any client statement surrounded by two therapist statements was considered to be a subject response. Each response was classified as predominantly content (C), feeling and content (FC), or predominantly feeling (F). Here is an illustration of the way the responses were defined, as well as reinforced.

> Subject; Sometimes my father yells at my mother over nothing. But, boy can she get mad. And I don't like it one bit when he does that.

Therapist:
(F): You really get upset about that.
(FC): You feel real upset when your father gets mad at your mother about things that don't matter.
(C): Sometimes your father gets real mad and yells at your mother about little things.

Each subject's response was rated as being F, FC, or C, as above (when necessary one-half credit was given to F and FC or to C and FC). These ratings depended on more than simple presence or absence of words denoting feeling, since tone of voice was also considered. Interviews were rated by a therapist and a graduate student in clinical psychology. Twenty-four interviews were randomly selected and analyzed in their entirety. Inter-rater reliability of the F, FC, and C profiles for the twenty-four interviews as estimated by Mosier's formula (Guilford, 1954) was .81. Although not related to this study, she found that feeling reflected in this way were not reinforced.

It is interesting to note that in some circumstances, lay people or untrained scorers can reliably make accurate identification of feeling in counseling and non-counseling situations. Beldoch (1961) especially suggested that this was so in his study investigating the ability to identify expression of feeling in vocal, graphic, and musical communication media. He found that his subject (not therapists) could reliably identify a given set of feelings from spoken, musical and abstract art stimuli presented to them. Beldoch says, "the reliability coefficients for each instrument ranged from .60 to .70 indicating that the ability to identify the communication of feeling in the separate media is a relatively stable phenomenon" (p. 1274). He also obtained significant inter-correlation among the abilites to identify feeling in all three media.

Abeles' study dealing with awareness and responsiveness to affect as a function of training and supervision (1962) used Henry and Schlien's (1958) affective complexity measure of the T.A.T. to obtain operational definition of feeling-verbalization outside of the client-counselor relationship.

This scoring method deals with five different sorts of affect as follows: (a) affect inhibition, (b) monotonic positive affect, (c) monotonic negative affect, (d) ambivalent affect, and (e) ambivalent affect with controlled resolutions indicated. Henry's scorer reliability in making such valuations of T.A.T. protocols is approximately .80. Abeles had judges make taped interview ratings for these affective categories, and although some of these raters were untrained personnel, Abeles reports a reliability of approximately .70.

Studies like these which employ constructs of feeling-verbalization and other means of its expression in non-counseling situations lend support to the present research, indicating that systematic analyses can be made of such feeling among trained and lay people alone and in groups, and among normal populations and in other non-counseling relationships (Salzinger 1960, Beldoch 1961, Abeles 1962). Their pertinence to this study lies in the nature of their dealing with affect in non-counseling group and individual situations and also in using non-client normal populations. In fact, some of the subjects used in Abeles (1962) research were also used in this study.

Midway between the rating method and leading into the semantic method there are studies dealing with ratings done by other than analysis of verbal content as reviewed above--that is, by such items as voice tone, volume, pitch, rate, types of words chosen, and grammatical indices of feeling reaction. Though not directly related to the present study this research is indicated in the bibliography, see Eldred (1958), Pittenger (1957), Berg (1958), Sanford (1948), and Grummon (1950).

Bown (1951) believes that much is left to counselor intuition:

> 'It' (feeling-verbalization) exists almost as a form of pure energy which can be picked up by another person only through his feelings, rather than through his intellect. . . . I feel that it is as simple a phenomenon as the experiencing of pain. When we actually back into a hot stove, we don't have to think through the laws of thermodynamics, body chemistry, and neurology before we are intensely

> aware of the pain. In some such way, I believe this very positive response is perceived in spite of the absence of anything very tangible as stimulus (p. 164).

It would appear from a summary of the studies reviewed here that the rating method has been fairly well established as a valid, reliable method of identifying and measuring general and specific feeling-verbalization in counseling and in non-counseling relationships among clients and non-clients.

The Semantic Method

The semantic method deals primarily with word lists, generally employing adjectives, but in some cases nouns and verbs are used. Although the literature is quite abundant in this area, usually the methodology of the research is similar, especially the studies which deal with identification of feeling-verbalization and its operational definition. Several studies will be briefly reviewed which illustrate the use of this method.

Two representative word lists are included in the Appendix of this study (Nowlis 1953, Young 1937). Nowlis' list was developed from the work of Gough (1955); it consists of 145 adjectives which describe what might be called feeling, conscious emotions, or affect. These adjectives are known to be ones which people have learned to use to describe how they feel. In most of these studies, a subject is given a word list much like the ones given in the Appendix, and asked to check those adjectives which best describe the way he feels at a given moment or after a certain treatment is in effect. Varying affective states or feelings are then induced by administering drugs, witnessing bomb blasts, and by giving verbal instructions. As the subjects experience feeling reactions and check word lists to describe those feelings, significant differences are found correlating highly with the specific feeling induced, and with

feeling reaction in general, providing fairly valid operational definitions.

In marking the validity of the semantic method, Osgood (1952) stated that the word list technique succeeds in getting at conscious affect because it partically frees the subject from directly controllable verbalizations by checking the word list instead of verbalizing the feeling. In one study (Nowlis, 1953) it was found for instance, that the subjects had marked significantly different adjective patterns corresponding to feelings induced by drugs known to produce certain intensities and kinds of feeling reactions.

Berkun and Timiras (1958) found that from the emotion shown during the witnessing of an experimental atomic blast, a subjective affective response pattern can be clearly shown from the subject's self-descriptive verbal check-list. Traxel (1959) showed that a difference limen for feelings can be set up in units of a physiological correlate. He used the skin resistance measurement (SRM) and a judgment of feeling magnitude of words on a list, and found a significant correlation between the SRM and the judgment of feeling magnitude by his subjects.

Ericksen, Azuma, and Hicks (1959) reported that results from stimulus displays presented at below-awareness levels suggest that the subjects were able to make affective discriminations even at these subliminal levels. In explaining these results, Osgood (1957) stated that an overall affective evaluation occurs early in the perceptual process and ". . . that hints provided by the incomplete information in stimulus displays, eliciting the dominant evaluative (emotional) components of mediating reactions which feed cues back into the perceptual system, may produce either facilitation of co-valuent integrations (vigilance) or disorganization of integrative mechanisms (defense)" (p. 307).

Such a study not only helps to conceptualize feeling-verbalization experimentally, but indicates empirical and theoretical explanation that laymen can validly make these discrimination at levels below normal

awareness. Here, a valid discrimination by the subject is one that highly correlated with the judges reliably pre-determined perception of which verbal stimuli elicit which feeling.

In much the same manner, Zuckerman (1960) illustrated the use of the Gough and Nowlis check list in measuring anxiety. Jacobs, Capek and Meehan (1959) designed an adjective check list to measure affective response in four categories: fear, anger, depression and happiness. They found the check list to be a valuable tool for the assessment of change in feeling response. Merril and Heather (1954) found their adjective check-list to have value in estimating adjustment level. Rycroft (1958) discussed the part played by the affective content of individual words in the psychotherapeutic relationship. Noble (1958) stated that judged emotionality is a reliable attribute of such verbal stimuli and is positively related to meaningfulness; he cautioned other workers by pointing out that definitions of feeling should depend on more than one type of response alone, it should also concern itself with stimuli, overt responses, and physiological correlates.

A summary of the review of pertinent literature concerning feeling and its verbalization, indicates that several ways of defining feeling-verbalization exist. And that there is high reliability and validity among counselors rating feeling-verbalization in tapes and in written records of counseling interviews. There is some evidence which also suggests that clients and non-client laymen can make affective discriminations in other varying situations. Definitions range from adjective and other check lists (cross validated with physiological correlates, expert concernsus of opinion, and drug-induced feeling states) to ratings of feeling-verbalization generally and specifically by intuitional means by counselors and by laymen.

Other experiments have employed the use of tone of voice, grammatical composition, various ratios, gestures, pauses, person referents,

time referents, and sign (negative-positive) evaluations. There seems to be little room for doubt that feeling-verbalization alone can be reliably and validly identified by raters listening to recordings or from written reports of counseling and non-counseling events.

The rating method is employed in the present research (a) because it is already quite well supported and defined empirically, and (b) because loosely structured verbal data collected in the counseling and non-counseling situations would be difficult to analyze in any other way, especially semantically.

Summary

In chapter two, a review of related literature has been presented suggesting (1) that there is a degree of consistency of counselor role due to the influence of the counselor's personality on his counseling and non-counseling interpersonal behavior; (2) that feeling-verbalization is an integral part of counselor and client personality and its development; and (3) that feeling-verbalization is a sound empirical construct, having been validly and reliably established by previous research. In addition, a review of related literature reveals the paucity of research in the area of counselor consistency; especially, the consistency of counselors with respect to their feeling-verbalization which has apparently never been systematically investigated.

CHAPTER III

METHODOLOGY

The Setting

The study took place in the counseling center at Michigan State University in East Lansing, Michigan. In the counseling center a large training program is carried on for education and psychology students interested in counseling college personnel. One phase of this program is what is called the "practicum" course. Students who enroll in this course must be doctoral candidates who have already completed their master's degrees in related fields such as psychology, sociology, family relations, or related fields of education. The entire practicum program consists of (a) one group case conference weekly (two hours in length) conducted by a coordinator from psychology or education, (b) one weekly meeting called "supervision" where counselors meet with supervisors, and (c) the actual counseling of three or four clients weekly using counseling center facilities.

The counselors who took part in the present research saw from one to four clients per week, met with individual and private supervisors, and took active part in the weekly case conferences. The counseling setting is one well-known to all and need not be further described here.

The case conferences included six to eight members, were held in a small conference room provided for that purpose in the counseling center, and were conducted by a full-time member of the counseling center staff. The case conferences were conducted with little structure, and were usually understood by the counselors to be a place where one could talk about and get help with one's individual cases or with any other

problems one might wish to bring up. The case conferences covered three quarters of ten weeks' time each, so that a new group was enrolled every academic term, making three groups of counselors from which the data were taken for the non-counseling situation.

The Research Subjects

The subjects of this study are the practicum students who are beginning counselors. They are also referred to as "counselors." Thus, the sample was composed of all the counseling and guidance doctoral candidates who enrolled in the practicum course entitled Education 984 during the academic year 1961-62. Twenty-two males and one female enrolled, all of whom are included in the sample under study. Twenty-two of the subjects were between the ages of 24 and 30, while one subject was 36 years of age. Most of the subjects were in their first or second year of the doctoral program and had previously been exposed to course work on counseling theory and procedure, although they frequently had not had previous supervised counseling experience. One subject had completed a year's internship at a psychiatric training center.

The academic and occupational background of the subjects was varied. Six of them had theological background in pastoral work, while the remaining had majored in psychology, sociology, educational psychology, education, and human development and family relations before coming to Michigan State where they were majoring in counseling and guidance in the College of Education. Most of the subjects were interested in becoming college counselors and/or instructors while a few more were aiming toward educational-vocation work only, guidance administration work, or were solely interested in research and teaching.

All of the subjects had grade point averages above 3.0 and were in good standing academically with the university and with the department.

A chart indicating their scores on the Miller's Analogies Test is presented below (Table 3.1). As can be readily seen, the mean score is 52 and the range is 26-76.

Table 3.1. Miller's Analogies Scores for 19 of the Subjects and Range and Mean Score

27, 35, 36, 36, 44, 45, 47, 47, 51, 52, 55, 56, 58,
60, 61, 65, 67, 69, 76 Range: 26-76 Mean score: 52

(The above scores were obtained without the writer knowing the identity of the individual scorer. Three of the scores were not available and one subject had not taken the test.)

Since the range of the scores is large, one might suspect that verbalization of feeling could be significantly correlated to higher scoring subjects on this test (which purports to measure verbal ability). A check (by someone other than the writer) indicates no significant correlation or tendency for high scorers on this test to exhibit more feeling-verbalization than low scorers.

All of the subjects were married except the female counselor and one of the male counselors. The following chart shows the distribution of the sample pertaining to home states or countries as listed in the student directory for 1961-62. Table 3.2 indicates that the sample geographically was spread over a wide area of the American continent, but that the majority of the subjects came from the midwestern United States.

Table 3.2. States or Countries of the Subjects and Numbers Coming from Each State or Country

California	2	New Jersey	1
Hawaii	1	Ohio	2
Illinois	3	Tennessee	1
Michigan	10	Utah	2
Old Mexico	1		
		Total	23

The Judges: Instrumentation

Three judges were chosen for the instrumentation of the study. The first judge is a diplomate in counseling psychology. He received his B.A. (1949) at New York University, his M.A. (1952) and his doctorate (1958) at the University of Texas. He has been a full-time member of the counseling center staff at Michigan State University for the past five years. He has been engaged in various phases of counseling and psychotherapy for the past ten years. Some recent research on counselor relationships and sensitivity has been published by him.

The second judge is also a diplomate in counseling psychology. She received her doctorate (1956) from the University of Texas in clinical and counseling psychology. In 1955 she went to the University of Chicago and in 1957 she came to Michigan State University as a full-time member of the counseling center staff. In the past, she has shown a keen interest both as a participant and as an investigator in such areas as multiple counseling, group psychotherapy, and the practicum program as described above (giving her some acquaintance with other non-counseling situations).

The third judge is a doctoral candidate in clinical psychology at Michigan State University. She is presently in her second year as an assistant instructor or interne on the counseling center staff at MSU. Previously, she received her B.A. (1957) at the City University of New York, and her M.A. (1961) at MSU. She has finished all of the requirements for the PhD except the completion of her dissertation. She has served as an interne for three years at the V.A. hospitals and mental hygiene clinics in Dearborn, Battle Creek, and Detroit. In the course of the year 1961-62 she has been engaged in multiple therapy cases in the counseling center.

The task of the judges is fully explained in the following instructions which are reproduced here. A subject response is defined as any statement surrounded by two non-subject statements. "Uhhuh," or Uh hmm" are not included here as responses.

Instructions to the Judges

The following typescripts contain counselor trainees responses in two situations: (1) the counseling interview, and (2) in a group practicum case conference. Each response is numbered and a blank is provided for you to mark your judgments. Please rate each response the best you can in accordance with the following criteria.

Feeling verbalization as opposed to cognitive or intellectual content is the subject of judgment here. Please rate each response as to whether it focuses predominantly on feeling (F), or feeling and content (FC), or predominantly on content alone (C).

As far as the counseling interview is concerned much has been publicized as to which are feeling responses and which are not, however for non-counseling situations this is not the case. It is hoped that by your intuition and experience you will be able to discern the feeling response in the non-counseling situation from the half cognitive and/or the fully cognitive contributions to the group discussion. In order to more fully clarify this we give the following examples of such responses, in both situations.

(F) Counselor responses focusing predominantly on feeling: (F)

1. You really get upset about that.
2. Well, I felt like saying to her, "Yes I'll be here to help you with it"--but I just couldn't say it; I don't know why.
3. You dislike him a good deal, then.
4. It's kind of tough to feel that you can't fight back.
5. You sound as though you feel like you're a prisoner before the bar.
6. Where are you now, Jane; I feel like you've pushed me clear away from you.
7. It will be hard for me to tell her that.
8. And yet she was also saying-uh in a sense-I can't go on feeling like this--always seeing people negatively.
9. Why do you feel you couldn't help him with it?
10. But to me its expecting her to feel warmly toward me, also resentful, and later on not needing this relationship.

In general we might say that usually (but not always) such words or inferences of such as the following include affect: annoyed, excited, apprehensive, scared, satisfied, calm, secure, relieved, disturbed, enjoyed, guilty, futile, lonely, antagonism, longing, self pity, afraid, desparate, frightened, nervous, paniky, shaky, tense, terrified, worried, cheerful, happy, loving, sorry, close to them, warmth, hate, jealous, shame, couldn't take it, it hurt, it was hard for me, annoyed, depress, detached, angry, irritated, kind, relaxed, sad, shy, timid, sulky, tense, uneasy, unhappy, unsure, pain, embarrassed, bitter. Synonyms: emotions, passions, sentiment.

(C) Counselor responses focusing predominantly on cognitive content: (C)

1. Well, how bad are your grades, I thought they were good.
2. Well, of course you have to take a restricted schedule because of your work.
3. Oh, you haven't?
4. Well, supposing you don't, what does that mean?
5. Is it as bad as that?
6. Well, certainly there's nothing wrong with that ambition; but what does it mean to you if you were going to go on, do you have any alternatives?
7. Did he get you in? Did he get you pledged?
8. Do you want to join it yourself?
9. This doesn't mean he's not directive, just because he says "uh hmmm."
10. But most of these kinds don't know what they want to go into, and how can we help them if we don't know either?

In general cognitive content is what is left after affect or feeling as defined above is taken out. Some authors have defined content as opposed to feeling as "recognizing, reasoning, ordering, sensing, describing, knowledge, integration, organizing, higher mental process, impersonal, intellectual."

(FC) Counselor responses focusing on both feeling and content: (FC)

1. When your father gets angry he yells at your mother about these little things and that gets you upset.
2. This situation about making a choice here is one you've really got to face up to yourself, even though you're reluctant.
3. Now, I think that's a good way to look at it, and its still elusive enough, although we've discussed a lot today, we still keep coming back to these negatives--these negative feelings have some use to us, here.
4. Well, you cast all of them on an intellectual plane, I don't think there's any aspect of your life that you indicate you would be fearful of looking at intellectually.
5. You mean you'd tell him that?-uh-that he'd have to feel these things before he could get close to others?
6. In a sense a person faces his feelings pretty largely in the realm of consciousness--and uh sometimes he doesn't own them. That's what I think this client is doing here. That's the way I'd classify it anyway.
7. Your desire was great here and you really wanted to work on that--do you understand what I mean?
8. You have to let that person make up his own mind so that no one can influence him this way or that, you or anybody else, I'm really quite sure of that.
9. Do you feel that this has a pretty direct and important relationship to the whole pattern of his attitudes here?
10. But this has some parallel in his own feelings about other things. Here you are at your present status and way up here is your ideal in regard to your job, love, or any one of several things.

In general this response category includes the combination of both affect and cognitive content--in many instances it includes the responses we aren't quite sure of, a middle ground in a way, or a balance between the two, yet including portions of each. A real danger here is the person who talks of others feelings without being feeling-involved himself, such is usually demonstrated by lack of conviction and of past personal experience, being on the outside looking in, and using intellectual and psychological terms for these feelings.

The interjudge reliability in making the above ratings can be determined in several different ways. Of the 541 responses from the counseling data, 506 of these were rated alike by two out of the three judges. This constitutes 93.5% of the counseling responses which were agreed upon by two out of the three judges.

Individual judges agreed with each other in the following manner: Judge A with Judge B (and vice versa) 61.7% of the time; Judge B with Judge C 67.8% of the time; and Judge C with Judge A 63.4% of the time. These figures pertain to the counseling data only.

When ranks were assigned (from the F% for each subject) by the three judges, there was a reliability coefficient of concordance (Kendall's W) of .875 for counseling ranks. This coefficient is also significant at the .001 level and may be interpreted as indicating that the judges applied essentially the same standard in ranking the subjects. The null hypothesis that these rankings are unrelated may be rejected and the .001 level of significance.

For the non-counseling situation (the case conferences) a total of 479 responses were agreed upon by two out of the three judges 92.9% of the time.

The individual agreement between the three judges for the non-counseling data is as follows: Judge A and Judge B 63.5% of the time, Judge B and Judge C 63.5% of the time, and Judge C with Judge A 60% of the time.

Kendall's coefficient of concordance for the non-counseling ranks as assigned by these judges individually was .766, also significant beyond the .001 level. This may be interpreted as a rejection of the null hypothesis that the ranks assigned by the three judges are unrelated. Table 3.3 presents a unified view of the interjudge reliability as discussed above.

Table 3.3. Interjudge Reliability Coefficients and Per Cent Agreement for Counseling and Non-Counseling Data Respectively

Counseling data:	
Majority agreement--(2 out of 3 judges)	93.5%
Individual agreement	
Judge A with Judge B (and vice versa)	61.7%
Judge B with Judge C (and vice versa)	67.8%
Judge C with Judge A (and vice versa)	63.4%
Reliability coefficient for ranks assigned by three judges	
Kendall's concordance W	.875
(W significant at .001, $X^2 = 57.7$)	
Non-counseling data:	
Majority agreement--(2 out of 3 judges)	92.9%
Individual agreement	
Judge A with Judge B (and vice versa)	63.5%
Judge B with Judge C (and vice versa)	63.5%
Judge C with Judge A (and vice versa)	60.0%
Reliability coefficient for ranks assigned by three judges	
Kendall's concordance, W = .766	
(W significant at .001, $X^2 = 50.5$)	

The final ranks for the counseling and non-counseling situations were determined in two ways: (a) by taking only the response where the majority of the judges agreed, and allowing that majority rating to determine the final rank of the subject; (b) by assigning a weight to each judge's rating and allowing the resulting weight or proportion to determine the final ranks of the subject. In the weighting procedure, F ratings were assigned a value of 1.0, FC ratings a value of .5, and C responses a value of zero. Thus, in both methods, (a) and (b) the proportion of F responses, determined either by the majority of judgments or by the

F- emphasizing weights, decided the final position for each subject in the counseling and non-counseling rankings.

Collection of the Data

The data for the research were collected by means of tape recordings of (a) the group case conference sessions, and (b) the counseling interviews contributed to the investigator by each subject. These tape recordings were then sampled and the samples were converted into typescripts containing only the counselor statements in both the non-counseling and counseling interaction situations.

The counseling interviews were sampled by taking five minutes (a minimum of twenty and a maximum of thirty responses) out of the middle of each of two tapes contributed by the counselors. Each tape was heard and converted into typescripts by the investigator. The first twenty-five (approximately) responses were included for judgment on the typescripts so that no bias in personal selection or screening out of responses by the investigator was possible. Twenty responses usually consumed the two five-minute intervals, but this varied in each case.

In the non-counseling situation, the case conferences were tape recorded in their entirety with the knowledge of the counselors, who seemed little affected by this procedure. They were informed that the recordings were for research purposes only and would have no bearing on their grades or any other academic evaluation. Three terms of the course seminar (Education 894) were included in the non-counseling data, thus seven or eight counselors were included in each of the three conferences held weekly every term throughout the school year.

The non-counseling data comprised four tape recordings of each of the three terms (Fall, Winter, and Spring conferences). Each session was approximately 90 minutes in length (equivalent to 1200 feet of tape).

Samples were taken from each of three footage margins in each tape, roughly constituting the beginning, middle, and end portions of each case conference. In this way, the counselor statements were collected until a maximum of twenty responses were obtained which were evenly distributed over nine weeks time for all of the four tapes for each term. This sampling then represented the entire quarter of the case conference meetings, and in a similar manner all three of the year's conferences were sampled. Every attempt was made to assure an even distribution of responses over the time interval of the study for each subject. The actual occurrence in time of each response on the typescripts is shown in the charts found in the Appendix (page 68). The first response heard within the footage limits selected (which were constant for each tape) was included on the typescripts, again prohibiting any subjective choosing and thus contamination introduced consciously or subconsciously by the investigator. If the needed number of responses were not found in the interval, they were hunted for in the nearest region of the tape until the quota was filled for that interval or that particular tape.

In the case conference, each counselor was asked to contribute one or two complete tape recordings of his individual counseling interviews. If a counselor asked which interviews should he contribute to the study, the reply was to give "his best interview" or the one he "felt most comfortable about" or which he thought was "most like himself." An attempt was made here to let the counselor's own knowledge of himself and of his counseling style prevade. In so doing, there may be some question concerning experimental control of training and other variables. However, in a large majority of cases, the tapes contributed for the study were ones which took place during the latter part of each term. The following chart (Table 3.4) shows the number of actual responses judged per subject in each situation, with the totals and averages provided.

Table 3.4. Number and Totals of Responses for Each Subject in Both Situations

COUNSELING SITUATION		NON-COUNSELING SITUATION	
Counselor	No. of Responses	Counselor	No. of Responses
1 N	26	1 N	20
2 O	21	2 O	20
3 P	24	3 P	20
4 Q	24	4 Q	21
5 R	22	5 R	21
6 S	22	6 S	20
7 T	21	7 T	22
8 W	22	8 W	20
9 V	23	9 V	21
10 U	27	10 U	21
11 A	22	11 A	21
12 B	27	12 B	22
13 C	20	13 C	21
14 D	20	14 D	21
15 E	24	15 E	21
16 F	26	16 F	20
17 G	26	17 G	22
18 H	22	18 H	22
19 I	22	19 I	20
20 J	31	20 J	21
21 K	23	21 K	20
22 L	25	22 L	20
23 M	23	23 M	22
Total	541	Total	479

Grand total (both situations) 1020
Average number of responses, counseling, 23.5
Average number responses, non-counseling 20.8
All-over average for both situations, 22.1

The Statistical Test

The ratings of the judges constitute the proportion of feeling-verbalization and determine the rankings of the subjects in each situation. The rank correlation coefficient indicates the degree of consistency of feeling-verbalization between these two situations. The statistical test chosen for the analysis of the data was Kendall's tau, a rank order correlation coefficient. The nature of the data lends itself to ranking methods and the assumption of rankability (according to the proportion of feeling-verbalization rated by judges) is met here. The formula for the quantity, tau is reproduced here (Kendall, 1955). It is the formula given for cases where ties are created in the ranks, and is the formula used to calculate tau for both weighted and majority ranks in this study.

$$\text{tau} = \frac{S}{\sqrt{\frac{1}{2} N (N-1) - t_x} \sqrt{\frac{1}{2} N (N-1) - t_y}}$$

(The formula for calculating confidence intervals in specific cases cannot be given here with any degree of meaning since the values represented by the formula could not be explained within the space provided here, neither is it pertinent to the findings reported here. The reader is referred to pages 87-91 in Kendall (1955).

Formerly the use of rank correlation methods was discouraged due to the difficulty of establishing reliable confidence intervals and the impending doubt about the meaning of the levels of significance in view of an unusually large standard error. Kendall (1955) comments on this point:

> Until a few years ago, rank correlation was a rather neglected branch of the theory of statistical relationship. In the practical field, it was generally regarded, except perhaps by some psycologists, as a makeshift for the correlation of measurable variables; and in the theoretical field it seemed to present no

> interesting or important problem. That situation has changed. Practical applications of ranking methods are not only being extended in psychology and in education, but are being made in other subjects such as industrial experimentation and economics (p. v).

Kendall (1955) shows how exact confidence intervals can be calculated (pp. 87-91) for any specific rankings and the resulting tau coefficient. In order to make the statistical test more meaningful and the results more secure, the confidence intervals are calculated here and presented in the fourth chapter. Kendall's rank order method is unique among rank order correlation methods in this respect. Confidence intervals or limits add much to our knowledge of the correlation coefficient and are essential in overcoming some of the weaknesses of rank correlation methods in general.

One research employing Kendall's tau is briefly reviewed in chapter two and in a large measure encounters some of the same assumptions and conditions as the present research (Anderson, 1956).

The assumptions underlying the use of rank correlation methods are relatively broad and general. They include rankability in accordance with some measurable or countable quality or by reference to position in space or in time. In other words, this measure of association requires that both variables be measured in at least an ordinal scale so that the objects or individuals under study may be ranked in two ordered series. Siegel (1956) points out what is specifically illustrated in Kendall (1955)--that the sampling distribution of tau under the null hypothesis is also known and therefore it is subject to tests of significance (as are other rank correlation coefficients). Kendall (1955) further comments on the efficiency of ranking methods.

> A good deal of work has been done on these matters in recent years. Broadly speaking, a method of estimation or test which uses ranks gains in generality by not being dependent on the distributional form of the parent populations, but it may suffer

> a corresponding loss of efficiency or power. This is only natural; a tool which has many purposes is not usually as efficient for any one of them as a specialized tool developed solely for a single purpose. On the other hand, there are situations where the power of rank-order tests is surprisingly high and little seems to be lost by employing ranking methods. For some results in this field see Stuart (1954) (p. 166).

It is concluded that the assumptions for the ranking method used here are met by the conditions of the study and the nature of the data and that Kendall's tau can be safely and meaningfully applied in the analysis of the data of this research.

CHAPTER IV

TREATMENT OF THE DATA

The data consisted of 541 responses in the counseling situation and 479 responses from the non-counseling situation. All of the responses were rated either F, FC, or C (previously described in chapter three) by the three judges. Thus, each response for each of the twenty-three counselors had three ratings. The interjudge reliability in making these ratings is presented in chapter three. It is considered adequate.

In deciding which of the three ratings for each response was to be the final representative rating, determining the counselor's rank, two methods were selected (first introduced in chapter three). The term "majority ranks" refers to the first method where the agreement of two out of three ratings determines the final rating for each statement of the counselors'. In 6.5% of the counseling responses, and 7.1% of the non-counseling responses, there was no agreement between the three judges (that is where one judge rated F, the other rated FC, and the third rated C). These responses were considered to be ambiguous or ambivalent data and as such were not pertinent to the study and were therefore discarded in determining the majority rankings. The percentage of F responses was then calculated for each counselor, using as a total number only the majority ratings. The counselor having the highest percentage of F responses was assigned the rank of 1, the next highest counselor the rank of 2, and so on to 23. In the case of ties, the percentage of FC responses was used to assign the rank; when the FC percentage was tied, a final tie resulted in the rankings.

The second way of determining a representative rating to be used in assigning the rank was by weighting each response rating of the three judges. In so doing F was assigned 1, FC assigned 0.5 and C assigned zero. In this way each response depending on the rating given by all of the three judges had a specific final weight. The weights were added together according to the above system and the resulting weight determined the counselor's final rank among all of the subjects. The counselor having the greatest quantity or weight was assigned the first rank, and the next highest counselor assigned the second rank, and so on down to the twenty-third rank. Because ties were created in all of the rankings, Kendall's formula for ties was used in the statistical analysis of the data (see formula given in chapter three).

Results of the Statistical Analysis

Ranks were then assigned by the methods described above, and they are presented in Tables 4.1 and 4.2 as follows.

Table 4.1. Final Ranks for Counseling and Non-Counseling Data Determined by a Majority Agreement of the Judges' Ratings

Counselor	- - - Ranks - - - - - Couns.	Non-couns.	Counselor	- - - Ranks - - - - - Couns.	Non-couns.
1. N	14	16	13. C	15	13
2. O	7	1	14. D	10	14
3. P	17	12	15. E	4	11
4. Q	12	3	16. F	8	9
5. R	21	22.5	17. G	22.5	18
6. S	11	4	18. H	18	22.5
7. T	6	7	19. I	9	8
8. W	1	5	20. J	13	6
9. V	3	17	21. K	19	21
10. U	5	10	22. L	22.5	20
11. A	2	2	23. M	16	15
12. B	20	19			

Table 4.2. Final Ranks for Counseling and Non-counseling Determined by Weighting All the Judges' Ratings

Counselor	Ranks Couns.	Ranks Non-couns.	Counselor	Ranks Couns.	Ranks Non-couns.
1. N	14	18	13. C	18.5	9
2. O	6	1	14. D	7	12
3. P	15	17	15. E	2	15
4. Q	13	3	16. F	8	11
5. R	21	23	17. G	23	14
6. S	10	6	18. H	17	22
7. T	9	4	19. I	12	9
8. W	4	7	20. J	11	2
9. V	3	13	21. K	16	21
10. U	1	5	22. L	21	20
11. A	5	9	23. M	18.5	16
12. B	21	19			

$$Tau_m = \frac{S}{\sqrt{\frac{1}{2} N (N-1) - t_x}\sqrt{\frac{1}{2} N (N-1) - t_y}} = \frac{122}{249} = .489 \text{ (tau for majority rankings)}$$

$$Tau_w = \frac{S}{\sqrt{\frac{1}{2} N (N-1) - t_x}\sqrt{\frac{1}{2} N (N-1) - t_y}} = \frac{94}{248} = .379 \text{ (tau for weighted rankings)}$$

As can be seen above, the correlation between the counseling ranks and the non-counseling ranks (when ranks were assigned by the majority method) was .489 using Kendall's tau. The result is significant well beyond the .001 level of confidence. Therefore the null hypothesis that there is no correlation or consistency of feeling-verbalization between the counseling and non-counseling situation could be rejected at the .0007 level of significance.

When the ranks are determined by the weighting method, the tau coefficient of correlation is .379, which is significant at .0057. The null hypothesis of no correlation between the feeling-verbalization evident in the counseling and non-counseling situations could be rejected at .005 level of confidence when the weighting method is used.

When the non-counseling and counseling ranks were determined by the ratings of each judge separately, it was found that one of the judge's rankings of these two situations correlated at .50 (significant at .001 level of confidence); another judge's rankings correlated at .28 (significant at .02 level); and a third judge's rankings of the feeling-verbalization in these two situations correlated at .15, which is not significant using the usual .05 cutting level.[1]

In order to determine in which situation, counseling or non-counseling, more F or FC responses were evident, the data were analyzed further. In the counseling 17.5% of the responses are F responses, and 27.2% are FC responses. In the non-counseling situation 12.3% are F responses, and 35.9% are FC responses.[2] Thus, there were more F responses evident in the counseling interviews than in the case conferences; and there were more FC responses occurring in the case conferences than in the counseling interviews. It should be noted here that the analysis of these results by chi square is not significant beyond the .05 level of confidence.

Further inspection of the data indicates a tendency in the non-counseling situation for subjects with a low proportion of F responses to have comparatively more FC responses than subjects with a high proportion of F responses. This tendency is not present in the counseling situation; however, here counselors with a low proportion of F responses also have a low proportion of FC responses. Thus there is more FC in the non-counseling situation than in the counseling situation, but more F in the counseling situation than in the non-counseling situation.

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[1]All correlation coefficients given here are tau coefficients (Kendall 1955).

[2]These figures are based on the total number of agreements of two out of three judges' ratings. This is 93.5% of the total counseling data and 92.9% of the total non-counseling data gathered.

It is also noted that there are always more FC responses among the subjects than there are F responses; and that there are more C responses in both counseling and non-counseling situations than there are either F or FC responses. These results are summarized in Table 4.3 as follows.

Table 4.3. Percentages of F, FC, and C Responses Evidenced in Counseling and Non-counseling Situations

Counseling		Non-counseling	
% F	17.5	% F	12.3
% FC	27.2	% FC	35.9
% C	55.3	% C	51.8

The findings presented in Table 4.3 indicate no significant difference in the proportion of F, FC, and C responses between the counseling and non-counseling situations. However, there is a trend in overall percentage in both situations to more C responses.

The confidence limits or confidence intervals were calculated for the rank correlation coefficients (tau = .49 and .38 respectively) for the majority and weighting methods of ranking in counseling and non-counseling situations. These confidence intervals were calculated by the method presented by Kendall (1955, pp. 87-91). The results indicate that if this particular study were to be replicated many times, the estimated tau ($\hat{t}$) coefficient would lie somewhere between .26 and .71 for majority ranks, (and between .15 and .72 for the weighted ranks), 95 per cent of the time. All of the values of tau for the majority ranks would be significant at .05 level or better, however in the case of the weighted ranks, some of the lower values for tau would not be significant at this level.

The above results suggest that the null hypothesis of no correlation between the counseling and non-counseling feeling-verbalization could be rejected beyond the .001 level of significance when the majority ranking method is used, and rejected beyond the .01 level of significance when the weighting method is used. Some support for the original hypothesis is thus indicated. In accordance with the definitions presented in chapter one (finding of correlation coefficients significant beyond the .01 level), the following hypothesis is therefore accepted:

> The counselor's degree of feeling-verbalization in a group case conference is consistent with the degree of feeling-verbalization he shows in the individual counseling interview.

Conclusions, interpretations, and discussion of all the above results are presented in chapter five.

CHAPTER V

SUMMARY, CONCLUSIONS AND DISCUSSION

Summary

It has often been assumed that personal characteristics are largely consistent from one situation to another (Adler, Freud, Miller and Dollard, and Rogers). The therapist's personality, feelings, past interpersonal experiences, and emotional blind spots are among the determining factors of his client-counselor relationship. Feeling-verbalization is one important aspect of individual personality and its development; and as such, it is one example of the patterns of personal interaction assumed to be consistent but not yet evaluated by research. No systematic evaluation of the consistency of counselor feeling-verbalization in and outside of the client-counselor relationship appears in the literature.

The research reported herein is an investigation of the consistency of counselor feeling-verbalization across counseling and non-counseling situations. More specifically, it is an investigation of beginning counselors' degree of consistency of feeling-verbalization between their counseling interviews and a series of case conferences in which they participate.

Definitions of the following terms are set forth in the first chapter, (a) consistency, (b) feeling-verbalization, (c) relationship, situation, (d) counselor-client relationship, and (e) outside of the client-counselor relationship. Delimitations of the study include: (a) conditions of generalization of findings from specific sample, (b) no inferences are made concerning causality or underlying states, (c) counselor

effectiveness is not a primary concern of the study, and (d) restrictions concerning precise statistical sampling of loosely constructed verbal data.

Basic assumptions are set forth concerning (a) feeling-verbalization reflecting valid feeling, (b) the existence in varying degrees of feeling-verbalization in the individual, (c) legitimate generalization from specific situations used in the study to other non-counseling and counseling situations, (d) the dissimilarity of the counseling and non-counseling situations, and (e) the competence and reliability of the judges.

The underlying rationale of the research is that many aspects of one's self are consistently evidenced in spite of specific settings. This consistency is especially evident in interpersonal relationships. The counselor also shows consistent patterns of interaction which will be evident outside of his client-counselor relationships. Feeling-verbalization is only one example of several consistent patterns of personal interaction which must be evaluated by research. Consequently, the following hypothesis was postulated:

> The counselor's degree of feeling-verbalization in a group case conference is consistent with the degree of feeling-verbalization he shows in the individual counseling interview.

The major purpose and therefore establishment of need for the study is that counseling practice and theoretical assumptions of counselor consistency need to be empirically tested--this study is needed because it is an attempt to test a major portion of client-centered and other theory implying counselor consistency, especially with respect to the counselor's feeling-verbalization.

A review of related literature leads to several conclusions: (a) research findings suggest the general consistency of behavior within the counseling interview by individual counselors; (b) theory assuming the consistency of counselor feeling-verbalization as one aspect of the counselor's personality is abundant, but is yet to be empirically validated;

(c) research dealing with counselor affect, sensitivity, and related concepts often assumes the reality of such consistency without empirical evidence of its existence; (d) feeling-verbalization is an important theoretical and empirical construct; (e) the operational definition of feeling-verbalization can be achieved in two ways: by rating and semantic methods, both of which have high reliability and validity.

The methodology of the research was as follows: (1) The data were collected by tape recording two individual counseling interviews for each counselor, and by tape recording the case conferences which took place for two hours weekly and included three groups of seven to eight members each.

(2) These tapes were then sampled for random responses of each counselor in both counseling and non-counseling situations. The resulting number of responses or of counselor statements represented the interaction among the counselors and their clients, and the interaction among the counselors themselves in the case conferences. These were then converted to typescripts which were used for the judges' ratings.

(3) Three judges, two of them diplomates in counseling psychology, were chosen and asked to rate each counselor's response as follows: (F) if it focused mainly on feeling, (FC) if it contained a mixture of both feeling and cognitive content, and (C) if it focused predominantly on content alone. These ratings were then pooled and the counselors were ranked by two methods, both according to the proportion or degree of feeling-verbalization evidenced in the counseling and non-counseling situations. The interjudge reliability coefficient (Kendall's W, concordance) was .87 for the counseling ranks and .76 for the non-counseling ranks.

(4) The final ranks, one for the counseling and one for the non-counseling situation, were determined by a majority agreement of the three judges' ratings, and also by assigning weights to each judge's rating of each counselor's response.

(5) The final ranks were then analysed for correlation by means of Kendall's rank correlation method (coefficient: tau). This test was considered appropriate in many respects, especially because the confidence intervals for a specific set of data can be calculated, indicating the distribution of the estimated (tau) coefficient for that data.

Conclusions

The result of the statistical analysis indicates some support for the original hypothesis that a counselor's degree of feeling-verbalization in a group case conference is consistent with the degree of feeling-verbalization he shows in the individual counseling interview.

In spite of the statistically significant results, less than half (at best a rough estimate)[1] of the variance here is accounted for by the hypothesis of counselor consistency of feeling-verbalization. It is evident that other variables may account for the remaining variance (see discussion).

Further inspection of the data reveal that when individual judge's rankings were analysed for correlation, that one judge's rankings were fairly highly correlated, another's less so, and a third's were not significantly correlated, indicating a discrepent judge when the ranks were considered for each judge separately; however the nature of correlation technique does not allow for discerning which of the judges made "better" judgments.

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[1]Both tau and (Spearman's) rho are underestimates in non-parametric data of Pearson's r. Pearson's r, when squared, gives a reliable estimate of the percentage of variance accounted for by the correlation. In this case, tau characteristically runs some 15-20 points below rho, but it is equal to rho in efficiency. Squaring of .70 (Rho for this data) gives 49% of the variance accounted for; much better than chance, but yet an overestimate at best (Kendall 1955, Siegel 1956).

It was further found that there were no significant differences in the over-all percentage of F, FC, and C responses across counseling and non-counseling situations, providing additional support for the original hypothesis of counselor consistency. However, it was noticed that there were always more FC responses than there were F responses, and more C responses than either F or FC responses. Neither the counseling nor the non-counseling situation evidenced significantly more F, FC, or C responses than the other, taking all responses together, however there were slightly more F and more C in the counseling data than in the non-counseling data. There were also more FC in the case conferences than in the individual counseling interviews.

In view of the comparatively high percentage of FC responses occurring in the case conferences, a closer inspection of the data revealed that there may have been a tendency in the case conference situation for cognitive counselors to make more FC statements than affective counselors; and that this tendency is not repeated in the counseling situation. Thus, the higher proportion of FC in the case conferences and the high C in the counseling interviews.

Further discussion of the findings and observations is presented below.

Discussion

The major finding of the research is that there is a significant positive correlation between the amount of feeling-verbalization of counselors in counseling and non-counseling situations. That is to say, a counselor can be expected to evidence roughly the same proportion of feeling-verbalization in his non-client interpersonal relationships as he does in the client-counselor relationship. The findings indicate some possible consistency in view of the significant statistical results, however much of the variance is left unaccounted for by the postulate of counselor consistency.

A few of the factors which might be considered as explaining the findings in other ways, and thereby suggesting some of the possible sources of variance, would be (a) the need of the counselors to role-play or pretend F responses, (b) the similarity of the interpersonal relationship in both counseling and non-counseling situations, (c) additional situational factors such as client-centered role playing, perception of leader's role and conformity to authority, (d) validity of judges' ratings, and (e) procedural, especially sampling methods. These factors will be discussed in more detail and reasons will be given for support of the hypothesis of counselor consistency of feeling-verbalization.

The pretension of F- type responses has much to do with the validity of the judges' ratings, therefore this discussion will relate to both factors. One might object to the findings by doubting that valid feeling can be identified and rated on the basis of one's feeling-verbalization, especially from typescripts. This objection can be countered not only by the basic assumption made to the contrary in chapter one, but also on the basis of research cited in chapter two (see Anderson, 1956, especially). A further objection can be made that beginning counselors are pressured into making feeling-type responses in order to fulfill their or others' idea of the role of the ideal counselor; therefore, these counselors could pretend to verbalize feeling consistently in order to please or conform to their perception of the values of their supervisors, colleagues, and themselves.

The major force preventing this pretension of F responses is the competence of the judges making the ratings, as well as the ability of the case conference leader and the counselors' individual supervisors to detect such role playing and further explore its dynamics. Furthermore, it is highly probable that other counselors would be able to detect this in their colleagues and bring it up in the case conferences (in fact, such an incident is included in the actual typescripts). Unless a large number of

the counselors were very skillful at such role playing, and were also able to pretend over an extended period of time, it is highly improbable that the usual amount of role playing would noticeably influence the total results. The chances are very slim that a large number of the subjects would or could continuously and consistently role-play feeling-verbalization without escaping the notice of their colleagues, the group leader or their individual supervisors.

The above criticism especially might hold true in counseling centers where feeling-verbalization is valued as part of effective counseling (as it is at MSU). Yet, the results of the study roughly indicate consistency of cognitive response also, and the study might therefore be reliably repeated and the same criticism leveled, if the focus were cognitive-verbalization and the setting were one where a more rational or cognitive emphasis were valued.

The criticism that all inter-personal relationships have much in common might here be made with some validity. Especially since this is one part of the underlying rationale of the study, having its basis in the consistency of personality configuration as assumed by client-centered and other theory. One might therefore criticise the study by saying that it is a corroboration of the obvious, that counseling relationships have so much in common with non-client relationships that such consistency could obviously be expected to occur. Especially when the situations were so much alike, i.e., case conferences with beginning counselors and individual counseling interviews.

This criticiam may be valid, but such objection to the need or value of a study is not considered valid reason for ignoring an area of investigation. The postulate that all interpersonal relationships have much in common needs empirical validation and support. Scientifically, the postulate cannot be specifically refuted nor accepted in the case of counselor feeling-verbalization unless it has experimental support.

Also, it is not unreasonable to assume that there are some very real differences between the client-counselor relationship and the non-client-counselor relationship. Not only is this one of the basic assumptions of the study, but the fact that more than half of the variance is left unaccounted for by the postulate of counselor consistency, contributes to the support of this assumption. Much of the variance might also be accounted for by situational differences of one kind or another. If the two situations used here were so much alike, what is to account for the large amount of the variance unaccounted for?

A large part of the variance may be due to situational differences of one kind or another. One of these seemed to be the subjects' own perception of the case conference situation and of the counseling situation. Much of this perception comes from past training, values believed and known to be held by professors, therapists, supervisors, and colleagues. When the subjects perceived the case conferences to be similar to their counseling interviews, one would expect much consistency, generalization or transfer; when they did not perceive such similarity, perhaps less of the variance was accounted for by counselor consistency and more accounted for by the perceived situational differences.

The subjects did not perceive the case conferences as a place where they would undergo personal psychotherapy or counseling from the group leader nor from each other. This is evident from the context of the data, as well as from the verbalized opinion of the subjects. They perceived some differences, and in spite of these situational differences they verbalized feeling to a consistent degree across the two situations. In case conferences where deep feeling is verbalized, the counselor trainee often may feel like a client in many ways. In this sense, the situation is reversed; especially if the counselor-trainee has undergone personal therapy. Such a perception of the two situations would add to the similarity, in that deep personal interaction at a feeling level is common to both the

case conference and the individual interview; but the perception of the level of affective involvement may differ, depending on the role taken.

In this study, as shown by the preponderance of C responses, the case conferences were not usually ones where deep feeling was verbalized. For the most part, they were seemingly perceived as quite different from the counseling interview by these subjects.

Because there were a large number of data and only the counselor responses (not the client or the response coming immediately before) could be included, and only a small sample of those counselor responses could be rated by the judges (due to time limitations), the chances for results supporting counselor consistency of feeling-verbalization may be decreased in one sense and increased in another. The inclusion in the typescripts of only the counselor's response may or may not have influenced the agreement of the judges and thereby the final ranks and the final results. There is no way of knowing this, except by future replication of the study. There was a large chance variable, because of the many hours of case conferences sampled, that some feeling-verbalization might have been selected which was or was not characteristic of a particular subject. Thus, one could criticize the results no matter how they came out.

However, it would be a more plausible criticism if the results showed a preponderance of F responses for all the counselors combined. The results indicated just the opposite, however. It is highly improbable that these rankings would be similar to the degree indicated by the findings, if counselor consistency did not account for some of the variance here, especially in view of the comparative scarcity of F responses in both situations. This fact actually strengthens the findings and may indicate that were the data sampled differently and within broader limits, the correlation coefficients may have been higher still.

In view of the findings indicating the discrepancy of one judge, it might legitimately be stated that there is no correlation here, that the one

judge is correct and the other two are incorrect. The indications to the contrary are: (a) this judge is clearly not in the majority (one out of three), (b) when the rankings are assigned by the weighting method (where all judges ratings are equally considered) the correlation coefficient is still significant beyond tha .01 level, (c) there is high inter-judge reliability which partially accounts for (b). But, as stated earlier, this discrepancy between judges cannot be adequately resolved because of the limitations of the correlation technique. The question might well be left to future research, especially any replication of this study.

Further Observations and Implications

Members of the group who did not verbalize much feeling in the case-conferences were also cognitive with their clients during individual interviews. Counselors located on the extreme ends of an affective-cognitive scale were observed to be the most consistent, but counselors found in the middle ranges of such a scale seemed less consistent.

It was also noticed repeatedly in the tape recordings that the counselor who did not verbalize much feeling often met with covert and overt hostility from feeling-verbalizing clients and from fellow counselors in the case conferences who verbalized feeling. In other words, the cognitive counselors elicited less hostility from other cognitive counselors, and the same was true for affective counselors interacting with other affective counselors, especially on the ends or extremes of the cognitive-affective scale. It may be, that this observation supported empirically, could shed light on counseling effectiveness by matching cognitive counselors with cognitive clients and affective counselors with affective clients, or by mixing the two kinds.

Further observations as to the over-all amounts of F, FC, and C responses in each situation were not significant statistically, indicating that they may well have occurred on the basis of chance alone. However,

the findings indicating more FC in the case conferences among the otherwise low-F counselors was significant at the .30 level, indicating it could occur on the basis of chance thirty times in one hundred. Perhaps such is worth further discussion, especially in the light of further explaining the cognitive subject's behavior in the case conference situation. It appeared to the writer that cognitive counselors were more prone to defer to authority, to seek direction from the group leader, and to attempt to please him and others. In so doing, cognitive counselors may have attempted feeling-type verbalizations which were later rated FC by the judges. That they would do this more often in the non-counseling situation where the group leader and colleagues were present, but not in their private counseling interviews, might indicate some pressures they felt to make feeling type statements which were later judged FC by the judges. There is accordingly more C in the counseling data than in the non-counseling data, but most of the high F counselors have low FC percentages in the non-counseling situation. Here would be one example of a situational influence strong enough (depending on the authoritarianism of the leader and the cognitive-pleasing drive of the subject) to entirely rule out consistency in the interpersonal relationships across these two situations.

It was also noticed that a group which had been together before (in a pre-practicum course) was more able to verbalize feeling than two other groups which had not previously been together. The factor of previous group experience allowing for more feeling-verbalization among group members seemed to have little effect on counselors located on the extremes of an affective-cognitive scale. But, whether the group had been together previously or not, or whether the counselors were extremely affective or extremely cognitive, or even a mixture of both, the consistency seemed to hold up across these two situations. It is apparent, however, that situational differences of many kinds exert a strong influence on the phenomenon of counselor consistency.

Implications for Further Research

The major finding of the research reported herein is the consistency of counselor feeling-verbalization across counseling and non-counseling situations. Another area of further research suggested by these findings is that of the consistency of other personality aspects--other than feeling-verbalization. Research concerning the counselor's consistency with respect to the following might be carried out: (a) hostility, (b) inhibition, (c) suppression, (d) warmth, (e) understanding, (f) sensitivity, (g) preference for certain kinds of interpersonal relationships in and outside counseling. In fact, this study opens up a vast area of exploration in counselor consistency across counseling and non-counseling relationships.

Further research might also explore the observations noted from a casual inspection of the data. One large area here is that concerning the situational factors and their influence on counselor consistency. Future research might be directed to the following questions: "Are feeling-verbalizing counselors consistent with this capacity in new group situations as well as in groups of longer acquaintance?" "Is the cognitive counselor similarly consistent with his cognitive emphasis in spite of the togetherness, rapport, and length of association or relationship?" "What is the role of the function of specific non-counseling situations (such as staff meetings, case conferences, discussion groups) as perceived by group members with respect to counselor consistency?" "Does the cognitive counselor (one having a majority of C responses in counseling interviews) seek to defer to authority and to other pressures in non-counseling situations more so than the affective counselor?" "How does the cognitive as opposed to the affective counselor perceive various non-counseling and counseling situations (as to function and effectiveness)?" "What is the distribution of F, FC, and C responses taking total percentage in counseling and non-counseling situations among beginning counselors?

What constitutes a 'cognitive or affective group' of beginning counselors?"

Some further investigation into other variables entering into this phenomenon might be investigated in non-counselor populations, thereby revealing certain variables or factors which may be otherwise overlooked in dealing with counselor populations only.

Research in the area of client and counselor matching for optimal effectiveness of counseling might borrow from the findings of research in counselor consistency. One observation from this study indicates that further investigation is needed regarding hostility elicitation (and other reactions) when cognitive counselors interact with cognitive clients and colleagues, and when affective counselors interact similarly, as well as when cognitive and affective counselors and client interact. Answers to the following questions might be sought: "Does feeling-verbalization by counselors interacting with cognitive clients lead to counseling disruption or counseling effectiveness?" "Can the expectations of cognitive and affective clients relating to counselors whom they desire, predict effectiveness of their counseling when matched with cognitive or affective counselors?"

The area of counselor consistency is a relatively untouched area for further research, not only in regard to counselor consistency of feeling-verbalization, but also in terms of other variables, as listed above. Further experimentation in counselor consistency is therefore quite timely, and would aid the counseling profession to more fully understand and employ consistency findings in counselor selection, training, and in counseling effectiveness. It is highly probable that future research in counselor consistency would help tremendously to meet the increasing demands made on the counseling profession.

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APPENDIX

RATINGS OF ALL COUNSELOR RESPONSES

Following Data Pertains to Counseling Situation Only

Counselor No. 1				Counselor No. 2				Counselor No. 3			
Response	Judges			Response	Judges			Response	Judges		
Number	A	B	C	Number	A	B	C	Number	A	B	C
1	FC	F	F	1	FC	C	FC	1	C	C	C
2	FC	C	FC	2	F	F	F	2	C	C	C
3	C	C	C	3	FC	FC	FC	3	C	C	C
4	C	C	C	4	FC	FC	FC	4	FC	FC	FC
5	C	FC	FC	5	FC	C	F	5	FC	FC	C
6	C	C	C	6	FC	C	FC	6	FC	C	FC
7	C	C	FC	7	FC	F	F	7	FC	C	C
8	C	C	C	8	C	C	C	8	C	C	C
9	C	C	C	9	FC	C	FC	9	C	C	C
10	C	C	C	10	FC	F	FC	10	C	FC	C
11	C	C	C	11	FC	F	F	11	FC	C	C
12	C	C	FC	12	FC	FC	FC	12	C	FC	C
13	C	C	C	13	F	F	FC	13	C	FC	C
14	C	C	C	14	C	C	C	14	FC	F	FC
15	C	C	C	15	FC	FC	FC	15	FC	F	F
16	FC	F	FC	16	FC	F	F	16	FC	F	C
17	C	C	FC	17	FC	F	FC	17	C	FC	F
18	C	C	C	18	FC	F	F	18	F	FC	FC
19	FC	C	FC	19	FC	C	F	19	FC	C	FC
20	FC	FC	FC	20	FC	F	F	20	C	C	C
21	C	C	C	21	FC	C	FC	21	C	C	C
22	FC	F	F					22	C	C	C
23	FC	FC	FC					23	C	C	C
24	FC	F	FC					24	C	C	C
25	FC	F	F								
26	C	C	F								

Counseling Situation (continued)

Counselor No. 4				Counselor No. 5				Counselor No. 6			
Response	Judges			Response	Judges			Response	Judges		
Number	A	B	C	Number	A	B	C	Number	A	B	C
1	FC	F	F	1	C	C	C	1	C	C	F
2	C	FC	C	2	C	C	C	2	F	F	F
3	FC	FC	F	3	C	C	C	3	FC	FC	FC
4	FC	FC	FC	4	C	C	C	4	FC	F	C
5	FC	C	FC	5	C	C	C	5	F	C	C
6	C	C	C	6	C	C	FC	6	F	C	C
7	FC	F	F	7	C	C	C	7	F	C	FC
8	C	FC	C	8	C	C	C	8	FC	FC	FC
9	C	C	C	9	FC	C	FC	9	FC	C	C
10	C	C	C	10	C	C	C	10	F	C	C
11	FC	C	FC	11	C	C	C	11	FC	C	F
12	FC	C	FC	12	C	C	C	12	FC	FC	F
13	FC	C	C	13	C	C	C	13	F	F	F
14	FC	FC	F	14	C	C	C	14	FC	C	FC
15	FC	FC	FC	15	C	C	C	15	FC	C	C
16	FC	C	FC	16	C	C	C	16	C	C	C
17	FC	C	F	17	FC	F	FC	17	FC	C	F
18	FC	C	F	18	C	C	C	18	F	F	FC
19	C	C	FC	19	C	C	C	19	FC	C	C
20	FC	F	F	20	C	FC	C	20	FC	C	FC
21	FC	C	C	21	FC	FC	C	21	FC	C	C
22	C	C	C	22	C	C	C	22	FC	C	C
23	FC	C	C								
24	C	C	C								

Counseling Situation (continued)

Counselor No. 7				Counselor No. 8				Counselor No. 9			
Response	Judges			Response	Judges			Response	Judges		
Number	A	B	C	Number	A	B	C	Number	A	B	C
1	FC	F	F	1	C	C	FC	1	F	F	F
2	FC	F	C	2	FC	FC	F	2	FC	F	FC
3	C	C	C	3	F	F	F	3	FC	C	F
4	C	C	C	4	F	C	F	4	FC	C	FC
5	FC	C	C	5	F	F	F	5	FC	C	F
6	FC	F	F	6	FC	C	FC	6	FC	C	FC
7	FC	FC	FC	7	F	C	F	7	FC	C	C
8	F	F	F	8	F	F	F	8	FC	F	F
9	FC	C	C	9	FC	FC	FC	9	FC	F	C
10	FC	C	C	10	FC	C	F	10	F	F	F
11	F	F	FC	11	F	F	F	11	FC	FC	F
12	F	F	F	12	FC	C	F	12	F	FC	F
13	FC	C	FC	13	FC	FC	FC	13	FC	C	C
14	FC	C	FC	14	FC	C	C	14	FC	F	F
15	FC	FC	FC	15	F	C	F	15	FC	C	C
16	C	C	F	16	FC	FC	C	16	FC	C	FC
17	FC	C	F	17	F	C	FC	17	FC	C	F
18	F	C	FC	18	FC	C	C	18	FC	FC	F
19	FC	C	F	19	FC	FC	FC	19	FC	FC	F
20	F	F	F	20	FC	C	FC	20	FC	C	F
21	FC	FC	F	21	F	F	FC	21	F	FC	F
				22	F	F	F	22	F	F	F
								23	F	F	F

Counseling Situation (continued)

Counselor No. 10				Counselor No. 11				Counselor No. 12			
Response	Judges			Response	Judges			Response	Judges		
Number	A	B	C	Number	A	B	C	Number	A	B	C
1	F	F	F	1	FC	F	F	1	C	C	C
2	FC	FC	F	2	FC	F	F	2	C	C	C
3	FC	FC	FC	3	C	C	C	3	C	C	C
4	FC	C	FC	4	C	C	C	4	FC	FC	C
5	FC	C	C	5	FC	F	F	5	FC	C	FC
6	FC	C	C	6	C	C	C	6	FC	C	C
7	FC	C	FC	7	FC	F	FC	7	C	C	C
8	FC	C	F	8	C	C	C	8	C	C	C
9	FC	C	C	9	C	C	C	9	C	C	C
10	FC	C	C	10	C	C	C	10	C	C	C
11	C	C	C	11	FC	FC	FC	11	C	C	C
12	F	FC	FC	12	FC	F	F	12	C	C	C
13	FC	FC	FC	13	F	F	F	13	C	C	C
14	FC	FC	C	14	FC	FC	FC	14	FC	C	FC
15	FC	FC	FC	15	FC	C	FC	15	FC	FC	FC
16	C	C	C	16	FC	C	C	16	C	C	C
17	F	F	F	17	F	F	F	17	C	C	C
18	F	F	F	18	F	F	F	18	C	C	C
19	FC	C	F	19	FC	F	F	19	C	C	C
20	F	C	F	20	FC	C	FC	20	C	C	C
21	FC	FC	F	21	F	F	F	21	C	C	C
22	F	F	F	22	FC	F	F	22	C	C	C
23	F	F	F					23	C	C	C
24	F	F	F					24	C	C	C
25	F	F	F					25	C	C	C
26	F	FC	F					26	C	C	C
27	FC	C	FC					27	C	C	C

Counseling Situation (continued)

Counselor No. 13				Counselor No. 14				Counselor No. 15			
Response	Judges			Response	Judges			Response	Judges		
Number	A	B	C	Number	A	B	C	Number	A	B	C
1	FC	FC	F	1	FC	FC	FC	1	FC	F	F
2	C	C	C	2	FC	F	FC	2	FC→C	F	F
3	C	C	C	3	FC	F	FC	3	FC	F	F
4	C	C	C	4	FC	C	C	4	C	C	F
5	C	C	C	5	FC	F	C	5	FC→C	FC	FC
6	C	C	C	6	FC	F	FC	6	FC	C	F
7	C	C	C	7	FC	FC	C	7	FC	FC	F
8	C	C	C	8	FC	C	FC	8	C	F	FC
9	C	C	C	9	FC	FC	C	9	FC	C	C
10	FC	F	F	10	FC	F	FC	10	FC	FC	FC
11	C	F	F	11	FC	F	C	11	FC	C	C
12	C	FC	FC	12	FC	F	FC	12	FC	FC	F
13	C	C	C	13	FC	F	FC	13	FC	C	F
14	C	C	C	14	FC	FC	FC	14	FC	FC	F
15	C	C	C	15	FC	FC	F	15	FC	F	F
16	C	C	C	16	FC	F	F	16	C	FC	F
17	C	C	C	17	FC	F	F	17	FC	FC	F
18	C	C	C	18	FC	F	F	18	F	F	F
19	C	C	C	19	FC	FC	F	19	FC	C	FC
20	C	C	C	20	C	C	C	20	F	FC	F
								21	FC	C	F
								22	FC	FC	F
								23	FC	F	F
								24	FC	F	F

Counseling Situation (continued)

Counselor No. 16				Counselor No. 17				Counselor No. 18			
Response Number	Judges A	B	C	Response Number	Judges A	B	C	Response Number	Judges A	B	C
1	C	C	C	1	C	C	C	1	FC	FC	FC
2	C	C	C	2	C	C	C	2	C	C	C
3	C	C	FC	3	C	C	C	3	C	C	C
4	FC	FC	FC	4	C	C	C	4	C	C	C
5	C	C	C	5	C	C	C	5	FC	FC	FC
6	FC	C	C	6	C	C	C	6	C	C	C
7	FC	C	C	7	C	C	C	7	C	C	C
8	C	C	C	8	C	C	C	8	C	C	C
9	FC	C	FC	9	C	C	C	9	C	FC	FC
10	FC	C	C	10	C	C	C	10	C	C	C
11	FC	F	F	11	C	C	C	11	C	C	C
12	Fc	FC	FC	12	C	C	C	12	FC	F	F
13	FC	F	F	13	C	C	C	13	C	C	C
14	FC	FC	C	14	C	C	C	14	C	C	C
15	FC	F	F	15	C	C	FC	15	C	C	C
16	FC	F	F	16	C	C	C	16	C	C	C
17	FC	F	F	17	C	C	C	17	C	C	C
18	C	C	C	18	C	C	C	18	C	C	C
19	FC	FC	F	19	C	C	C	19	C	C	C
20	FC	C	F	20	C	C	C	20	C	C	C
21	FC	F	F	21	C	C	C	21	C	C	C
22	FC	FC	FC	22	C	C	C	22	FC	FC	FC
23	FC	C	FC	23	C	C	C				
24	FC	FC	FC	24	C	C	C				
25	FC	FC	FC								
26	FC	FC	FC								

Counseling Situation (continued)

Counselor No. 19				Counselor No. 20				Counselor No. 21			
Response	Judges			Response	Judges			Response	Judges		
Number	A	B	C	Number	A	B	C	Number	A	B	C
1	FC	FC	FC	1	FC	F	F	1	FC	FC	C
2	FC	FC	FC	2	FC	FC	FC	2	C	C	C
3	FC	C	FC	3	C	C	C	3	FC→C	FC	FC
4	FC	FC	FC	4	C	C	C	4	FC→C	FC	FC
5	FC	F	F	5	C	FC	FC	5	FC	F	F
6	FC	C	FC	6	FC	F	F	6	FC	C	FC
7	FC	F	F	7	C	FC	FC	7	C	C	C
8	FC	F	F	8	C	C	FC	8	C	C	C
9	FC	FC	F	9	C	C	C	9	FC	F	FC
10	FC	C	FC	10	C	C	C	10	C	C	F
11	FC	C	F	11	C	C	C	11	C	C	C
12	FC	F	F	12	C	C	C	12	C	C	C
13	FC	C	C	13	C	C	FC	13	C	C	C
14	FC	C	C	14	C	C	C	14	C	C	C
15	C	C	C	15	FC	C	C	15	C	C	FC
16	FC→C	FC	C	16	FC	FC	C	16	C	C	C
17	C	C	C	17	FC	C	C	17	C	C	FC
18	FC	FC	FC	18	C	C	C	18	C	C	C
19	C	C	C	19	C	FC	C	19	C	FC	FC
20	FC	C	FC	20	FC	C	FC	20	C	FC	FC
21	FC	C	C	21	FC	FC	FC	21	FC→C	FC	FC
22	FC	C	FC	22	C	C	C	22	C	C	C
				23	FC	F	F	23	C	C	FC
				24	FC	FC	C				
				25	C	C	C				
				26	FC	FC	C				
				27	FC	C	F				
				28	FC	FC	C				
				29	FC	FC	F				
				30	FC	F	F				
				31	FC	C	C				

Counseling Situation (continued)

Counselor No. 22				Counselor No. 23			
Response	Judges			Response	Judges		
Number	A	B	C	Number	A	B	C
1	C	C	C	1	C	C	C
2	C	FC	F	2	C	C	C
3	C	C	C	3	C	C	C
4	C	FC	F	4	C	C	FC
5	C	C	C	5	C	C	C
6	C	C	FC	6	C	C	C
7	C	C	C	7	C	C	C
8	C	C	C	8	C	C	C
9	C	C	FC	9	C	C	C
10	C	C	C	10	C	C	C
11	C	C	C	11	C	C	C
12	C	C	C	12	C	C	C
13	C	C	C	13	C	C	C
14	C	C	C	14	FC	C	F
15	C	C	C	15	C	C	FC
16	C	C	C	16	FC	C	F
17	C	C	C	17	C→FC	F	F
18	C	C	C	18	FC	C	F
19	C	C	FC	19	C	C	C
20	C	C	C	20	C	C	C
21	C	C	C	21	C	C	C
22	C	C	C	22	C	C	C
23	C	C	C	23	C	C	C
24	C	C	C				
25	C	C	FC				

NON-COUNSELING DATA

Counselor N Response Number	Judges A	B	C	Counselor O Response Number	Judges A	B	C	Counselor P Response Number	Judges A	B	C
1	C	C	FC	1	F	F	F	1	FC	F	C
2	C	C	C	2	F	F	F	2	C	C	C
3	FC	FC	C	3	F	F	FC	3	C	C	C
4	C	C	C	4	F	F	F	4	C	C	FC
5	C	C	C	5	FC	FC	FC	5	C	C	C
6	C	C	C	6	FC	FC	F	6	C	C	C
7	C	FC	FC	7	F	F	F	7	FC	F	F
8	FC	FC	FC	8	F	F	F	8	FC	FC	FC
9	FC	FC	F	9	FC	C	FC	9	FC	FC	C
10	F	FC	F	10	C	C	C	10	FC	FC	C
11	C	C	C	11	FC	FC	F	11	FC	C	C
12	FC	FC	FC	12	FC	FC	FC	12	FC	C	F
13	C	C	C	13	FC	C	F	13	FC	C	F
14	C	C	C	14	FC	FC	FC	14	C	FC	FC
15	C	C	C	15	F	FC	F	15	FC	C	C
16	C	C	C	16	C	FC	F	16	C	C	C
17	C	C	FC	17	FC	C	F	17	FC	FC	FC
18	C	C	C	18	FC	C	F	18	FC	C	C
19	FC	FC	FC	19	FC	FC	FC	19	C	FC	C
20	FC	FC	FC	20	FC	FC	F	20	FC	C	C

Non-counseling Data (continued)

Counselor Q				Counselor R				Counselor S			
Response	Judges			Response	Judges			Response	Judges		
Number	A	B	C	Number	A	B	C	Number	A	B	C
1	C	C	C	1	C	C	C	1	C	C	C
2	FC	FC	FC	2	C	C	C	2	C	C	FC
3	FC	C	C	3	FC	C	C	3	FC	FC	FC
4	FC	C	C	4	C	C	FC	4	C	FC	C
5	FC	FC	FC	5	C	C	C	5	C	C	C
6	FC	F	F	6	C	C	C	6	F	F	F
7	FC	FC	F	7	FC	C	C	7	FC	FC	FC
8	FC	F	F	8	FC	C	C	8	FC	C	C
9	F	FC	F	9	C	C	C	9	F	FC	C
10	FC	F	F	10	C	C	C	10	FC	C	C
11	F	F	FC	11	C	C	FC	11	FC	C	C
12	FC	FC	F	12	C	C	C	12	FC	F	F
13	FC	FC	FC	13	C	C	C	13	FC	FC	FC
14	FC	C	C	14	C	C	C	14	FC	F	F
15	FC	C	FC	15	C	C	C	15	FC	C	FC
16	FC	C	C	16	C	C	C	16	FC	FC	C
17	FC	FC	F	17	C	C	C	17	FC	FC	C
18	FC	F	F	18	C	FC	C	18	FC	F	F
19	FC	F	F	19	C	C	FC	19	FC	F	F
20	FC	C	FC	20	C	C	C	20	F	FC	F
21	FC	C	FC	21	C	C	C				

Non-counseling Data (continued)

Counselor T Response Number	Judges A	B	C	Counselor W Response Number	Judges A	B	C	Counselor V Response Number	Judges A	B	C
1	F	FC	F	1	C	C	C	1	FC	C	FC
2	FC	C	F	2	F	F	FC	2	FC	FC	C
3	F	C	FC	3	F	FC	F	3	FC	FC	C
4	F	C	FC	4	FC	FC	FC	4	C	C	C
5	FC	C	FC	5	FC	C	FC	5	FC	C	FC
6	FC	FC	F	6	FC	C	C	6	FC	C	FC
7	FC	C	FC	7	F	FC	FC	7	FC	C	FC
8	FC	FC	F	8	FC	C	C	8	FC	C	C
9	FC	C	F	9	FC	C	FC	9	FC	C	C
10	F	FC	F	10	C	C	C	10	FC	C	C
11	F	FC	FC	11	C	C	C	11	FC	C	C
12	FC	C	C	12	C	C	C	12	FC	C	FC
13	FC	C	C	13	C	C	FC	13	FC	C	C
14	FC	FC	F	14	FC	F	F	14	FC	FC	FC
15	FC	FC	FC	15	FC	F	F	15	FC	FC	FC
16	FC	C	C	16	FC	F	F	16	FC	C	FC
17	FC	FC	FC	17	FC	F	C	17	FC	FC	FC
18	FC	C	C	18	FC	C	C	18	C	C	C
19	FC	C	FC	19	FC	FC	F	19	FC	F	FC
20	F	FC	FC	20	F	F	F	20	FC	FC	F
21	FC	C	FC					21	FC	FC	C
22	F	F	F								

Non-counseling Data (continued)

Counselor U Response Number	Judges A	B	C
1	C	C	C
2	FC	FC	FC
3	FC	FC	FC
4	FC	FC	C
5	FC	FC	FC
6	FC	FC	FC
7	C	F	F
8	C	C	C
9	C	FC	FC
10	FC	FC	FC
11	C	FC	FC
12	FC	FC	F
13	FC	C	FC
14	FC	C	FC
15	FC	FC	F
16	C	C	C
17	C	C	C
18	FC	FC	FC
19	FC	FC	F
20	FC	FC	F
21	F	FC	F

Counselor A Response Number	Judges A	B	C
1	FC	C	FC
2	FC	C	C
3	C	C	C
4	C	C	C
5	C	C	C
6	FC	C	FC
7	FC	C	C
8	F	C	F
9	F	FC	F
10	F	FC	F
11	FC	C	C
12	FC	C	C
13	FC	C	C
14	FC	C	C
15	FC	C	FC
16	F	C	F
17	FC	C	C
18	F	FC	F
19	F	FC	F
20	F	FC	F
21	F	FC	F

Counselor B Response Number	Judges A	B	C
1	FC	C	FC
2	FC	C	FC
3	C	C	C
4	FC	C	C
5	C	C	C
6	FC	C	C
7	C	C	C
8	FC	C	C
9	FC	C	FC
10	C	C	C
11	C	C	C
12	C	C	C
13	FC	FC	F
14	C	C	FC
15	C	C	C
16	C	C	C
17	C	C	C
18	FC	C	C
19	FC	C	C
20	FC	FC	F
21	FC	C	C
22	FC	FC	F

Non-counseling Data (continued)

Counselor C				Counselor D				Counselor E			
Response	Judges			Response	Judges			Response	Judges		
Number	A	B	C	Number	A	B	C	Number	A	B	C
1	FC	C	FC	1	FC	C	C	1	FC	FC	C
2	C	C	C	2	FC	FC	FC	2	FC	C	C
3	FC	C	FC	3	FC	FC	FC	3	FC	C	FC
4	C	C	C	4	FC	FC	FC	4	FC	C	C
5	FC	FC	FC	5	C	C	FC	5	FC	FC	FC
6	FC	FC	F	6	FC	FC	FC	6	FC	FC	C
7	FC	C	FC	7	FC	C	F	7	FC	FC	FC
8	FC	C	F	8	F	FC	F	8	C	C	C
9	FC	FC	F	9	FC	C	FC	9	C	C	C
10	FC	FC	F	10	C	C	C	10	F	FC	F
11	FC	FC	F	11	FC	FC	C	11	FC	F	F
12	FC	C	C	12	C	C	C	12	C	C	C
13	F	C	F	13	C	C	C	13	C	C	C
14	FC	C	F	14	C	C	C	14	FC	FC	FC
15	FC	FC	FC	15	FC	FC	F	15	C	C	C
16	F	C	FC	16	FC	FC	FC	16	C	C	C
17	FC	C	C	17	FC	C	FC	17	C	C	FC
18	C	C	C	18	C	C	C	18	C	C	C
19	FC	FC	C	19	C	FC	FC	19	C	C	FC
20	FC	FC	FC	20	C	FC	F	20	FC	FC	F
21	C	C	C	21	C	C	F	21	C	FC	FC

Non-counseling Data (continued)

Counselor F				Counselor G				Counselor H			
Response	Judges			Response	Judges			Response	Judges		
Number	A	B	C	Number	A	B	C	Number	A	B	C
1	FC	C	F	1	FC	F	FC	1	C	C	C
2	FC	FC	F	2	FC	FC	FC	2	C	C	C
3	C	C	C	3	C	C	C	3	C	C	C
4	FC	C	C	4	FC	C	C	4	C	C	FC
5	FC	C	C	5	FC	FC	C	5	C	C	FC
6	F	FC	F	6	FC	C	FC	6	C	C	C
7	FC	C	FC	7	C	C	F	7	C	C	F
8	FC	C	F	8	C	FC	F	8	C	C	FC
9	FC	C	F	9	FC	C	F	9	FC	C	F
10	FC	C	C	10	FC	C	F	10	C	C	F
11	F	FC	FC	11	C	C	C	11	C	C	C
12	C	C	C	12	C	C	C	12	C	C	C
13	FC	C	FC	13	FC	FC	F	13	C	C	C
14	FC	FC	FC	14	C	C	C	14	C	C	C
15	FC	C	C	15	C	C	C	15	C	C	C
16	FC	C	F	16	FC	C	FC	16	C	C	C
17	FC	F	F	17	FC	FC	FC	17	C	C	C
18	C	F	C	18	FC	C	C	18	C	C	C
19	C	C	C	19	FC	C	FC	19	C	C	C
20	C	C	C	20	C	C	C	20	C	C	C
				21	FC	C	C	21	C	C	C
				22	FC	C	C	22	C	C	C

Non-counseling Data (continued)

Counselor I Response Number	Judges A	B	C	Counselor J Response Number	Judges A	B	C	Counselor K Response Number	Judges A	B	C
1	FC	FC	F	1	C	C	FC	1	C	C	C
2	FC	FC	C	2	C	C	C	2	C	C	C
3	FC	FC	F	3	C	C	FC	3	C	C	C
4	FC	FC	F	4	C	C	FC	4	FC	FC	FC
5	FC	FC	F	5	C	C	C	5	C	C	C
6	FC	FC	FC	6	C	C	C	6	C	C	FC
7	FC	C	C	7	C	C	C	7	C	C	F
8	FC	FC	F	8	FC	FC	F	8	C	C	FC
9	FC	FC	F	9	FC	F	F	9	C	C	F
10	FC	FC	FC	10	FC	F	F	10	C	C	C
11	FC	FC	F	11	F	F	F	11	C	C	F
12	FC	F	F	12	FC	C	FC	12	C	FC	F
13	FC	FC	F	13	C	FC	F	13	C	C	C
14	FC	F	F	14	FC	C	FC	14	C	C	C
15	F	F	F	15	FC	FC	FC	15	C	C	C
16	FC	F	FC	16	FC	C	F	16	C	C	C
17	C	C	C	17	FC	FC	F	17	C	C	C
18	C	C	C	18	FC	F	F	18	C	C	C
19	FC	FC	F	19	FC	C	C	19	C	C	C
20	FC	FC	FC	20	C	C	C	20	C	C	C
				21	FC	C	FC				

Non-counseling Data (continued)

Counselor L Response Number	Judges A	B	C	Counselor M Response Number	Judges A	B	C
1	C	C	C	1	FC	FC	FC
2	C	C	FC	2	FC	C	FC
3	C	C	C	3	C	C	FC
4	C	C	C	4	C	C	C
5	C	C	C	5	C	C	C
6	C	C	C	6	C	C	C
7	C	C	F	7	C	C	C
8	C	C	F	8	C	C	C
9	C	C	C	9	C	C	FC
10	C	C	F	10	C	C	C
11	FC	C	F	11	C	C	FC
12	FC	C	F	12	C	C	C
13	FC	C	F	13	FC	C	FC
14	C	FC	FC	14	FC	C	FC
15	C	C	C	15	FC	C	FC
16	C	C	C	16	FC	C	FC
17	C	C	C	17	C	C	C
18	FC	C	C	18	FC	C	F
19	C	FC	C	19	FC	C	F
20	C	C	C	20	FC	FC	FC
				21	FC	C	FC
				22	F	F	F

Helen Nowlis' Adjective Check List (1953, p. 127)

1. adaptable
2. adventurous
3. aggressive
4. alloof
5. ambitions
6. amiable
7. amorous
8. amused
9. annoyed
10. anxious
11. apprehensive
12. argumentative
13. assertive
14. bashful
15. belligerent
16. brooding
17. boastful
18. business-like
19. carefree
20. careful
21. cautious
22. cheerful
23. close mouthed
24. compacent
25. confident
26. confused
27. contented
28. cooperative
29. courageous
30. critical
31. debonnaire
32. decisive
33. defiant
34. depressed
35. detached
36. diligent
37. discouraged
38. disinterested
39. dizzy
40. docile
41. dour
42. downhearted
43. dreamy
44. drifting
45. drowsy
46. dull
47. earnest
48. easy going
49. ecstatic
50. egotistic
51. elated
52. energetic
53. engrossed
54. enterprising
55. expansive
56. expressive
57. exultant
58. fearless
59. forceful
60. frank
61. friendly
62. generous
63. genial
64. gloomy
65. glum
66. gregarious
67. hard-working
68. head ache
69. hesitant
70. hostile
71. humorous
72. impassive
73. impulsive
74. indifferent
75. indomitable
76. industrious
77. inhibited
78. intent
79. intoxicated
80. introspective
81. irratable
82. joyous
83. kindly
84. lackadaisical
85. languid
86. lazy
87. leisurely
88. light-headed
89. meek
90. melancholic
91. meticulous
92. modest
93. nonchalant
94. obedient
95. obstructive
96. original
97. powerful
98. pugnacious
99. quarrelsome
100. quiet
101. relaxed
102. remorseful
103. responsive
104. reserved
105. resourceful
106. retiring
107. romantic
108. sad
109. sarcastic
110. satisfied
111. seclusive
112. secretive
113. self confident
114. self conscious
115. self contained
116. self effacing
117. shy
118. sick
119. sluggish
120. sociable
121. subdued
122. submissive
123. sulky
124. suspicious
125. sympathetic
126. talkative
127. tame
128. task-involved
129. tense
130. timid
131. tired
132. trustful
133. uneasy
134. unhappy
135. unromantic
136. unsteady
137. unsure
138. vigorous
139. warm-hearted
140. weak
141. willful
142. withdrawn
143. witty
144. work-oriented
145. worried

Appendix p. 2.

YOUNG'S (1937) LIST OF PLEASANT AND UNPLEASANT WORDS

PLEASANT

sweet, happy, home, lovely, love, beautiful, music, mother, fragrant, dessert, vacation, soft, tranquil, summer, warm, flower, sunshine, travel, food, beauty, melody, money, murmur, spring, friend, happiness, smooth, dance, sleep, jovial.

UNPLEASANT

spider, bowels, pimple, belch, hate, sorrow, vomit, retch, pain, death, stench, rotten, war, harsh, sickness, belly, horrible, murder, snake, dirty, slimy, gripe, cold, bitter, spit, blood, nasty, sour, ugly, putrid.

CHART OF THE DISTRIBUTION OVER TIME OF EACH COUNSELOR'S RESPONSES IN THE NON-COUNSELING GROUPS:
GROUP I

Counselor	November 7th			November 14th			November 21st			November 28th			Total
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
1 N	0	0	4	3	3	1	no responses			0	5	4	20
2 O	0	5	0	absent----			3	3	4	2	0	3	20
3 P	2	0	3	1	2	2	0	0	5	2	2	1	20
4 Q	absent-----			2	2	4	5	1	1	3	1	2	21
5 R	4	1	0	absent----			0	2	9	2	1	1	20
6 S	3	0	2	absent----			4	3	2	2	1	3	20
7 T	0	3	2	0	2	3	2	2	2	4	0	2	22
	150-250 ft. footage margins	550-650 ft.	950-1050ft	These footage margins or limits are constant for each date.									143

CHART OF THE DISTRIBUTION OVER TIME OF EACH COUNSELOR'S RESPONSES IN THE NON-COUNSELING SITUATION: GROUP II

Counselor	January 15th			January 22nd			February 12th			March 5th			Total
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
8 W	0	3	2	0	1	2	0	2	0	3	3	4	20
9 V	3	1	0	1	4	2	2	2	1	2	2	1	21
10 U	5	0	0	2	3	0	2	2	1	2	2	2	21
11 A	2	0	3	3	1	2	no responses			3	3	4	21
12 B	2	2	1	0	3	2	2	2	1	2	3	3	22
13 C	3	1	1	absent-----			2	2	7	2	2	1	21
14 D	0	4	2	no responses			2	0	3	5	1	4	21
15 E	1	2	2	2	2	1	absent-----			3	1	7	21
16 F	absent-----			absent-----			3	5	3	2	3	4	20
													188

Footage limits or margins for 1st, 2nd, and 3rd portions of each tape are same as Group I

CHART OF THE DISTRIBUTION OVER TIME OF EACH COUNSELOR'S RESPONSES IN THE NON-COUNSELING SITUATION: GROUP III

Counselor	April 23rd			May 14th			May 21st			June 4th			Totals
17 G	2	2	2	2	2	2	2	1	1	2	2	2	22
18 H	2	1	3	no responses			5	0	5	2	2	2	22
19 I	2	2	2	2	2	2	2	0	2	0	1	3	20
20 J	2	2	2	0	5	0	2	1	2	2	2	1	21
21 K	2	2	2	2	1	1	2	2	2	0	1	3	20
22 L	0	0	6	2	0	0	2	0	6	1	0	3	20
23 M	2	1	2	3	1	2	3	1	1	2	2	2	22
Footage margins:	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	

Footage margins in some tapes were different here in that some tapes were shorter than others, but generally these were the same as before, beginning, middle and end.