A COMPARISON OF TWO APPROACHES TO PEER SUPERVISION IN THE TRAINING OF COMMUNICATION SKILLS USING A VIDEOTAPE RECALL MODEL

BY

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This is to certify that the

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ABSTRACT

A COMPARISON OF TWO APPROACHES TO PEER SUPERVISION IN THE TRAINING OF COMMUNICATION SKILLS USING A VIDEOTAPE RECALL MODEL

By

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Interpersonal Process Recall is a 40-hour training program which has been used with professional trainees, paraprofessional workers and a variety of non-professional groups including undergraduate and graduate university students. It has the twin goals of helping participants increase their skills in the facilitation of interpersonal communication and of helping them increase their awareness of their own interpersonal style.

Central to the IPR process is a focused reviewing of a videotaped interpersonal interaction in which communication styles and covert processes may be explored. This is done with the aid of a disinterested third party, called the inquirer, who is trained to ask appropriate questions about the taped interaction. Experiences in affect simulation, training in discriminating and using appropriate interview response modes, and exposition of personality theory are also components of the model.

Two related studies, one by Dendy (1971) and one by Archer (1971) demonstrated the effectiveness of the IPR model in teaching communication skills to undergraduate university residence hall assistants and justified the use of previously trained peer group members as inquirers. Graduates of the training program could help train larger numbers

of people using a two-stage process of inquirer training and utilization. This model, while effective, still proved cumbersome when a large number of people were to be trained simultaneously, for during a portion of the training period previously-trained inquirers had to be supplied. To overcome this difficulty a revision was made in the model which eliminated the need for additional personnel from outside the current class membership. The present study was designed to evaluate this revised IPR model in relation to the model which has previously been proven to be effective.

Two sections of the nine week university course, Influencing Human Interaction which incorporates the IPR model, were taught following the "traditional" (outside inquirers) format. Two other sections were taught using the revised experimental format. A number of instruments were used to compare the effects of the different formats on students who took the course. These included a measure of self-actualization: the Personal Orientation Inventory (POI); two measures of interviewing skill: the Discrimination Index (DI) and the Counselor Verbal Response Scale (CVRS); each of these was administered at the beginning of the term and again at the end. A measure of the skill in the use of the supervision technique taught in the course, the Inquirer Rating Scale, was administered immediately after the skill was learned and again at the end of the term. In addition, student ratings of class meetings and laboratory sessions were analyzed.

The population of interest was all university students who enroll for the course. Typically it is taken by both graduate and undergraduate students, and for both professional and personal reasons. The

sample tested from this population was composed of the 71 students who enrolled in the course during the winter term, 1975, at Michigan State University.

Individual students were used as the unit of analysis. Since the purpose of this study was to determine whether the two treatments were equally effective, alpha level was put at .10 in order to minimize the chances of concluding there were no differences between the groups when in fact there were differences.

A series of eight research hypotheses were tested to evaluate differences between the two treatment groups on the various dependent variable measures. On five of these no differences between the groups were detected. The subscale scores of the CVRS and the scores of the IRS were subjected to a multivariate analysis of covariance with pre treatment scores on the CVRS used as covariates. No significant differences between the groups were found.

Scores on the composite CVRS and the DI were separately analyzed using ANCOVA procedures. In neither analysis were significant differences between the groups detected.

Post and delayed post scores on the IRS were analyzed utilizing a repeated measures analysis. No group differences, trial differences or interaction effects between groups and trials were detected. Nor were differences found between groups on student evaluations of class activities using ANOVA procedures.

For three of the research hypotheses significant differences were found between the groups. The scores on the POI were analyzed using ANCOVA procedures with pre treatment scores on this instrument used as

a covariate. The traditional group scored significantly higher on this measure than the experimental group. The traditional group also reported significantly higher satisfaction with the laboratory experiences on both the Interview and Recall Laboratory Indices. These were analyzed separately utilizing ANOVA procedures.

From these results it can be concluded that the two models are equally effective in teaching the interpersonal and inquiring skills which are the content of the course. However, the laboratory sessions of the traditional model were reported to be more satisfactory experiences by participants. In addition, trainees of that model may have experienced somewhat greater personal growth. In comparing the efficiency of the two models, with a class membership of 20 students, the experimental model required approximately one-half of the training-personnel time as the traditional model.

Therefore it appears that the traditional model remains the best method for maximizing student satisfaction and personal growth. Given appropriate resources the traditional model would seem to be the one of choice. However, if such resources are not easily available the more efficient model may be used with the assurance that students so trained will be the equal in skills and effectiveness to those trained in the traditional way.

Archer, James. "Undergraduates as paraprofessional leaders of interpersonal communication training groups using an integrated IPR (Interpersonal Process Recall) video tape Feedback/Affect Simulation Training Model." Unpublished Ph.D. dissertation, Michigan State University, 1971.

Dendy, R. F. "A model for the training of undergraduate residence hall assistants as paraprofessional counselors using videotape playback techniques and interpersonal process recall." Unpublished Ph.D. dissertation, Michigan State University, 1971.

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INTRODUCTION

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General Background

An important attribute of positive mental health in an individual is his or her capacity to communicate with honesty and depth with other human beings (Rogers, 1961). This capacity both establishes and mirrors the interpersonal distance or closeness a person has with others and it is a primary factor in determining the quality and type of relationships one develops. Thus persons who are able to listen and respond to others in helpful rather than destructive ways both enhance their own experience and contribute positively to the emotional and mental climate of their immediate surroundings and of society as a whole.

This suggests a rationale for efforts to augment traditional approaches to improving mental health in society by developing and providing reliable and efficient training methods in effective interpersonal interactions to as many people as possible who wish to improve their skill in this area.

One of the main sources of this relatively new idea in the field of mental health has been models which have been developed for the training of para-professional personnel. Such programs aim to broaden the base of mental health services by training sub professionals to effectively work in crisis intervention centers, mental health centers,

hospitals, university residence halls and other settings. This movement in turn grew out of the realization that the mental health needs of society could not be met only with intensive investment in the training of psychologists, social workers, counselors, and other professional workers (Holler and Delong, 1973). Additional and less costly, yet reliable training procedures were needed.

The Interpersonal Process Recall Model

One such training program, incorporating a technique called Interpersonal Process Recall (IPR), has been in the process of development since 1962 at Michigan State University by Dr. Norman Kagan. It was originally utilized primarily for counselor education, but in line with the philosophy of reaching as many people as possible with mental health training much of the material was put on film and subsequently a variety of populations were given the training. Kagan (1975) reports that the methods have been used to educate "physicians, medical students, counselors, psychologists, social workers, teachers, prison employees, undergraduate resident hall advisors, children, paraprofessional mental health workers, hospital supervisory personnel, parents, community leaders, veterinarians, couples, police and psychiatric residents and nurses." (p. xii)

The program has two fundamental purposes: to help participants increase their skills in the facilitation of interpersonal communication; and to help the participants increase their awareness of their own interpersonal style. To this end three general skills are emphasized: the ability to understand clearly what another is saying; the

ability to recognize and label the impact other persons have on oneself; and the ability to communicate those understandings and responses appropriately (Kagan, 1975).

Basic to the IPR process is a focused reviewing of a videotaped interpersonal interaction in which communication styles and covert processes may be explored. Any interaction between two or more persons is a complex and many layered experience. In addition to verbal and non-verbal expressions, each participant experiences a continuous flow of emotions, thoughts, impressions and bodily sensations. The amount and continuously changing content of this interior experience make it impossible to express more than a fraction of the experience at the time it is happening. In addition, much of this covert process may be out of the focus of awareness or there may be risks involved in expressing it openly. Reviewing a videotape in a non-threatening atmosphere provides an opportunity to discover and sort out these perceptions and experiences.

This way of reviewing video taped interactions, referred to as a recall, may be utilized for several ends by people who choose to participate in it. Interviewing or listening skills may be developed either for professional or personal reasons. A person may develop insight into his or her interpersonal style and see how he or she affects others and is affected by others. A participant may also gain in self understanding and awareness as he or she examines his or her own covert process, and may experiment with new modes of interpersonal behavior. In addition a person may learn about others' reactions and inner processes through listening to their recollections of the taped interaction.

In the IPR process this review may be done with all the participants in the original interaction or with only one of them. A key partner in the recall is the person, called an inquirer, who conducts and supervises the process. The inquirer, who typically was not involved in the original interaction, is trained to ask appropriate, probing questions which do not imply judgement of the persons on the recording nor of the content of the interaction. The emphasis in the recall is upon self-discovery and on what happened during the interaction rather than on what "should" have happened. The type of supervisory role played by the inquirer is considered central to the quality of the experience of the other participants (Kagan, 1975).

In the development of the IPR model additional components including affect stimulation (Kagan and Schauble, 1969) and training in discriminating and using appropriate interviewer response modes (Kagan and Krathwohl, 1967) were coupled with the video tape experience and it became an approximately 40-hour training unit.

Research Problem

Background

The body of research which has been done with this training model will be reported in the following chapter. Two studies which directly underpinned the present study will be summarized here. Dendy (1971) determined that the interviewing and listening skills of undergraduates can be significantly improved through training which incorporates IPR methods. After a 50-hour training program sophomores demonstrated significant improvement in interviewing skills, significant growth on an

affective sensitivity scale and no loss of skills during a three month no-training period. Independent judges listened to tapes of interviews and rated the sophomores' skills and the skills of Ph.D. level supervision counselors employed at a University Counseling Center. This was done before and after the training program. Though large differences were found prior to the training, after training the judges found no significant differences between the groups on scales of empathy and other basic therapeutic communication skills.

In a companion study, Archer (1971) showed that undergraduates who had been trained with IPR techniques could in turn train other undergraduates. Peer-instructed IPR students scored higher than students who had an encounter group experience of similar duration and a non-treatment group on measures of self-actualization and affective sensitivity. Moreover, after being given a list of all participants in the study, other hall residents chose the IPR trained students significantly more often as the ones they would be willing to talk to about a personal problem. Archer also reported that residents described the hall as a better place to live than it had been prior to the training.

Archer's study provided the justification for developing a system for teaching a larger number of students using the IPR model. Graduates of the training program could help train new groups of students. This made it possible, using a pyramid approach, to offer the training model as a university course open to all interested undergraduate and graduate students at Michigan State University. The course, Influencing Human Interaction, was designed around a two stage process. Interested members of previous classes, with additional concurrent training, acted

as inquirers for current class members through the first half of the course. Members of the current class were then trained in inquiring skills and from that time on provided the service for each other.

Basic Questions and Rationale

Though the model described above proved to be effective, it is also inefficient, particularly so when a large number of persons are to be trained at one time. Previously trained inquirers must be recruited--enough to assure that in the first part of the training period each laboratory session has the services of a trained inquirer. The number of hours of inquiring service required each week during this period is approximately equal to the number of trainees. For a class of twenty, for example, twenty hours of inquiring service a week are needed. (If there has been no previous IPR training in a setting the difficulty of this recruitment task is compounded for very few previously trained persons may be available.)

During their period of service the inquirers must be supervised so they know what to do during a given laboratory session. In addition their schedules must be coordinated with the schedules of the trainees--a task which increases in complexity as the number of trainees increases.

To counteract these difficulties an innovation was made in the model which eliminated the need for additional personnel from outside the current group membership. By changing the order of presentation of skills taught in the course, participants were provided the appropriate training to serve as inquirers for each other during the early stages of training as well as at the end.

Two sections of the course were taught using this experimental

format in the spring, 1973, and one section during the fall, 1974. No formal evaluation of those sections was made but in the opinion of the instructors the revised format, in addition to being more economical to teach, was "at least as good" as the traditional one in fulfilling the objectives of the course.

This opinion was based on student self-reports and on observation of student skills. It was also noted that the revised sequence of learning could be presented in as logical a development as in the traditional format. Moreover, the revised model had certain other advantages over the old. Students had increased opportunities to practice the inquirer role, and many of the scheduling difficulties inherent in the traditional model were eliminated.

Several uncertainties were also noted. Did students taught under the innovative format learn the skills as well? Were students adequately prepared to do the inquiring task for their colleagues early in the term? Did as much personal exploration and growth, which had been reported from other research, take place? In short, was the revised format as effective in teaching the course as the traditional one? If it was not, what was sacrificed for the sake of economy and simplicity? The present study was designed to answer these questions.

In a broader context this study is an examination of two types of peer supervision in interpersonal communication skill training. One model utilizes previously trained peer supervisors who are selected from among volunteers and who receive additional supervision and training themselves while performing that service for others. The other model uses all concurrently trained peer supervisors from the same training

group; in other words, trainees act as supervisors for each other throughout the course of the training.

Overview

The following chapter will review the research literature related to the IPR model. Chapter III will outline the procedures and methodology used in the current study. Chapter IV will present the results of the research procedures. The final chapter contains an analysis and discussion of the findings, and conclusions which may be derived from the study.

CHAPTER II

RESEARCH

Kagan's Interpersonal Process Recall (IPR) model has been in development by him since 1962. The initial observations about stimulated recall using video tape as described by Kagan (1973) were serendipitous. Lecturers who had the opportunity to review their video taped presentations with the aid of an interested but respectful questioner found the experience useful and full of opportunities for self-discoveries. This was the prototype of the recall process which became the core of the IPR training program. Additional components were developed around this core experience and it subsequently has been utilized for several different purposes and with a variety of populations.

Research on the model may be divided into several categories: its use in psychotherapy; its effectiveness as a method of counselor education; and its use in the training of communication skills to paraprofessional and student populations. This chapter will summarize the research which has been done with the IPR model in each of these areas and research which has paralleled the work with IPR.

Use of VTR in Psychotherapy

Media has been used extensively and with reported effectiveness in the psychotherapeutic process (Berger, 1970).

One of the earliest reported uses of media was by Cornelison and

Arsenian (1960) who observed that psychotic inpatients seemed less pathological after viewing themselves represented in photographs. Their basic procedure consisted of showing a self-photograph to the patient and discussing it with him or her. Questions were asked which focused on the patient's self-perception.

Using video tape a number of workers have reported success with inpatient populations. Geertsma and Reivich (1965) reported that positive changes in self-concept and increased affective reactions in psychiatric inpatients resulted from the viewing of a playback of a standardized interview made the day before. No comments were solicited or made by the interviewer about the playback experience itself, though cognitive and affective measures proceeded and followed the playback session.

Parades (1969) observed that women inpatients seemed to become more self-accepting, self-disclosing and to enter into closer relationships with interviewers as a result of self-observation of video-tape recordings of themselves being interviewed. These self-observations sessions were made in the presence of the interviewing psychiatrist but he neither questioned nor made comments of his own about the interview material. The observed changes were not corroborated by psychological test data which showed no significant differences between this and other groups who did not have the playback experience.

Boyd and Sisney (1967) found that inpatients showed significant positive changes on Leary's interpersonal Check List when compared with a control group following one experience of viewing themselves in a video tape interview and discussing their reactions to it with the

interviewer.

Moore, Chernell and West (1965) interviewed all incoming patients to a private psychiatric inpatient service upon admittance and weekly thereafter until discharge. Half of these patients were shown a videotape recording of their interviews immediately following the interview. This was done in the presence of the psychiatrist interviewer, who noted the patients' comments but made none of his own about the interview. In comparison to the control group, members of which were interviewed but not shown the playback, these patients showed greater clinical improvement as gauged by independent observers.

Alger and Hogan (1967) utilized VTR in therapy with couples on an outpatient basis. In their procedure, with one of two therapists present, the first ten minutes of an interview with a couple was videotaped. This segment was then replayed. Either member of the couple or the therapist could stop the playback to comment on the interaction. The authors observe that increases in the accuracy of self-perception and improvement in self-image seem to result from this procedure.

Alkire (1974) on the other hand reports a high casualty rate in a group of disturbed marital couples who used VTR as an adjunct to therapy. In the procedures used by him three couples worked together. Two of the couples in turn would devise role-playing situations which depicted critical issues for the third couple. This couple would enact the situation before a TV camera. During the playback the four non-role playing members of the group discussed the interaction while the couple in the taped interaction remained silent. The entire experience was then discussed as a group with the therapist who took

a minimally active part. As a result of the high number of divorces and suicides which developed out of this experience, Alkire stresses the dangers of such impact laden procedures and the potential dangers of using VTR in therapy. It should be noted, however, that Alkire's procedures maximize confrontation and minimize self discovery. This is not true of the procedures described above nor of the IPR use of video-tape playback in therapy.

IPR Methods In Psychotherapy

Several reported studies have illustrated how IPR methods may be utilized in the counseling process and have demonstrated how recall sessions may accelerate client growth. These methods differ from those reported above primarily in that a disinterested third party--the inquirer--reviews the video-tape with either the client or the client and the therapist in a setting which allows but does not force self-confrontation.

Kagan and Krathwohl (1963) reported that a client video recall intervention after five months in the therapy of a depressed woman led to a greater insight on her part and to the surfacing of repressed affect.

Woody (1965) used a combination of hypnosis and video recall in a case which was evaluated by eight clinicians. His findings were that such a combination may increase client involvement in the therapy process.

Resnikoff (1970) used client recall during the twelfth session with a depressed client. As rated by two groups of judges, during the sessions following the intervention the client showed more insight, a

lower level of defensiveness, a greater ability to express feelings and a richer relationship with the therapist.

Schauble, et al., (1970) used IPR methods with six female clients and compared them to a control group of six clients who received traditional counseling. At the end of six sessions there were significant differences between the two groups on dimensions of client growth including owning of feelings, commitment to change, differentiation of stimuli, depth of self-exploration, and other measures in favor of the IPR group. Schauble concluded that IPR techniques could accelerate client growth in the early phases of the counseling process.

However, when this study was replicated by Van Noord (1973) he found no significant differences between two groups of undergraduate student clients after six weeks of therapy: individuals in one group received therapy following an IPR model, individuals in the other received traditional dydactic therapy. Measures used were of client growth, client self exploration, client satisfaction with therapy, client self concept discrepency and peer reports. Van Noord concludes that though the video-tape recall sessions were described by clients as beneficial and conducive to self-exploration and to the exploration of the relationship between client and therapist, the IPR therapy model did not result in greater client growth than traditional therapy on the measures used.

Hartson (1971) compared two therapy groups, one of which utilized the IPR method. The IPR group scored higher on measures of self disclosure, group readiness and communication skills. Harston concluded that IPR methods can enhance group communication skills.

Summary

Videotape playback has had widespread use with inpatients and outpatients; with individuals, groups and couples. Most reports indicate positive benefits as a result of the use of media with greater self-awareness, more positive self images, more realistic self-assessment, and greater expression of affect among the reported outcomes. Alkire's (1975) procedures illustrate the potential VTR has for destructive outcomes in therapy if it is used in a highly confrontive manner.

IPR techniques, which are unique in their use of a third disinterested party in a supervisory capacity, have been observed to be effective in both individual and group therapy.

Counselor Education

Development of the IPR Model

Two additional components, counselor response modes and affect simulation, were coupled with video recall to create a model which could be used for the education of counselor.

The initial impulse for identifying effective counselor response modes came from the need to obtain adequate criterion measures for differentiating between more and less effective counseling for research purposes. Through a process of analysing counseling interview tapes and reviewing the literature, a scale, called the Counselor Verbal Response Scale (CVRS) was devised which differentiated less experienced counselors from more experienced ones (Kagan and Krathwohl, 1967). The quality of counselor responses was measured by this scale on affective,

understanding, specific, exploratory and effective dimensions. These dimensions were subsequently revised and incorporated into the training model itself and formed the first unit of instruction.

A second component, Affect Simulation, was also incorporated into the model (Kagan and Krathwohl, 1967; Kagan and Schauble, 1969; Archer, et al., 1972). Through a study of IPR protocols it was observed that much of the information given by the client concerned the interaction between the counselor and the client. Fears which were described by clients and seemed to get in the way of interpersonal closeness were condensed into four categories: fear of rejection by the counselor, fear of affection from the counselor; fear of the client's own hostility toward the counselor, and fear of the client's own affection for the counselor (Kagan and Schauble, 1969). Filmed vignettes were made which presented observers with one or another of these situations with varying degrees of intensity. They were used with trainees for the purpose of helping them become more aware of their own emotional responses, and to help them confront their fears of closeness and rejection. Most models of IPR instruction which have been researched since the development of this component have included it as part of the training. Danish and Brodski (1970) used some of the filmed vignettes in the training of policemen and considered them to be effective. Grossman (1971) demonstrated that significant differences in physiological activities existed between subjects exposed to filmed rejection sequences and those viewing neutral stimulus films.

With the addition of these units, plus an explication of personality theory, this model for training beginning counselors was complete. It incorporated four developmental tasks which Kagan and Krathwohl (1967) found to be important in the learning of the process of effective interpersonal communication.

1. Through explication and practice of the response modes, trainees were encouraged to become increasingly aware of the elements of good counseling.
2. To help them become sensitive to and understand a greater amount of client communication, trainees listened to client recalls and in addition learned the inquirer role so that they could be privy to the responses of others' clients.
3. Through affect simulation experiences and through the opportunities to examine their own responses, emotions and motives through the recall procedure, trainees were helped to become aware of and sensitive to their own feelings during the counseling session.
4. Recalls in which both client and counselor discuss together a previous interaction were incorporated into the model to encourage the trainee to become sensitive to the bilateral nature of the counseling relationship.

Research on IPR Model for Counselor Education

Early studies with the model demonstrated that supervision which consisted simply of sharing client recalls with counseling students was no more effective than traditional supervision methods (Ward, et al., 1972).

Goldberg (1967) compared traditional supervision techniques with supervision which incorporated both client and counselor recall techniques. Thirty-six master level counselor students were divided into two groups; the individuals in one group received traditional supervision following a counseling contact in which the focus was on helping the counselor understand himself or herself and the therapeutic relationship. Individuals in the second group had either a counselor recall or observed a client recall following the counseling session. On measures of counseling skill and the quality of counseling relationship as perceived by the client, the IPR group showed significantly greater improvement.

Spivack (1972) compared the effectiveness of two prepracticum methods one of which incorporated IPR techniques the other consisted of an overview of counseling theories and practices, group discussion, and critiques of pre-recorded audio and video tapes. The IPR group was found to score significantly higher on measures of interviewing skill after the end of five weeks. The results were replicated in the second five weeks of the course when the treatments were reversed.

Grzegorek (1971) compared two models of counselor education both of which incorporated IPR techniques in the training of 44 prison counselors. The treatment group which focused on the counselor's personal growth and his or her feelings about the client and counseling interaction showed significantly more improvement on measures of interviewing skill than the groups which considered primarily client dynamics and counselor techniques. Grzegorek concludes that IPR methodology is effective in the training of prison counselors, particularly when affect and self-awareness of the trainees is emphasized.

Rowe (1971) taught 21 master-level counseling students with a fifty-hour IPR training program. She found that there were no meaningful differences between the post measures of this group on affect sensitivity, empathy, and some interviewing skills and measures on these dimensions of professional counselors.

Kingdon (1974) examined the effectiveness of IPR supervision techniques incorporating client, counselor and mutual recalls. Though she found no differences on counselor empathy level, client satisfaction, supervisor ratings, or clients self-reported inhibition between IPR supervised groups and traditionally supervised groups, she did find that the level of client self-disclosure in the IPR group was significantly higher than the traditional group by the third session. Kingdon interpreted this as a positive outcome, particularly in short term counseling.

Other methods have been devised to train psychological personnel in basic counseling skills which have approximately the same goals as the IPR method. Two of these are the Human Relations training model devised by Carkhuff (1969) and his associates and Microcounseling as developed by Ivey (1973).

Human Relations Training

Carkhuff and his associates have created a model for human relations training of psychological personnel which consists of learning to discriminate and reproduce several core counseling conditions.

Truax and Carkhuff (1965) used a five-step training process:

1. Trainees were didactically taught therapeutic dimensions of helper empathic understanding, respect, genuineness and helpee self-exploration.

2. Subjects learned to discriminate levels of each of these dimensions by practicing rating audio-taped responses.
3. Subjects received empathy training by writing responses to audio taped segments.
4. Subjects role played and evaluated their own facilitativeness on the scales.
5. Subjects interviewed a helpee and received feedback on their performance on the scale.

Using this model graduate students and lay helpers were trained to function at facilitative levels on the Carkhuff dimensions commensurate to professionals in less than 100 hours of training (Carkhuff and Truax, 1965). Carkhuff, Kratchvil and Friel (1968) reported successful use of the model with clinical psychologists and psychiatric residents.

Microcounseling

Ivey (1973) has developed a training model for counselors and others which uses video recording and playback of interviews to mediate instruction. Microcounseling is based on the assumption that complex interviewing behavior can best be learned by teaching it in discrete behavioral units which can be independently practiced. To this end a heirarchy of well defined counselor skills such as attending behavior, minimal activity, open ended questioning, reflection of feelings, paraphrasing and summarization are explained and demonstrated in turn. The trainee attempts to utilize a particular skill in short interviews with a client which are video recorded. The trainee uses the tape for direct feedback on his or her performance of the skill and in addition he or she is provided with objective ratings by a supervisor.

Ivey, Normington, Miller, Morrill, and Hasse (1968) utilized the microcounseling technique to teach three different groups of beginning counselors one of three interviewing skills: attending behavior, reflection of feeling, or summarization of feeling. They found that the skills as defined were learned using this technique and that clients' reported reactions to the trainees were significantly more positive following post-training interviews than pre-training ones.

Using similar criteria Moreland, Phillips, Ivey, and Lockhard (1970) demonstrated the effectiveness of microcounseling in teaching interview skills to first year psychology graduate students.

Haase and Dimattia (1970) demonstrated that attending behavior, reflection of feeling, and expression of feeling can be taught to previously untrained counseling support personnel by utilizing the microcounseling paradigm and that these skills maintained themselves over a year's time.

Other research with the model has demonstrated its effectiveness with teachers (Allen and Ryan, 1969), psychotic patients (Higgens, Ivey and Uhlemann, 1970), psychiatric residents (Moreland, Ivey and Phillips, 1973), and counselors (Toukmanian and Rennie, 1974).

Other uses of VTR in Supervision

Gruenberg, Liston and Wayne (1969) describe their use of VTR in long-term supervision of psychiatric residents doing outpatient psychotherapy. In their use, the supervisor and resident reviewed portions of the tape and discussed content and meaning of the transactions; in addition suggestions for appropriate interventions were given. The resident also utilized the tape for self study.

Hirsch and Freed (1970) also describe utilizing VTR techniques in the supervision of psychiatric residents in order to sensitize the resident to his or her own patterns of behavior and its impact on patients. In addition to the supervisor and resident reviewing the tape together, residents would critique each other.

IPR supervision techniques differ from these methods in that the review of the tape, while focused, does not entail critical analysis of the transactions by the supervisor.

Summary

One of the primary uses to which the IPR model has been put is in the education of counselors. The core experience of the recall process coupled with the additional components of counselor response modes and affect simulation has provided a comprehensive method of training beginning counselors. Research has shown the method to be more effective than traditional supervision and other traditional pre-practicum experiences.

Two other counselor training methodologies with similar goals are Carkhuff's Human Relations Training and Ivey's Microcounseling. Microcounseling also uses videotape playback of counselor interviews as the primary mode of training. Both of these methods have proven to be effective counselor education techniques.

In one of the few comparative studies which has been made of the methods Toukmanian and Rennie (1974) compared Microcounseling and Human Relations Training in the training of groups of psychology students. They found that while both were effective training methods, Microcounseling trainees scored somewhat higher on measures of

expressed empathy at the conclusion of training.

Training of Paraprofessionals and Other Groups

Two of the major studies using IPR methods in the training of paraprofessional groups were reported in chapter one (Dendy, 1971; Archer, 1971). Their studies demonstrated the effectiveness of IPR in teaching counseling skills to undergraduate residence hall assistants and justified the use of previously trained peer group members as inquirers.

In a study which attempted to use the pyramid approach to training a large number of people as formulated by Archer (1971), 280 residents of a single university residence hall were trained with the IPR model (Kagan, Burke, and Bedell, 1974). Though no unequivocal evidence was found which would demonstrate that the training had a positive effect on the residence unit as a whole, the study did illustrate the feasibility of training a large number of people with limited resources. Since the training was offered as a university course it also demonstrated that 18% of a residence hall population would willingly participate in such training even though it was not a requirement and for the most part was not directly related to their career goals.

Related Research

Human Relations Training has been reported to be successful with a variety of paraprofessional groups and non-psychological professional groups. Berenson, Carkhuff and Myrus (1966) reported significant differences in the use of the facilitative dimensions by

undergraduates and residence hall assistants after 16 hours of training. Success has also been reported for the model in the training of institutional attendants (Truax and Carkhuff, 1965); teachers (Carkhuff and Griffin, 1971); and housewives, nurses and parents (Carkhuff, 1969).

In these studies the effectiveness of the system was evaluated by assessing pre and post training gain on measures of the so-called therapeutic dimensions of empathic understanding, communication of respect, concreteness, genuineness, self disclosure and immediacy (Carkhuff, 1969 vol. 2) in comparison with control group performances. Other measures included self reports and significant other reports.

Peer Supervision

Research in which peer supervision has been examined has been scanty. Peer group leadership was examined in a study by Wolff (1969) who first evaluated the effectiveness of group experiences in improving the interpersonal functioning of college freshmen and then evaluated the differences in effectiveness of group discussion led by undergraduate residence advisors (with consultation) and by psychology graduate students. The freshmen did improve their interpersonal relations, especially as measured by a sociometric device. Though members of the groups led by graduate students showed slightly more improvement than those led by the residence advisors, Wolff concludes that indigenous paraprofessionals can promote interpersonal growth on campus.

Brugger, Ceasar, Frank and Marty (1962) describe weekly sessions of four student therapists which seemed to facilitate spontaneity and

discussion of group process.

Archer (1971) utilized peers as inquirers and group leaders in his study of the training of resident hall assistants and found the training to be effective.

Summary

IPR techniques have been utilized with success in the training of paraprofessionals and undergraduates. That such training may be attractive to non-professional persons is indicated by one study (Kagan, Burke, and Bedell, 1974) in which 18% of a large university residence hall population enrolled in a course incorporating IPR methods when given the opportunity.

Carkhuff's Human Relations Training has also been used successfully with a variety of paraprofessional populations. Little research has been done in the area of peer supervision. What there is indicates a potential for positive outcomes resulting from the use of peer supervisors.

Conclusions

Research on IPR has been done in several areas: its potential use as an adjunct to therapy; its effectiveness in the training of counselors; and its effectiveness in the training of paraprofessionals, university students, and other populations. It has also been utilized in doctor-patient relations courses for medical students (Werner and Schneider, 1974) an effort not reported here.

Using video recall techniques has been reported to be a valuable adjunct to psychotherapy in certain cases and has enhanced group

psychotherapy.

By and large the research on IPR as a training model has focused on the effectiveness of the model and components of the model in the teaching of counseling-type skills. In this it has proven to be more effective than traditional supervision and other pre-practicum experiences in the training of counselors.

Student residence hall workers, university students and a number of other populations have been trained with the model and research has shown that they have effectively learned the skills emphasized in the training.

Two other training models have approximately the same goals as the IPR program: Human Relations Training and Microcounseling. Human Relations training has been utilized with a number of paraprofessional and non-professional groups as well as in counselor education. Microcounseling to date has been used primarily in the field of counselor education. Little comparative research on the three models has been done.

Peer supervision, an important key to the streamlining of the IPR model which is a focus of the present study, has had limited research attention. The studies which have been done report positive results from using peer supervision modalities.

All three of the training models described require individual practice and supervision of counseling interviews. Of the three only the IPR model has incorporated peer supervision into its design. In Human Relations Training and in Microcounseling peers may help critique performance (Toukmanian, 1975) but this is done along with an instructor or other non-peer supervisor.

CHAPTER III

METHODOLOGY

Two sections of the nine week course, Influencing Human Interaction, were taught following a traditional format (group T) which utilized inquirers from outside the group. Two other sections were taught using an experimental format (group E) in which group members performed the inquiring service for each other throughout training. A number of instruments were used to compare the effects of the two different formats on students who took the course. These included a measure of self-actualization: The Personal Orientation Inventory (POI); two measures of interviewing skill; the Discrimination Index (DI) and the Counselor Verbal Response Scale (CVRS); and a measure of skill in the use of a specific supervision technique taught in the class; the Inquirer Rating Scale (IRS). Each of these instruments was administered pre and post treatment with the exception of the IRS which was administered once immediately after the training of the skill and again close to the end of the term. In addition, student ratings of class meetings and laboratory sessions were analyzed. A comparison of the hours of training-personnel time was made over the nine week period as well.

Treatment

The course which incorporates the IPR procedures, Ed 484, Influencing Human Interaction, is divided into five units which are

taught in a nine week quarter. There is a three hour weekly class meeting and in all but the first week there is a weekly laboratory meeting. Each of the five units is composed of specific content material much of which is on film. These films are of four types: didactic material with examples; short, acted vignettes of interactions which illustrate response modes; acted scenes of emotionally charged situations; and films of non-acted interactions between people engaged in relationships with one another. There is an instructor's manual which provides suggestions for use of the films, further didactic material and exercises to be used with the class. Specific small group laboratory experiences are associated with each unit.

Traditional Format

Following is a unit by unit exposition of the course in the traditionally taught order (see Table I, page 31):

Unit I: Elements of Communication. Students are introduced to four specific response modes of effective interviewer communication: exploratory, affective, listening, and honest labeling. Students see filmed vignettes which contrast one type of response mode with its opposite. Then they gain practice by trying to generate possible responses to a series of filmed simulated clients. In group T this unit was taught during the first two class sessions.

Unit II: Affect Stimulus Simulation. This unit was designed to help students become more sensitive to the concerns of other people and to become less threatened by interpersonal situations which cause stress. Filmed vignettes which present a variety of emotional stimulus are

shown. Students are asked to imagine they are alone with the person on the screen and involved in an interaction with them. They then share their reactions to the film with fellow students. This unit was used during the third and fourth class sessions.

Unit III: Individual Self Study. In this unit a method of using video tape recorders for the purpose of self study is illustrated and developed. During class sessions films of interviews and video-playback sessions are shown which demonstrate the method and provide a structure for discussion of modes of interpersonal communication. In the traditionally taught groups this was introduced the second week of the course and was developed concurrently with other units in subsequent weeks.

Laboratory Sessions: The first laboratory session took place during the second week. In the traditionally taught groups two students conducted an interview which was video-tape recorded. One student acted as an interviewer and the other as an interviewee for a five to ten minute interaction. A person who had been previously trained to ask appropriate questions, an "outside" inquirer, then joined the interviewer for a fifty minute period, called a recall session. During this time the tape was played back and the interviewer was given the opportunity to recall, reflect and verbalize the covert processes which had been experienced during the interview. The following hour another interview and recall session took place with roles of the interviewer and interviewee reversed. During the recall session the inquirer encouraged the interviewer to relive the experience in as much depth and detail as possible. The thoughts, feelings, images, bodily states and other covert experiences which took place during the interview were explored

to the degree that it was appropriate to do so. During the third week laboratory sessions following the same format were conducted.

Inquirers: The people who served as inquirers for the traditionally taught groups these two weeks were drawn from students who had taken the course the previous semester. Thus they were familiar with the course content and trained in the methods appropriate to the role. In addition, they had six hours of training at the beginning of the term and two hours a week training meetings during the period they performed this task for the class members. The laboratory sessions were first scheduled for class members. Then members of the inquiring group were assigned to those laboratory times. Each laboratory session over the two week period--of which there were a total of 76--was attended by one of these outside inquirers.

Later Laboratory Sessions: The individual self-study experiences were broadened in later laboratory sessions. In the third week reviews of the video-tape were done with the interviewee alone (client recall). In weeks six and seven, both interviewer and interviewee reviewed the tape together (mutual recall). An interview of a stranger followed by an interview with a significant other person from outside the class membership was followed by a mutual recall. During two class sessions (week five and week eight), a class discussion was video-taped and a recall conducted with the entire group. In class sessions prior to the corresponding laboratory experience, filmed interviews which illustrated the process were shown and discussed.

Unit IV: Inquirer Training. Students were taught to function in the inquirer role which is characterized by assertive, exploratory,

non-judgmental behavior. During class sessions the theory and techniques of the role were explained and discussed with the aid of filmed examples. For group T this took place during the fourth and fifth week. During the laboratory sessions those weeks, students met with an experienced inquirer consultant, taped interviews with each other, and then practiced in turn the inquirer role in recall sessions.

Unit V: Theory in Interpersonal Communication. Through a filmed lecture and following discussion a theoretical structure for understanding human interaction was presented. This took place during the class period of the seventh week.

Experimental Format

The experimental model for teaching the course differed in two ways from the traditional. It had the same content, but the material was presented in a different order: unit four (Inquirer Training) was presented during the second and third week of the sequence. Other units were rearranged to accommodate this change. The second difference, made possible by the shift, was that previously trained inquirer-supervisors were not used in any of the self-study laboratory sessions. Instead, after the initial training, class members performed this service for each other throughout the term. Table I compares the sequence of training of the two treatment groups.

TABLE I

COMPARISON OF TRAINING MODELS: SEQUENCE OF TRAINING

	Traditional Model (Group T)		Experimental Model (Group E)	
Wk	Class	Lab	Class	Lab
1	Background and introduction Unit I: Elements of Communication. Exploratory Listening	None	Same as Traditional Model.	None
2	Unit I: Elements of Communication. Affective Honest Labeling	Operation of VTR Interviewer Recall--2 persons (With inquirer from pool of previously trained persons.)	Unit II: Affect Simulation. Unit IV: Inquirer Training--A.	Inquirer Training--maximum of six persons (Instructor or other skilled person conducts lab.)
3	Unit II: Affect Simulation Unit III: Individual Self Study--film of client recall.	Client Recall--2 persons plus inquirer	Unit II: Affect Simulation. Unit IV: Inquirer Training--B.	Same as previous week.

TABLE I (Cont'd)

Wk	Traditional Model (Group T) Class	Traditional Model (Group T) Lab	Experimental Model (Group E) Class	Experimental Model (Group E) Lab
4	Unit II: Affect Simulation. Unit IV: Inquirer Training--A.	Inquirer Training--maximum of six persons. (Instructor or other skilled person conducts lab.)	Unit III: Individual Self Study--film of client recall.	Interviewer Recall--3 persons (No outside inquirer.)
5	Unit IV: Inquirer Training--B. Classroom Recall	Same as previous week.	Unit I: Elements of Communication. Affective Honest Labeling Classroom recall.	Client Recall--3-persons
6	Unit III: Individual Self Study--film of mutual recall.	Mutual Recall--3-persons (No outside inquirer.)	Same as Traditional model.	Same as Traditional model.
7	Unit V: Theory in Interpersonal Communication.	Same as previous week.	Same as Traditional Model.	Same as Traditional Model.

TABLE I (Cont'd)

	Traditional Model (Group T)		Experimental Model (Group E)	
Wk	Class	Lab	Class	Lab
8	Classroom Recall	Interviewer Recall--3 persons plus stranger as client.	Same as Traditional Model.	Same as Traditional Model.
9	Review and wrap up.	Mutual recall with significant other.	Same as Traditional Model.	Same as Traditional Model.

Population and Sample

The population of interest was all university students who enroll for the course, Influencing Human Interaction, which incorporates the IPR method. Typically the course is taken by students who are interested in improving their interviewing skills for professional use, or by students with a more generalized goal of developing their self-understanding and interpersonal skills. Both graduate and undergraduate students may enroll in the course. The sample tested from this population was composed of the 71 students, 36 women and 35 men, who enrolled in the course during the winter term, 1975, at Michigan State University.

Design

Treatment was the single independent variable tested. The dependent variables were scores on the POI, the DI, the CVRS, the IRS, and scores on student ratings of class and laboratory activities.

In order to control for instructor/treatment interaction, each of two instructors taught one class using the traditional format and one using the experimental format. Since the major change in the teaching method was one of sequence and not style or content there seemed little risk of the instructors confounding the treatments.

Students were self-assigned to a particular class time through university enrollment procedures. Treatment was assigned randomly to the classes. Table II summarizes the number of students in each class and treatment group.

TABLE II

NUMBER OF STUDENTS IN TREATMENT GROUPS

	Group T Traditional	Group E Experimental	Total
Instructor 1	26	18	44
Instructor 2	12	15	27
Total	38	33	71

Instrumentation

Counselor Verbal Response Scale

With this scale each of twenty "helper" consecutive responses to a client's communication are rated on four dimensions. In its original form the four dichotomous scales used were affective/cognitive, understanding/non-understanding, specific/non-specific, and exploratory/non-exploratory. In addition a fifth rating of the entire interview was given for effectiveness.

The scale was developed as an instrument to differentiate effective from non-effective counselor responses (Kagan, et al., 1967). A validation study by Kagan, et al., (1967) determined that differences significant at the .01 level existed between MA and Ph.D. level counselor trainees for each subscale. It has been used to differentiate between and within various approaches to training. Rowe (1971) found it sensitive to the training of counselors through IPR methods. In a study by Grzegorek (1971) it was sensitive to different methods of training prison counselors. Goldberg (1967) found it differentiated between two methods of counselor supervision.

After it was developed, the scale was used to help teach counselor trainees to differentiate between effective and non-effective responses and the concepts were incorporated into the IPR training model. In the process the concepts were somewhat modified and relabeled. For the present study counselor responses were judged for the presence or absence of exploratory (E), affective (A), listening (L) and honest labeling (HL) qualities. The effectiveness dimension was not used. Subscale scores ranging from 0 to 20 were derived, with the sum of the subscale scores used for a global score. In this form not only was the CVRS used to assess the general level of interviewing skill, it was also a direct assessment of some of the skills taught in the course.

Interjudge reliability scores have been reported in a number of studies. In the initial research on the scales (Kagan, et al., 1967) interjudge reliability scores ranging from .80 to .96 were achieved. Goldberg (1967) reported scores ranging from .81 to .96; Spivack (1970) from .93 to .99; Grzgorek (1971) from .96 to .99; Rowe (1971) from .73 to .91; and Sharff (1971) reported an average of .75.

Personal Orientation Inventory

The POI was designed to be a comprehensive measure of the values and behavior seen as important in the development of the self-actualizing person. It is based on theoretical constructs of self-actualization formulated by Maslow, Riesman, May, and Perls (Shostrom, 1974, p. 23). It consists of 150 two-choice items. The two major variables assessed are Inner Support (I) which is the tendency of a person to act on his or her own principles, values and motives in contrast to reacting to

external pressures; and Time competence (Tc), the tendency of a person to live in the present moment rather than dwelling unduly on past events or worrying about future ones. The instrument also provides 10 additional subscale scores on various aspects of self-actualization.

The instrument was normed on 2607 entering male and female freshmen at liberal arts colleges in the west and midwest. Normative data has been compiled for groups at other educational levels, various occupational groups, and for groups of alcoholics, delinquent males and hospitalized psychiatric patients as well.

Typical of the validity studies which have been done on the inventory is one reported by Shostrum (1974) which compared 29 "relatively self-actualizing" individuals with 34 "relatively non-self-actualizing" ones. Both groups were nominated by practicing clinical psychologists. The instrument discriminated between the two groups on 10 of 12 subscales at the .01 confidence level. The means of the self-actualized group were found to be above the normal adult means on 11 of the 12 scales. The other group scored below the norm on all scales.

McClain (1970) compared POI scores and composite self-actualization evaluations made by three counselors of 30 NDEA Guidance Institute Counselors. Correlations ranging from .23 to .69 were significant on 11 out of 14 measures.

In a study by Shostrom and Knapp (1966) the POI discriminated between individuals entering therapy from individuals in advanced stages of therapy.

The instrument has been used in a number of studies to assess

the effect of the encounter group process. For example, Foulds (1970) found significant differences on eight of the twelve scales between college student participants in personal growth groups and control groups. Alperson, Alperson and Levine (1971) examined the effect of a marathon encounter group experience in POI scores among high school students. Gunman and Foulds (1970) also reported changes on POI scores following marathon group experiences.

Test-retest reliability coefficients were obtained for POI scales based on a sample of 48 undergraduate college students who were administered the inventory twice, a week apart (Shostrum, (1974). Reliability coefficients for the Time competent scale was .71 and for Inner Support, .77. The coefficients for the subscales ranged from .52 to .82.

For the purposes of this study the sum of the raw scores of the two major scales Tc and I is used as a global score. Research by Damm (1969, 1972) has shown that this figure is the best overall measure of the POI. Shostrum (1974) also recommends using this figure for research purposes.

Discrimination Index

The Discrimination Index was designed by Robert Carkhuff (1969) to assess the level of discrimination between helping and non-helping responses which can be made by prospective helpers. It consists of 16 expressions by clients followed by four possible helper responses. The person being administered the index is to rate each response on a scale from 1 to 5 where 1 is a very low level of helping response and 5 a very high level. Each response is rated independently of the others.

The two variables manipulated in formulating the helper responses were the level of facilitation and the action orientation of the response (Carkhuff, 1969, p. 123). The consensus ratings of two experts were used as the standard rating. The instrument is scored by determining the average deviation (independent of direction) of the testee's score compared to the standard.

The mean scores of a variety of populations which were administered the index are reported by Carkhuff (1969). They show a relatively linear increase according to the training and experience of the population. Outpatients had a mean deviation from the standard score of 1.4; undergraduates ranged from 1.1 to 1.3; teachers and lay counselor, 1.2; experienced counselors, 0.6; and systematically trained counselors, 0.4.

The index has been used to assess the effects of graduate training in clinical psychology (Carkhuff, Krotochvil & Friel, 1968); the training of rehabilitation counselors (Anthony, 1969) and didactic training in discrimination skills of senior psychology students (Carkhuff, Collingwood, & Renz, 1969). Carkhuff (1969) concludes from these and other studies that discrimination ability as measured by this test is a necessary but not sufficient condition for good communicators.

The discrimination index was chosen for this study because the criterion for good responses are similar to the ones taught in the IPR course and because of its reported sensitivity to training in communication skills.

Inquirer Rating Scale

This is a scale designed for the purpose of this study to measure the specific inquiring skills taught in the course. The first ten leads asked by the inquirer in the recall session are rated on three dimensions: form of the lead; the thoroughness of the content covered by the leads; and the variety of types of leads used. The sum of the subscale scores is used as a measure of the effectiveness of the inquiring sessions. Scores range from 0 to 50.

Face validity for the instrument was achieved by following closely the criterion for the skill as described in the student manual used in the course. In addition eight experienced instructors and inquirers found it closely matched their personal criterion for evaluating inquiring skill. (See Appendix A for rating form.) The reliability of the instrument was not established.

Class Index

At the end of each class period students completed a form which asked for their evaluation of what transpired during that session. The form consisted of Likert-type scales with numerical ratings from one to five asked for on such questions as degree of relevancy of the material presented, the degree of their own involvement in class activities (see Appendix A). The sum of the scale ratings was used as the measure of satisfaction with the class period. These scores were averaged for each student over the course of the term. This figure was used as an index of student satisfaction with the class over the nine weeks. The average score could range from 0 to 25.

Laboratory Indices I and II

After each laboratory session every student was asked to evaluate the period using a series of Likert-type scales. These were divided into two parts: evaluation of the interview part of the lab (I), and of the recall part of the lab (II) (see Appendix A). The scales were summed and averaged over the term yielding a numerical score for each student. This score could range from 0 to 25.

Test Administration

All testing was done during regularly scheduled class and laboratory meetings. The procedures were designed to be as non-obtrusive as possible.

During the first class period one-half the members in each class were administered the DI, the other half the POI. These scores were used as pre-measures. Scores on the same instruments administered during the eighth class meeting were used as post measures.

During the first class meeting class members were taken from the classroom and were asked to conduct a five to eight minute interview with a coached client. These clients were non-class members who had been previously trained to present problems of uniform type and intensity.

There were six of them--four women and two men all in their mid-twenties--all of whom had previous experience in being coached clients through participation in a crisis intervention volunteer training program. They were trained by receiving feedback on their client behavior in interviews with other members of this group during two two-hour

periods. Each coached client discussed a real issue he or she was currently experiencing in order to make the content of the interview as realistic as possible.

The interviews were audio-recorded and used as the pre-measure for the CVRS. During the laboratory session the eighth week of the term each student conducted a second interview with a coached client which was also audio recorded. These recordings were used as a post-measure for the CVRS.

During the laboratory session in which training of inquirers was being done, the third week for group E and the fifth week for group T, an audio-recording of each class member acting as inquirer was made. This was done a second time during the eighth week. These tapes were rated and scored for the post and delayed post measures on the IRS. The testing schedule is summarized in Table III.

TABLE III

SCHEDULE OF TEST ADMINISTRATION

	Week 1	Week 3	Week 5	Week 8
Traditional Group (T)	CVRS(pre) POI or DI(pre)	--	IRS(post-training)	CVRS(post) POI or DI(post) IRS(delayed post)
Experimental Group (E)	CVRS(pre) POI or DI (pre)	IRS(post-training)	--	CVRS(post) POI or DI(post) IRS(delayed post)

Due to absences and equipment failures, scores were not obtained from all students on all instruments. Table IV summarizes the number of people from whom scores were obtained for each instrument.

Tape Rating

Ten masked interviewer tapes which included both pre and post interviews were selected at random and rated "blind" and independently by the experimenter and a second judge using the CVRS. Inter-rater reliability scores for each scale on the CVRS were achieved as follows: E = .92, A = .92, L = .81, HL = .85, Composite Score = .84. These scores were comparable to those reported in previous research for the CVRS (Kagan and Krathwohl, 1967).

In a similar manner, ten inquirer tapes were rated independently by the experimenter and a second judge using the IRS. An inter-rater reliability score of .95 was achieved. A third judge rated five tapes in common with the experimenter and an inter-rater reliability score of .89 was achieved.

The balance of the interviewer tapes and the inquirer tapes were rated by the experimenter who was not acquainted with the students. The tapes were masked with no indication of group or whether the tape was made pre or post treatment. They were rated in a random order.

Statistical Procedures

Individual students were considered to be the unit of analysis, because training materials are such that instruction is more standardized than typical teacher/student interaction. The specific research hypotheses were subjected to appropriate statistical analyses as

TABLE IV

SUMMARY OF NUMBER OF RESPONDENTS FOR EACH INSTRUMENT

	No. in Class	DI Pre	DI Post	POI Pre	POI Post	CVRS Pre	CVRS Post	IRI Post	IRI D-Post	# w/all Pre and Post Data	Lab Index	Class Index
Inst. 1 Group T	26	14	14	10	7	24	22	22	21	15	18	18
Inst. 2 Group T	12	6	6	6	6	11	11	12	12	11	12	12
Inst. 1 Group E	18	9	8	9	9	18	14	15	14	11	15	15
Inst. 2 Group E	15	8	8	7	7	15	15	13	15	13	15	15
Total for T Groups	38	20	20	16	13	35	33	34	33	26	30	30
Total for E Groups	33	17	16	16	16	33	29	28	29	24	30	30
Total for All Groups	71	37	36	32	29	68	62	62	62	50	60	60

detailed in Chapter IV. The alpha level for all tests was put at .10. This step was taken in order to increase the precision of the testing procedures. In this way the chances of making a type II error were minimized, for by increasing the alpha level, the higher the probability of finding differences between the groups if they exist. Whenever feasible, the power of the statistical procedure was computed and reported in order to indicate the degree to which a decision not to reject a null hypothesis can be trusted.*

In addition to alpha level, sample size and variance, power is based on the actual size of the difference between groups. For the purpose of computing power it was decided that only differences greater than $\frac{1}{2}\sigma$ between groups would be considered meaningful.

*They are conservative estimates based on tables (Pearson and Hartley, 1951) which give figures for power when $\alpha = .05$.

CHAPTER IV

RESULTS

In this chapter the data relevant to the hypotheses under investigation are examined. Each research hypothesis is stated, the statistical procedures are described, and the results of the analysis are presented.

H_o1: The vector of means on the subscales of the CVRS and the IRS of the experimental and traditional groups will not differ from each other.

To test this hypothesis a multivariate analysis of covariance procedure (Finn, 1973) was done using the post-test scores on the four sub scales of the CVRS and the immediate-post and the delayed-post scores on the IRS as the dependent variables. Pre-test scores on the CVRS subscales were used as covariates. In order to determine whether this was appropriate, a preliminary regression analysis was made to determine if there was an association between the covariates and the dependent variables. The obtained F ratio of 1.85 ($\underline{df}$ = 24, 116.33, $p \leq .02$) yields a p value less than .05. Thus the null hypothesis of no association was rejected and the covariates were retained in order to maximize the precision of the statistical analysis.

The percentage of variance accounted for by the covariates for each of the dependent variable scores taken in order are reported in Table V. Table VI presents the observed mean scores and standard deviations of the variables under consideration.

TABLE V

AMOUNT OF VARIANCE ACCOUNTED FOR BY COVARIATES ON CVRS SUBSCALE SCORES AND POST AND DELAYED POST IRS SCORES

Variable	Amount of Variance Accounted for by Covariates
Post E	.0043
Post A	.2708
Post L	.2972
Post HL	.3526
Post IRS	.1878
Delayed Post IRS	.0101

TABLE VI

MEANS AND STANDARD DEVIATIONS FOR CVRS SUBSCALE SCORES AND IRS SCORES

Group	Pre E	Post E	Pre A	Post A	Pre L	Post L	Pre HL	Post HL	Post IRS	Delayed Post IRS
T (Traditional)										
$\bar{X}$	3.76	6.68	7.72	9.09	11.68	14.87	2.10	2.75	24.51	25.10
SD	2.29	3.95	4.70	4.40	6.79	5.63	2.85	3.90	7.94	7.07
E (Experimental)										
$\bar{X}$	2.92	5.88	5.75	6.55	10.76	16.08	2.11	1.95	25.26	26.28
SD	3.19	3.67	5.51	5.53	6.32	4.41	3.98	2.61	7.50	6.13

For the omnibus hypothesis the F ratio of 1.732 yields a p value of .15 (df = 6, 23). Thus the null hypothesis of no difference between the vectors of means on the dependent variables in question is not rejected at the .10 level of significance.

Since no differences were found to exist between the two groups on these measures using the multivariate procedure, no post hoc analysis of these scores is appropriate.

H_o2: There will be no differences on the composite CVRS score between the traditionally and experimentally taught groups.

Thirty subjects in Group T had both pre- and post-test scores on the CVRS while 27 subjects in Group E had both. Three sets of scores were therefore eliminated at random from Group T so the n in both groups would be equal. Observed means and standard deviations of the groups are summarized in Table VII.

In the preliminary regression analysis made to determine if there was a significant association between the covariate and the dependent variable scores, an F ratio of 3.28 (df = 1, 51 $p \leq .07$) was obtained. The null hypothesis of no association thus failed to be rejected at the .05 level of significance. For this test, therefore, the covariate was not retained and an Analysis of Variance was done on the post test scores. The results of the analysis are summarized in Table VIII. The F ratio of 1.676 yields a p value of .2012 (df = 1, 52) and the null hypothesis fails to be rejected at the .10 level of significance.

A conservative estimate of the power of this procedure to find a difference of greater than $\frac{1}{2}\ \sigma$ between the two groups is .70 ($\phi = 1.8$). This and subsequent estimates are based on tables giving power levels

TABLE VII

MEANS AND STANDARD DEVIATIONS FOR PRE- AND POST-COMPOSITE CVRS SCORES

Group		CVRS Pre	CVRS Post
T	$\bar{X}$	24.30	33.79
	SD	11.23	10.45
E	$\bar{X}$	22.01	29.74
	SD	14.67	12.42

TABLE VIII

ANALYSIS OF VARIANCE SUMMARY FOR THE COMPOSITE CVRS SCORES

Source	df	MS	F	p
Between	1	170.6978	1.676	.2012
Within	52	131.7572		

for α = .05 by Pearson and Hartley (1951).

H_o3: There will be no differences on the combined T_c and I scores on the Personal Orientation Inventory between the traditionally taught and the experimentally taught group.

Thirteen subjects from Group T and 15 from Group E had both pre- and post-scores on this measure. Two subjects were eliminated at random from Froup E so the n in both groups would be equal. Table IX summarizes the means and standard deviations of the two groups.

A one-way analysis of covariance was done with the pre-test score on the POI used as a covariate. In the preliminary regression analysis to determine if there was significant association between the covariate and the dependent variable scores an F ratio of 5.38 (df = 1, 23 $p \leq .03$) was obtained. Thus the null hypothesis of no association was rejected at α = .05 and the covariate was retained. There was a .4354 correlation between the covariate and the dependent variable scores.

The results of the test of the analysis for H_o3 are summarized in Table X. The F ratio of 3.5205 yields a p value of .0734 (df = 1, 23) which falls below the .10 significance level and the null hypothesis is therefore rejected.

H_o4: There will be no differences in means on the scores of the Discrimination Index between the traditionally taught and the experimentally taught groups.

On the Discrimination Index, 19 subjects from Group T and 16 from Group E had both pre- and post-test scores. Three subjects were randomly eliminated from Group T so that n in both groups would be equal.

TABLE IX

MEANS AND STANDARD DEVIATIONS ON THE COMBINED T_c AND I SCALES OF THE PERSONAL ORIENTATION INVENTORY

Group		Pre POI	Post POI
T	$\bar{X}$	104.31	112.92
	SD	10.51	11.15
E	$\bar{X}$	89.31	99.61
	SD	16.39	10.06

TABLE X

ANALYSIS OF COVARIANCE SUMMARY FOR THE COMBINED T_c AND I SCORES OF THE PERSONAL ORIENTATION INVENTORY

Source	df	MS	F	p
Between	1	336.1691	*3.5205	.0734
Within	23	95.4887		

* Significant past confidence level set at $\alpha = .10$.

Table XI summarizes the observed means and standard deviations of the two groups.

A one-way analysis of covariance was done with the pre-test score on the Discrimination Index used as a covariate. In the preliminary regression analysis to determine if there was a significant association between the covariate and the dependent variable scores, an F ratio of 42.13 ($\underline{df}$ = 1, 29 $p \leq .0001$) was obtained. Thus the null hypothesis of no association was rejected at $\alpha = .05$ and the covariate was retained. There was a .7696 correlation between the covariate and the dependent variable scores.

The results of the analysis for H_o4 are summarized in Table XII. The F ratio of .2936 yields a p value of .5921 ($\underline{df}$ = 1, 29). Thus the null hypothesis fails to be rejected at $\alpha = .10$. A conservative estimate of the power of this procedure to find a difference of greater than $\frac{1}{2}\sigma$ between the two groups is .55 ($\phi = 1.4$).

H_o5: There will be no differences between the two groups on student satisfaction with class meetings as measured by the class evaluation index. The n of each group was thirty for this measure. The means and standard deviations for the groups are summarized in Table XIII.

A one-way analysis of variance was done using the mean score across trials for each individual on the Class Evaluation Index. The results are summarized in Table XIV. The F ratio of .0593 yields a p value of .8086 ($\underline{df}$ = 1, 58), thus the null hypotheses failed to be rejected.

A conservative estimate of the power of this procedure to detect differences between the two groups of greater than $\frac{1}{2}\sigma$ is .70 ($\phi = 1.8$).

TABLE XI

MEANS AND STANDARD DEVIATIONS FOR PRE- AND POST-TEST SCORES ON THE DISCRIMINATION INDEX

Group		Pre DI	Post DI
T	$\bar{X}$	1.015	.9106
	SD	.3351	.2541
E	$\bar{X}$	1.0781	.9806
	SD	.2608	.2509

TABLE XII

ANALYSIS OF COVARIANCE SUMMARY FOR THE DISCRIMINATION INDEX

Source	df	MS	F	p
Between	1	.7893	.2936	.5921
Within	29	2.6886		

TABLE XIII

MEANS AND STANDARD DEVIATIONS FOR THE CLASS EVALUATION INDEX

Group	$\bar{X}$	SD
T	19.51	3.99
E	19.31	1.76

TABLE XIV

ANALYSIS OF VARIANCE SUMMARY OF THE CLASS EVALUATION INDEX

Source	df	MS	F	p
Between	1	.5607	.0593	.8086
Within	58	9.4592		

H_o6: There will be no differences between the two groups on student satisfaction with the interview part of the laboratory experience as measured by the Laboratory Index I (Interview).

The n of each group was thirty. The means and standard deviations for the groups are summarized in Table XV. A one-way analysis of variance was done using the mean score across trials for each individual on the Laboratory Index I (Interview). The results are summarized in Table XVI. The F ratio of 5.1246 yields a p value of .0274 (df = 1, 58). Thus the null hypothesis is rejected at the $\alpha = .10$ level of significance.

H_o7: There will be no differences between the two groups on student satisfaction with the recall part of the laboratory experiences measured by the Laboratory Index II (Recall).

The n of each group was thirty. The means and standard deviations for the groups are summarized in Table XVII. A one-way analysis of variance was done using the mean score across trials for each individual on the Laboratory Index II (Recall). The results are summarized in Table XVIII. The F ratio of 10.3055 yields a p value of .0022 (df = 1, 58). Thus the null hypothesis is rejected at the $\alpha = .10$ level of significance.

H_o8: There will be no differences between the two groups on the immediate post and the delayed post tests on the Inquirer Rating Scale. There will be no differences between the two groups over trials. There will be no interaction effects between groups and trials.

TABLE XV

MEANS AND STANDARD DEVIATIONS FOR THE
LAB INDEX I (Interview)

Group	$\bar{X}$	SD
T	16.11	1.28
E	15.16	1.89

TABLE XVI

ANALYSIS OF VARIANCE SUMMARY FOR THE
LAB INDEX I (Interview)

Source	df	MS	F	p
Between	1	13.3482	5.1246*	.0274
Within	58	2.6047		

* Significant past confidence level set at $\alpha = .10$.

TABLE XVII

MEANS AND STANDARD DEVIATIONS FOR THE
LAB INDEX II (Recall)

Group	$\overline{X}$	SD
T	16.92	1.54
E	15.57	1.69

TABLE XVIII

ANALYSIS OF VARIANCE SUMMARY FOR THE
LAB INDEX II (Recall)

Source	df	MS	F	p
Between	1	27,0682	10.3055*	.0022
Within	58	2.62658		

* Significant past confidence level set at $\alpha = .10$.

The data were subjected to a repeated measures analysis of variance procedure. The mean and standard deviation of each group on each trial are reported in Table XIX. The n for Group T was 34 and for Group E, 24. There were no significant F-ratios ($p \leq .10$) between groups ($\underline{F} = .37$, $\underline{df} = 1, 56$), between trials ($\underline{F} = 1.02$, $\underline{df} = 1, 56$) nor in group x trial interaction ($\underline{F} = .008$, $\underline{df} = 1, 56$). Thus the H_o failed to be rejected.

Summary

A series of eight research hypotheses were tested to evaluate differences between the two treatment groups on the various dependent variable measures. On five of these no differences between the groups were detected, even though the significance level was placed at $\alpha = .10$.

The subscale scores of the CVRS and the scores of the IRS were subjected to a multivariate analysis with pre-treatment scores on these measures used as covariates. No significant differences between the groups were found.

Scores on the composite CVRS and the DI were separately analyzed using analysis of covariance procedures, with pre-test scores utilized as covariates. In neither analysis were significant differences between the groups detected.

Post and delayed post scores on the IRS were analyzed utilizing a repeated measures analysis. No group differences, trial differences or interaction effects between groups and trials were detected.

Nor were differences found between groups on student evaluations of class activities using ANOVA procedures.

TABLE XIX

MEANS AND STANDARD DEVIATIONS FOR THE INQUIRER RATING SCALE

Group		Trial 1	Trial 2
T n = 34	$\bar{X}$	24.735	25.547
	SD	6.864	6.164
E n = 24	$\bar{X}$	25.575	26.546
	SD	7.249	5.925

TABLE XX

ANALYSIS OF VARIANCE SUMMARY FOR THE INQUIRER RATING SCALE

Group	df	SS	MS	F
Between Subjects				
G (Group)	1	23.78	23.78	.37
Error Between	56	3599.57	64.28	
Within Subjects				
T (Trials)	1	22.33	22.33	1.02
G X T	1	.178	.178	.008
Error Within	46	1224.83	21.87	

For three of the research hypotheses significant differences were found between the groups.

The scores on the POI were analyzed using ANCOVA procedures with pre-treatment scores on this instrument used as a covariate. The traditional group scored significantly higher on this measure than the experimental group according to the criterion established for this study ($\alpha = .10$).

The traditional group also reported significantly higher satisfaction with the laboratory experiences on both the interview and recall Laboratory Indices. These were analyzed separately utilizing ANOVA procedures.

CHAPTER V

DISCUSSION AND CONCLUSIONS

Summary

Effective interpersonal communication, the ability to communicate with others with honesty and depth, is an important skill for professionals in the field of mental health. Most positions for mental health paraprofessionals also demand effective interpersonal communication skills and most training programs for paraprofessional workers heavily emphasize this skill. Increasingly it is becoming recognized that effective skills in interpersonal interaction can enhance the experience of anyone who chooses to develop his or her ability in this area.

Interpersonal Process Recall is a 40-hour training program which has been used with professional trainees, paraprofessional workers and a variety of non-professional groups including undergraduate and graduate university students. It has the twin goals of helping participants increase their skills in the facilitation of interpersonal communication and of helping them increase their awareness of their own interpersonal style.

Central to the IPR process is a focused reviewing of a videotaped interpersonal interaction in which communication styles and covert processes may be explored. This is done with the aid of a disinterested third party, called the inquirer, who is trained to ask appropriate questions about the taped interaction. The type of supervisory role played

by the inquirer is the key to the quality of the experience of the other participants. Experiences in affect simulation; training in discriminating and using appropriate interview response modes; and exposition of personality theory are also components of the model.

Two related studies, one by Dendy (1971) and one by Archer (1971) demonstrated the effectiveness of the IPR model in teaching communication skills to undergraduate university residence hall assistants and justified the use of previously trained peer group members as inquirers. Thus, since graduates of the training program could help train new groups of students it became feasible to train larger numbers of people using a two stage process of inquirer training and utilization. This model, while effective, still proved cumbersome when a large number of people were to be trained simultaneously, for during a portion of the training period previously trained inquirers had to be supplied. To overcome this difficulty a major revision was made in the model which eliminated the need for additional personnel from outside the current class membership by making changes in the sequence of training. The present study was designed to evaluate this revised IPR model in relation to the model which has been proven to be effective.

Research on Interpersonal Process Recall has been done in several areas: its potential use as an adjunct to therapy; its effectiveness in the training of counselors; and its effectiveness in the training of paraprofessionals, university students and other populations.

A variety of video recall techniques, IPR among them, have been shown to be a valuable adjunct to psychotherapy in certain cases and they have been utilized to enhance group psychotherapy.

The research on IPR as a training model has focused on the effectiveness of the model and components of the model in the teaching of counseling-type skills. In this it has proven to be more effective than traditional supervision and other pre-practicum experiences in the training of counselors. Student residence hall workers, university students and a number of other populations have been trained with the model and research has shown that they have effectively learned the skills emphasized in the training.

Two other training models have approximately the same goals as the IPR program: Human Relations Training (Carkhuff, 1969) and Microcounseling (Ivey, 1971). Human Relations Training has been utilized with a number of paraprofessional and non-professional groups as well as in counselor education. Microcounseling to date has been used primarily in the field of counselor education and teacher education. Little comparative research on the three models has been done.

Peer supervision has had limited research attention. The studies which have been done show encouraging and positive results.

For the current study, two sections of the nine week university course, Influencing Human Interaction, which incorporates the IPR model, were taught following the "traditional" format (using outside inquirers). Two other sections were taught using the revised format. A number of instruments were used to compare the effects of the different formats on students who took the course. These included a measure of self-actualization: the Personal Orientation Inventory (POI); two measures of interviewing skill: the Discrimination Index (DI) and the Counselor Verbal Response Scale (CVRS); and a measure of skill in the

use of the specific supervision technique taught in the course: the Inquirer Rating Scale (IRS). Each of these instruments was administered pre and post treatment with the exception of the IRS which was administered once immediately after the training of the skill and again close to the end of the term. In addition, student ratings of class meetings and laboratory sessions were analyzed.

The population of interest was all university students who enroll for the course, Influencing Human Interaction, which incorporates the IPR model. Typically the course is taken by both graduate and undergraduate students, and for both professional and personal reasons. The sample tested from this population was composed of the 71 students who enrolled in the course during the winter term, 1975, at Michigan State University.

Treatment was the single variable tested. The dependent variables were scores on the POI, the DI, the CVRS, the IRS, and scores of student ratings of class and laboratory activities. All testing was done during regularly scheduled class and laboratory meetings. The procedures were designed to be as non obtrusive as possible.

Individual students were used as the unit of analysis. Since the purpose of this study was to determine whether the two treatments were equally effective, alpha level was put at .10 in order to minimize the chances of concluding there were no differences between the groups when in fact there were differences.

A series of eight research hypotheses were tested to evaluate differences between the two treatment groups on the various dependent variable measures. On five of these no differences between the groups

were detected. The subscale scores of the CVRS and the scores of the IRS were subjected to a multivariate analysis of covariance with pre-treatment scores on the CVRS used as covariates. No significant differences between the groups were found.

Scores on the composite CVRS and the DI were separately analysed using ANOVA and ANCOVA procedures. In neither analysis were significant differences between the groups detected.

Post and delayed post scores on the IRS were analyzed utilizing a repeated measures analysis. No group differences, trial differences or interaction effects between groups and trials were detected.

Nor were differences found between groups on student evaluations of class activities using ANOVA procedures.

For three of the research hypotheses significant differences were found between the groups. The scores on the POI were analyzed using ANCOVA procedures with pre-treatment scores on this instrument used as a covariate. The traditional group scored significantly higher on this measure than the experimental group according to the criterion established for this study. The traditional group also reported significantly higher satisfaction with the laboratory experiences on both the interview and recall Laboratory Indices. These were analyzed separately utilizing ANOVA procedures.

Discussion

Effectiveness

The effectiveness of the two models was evaluated and compared along three dimensions: skill development, personal growth and trainee

satisfaction with the experience.

On measures of interviewing skill which have discriminated among training models in previous research no significant differences were found between the groups. Since the alpha-level was placed at .10 and since conservative estimates of power were reasonably high, ranging from .55 to .70, it can be concluded with some confidence that there were in fact no differences between the groups on these measures. Nor were differences found on measures of inquiring skill between the groups; the best conclusion, given the high alpha level and power estimates is that in fact the groups were equally good in performing this skill. This was true both immediately following training of the skill and at the conclusion of the total training.

On the second dimension the traditional group scored higher on a measure of self-actualization than members of the experimental group. On the third, traditional group members reported higher levels of satisfaction with laboratory experiences, though class experiences were rated equally by members of both groups.

From these results it can be concluded that the two models are equally effective in teaching the interpersonal and inquiring skills which are the content of the course. However, the laboratory sessions of the traditional model were reported to be more satisfactory experiences by participants. In addition, trainees of that model experienced greater personal growth.

Efficiency

The most direct measure of the efficiency of the two models is a comparison of the number of hours of training personnel time

required by the models. The two models require of the instructor equivalent amounts of class preparation time, scheduling time, and equal laboratory time to train class members as inquirers. The traditional model, however, requires the additional time of non-class member inquirers for two sets of laboratory sessions. It also requires training and supervisory time for the persons who provide that service.

With the traditional model a pair of class members receives a total of four hours of inquiring service during two laboratory sessions. Thus each trainee in the traditional group requires the equivalent of an extra 2-hours of non class member personnel time. For a class of 20 trainees this is 40 hours of direct service not required by the experimental model.

The pool of non-class member inquirers used for the two classes taught in the traditional manner during the period of this study was composed of 11 people who had taken the IPR course in previous terms. It should be noted that they were in an advanced training program of their own for which they were receiving college credit. They received an additional six hours of training prior to their service as inquirers for the current group. They also received two hours of group supervision and training during each of the two weeks they were used. Thus each inquirer in this group spent approximately ten hours in preparing to render their service. The same amount of instructor time was needed to train them.

Table XXI compares the approximate training-personnel time needed to teach one 20-person class with each model. With this size class the experimental model requires approximately one-half of the

TABLE XXI

COMPARISON OF STAFF TIME* FOR 20-STUDENT CLASS

Group E		Group T
30 hours	Class Instruction	30 hours
4 hours	Scheduling	4 hours
16 hours	Inquirer Training (4 2-hour labs/week for two weeks)	16 hours
	Training and Supervision for Non-Class Member Inquirers	10 hours
	Inquiring (20 hours/week for two weeks)	40 hours
50 hours**	TOTAL	100 hours**

*Instructor and outside inquirer time.

**Exclusive of instructor preparation time which is equal for the two types of instruction.

investment of training-personnel time as the traditional model.

Limitations of the Study

For the statistical tests, individual students were considered to be the unit of analysis rather than class groups. This is a practice which may be questioned for it appears to violate the assumptions of independence demanded by statistical procedures. However, the class members to a large degree were independent of each other. Of the total of 27 hours of class time, six hours were filmed instruction and approximately twelve were film directed activities. Much of the remaining time was spent in small group or dyad interactions. The experience was therefore highly directed and the influence of one class member on the whole class was minimal. The results of the study must nevertheless be qualified by the possible contaminating influence of trainee interaction.

A second limitation in the study was the lack of complete data on all of the trainees. As a result of making the testing procedure as much an intrinsic part of the training process as possible, if a measurement was not made at the appropriate time it could not be recovered easily. These losses were not systematic for they were the result of random absences and equipment breakdown. The losses were proportionately equivalent across groups and treatment (see Table IV) and therefore should not have affected the validity of the results.

In addition, conclusions drawn from the results of the Inquirer Rating Scale must be made very tentatively, for no reliability studies have been made on the instrument.

Implications for Training

The results of this study indicate that the content and the skills taught in the course may well be learned equally well by students who do not have the services of previously trained inquirers as by those who do. Students from both types of programs are not significantly different at discriminating helpful interview responses, at being an interviewer, and at being an inquirer. However, students trained with the efficient model did not report their laboratory experiences in as positive a light as the others, and report not having experienced as much personal growth.

The reasons for this are not clear. One possible explanation is that an outside inquirer provides organizational and leadership functions in addition to inquiring service during the early laboratory sessions in the traditional training. Trainees in this group may thus have felt less anxious than trainees in the experimental group who are without the guidance of a person they perceive as more competent than themselves. The emotional set of the early labs may carry to later sessions with the overall result that one group experiences the laboratory sessions as more satisfying than the other group and more personal growth results.

Since the traditional model remains the best method for maximizing student satisfaction and personal growth, given appropriate resources it would appear to be the one of choice. This would be particularly true if it is desirable to offer advanced training to interested students. Providing inquiring services can be an important

part of such training, and the two training programs can be made to mesh effectively. However, if such resources are not easily available, the more efficient model may be used with the assurance that students so trained will not be significantly different in skills and effectiveness to those trained in the traditional way.

This provides a justification for teaching the course using self-contained classes which require the services of only a single instructor. This would be particularly important when it is desirable to train a large number of people, or when previously trained inquirers are not available.

If the course is to be taught in this way it is important for the instructor to keep in mind the possible confusions and disappointments which may develop from the laboratory sessions which are not directly supervised by experienced personnel. The instructor might make a special effort to clearly explain the purpose and structure of these sessions and to discuss the experience in the following class period.

This study indicates that concurrently trained peers can function effectively in supervisory positions for their colleagues in an IPR communication skills training program. Could this finding be generalized to other training programs such as Microcounseling or Human Relations Training? A basic difference exists between the type of supervision necessary for those two models and for the IPR model. Supervision for Microcounseling and Human Relations training requires critiquing of the trainees performance. This is also true of most traditional counseling practicum supervision. Thus a supervisor must

know the skills being taught better than the trainee. This would seem to preclude the use of concurrently trained peer supervisors. In the IPR model, on the other hand, the inquirer acts as a facilitator of the trainee's self-exploration and discovery. While this requires skill of a certain type, it does not require greater knowledge than the trainee. For this reason the IPR model is particularly adaptable to using peer supervisors.

Implications for Research

This study justifies a more flexible use of the IPR model. IPR can be a viable training model without using support group personnel. Thus it now would become possible to adapt the model to varying formats and with a variety of populations under conditions where previously trained inquirers are not available. Such conditions might exist when the model is being used for the first time in a particular setting, for example with couples or with families. They would also arise when a large number of people are being trained simultaneously with limited resources. Research should be continued under both these situations so that the reliability and efficiency of the method can be preserved.

Much research has been done on the effects of communication skills training on individuals who have taken the training. More research should be done on the effects of such training on larger social units when all or some of the members of that unit have been so trained. This revised method of teaching the IPR model makes such research more assessable because of its greater efficiency in training

a large number of people at one time.

This study demonstrates that concurrently trained peers who are unselected colleagues of the same training program can successfully provide supervision services for each other. This suggests that not only should peer supervision models be compared with other types of supervision, but also further research should be done comparing training models which utilize selected and unselected peer supervisors.

Further Statistical Analyses

To determine whether either training method had significant effects on the measures utilized for this study a series of independent t-tests was made on the pre and post scores for each group. The results, which are reported in Table XXII, indicate that both groups made significant gains on the Counselor Verbal Response Scale--composite score, the Personal Orientation Inventory, and the Discrimination Index. Neither group made significant gains on the Inquirer Rating Scale. Thus both training methods had a significant effect on three of the measures.

TABLE XII

COMPARISON OF PRE AND POST DIFFERENCES ON THE CVRS, POI, DI, and IRS USING INDEPENDENT T TESTS

Instrument		Mean difference	t-score
CVRS Composite	Group T	9.49	2.52**
	Group E	7.73	3.57*
POI	Group T	8.61	3.25*
	Group E	10.30	2.69**
DI	Group T	.11	2.30***
	Group E	.10	2.20***
IRS	Group T	.49	.94
	Group E	1.02	.60

* significant at $\alpha \leq .01$

** significant at $\alpha \leq .02$

*** significant at $\alpha \leq .05$

APPENDICES

APPENDIX A

MATERIAL RELATED TO MEASURING INSTRUMENTS

Description of Response Modes for Counselor Verbal Response Scale

Discrimination Index Answer Sheet

Inquirer Rating Scale

Scoring Guide

Index

Laboratory Instructions

Class Index

Laboratory Index

Description of Response Modes taught in Unit One and Criterion used to judge interviewer tapes on Counselor Verbal Response Scale. From IPR Student Manual.

Following is a description with examples of the response modes in Unit I.

EXPLORATORY RESPONSE

When a person is trying to tell you what is on her/his mind or what is of concern, it is often the case that s/he does not know exactly how to put the concern in words; or is perhaps not fully aware of what it is that is bothering her/him; or even if you are to be trusted with an intimate, personal statement. Exploratory responses encourage the person to get more deeply involved with the communication with you. Also such responses give the person the freedom to chart her/his own course without you tracking or, indeed, sidetracking her/his concern. An exploratory response prompts the other to assume greater responsibility for the direction of the conversation. Often, an exploratory response is as simple as: "Tell me about that." "Go on." "Could you tell me more?" Your response, whatever words are used, should make the other feel free to explore more fully, expand, give more detail, discover new levels of what may be complex territory. In essence, the exploratory response is like asking an essay question. Instead of you being judgmental or authoritative or the problem-solver, you seek to have the other describe the concern with greater detail, to paint in the picture for you, you respond more as a facilitator than as an advisor. Non-exploratory responses tend, on the other hand, to be limiting of the other; to tie her/him down with specific alternatives; to take charge of the direction of the conversation. Non-exploratory responses are analogous to multiple choice or true/false tests. Non-exploratory responses are often lengthy, highly intellectual and complex. They usually result in the other letting you carry the burden of the conversation.

LISTENING RESPONSE

One of the needs someone has who is telling you her/his concerns is to feel that you are actively and deliberately listening and trying to understand what s/he is saying. Effective communicators meet this need by periodically paraphrasing or checking out with the other person if they have truly understood the communication. Instead of pretending to understand what is being said, you would ask for clarification where anything is unclear or confusing. The listening response, then, may go something like this: "As I listen to you talk, I am not sure I understand what it is you are saying . . . could you be more clear?" or "What I hear you saying is . . . have I got that right?" You should probably spend more of your energy listening to the other person than trying to figure out what to say. Be genuine. Where something is not clear, say so. Where you get part of a message, but are not sure what to make of it, then you paraphrase what you heard and ask what that means to the other; what s/he feels about it. Don't try to interpret for her/him. Your listening responses to another communicate to the other that s/he is being taken very seriously, and that often encourages her/him to listen to her/himself more closely.

AFFECTIVE RESPONSE

By affective we refer to the "feelings" in a statement. Cognitive refers to the content or intellectual outline of the statement. While the cognitive, story-line of a statement is important, equally, if not more important is the affective quality or feeling tone of a statement. Affective responses are about emotions, bodily states, feelings, moods.

When you give an affective response you help the other focus on feelings. You encourage the other to look at underlying attitudes, gut-level reactions and values. While the factual material in a statement is the skeleton of the message, the emotions or feelings are the flesh and blood of the message. The interesting thing about feelings is that we all recognize them, but rarely do we name them or deal with them directly. Yet how refreshing it is to do so! In fact, most of us act more on our feelings than on logic or rational strategies. Therefore, it is very helpful to others when you are listening to them to respond to their affect by naming what you feel or see in their emotional tone. Often an affective response goes like this: "You sound depressed" or "I can see that you are upset; what else does that do to you?" or "How does that make you feel?" Many times such a response makes it possible for the other person to recognize, maybe for the first time, that such is how s/he feels about what s/he is communicating.

HONEST LABELING RESPONSE

By the term "honest labeling" we mean those responses which read the aspect of the other as fully and honestly as you can. Such a response on your part encourages the other to be honest and direct with perceptions, attitudes and values. Here you may need to be able to face squarely your own reactions, feelings and attitudes because sometimes honest labeling is perceived by us as dangerous or, at least, not polite. So our social tendency is often to "clean up" the messages we hear. It is probably that as we do so, we will distort, gloss over, modify what the other is saying or what we are feeling. Now there are times when

we judge it appropriate to be less than honest with another. Perhaps we sense the other is not ready for it, or is highly anxious or disturbed. But most of the time, the reason we are less than honest in our communication is out of our own personal fears, rather than out of concern for another. We may fear that we will anger another person, or that if we level with them, they may level with us. And yet, when you do label honestly what you feel and hear, then the other person is more likely to take risks and try to be as honest. Likewise, if you consistently "clean up" someone's message, then the result will likely be that s/he will read your response as a rejection. Honest labels let the other person know that you hear and are willing to listen to whatever is the concern.

These four response modes have been described as distinct entities for the purposes of clarity and ease of acquisition. However, in most cases, one would combine these responses into a single response. For example, if you are listening to someone describe fear about applying for a job, you might respond by saying: "I can see that you are upset, even afraid about the job interview, but I'm not sure I understand the part about waiting . . . could you tell me more?" Of course there is no one best or most correct response.

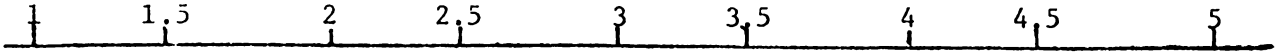
Rating Sheet

	EXPLORATORY	NON-EXPLORATORY	AFFECTIVE	COGNITIVE	LISTENING	NON-LISTENING	HONEST LABELING	DISTORTING
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
0.								
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
0.								

Answer Sheet for Discrimination Index Test, in Carkhuff, R. R., The Helping Relationship, Vol. I (New York: Holt, Reinhart and Winston, 1969), p. 121.

Date_____ Instructor _____ Name or 4-digit Number _____

Using the code given below as an indication, circle the number which you think most closely characterizes each response.



1	1.5	2	3	4	5
Contains no aspects of a good response	Contains some aspects of a good response	Contains all aspects of a good response but at a minimal level	Contains all aspects of a good response, some at a high level	Contains all aspects of a good response, all at a high level	

(1)	1	1.5	2	2.5	3	3.5	4	4.5	5
(2)	1	1.5	2	2.5	3	3.5	4	4.5	5
(3)	1	1.5	2	2.5	3	3.5	4	4.5	5
(4)	1	1.5	2	2.5	3	3.5	4	4.5	5
(5)	1	1.5	2	2.5	3	3.5	4	4.5	5
(6)	1	1.5	2	2.5	3	3.5	4	4.5	5
(7)	1	1.5	2	2.5	3	3.5	4	4.5	5
(8)	1	1.5	2	2.5	3	3.5	4	4.5	5
(9)	1	1.5	2	2.5	3	3.5	4	4.5	5
(10)	1	1.5	2	2.5	3	3.5	4	4.5	5
(11)	1	1.5	2	2.5	3	3.5	4	4.5	5
(12)	1	1.5	2	2.5	3	3.5	4	4.5	5
(13)	1	1.5	2	2.5	3	3.5	4	4.5	5
(14)	1	1.5	2	2.5	3	3.5	4	4.5	5
(15)	1	1.5	2	2.5	3	3.5	4	4.5	5
(16)	1	1.5	2	2.5	3	3.5	4	4.5	5
(17)	1	1.5	2	2.5	3	3.5	4	4.5	5
(18)	1	1.5	2	2.5	3	3.5	4	4.5	5
(19)	1	1.5	2	2.5	3	3.5	4	4.5	5
(20)	1	1.5	2	2.5	3	3.5	4	4.5	5
(21)	1	1.5	2	2.5	3	3.5	4	4.5	5
(22)	1	1.5	2	2.5	3	3.5	4	4.5	5
(23)	1	1.5	2	2.5	3	3.5	4	4.5	5
(24)	1	1.5	2	2.5	3	3.5	4	4.5	5
(25)	1	1.5	2	2.5	3	3.5	4	4.5	5
(26)	1	1.5	2	2.5	3	3.5	4	4.5	5
(27)	1	1.5	2	2.5	3	3.5	4	4.5	5
(28)	1	1.5	2	2.5	3	3.5	4	4.5	5
(29)	1	1.5	2	2.5	3	3.5	4	4.5	5
(30)	1	1.5	2	2.5	3	3.5	4	4.5	5
(31)	1	1.5	2	2.5	3	3.5	4	4.5	5
(32)	1	1.5	2	2.5	3	3.5	4	4.5	5

(33)	1	1.5	2	2.5	3	3.5	4	4.5	5
(34)	1	1.5	2	2.5	3	3.5	4	4.5	5
(35)	1	1.5	2	2.5	3	3.5	4	4.5	5
(36)	1	1.5	2	2.5	3	3.5	4	4.5	5
(37)	1	1.5	2	2.5	3	3.5	4	4.5	5
(38)	1	1.5	2	2.5	3	3.5	4	4.5	5
(39)	1	1.5	2	2.5	3	3.5	4	4.5	5
(40)	1	1.5	2	2.5	3	3.5	4	4.5	5
(41)	1	1.5	2	2.5	3	3.5	4	4.5	5
(42)	1	1.5	2	2.5	3	3.5	4	4.5	5
(43)	1	1.5	2	2.5	3	3.5	4	4.5	5
(44)	1	1.5	2	2.5	3	3.5	4	4.5	5
(45)	1	1.5	2	2.5	3	3.5	4	4.5	5
(46)	1	1.5	2	2.5	3	3.5	4	4.5	5
(47)	1	1.5	2	2.5	3	3.5	4	4.5	5
(48)	1	1.5	2	2.5	3	3.5	4	4.5	5
(49)	1	1.5	2	2.5	3	3.5	4	4.5	5
(50)	1	1.5	2	2.5	3	3.5	4	4.5	5
(51)	1	1.5	2	2.5	3	3.5	4	4.5	5
(52)	1	1.5	2	2.5	3	3.5	4	4.5	5
(53)	1	1.5	2	2.5	3	3.5	4	4.5	5
(54)	1	1.5	2	2.5	3	3.5	4	4.5	5
(55)	1	1.5	2	2.5	3	3.5	4	4.5	5
(56)	1	1.5	2	2.5	3	3.5	4	4.5	5
(57)	1	1.5	2	2.5	3	3.5	4	4.5	5
(58)	1	1.5	2	2.5	3	3.5	4	4.5	5
(59)	1	1.5	2	2.5	3	3.5	4	4.5	5
(60)	1	1.5	2	2.5	3	3.5	4	4.5	5
(61)	1	1.5	2	2.5	3	3.5	4	4.5	5
(62)	1	1.5	2	2.5	3	3.5	4	4.5	5
(63)	1	1.5	2	2.5	3	3.5	4	4.5	5
(64)	1	1.5	2	2.5	3	3.5	4	4.5	5

Inquirer Rating Scale

Scoring Guide

The Inquirer Rating Index has three scales: Form, Thoroughness, and Variety. Each Inquirer response is categorized on all three scales.

I. Form: This scales measures the form of the lead itself. Each lead is rated for the presence or absence of each of three qualities which characterize a good inquirer lead. These qualities are non-judgemental, focused and clear.

1. The first ten inquirer leads are scored.

2. An inquirer lead is defined as everything said by the inquirer between two statements by the person being recalled.

3. A statement such as um-hummm, etc. by the Inquirer which does not interrupt the flow of the recaller's talking is not scored.

4. Statements which can be characterized as listening responses are not scored or counted, but should be noted by checking a box under listening responses.

A. A lead should be scored 1 for non-judgemental (N-J) if it is asked in such a way as to not imply judgement of the recaller or of what he or she said.

It should be scored 0 if it labels a previously unmentioned emotion, gives the recaller an interpretation of an event, or asks why the recaller did or did not do something, or implies a "should". If inquirer uses his or her own observation of the tape as the basis for his lead it should be scored 0. If scored as zero on this dimension it should not be scored on any of the other scales.

B. A lead should be scored 1 for clear if it is clear, brief, and directly to the point. It should be scored 0 if it is lengthy, vague or ambiguous.

C. A lead should be scored 1 for Focused if it helps keep the focus on the original interaction.

It should be scored 0 if it contributes to the beginning of a new interaction or conversation with the inquirer. It should be scored 0 if it belabors a point or otherwise keeps the recaller from focusing on the tape. (If, for example, too many follow-up leads are asked, later ones in the series may be scored 0 on this quality.)

Inquirer Rating Scale - page 2

II. Thoroughness: This scale measures the completeness with which the inquirer leads explore the possible areas of interest in the recall. It contains two subscales.

A. Follow up leads: If a lead is a follow-up lead it is noted in the appropriate column. A follow-up lead is defined as the 2nd, 3rd, 4th, etc., lead in a series of questions at one stopping of the tape. Every follow up lead should be noted. It is scored only if it is non-judgemental in form.

B. Content: Each lead should be categorized as pertaining to the self (recaller), the other (the recallers partner in the original interaction), the relationship between the two, or the content of the subject talked about.

Examples: What were you feeling? (thinking, fantasizing, etc.) would be categorized under self.

What do you think she was feeling (thinking, wanting, etc.)? would be categorized under other.

What do you think she was feeling about you? What were you feeling about her? etc. would be categorized under relationship.

What did you think about that? would be scored under content.

Each response should be scored on only one category.

The total score is the number of categories covered by the inquirer. A person may thus achieve a score of from 0 to 4 on this sub-scale. The score for thoroughness is the sum of the follow-up leads and the number of categories asked about.

III. Variety: This scale indicates the variety of types of inquirer leads.

Each lead should be placed in the given categories by checking the appropriate box. A lead may be designated in more than one category.

Examples of leads which fit into each category may be found on pages 23-26 in the student manual.

The score on the variety scale is determined by the number of different categories of leads used by the inquirer. Thus the score may range from 0 to 8.

Inquirer Rating Index

Work Number: ID Number: Group: Pre Post Rater:

FORM						THOROUGHNESS	VARIETY
#	N-J	Foc.	Clear	Total	Follow Up	Content	Type of Response
1						Self ___ ___ ___ ___ ___ Total___	Affective ___ ___ ___ ___ ___ Total___ ___ ___ ___ ___ ___
2						___ ___ ___ ___ ___	
3						Other ___ ___ ___ ___ ___ Total___	Cognitive ___ ___ ___ ___ ___ Total___ ___ ___ ___ ___ ___
4						___ ___ ___ ___ ___	Body Sensations Total ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
5							
6						Relationship ___ ___ ___ ___ ___ Total___ ___ ___ ___ ___ ___	Images Total___ ___ ___ ___ ___ ___ ___ ___ ___ ___
7							
8						Content ___ ___ ___ ___ ___ Total___	Expectations Total___ ___ ___ ___ ___ ___ ___ ___ ___ ___
9						___ ___ ___ ___ ___	Associations Total___ ___ ___ ___ ___ ___ ___ ___ ___ ___
10						Number of Categories ___	Unstated Agencies Total ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
Total							Mutual Perceptions Total ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
							Total number of Categories ___

Categories of Inquirer Leads for rating the variety scale on the IRS. From the IPR Student Manual.

Leads that Inspire Affective Exploration:

How did that make you feel?
How did that make you feel about him/her?
Do you remember what you were feeling?
Were you aware of any feelings?
What did you do (or decide to do) about that feeling you had?
Did you want to express that feeling at any time?
Did you have fantasies of any risks?
What do those feelings mean to you? Does that feeling have any special meaning to you? Is it a "familiar" feeling?

Comments or other leads _____

_____

_____

Approaches which Encourage Cognitive Examination:

What were you thinking at that time?
What thoughts were you having about the other person at that time?
Something going on there?
Anything going on there?
Had you any ideas about what you wanted to do with that? Did you fantasize any risks?
Were you able to say it the way you wanted to?
Did you want to say anything else then?
Did you have any plan of where you wanted the interview to go next?
Did you think the other person knew what you wanted?
What kind of image were you aware of projecting? Is that the image you wanted to project?
Can you recall what effect the setting had on you or the interaction?
Can you recall what effect you thought the setting had on the other person?
Did the equipment affect you in any way? (If affirmative, "What do you mean by 'nervous,' what did you feel, think . . . body reactions . . . when you felt 'nervous?'" If reaction to cameras, "What did you want (or not want) the cameras to see you as?")

Comments or other leads _____

_____

_____

Questions about Body Sensations

Do you remember where in your body you felt that? . . . What did it feel like?
Where in your body did you most feel the impact of that?
Were there any physical sensations then? . . . Where did you notice then most? . . . When?
If that physical sensation had a voice of its own, what would it have said?

Comments or other leads _____

_____

_____

Getting at Images:

Were you having any fantasies at the moment?
Were any pictures, images, memories, flashing through your mind then?
What was going on in your mind at the time? . . . Did it remind you of anything?
Did you think you had "been there before?"
Is that familiar to you?
Where had that put you in the past?

Comments or other leads _____

_____

_____

Questions which Help Search out Expectations:

What did you want him/her to tell you?
What did you want to hear?
What would you have liked from him/her?
Were you expecting anything of him/her at that point?
Did you want him/her to see you in some way? How?
What do you think his/her perceptions were of you?
What message did you want to give him/her?
Was there anything in particular you wanted him/her to say/do/think of you?
What did you really want to tell her/him at this moment? What prevented you from doing so?
What did you want him/her to do?
Was he "with you?" How did his/her responses hit you?
Did you want him/her to do something that would have made it easier for you? What would that have been?

Comments or other leads _____

_____

Explorations into Each Other's Mutual Perceptions:

What did you think he/she was feeling about you?
How do you think he/she was seeing you at that point?
Do you think he/she was aware of your feelings/thoughts?
What do you think he/she wanted from you?
What message do you think he/she was trying to give you?
Did you feel that he/she had any expectations of you at that point?
What did you think he/she wanted you to think/feel/do?
Do you think your description of the interaction would coincide with his/hers?
Was he/she giving you any cues as to how he/she was feeling?
How do you think he/she felt about talking about this problem?
How do you think he/she felt about continuing to talk with you at this point?

Comments or other leads _____

_____

_____

Leads into Associations:

Did he/she remind you of anyone else in your life? What effect did that have on you?
What reaction did you have to his/her physical appearance? Shape? Color?
How attractive or unattractive was he/she to you?
What meaning did that have for you (especially after describing a thought or feeling perceived in the "other" person)?

Comments or other leads _____

_____

_____

Checking out Unstated Agendas:

What did that realization do to you, then or make you want to do or say, then?
What would you have liked to have said to him/her at that point?
How were you feeling about your role as interviewer at this point?
What's happening here?
What did you feel like doing?
What had that meant to you?
Any other feelings or thoughts here? (Also a good way to precede a return to the videotape playback).
If you had more time, where would you have liked to have gone?
(Key word or phrase deliberately left incomplete--i.e., "And when you realized he wasn't listening, you . . .")

Laboratory Instructions for the week of administration of the CVRS and IRS.

INSTRUCTIONS FOR LAB

Most of you have made two audio tapes, one of yourself as an interviewer, one as an inquirer. During the lab this week you will complete the series by making two additional audio tapes, again one as an interviewer and one as an inquirer.

Procedures for the lab:

A "client" from outside the class will attend the first part of your lab. He or she will talk to each of you in turn about some real concern which is on his or her mind. Each of you should conduct a five-minute interview with this person making both an audio and video tape of the interview. After all of you have completed an interview, the "client" will leave. You will then act as inquirers for each other.

As you do the recall make an audio tape of the inquirer.

If there are two people in the lab:
A inquires of B (1/2 hour)
B inquires of A (1/2 hour)

If there are three people in the lab:
A inquires of B (1/2 hour, C is out of room)
B inquires of C (1/2 hour, A is out of room)
C inquires of A (1/2 hour, B is out of room)

If there are four people in the lab:
A inquires of B (20 minutes, C and D out of room)
B inquires of C (20 minutes, A and D out of room)
C inquires of D (20 minutes, A and B out of room)
D inquires of A (20 minutes, B and C out of room)

Taping Procedures:

An audio tape recorder will be in your lab room. The tapes will be on the table in a box. Find your two tapes by identifying the ones with your birth date. Record your interview on the second side of your interview tape. Record your inquiring on the second side of your inquiring tape.

To Record: push the two buttons with indentations simultaneously.
To Stop: push the stop button.
To Eject: push the blue button.

Return both tapes to the second box at the end of the lab session.

If you do not have a previous tape, use an unrecorded tape from the back of the box. Place your birth date, section number and today's date on the tape.

During finals week there will be opportunities for you to listen to your tapes if you wish to do so.

IPR FEEDBACK FORM

(Turn in to instructor at each large group session)

The purpose of this form is two-fold. First, the instructors would like to adjust the classroom structure to meet the needs of each class. Also, being aware of points of confusion, concern and/or interest of each student allows the instructors to stress or repeat portions of the course content when necessary. Your open and honest feedback each week will aid us in achieving these goals. All feedback will be considered confidential.

Please Discuss: Your impressions of the large group and lab sessions of the past week; your impressions of your inquirer and his role; your feelings about the instructional methods used this week; where you are currently in understanding and implementing the IPR concepts; any criticisms or concerns which you may have relevant to this class; etc.

Name _____

Date _____

Would you like to talk with an instructor? _____

If so, please indicate here your phone number _____

W/75

PLEASE TURN OVER

To help you summarize your feedback about your experience in this class the following scales have been devised. In addition to your written comments, please circle the number on each of the following scales which best indicates the level of your experience during this class period.

Bored: no personal involvement in class	1 2 3 4 5	Highly involved with class content & experiences
Content had no personal relevance to you	1 2 3 4 5	Content highly stimulating and relevant to you
You felt highly threatened or anxious during class	1 2 3 4 5	You felt completely at ease and comfortable during class
You are completely confused about concepts presented	1 2 3 4 5	You completely understand concepts and how to implement them
Ideas and experiences will have no effect on your life outside of class	1 2 3 4 5	Ideas and experiences will have a profound effect on your life outside of class

Influencing Human Interaction - Ed 484 Name _____

Laboratory Index Date _____

To help you summarize your feedback about your experience in this lab the following scales have been devised. In addition to your written comments, please circle the number on each of the following scales which best indicates the level of your experience during this laboratory session.

I. INTERVIEW

You were not at all interested or involved in the interview	1 2 3 4 5	You were highly interested and involved in the interview
The content of the interview was highly impersonal	1 2 3 4 5	The content of the interview was highly personal
You felt highly threatened or anxious during the interview	1 2 3 4 5	You felt completely at ease during the interview
You learned nothing from the interview	1 2 3 4 5	The interview was highly relevant and you learned a great deal from it

II. RECALL

Recall was not at all helpful to you	1 2 3 4 5	Recall was extremely valuable and personally relevant
You were bored and uninvolved in recall session	1 2 3 4 5	You were highly personally involved in recall session
Recall was a highly threatening experience	1 2 3 4 5	Recall was highly relaxed experience
Inquirer displayed none of skills described in class	1 2 3 4 5	Inquirer was highly skilled: used all of skills described in class

APPENDIX B

MATERIAL RELATED TO ED. 484

INFLUENCING HUMAN INTERACTION

Syllabus A

Syllabus B

Description of the Inquirer Role

EDUCATION 484

Winter Term 1975 *Syllabus A*

Traditional Model

WEEK	LARGE GROUP	LAB
Week 1 January 6-10	Background of IPR Class Structure Class Requirements Complete Schedule Cards Pre-Tests Elements of Communication Exploratory Response Listening Response	None
Week 2 January 13-17	Elements of Communication Affective Response Honest Labeling Response What to expect from Labs Discuss topics to share Giving feedback to Inquirers Pages 1-8, 13-14, 43-45 in manual	Learn to operate VTR Individual Recall (2 persons)
Week 3 January 20-24	Discussion of Lab experience Stimulus Films Saslow Film Pages 9-12 in manual	Individual Recall (2 persons)
Week 4 January 27-31	Stimulus Films Inquirer Training A Pages 19-26 in manual	Inquirer Training (6 persons)
Week 5 February 3-7	Inquirer Training B Classroom Recall Page 15 in manual	Inquirer Training (6 persons)
Week 6 February 10-14	Mutual Recall Film of Mutual Recall Pages 16-18 in manual	Mutual Recall (3 persons)
Week 7 February 17-21	Theory Pages 27-32 in manual	Mutual Recall (3 persons)
Week 8 February 24-28	Classroom Recall Post-Tests	Interviewer Recall (3 persons) With outside client Class members inquire
Week 9 March 3-7	Review and wrap-up	Recall with Significant Other Class members inquire

EDUCATION 484

Winter Term 1975 *Syllabus B*

Experimental Model

WEEK	LARGE GROUP	LAB
Week 1 January 6-10	Background of IPR Class Structure Class Requirements Complete Schedule Cards Pre-Tests Elements of Communication Exploratory Response Listening Response	None
Week 2 January 13-17	Stimulus Films Inquirer Training A Pages 1-6, 19-26, 9-10, 13-14 in manual	Inquirer Training (6 persons)
Week 3 January 20-24	Discussion of Lab experience Stimulus Films Inquirer Training B Giving feedback to Inquirers Review pages 19-26 in manual Pages 43-45 in manual	Inquirer Training (6 persons)
Week 4 January 27-31	Discussion of Inquirer role Saslow film of Client Recall Page 15	Individual Recall (3 persons)
Week 5 February 3-7	Elements of Communication Affective Response Honest Labeling Response Classroom Recall Pages 6-8, 11-12 in manual	Individual Recall (3 persons)
Week 6 February 10-14	Mutual Recall Film of Mutual Recall Pages 16-18 in manual	Mutual Recall (3 persons)
Week 7 February 17-21	Theory Page 27-32 in manual	Mutual Recall (3 persons)
Week 8 February 24-28	Classroom Recall Post-Tests	Interviewer Recall (3 persons) With outside person
Week 9 March 3-7	Review and wrap-up	Recall with significant other

Description of the Inquirer Role from the IPR Student Manual.

THE INQUIRER ROLE

The inquirer's objective is to facilitate and encourage self-discovery by the participant. The inquirer must come to believe that, with the help of the videotape playback, the participant is entirely capable of learning about her/his inner processes. The inquirer must also believe that the participant is the only real authority on what was going on inside her/him. In the inquirer role, a person must learn to get their satisfaction from the participant's self-discovery. The inquirer's expertise is at facilitating these discoveries.

The inquirer's first task is to explain clearly to the participant what the recall process involves. An example of this introduction is as follows:

> "The mind, we know, operates much faster than the voice. So, during the interview you had, there were many things going through your mind that there wasn't time to tell or say. We also know that there probably were things that you may have decided you didn't want to tell. There may have been some feelings that you had that were only vague and you couldn't find words for them, but perhaps you'll be able to describe them now. There were impressions that you wanted the other person to have and there were impressions that you didn't want the other to have of you. Now, when you see yourself on videotape, you will find that you will remember in amazing detail all of these kinds of things--images, how your body felt, ideas you had, and so on. All of these things will go through your mind. We want you to stop the tape as often as you can and tell me about the things you were thinking and feeling and what you wanted the other person to think and feel."

Each inquirer should find words in their own vocabulary to express to participants these same ideas.

Following this introduction, the inquirer must try to get the participant to stop the videotape by her/himself; encourage her/him to talk

openly and freely (while also keeping questions brief); and keep the participant's attention focused on reliving the experience on the video-tape.

Inquirer leads should focus on the following:

1. Feelings?
2. Thoughts?
3. Body?
4. Where?
5. Pictures?
6. Words?
7. Fantasies?
8. Want from other?
9. Want to say?
   Etc.

In addition to the actual leads used, the inquirer should have a basic attitude during the recall session which consists of the following:

1. Patience
2. Interest - excitement
3. Non-interpretation
4. Asking - not telling
5. Not counseling
6. Keep focus on tape

The following steps can aid the inquirer to conduct a smooth and efficient recall session:

1. Please try to be at the lab room a few minutes early.

2. Have students "sign-in".

3. Don't view the tapes made by previous lab groups. Make sure that your students know their tapes will also be confidential and that no one will see them.

4. Rewind the tapes made in your lab group so that they will be erased as the next group tapes over them.

5. Turn off all equipment before you leave.

6. Contact your instructor if there are equipment problems that you can't correct, or students who don't show.

7. Give each lab participant an "Inquirer Feedback" form and encourage them to fill it out right there.

8. Please make sure the room is left neat and clean.

9. Lock the door and return key to designated place.

Confusing, rigid, dull and uneventful recall sessions can be avoided by noting the following:

1. Make sure that all lab participants know what is expected of them during the lab period.

2. If lab participants do not know each other, allow them to spend a few minutes getting to know each other before taping, if they so desire.

3. If time permits (when the participants and the inquirer do not have time limitations and when the lab room is not being used right after your lab period), allow them to spend more than the regular 5 to 7 minutes for the interview. The entire interview need not be recalled, but the extra time may give the participants more meaningful interviews.

4. Before the taping begins, check to see if the individual who is to share a concern has something real and meaningful. If this seems to be a problem (coming up with a real concern), you may give some possible areas to talk about:

   -- Suggest that they talk about something that has been on their mind lately.

   -- Suggest that they talk about the impact their interviewer has on them with the interviewer.

   -- Suggest that they talk about not wanting to talk about something meaningful and close.

5. Keep in mind that everyone is starting from a different place and learning at a different pace.

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