

A 50-HOUR INTENSIFIED IPR TRAINING
PROGRAM FOR COUNSELORS

Thesis for the Degree of Ph. D.
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KAREN KAY ROWE
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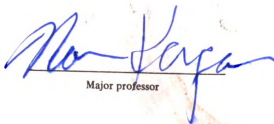
A 50 Hour Intensified IPR
Training Program for Counselors

presented by

Karen Kay Rowe

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ABSTRACT

A 50-HOUR INTENSIFIED IPR TRAINING PROGRAM FOR COUNSELORS

By

Karen Kay Rowe

Interpersonal Process Recall (Kagan, et al., 1967) is a video tape training technique designed to maximize the amount of feedback available to the participants of a counseling interview. Originally developed for use in counselor education and psychotherapy, the IPR model has been successfully applied to many training situations where the goal has been to teach interpersonal communication skills. The technique has been used to accelerate client growth in psychotherapy (Woody, 1965; Resnikoff, et al., 1970; Schauble, 1970; Hartson, 1971), to train lay mental health workers (Dendy, 1971; Scharf, 1971; Archer, 1971) and to train professional counselors (Goldberg, 1967; Spivack, 1970; Grzegorek, 1971; Heiserman, 1971).

The IPR research to date has been primarily concerned with two basic issues: (1) establishing Interpersonal Process Recall as a valid and effective training

technique, and (2) exploring the range of populations to which the training model is applicable. The purpose of this study was to expand the basic IPR procedure into a 50-hour intensified IPR training program for counselors and then evaluate the model in terms of both statistical and meaningful significance.

Recognition of the limitations of present IPR models was primarily the result of feedback provided by members of the IPR staff and their trainees. From this feedback, three types of learning were identified as potential areas for expansion--cognitive, affective, and the integration of these two dimensions.

Additions to cognitive learning included: (1) providing a conceptual framework from which the trainees could understand the process of growth and change; (2) offering specific information, in the form of lectures and written handouts, about client dynamics, and (3) suggesting alternative approaches to understanding the client's experiential world.

Additions to affective learning included: (1) lengthening the time available for training, (2) making qualitative changes in the inquirer role to facilitate and expand counselor self-awareness, and (2) emphasizing specific behaviors that often give beginning counselors difficulty.

To facilitate the integration of cognitive and affective learning, the program included the following:

(1) the cognitive input dealt with process dynamics rather than abstract theoretical constructs, (2) the cognitive sessions were sequenced to complement the experiential portions of the training program, (3) a deliberate effort was made to integrate the skills learned as inquirer into the counselor role, and (4) the trainees spent ten hours using the IPR technique in a counseling situation with an actual client.

Thus, the goal underlying the expansion of the basic IPR model was to facilitate the trainee's understanding of the process of therapy--an area that has previously been neglected in IPR training programs. The counseling behaviors to be learned included:

- (1) increasing the trainee's ability to perceive feelings that are being experienced by the client but that are not being directly expressed,
- (2) that while responding to the client's concern, the trainees become sensitive to and aware of the dynamics of the problem--such as how and why the maladaptive behavior was learned, what maintains the behavior and what risks would be involved for the client if he were to change the behavior,
- (3) learning ways the counselor can use his own feelings, thoughts, and fantasies in the on-going interview to facilitate client movement and growth,
- (4) using the client-counselor interaction to more fully understand the client's interpersonal style, and

- (5) increasing the trainee's ability to choose the most appropriate response from a number of alternatives.

The sample for the study consisted of 21 students enrolled in Education 816 D, "Processes in Counseling." This was a graduate level course offered during the five-week summer term at Michigan State University, 1971.

Each participant was permanently assigned to a triad at the beginning of the training program. These groups were defined as the experimental units for the study. A one-group pretest-posttest design was employed.

Two samples of behavior were collected prior to and immediately following the 50 hours of training. The Affective Sensitivity Scale was administered to evaluate the trainee's ability to perceive client feelings in video taped segments excerpted from actual counseling interviews. The trainees also conducted pre and post counseling interviews with student volunteers. Segments of these interviews were subsequently rated by three independent judges on the Affective, Understanding, Specific, and Exploratory subscales of the Counselor Verbal Response Scale and the Empathic Understanding in Interpersonal Processes Scale.

The study was designed to answer two basic questions: (1) whether there would be significant pre to post changes in the level of facilitative functioning for students exposed to the intensified IPR training program,

and (2) whether the trainee's posttest level of functioning would reach a predetermined criterion level, the scores of professional counselors.

A set of hypotheses was formulated to determine pre to post differences in means on the measures of facilitative functioning (ASS, CVRS, and EU) taken individually and collectively, for groups exposed to the intensified IPR training program.

A repeated measures analysis of variance revealed a significant treatment effect on the combined measures and a significant times by measures interaction ($\alpha \leq .05$). The times by measures interaction indicated that the pre to post gains were reflected differentially across the six measures.

Matched pairs t-tests were used to compare the pre and post means on the individual measures. An overall alpha level of .05 was preserved by dividing the probability of a Type I error among the six one-tailed tests. The matched pairs analyses revealed statistically significant differences on four of the six dependent variables. Thus, the treatment main effect was attributed to pre to post gains on the Affective Sensitivity Scale, the Affective and Specific subscales of the Counselor Verbal Response Scale, and the Empathic Understanding in Interpersonal Processes Scale. No significant differences were found on the Understanding and Exploratory dimensions of the CVRS.

A second basic question in this investigation was whether the posttest scores represented an effective level of functioning. To answer this question, the IPR posttest mean on each measure was compared to a predetermined criterion level. This level was the mean for a group of selected Ph.D. level professional counselors who had been tested on the ASS, CVRS, and EU measures (Scharf, 1971).^{*} These psychologists were among those employed at a major university counseling center who were permitted to supervise Ph.D. candidates in practicum and were therefore assumed to be functioning at effective professional levels. The criteria were: ASS, 46.00; CVRS-A, 5.556; CVRS-U, 17.222; CVRS-S, 14.889; CVRS-E, 13.222; EU, 2.444.

A second set of hypotheses was formulated to determine whether the IPR posttest means on the individual measures reached the predetermined criterion levels.

Separate t-tests for the comparison of means were used to examine these hypotheses. The results indicated that, at the end of training, the IPR group was functioning significantly lower than the criterion level on the Understanding and Specific subscales of the CVRS. It was also found that, at the end of training, the IPR group was functioning at levels not significantly different from professional counselors on the Affective Sensitivity Scale,

^{*}Raw data used in Scharf dissertation obtained directly from the author.

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the Affective and Exploratory subscales of the Counselor Verbal Response Scale, and the Empathic Understanding in Interpersonal Processes Scale.

Following the statistical analysis, a confidence interval procedure was employed to determine whether the posttest scores fell within a range defined as effective counseling behavior, thus providing a basis for a meaningful comparison. For each of the six measures, a t-test confidence interval was established around the IPR mean. The intervals for the criterion levels were set up to define the range of scores that could be meaningfully regarded as not different from the professional counselor level of functioning.

The confidence intervals for the IPR group were then compared graphically to the intervals established for the professional counselor group. It appeared that in those cases where the groups were not statistically different, neither were they meaningfully different from the levels of professional counselors, i.e., on the ASS, CVRS-A, CVRS-E, and EU.

A fourth instrument was designed for the present study to obtain subjective feedback from the trainees. The Evaluation Form required a ranking of and reaction to each session, an evaluation of the written handouts, and the trainees' assessment of the program's strengths and weaknesses.

The data obtained from the Evaluation Form indicated that the participant's response to the training program was overwhelmingly positive. The trainees reported substantial personal as well as professional growth. They seemed to believe that the training had increased their understanding of the therapy process and that this understanding had been translated into more effective counseling behavior.

Conclusions

The results of the analysis indicated that statistically significant increases were found on four of the six measures of facilitative functioning. Pre to post gains were obtained on the ASS, CVRS-A, CVRS-S, and EU measures.

The results also indicated that the trainees were functioning at levels not significantly different from professional counselors on the ASS, CVRS-A, CVRS-E, and EU scales. It also appeared that there were no meaningful differences between the IPR trainees and the professional counselors on these four measures.

The data obtained from the Evaluation Form and the clinical observations of the IPR staff, however, suggested the possibility that greater gains were experienced by the trainees than were recorded by the research instruments. Several factors--actual clients were not used for the criterion interviews, a one-hour interview may not

have been sufficient for a relationship to develop such that the trainee could appropriately demonstrate his competency, and the reported and observed fatigue at the end of training--were cited as possible confounding variables which may have served to depress the results of the study.

Considering both the empirical and subjective evidence, it was tentatively concluded that this 50-hour intensified IPR training program resulted in substantial increases in the trainee's ability to function effectively in the counseling relationship, and may be the most effective IPR model to date. A replication of this study, employing a more stringent experimental design which controls for or eliminates the possible confounding variables in this study, is needed to further examine the effects of the 50-hour intensified IPR training program for counselors.

A 50-HOUR INTENSIFIED IPR TRAINING
PROGRAM FOR COUNSELORS

By

Karen Kay Rowe

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1972

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DEDICATION

To Don Davis and Milt Cudney

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There are many people who encouraged and supported me as I struggled to understand the intricacies and complexities of human experience, the subtlies of interpersonal communication, and the impact of the therapy process. They contributed much to my personal and professional development. I would like to express my warmest appreciation to . . .

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Purpose	1
General Problem	1
Brief Description of the IPR Process	4
Specific Problem	5
Rationale for the Study.	6
Definition of Terms	10
Delimitations of the Study.	11
Basic Assumptions.	11
Basic Hypotheses	12
Overview.	13
II. REVIEW OF THE LITERATURE	14
Introduction	14
Procedures Used in Conjunction with IPR	16
The Counselor Verbal Response Scale	16
The Affect Simulation Films.	17
IPR in Psychotherapy.	19
IPR in the Training of Paraprofessionals	24
IPR in Counselor Education.	29
Summary	36
III. THEORY	37
Introduction	37
Personality Theory	37
Harry Stack Sullivan	37
Bill L. Kell and William J. Mueller	41
The Training Model	44
A 50-Hour Intensified IPR Training Program for Counselors	45
Summary	51

Chapter	Page
IV. DESIGN AND METHODOLOGY	52
Introduction.	52
Population	52
Sample.	52
Personnel.	54
The IPR Staff.	54
Clients.	55
Interviewees for the Criterion Tapes .	55
Instrumentation.	56
The Affective Sensitivity Scale. . .	56
The Counselor Verbal Response Scale .	58
The Empathic Understanding in Inter-	
personal Processes Scale	60
Evaluation Form	61
Selection of Raters	62
Reliability of the Tape Ratings . . .	62
Predetermined Criterion Levels of	
Facilitative Functioning	64
Design.	65
Hypotheses	66
Analysis	68
Summary	69
V. ANALYSIS OF RESULTS	71
Introduction.	71
Hypotheses Related to Pre-Post	
Differences	71
Specific Hypotheses	76
Hypotheses Related to Predetermined	
Criterion Levels.	80
Confidence Interval Comparisons . . .	83
Summary	90
VI. SUMMARY AND CONCLUSIONS.	93
Summary	93
Results of the Analysis	102
Results of the Evaluation Form. . . .	103
Discussion	107

100

101

102

103

104

105

106

107

108

109

110

Chapter	Page
Observations	112
Logistical Problems	112
Staffing Demands	112
Suggested Modifications of the 50-Hour Intensified IPR Training Model. . .	113
Some Additional Notes	114
Conclusions	115
Implications for Future Research . . .	117
REFERENCES.	119

APPENDICES

Appendix

A. A 50-Hour Intensified IPR Training Program for Counselors	124
B. Letter of Explanation of Interviewees . .	185
C. Form for Summary Interview Notes	186
D. The Affective Sensitivity Scale	187
E. The Empathic Understanding in Interpersonal Processes Scale	204
F. Evaluation Form.	207

LIST OF TABLES

Table	Page
4.1. Reliabilities of the Average Ratings across Judges on the EU and CVRS . . .	65
4.2. Predetermined Criterion Levels: Overall Means and Range of Scores for Nine Professional Counselors on the ASS, EU, and CVRS	65
5.1. Raw Data--Pretest Group Means.	73
5.2. Raw Data--Posttest Group Means	73
5.3. Transformed Data--Pretest Group Means . . .	74
5.4. Transformed Data--Posttest Group Means. .	74
5.5. Critical Limits of Liberal and Con- servative F Tests	75
5.6. ANOVA Table for Repeated Measures with Transformed Scores.	75
5.7. Raw Score Mean Differences.	79
5.8. Results of the Matched Pairs t Tests with Transformed Data	80
5.9. Results of the t Tests between Posttest Means and the Predetermined Criterion Levels.	82
5.10. Confidence Intervals for the IPR Group. .	84
5.11. Intervals for the Professional Counselor Criterion Levels	85
5.12. Summary of Hypotheses and Results . . .	92
6.1. A Comparison of IPR Training Programs . .	101

LIST OF FIGURES

Figure	Page
4.1. A Schematic Representation of the Experimental Design	66
5.1. Graph of the Times by Measures Inter- action--Raw Data	77
5.2. Professional Counselor and IPR Intervals for the ASS and CVRS-A	86
5.3. Professional Counselor and IPR Intervals for the CVRS-U and CVRS-S	87
5.4. Professional Counselor and IPR Intervals for the CVRS-E and EU	88

CHAPTER I

INTRODUCTION

Purpose

The general purpose of this study is to design and evaluate an intensive (50-hour) IPR based training program for counselors. Previous research has generally resulted in statistically significant differences in favor of the IPR model. The goal of this study is to improve and then evaluate the program, not only in terms of statistically significant change, but also to evaluate the meaningfulness of that change in terms of counselor effectiveness.

General Problem

During recent years the field of counseling and psychotherapy has undergone dramatic change. Older ideas have been re-evaluated, altered and sometimes abandoned. A myriad of creative ideas and techniques have been tried by adventurous practitioners. Of these, a few have emerged to the forefront for trial, theoretical critique and empirical validation (Carkhuff 1966, Goldstein, et al., 1966).

In addition, the basic premises of counseling and psychotherapy have been called into question. Eysenck's classic paper of 1952 raised serious doubt as to whether therapy was responsible for client growth. More recent research has indicated that while counseling can be effective, it also can lead to client deterioration (Truax & Carkhuff, 1964; Kiesler, 1966; Berenson & Carkhuff, 1967).

One result of this upheaval has been the concerted effort to identify those factors related to both positive and negative client change. As these client and counselor variables are operationally defined and empirically verified as being important to therapeutic relationships, there has been a growing concern with the current status of counselor training programs. Several writers claim that traditional training models have not been focusing on critical counselor behaviors (Thoresen, 1969; Whiteley, 1969). As a result, trainees presumably leave graduate programs without having learned the skills necessary to do therapy which results in positive client change.

Truax (1967) states:

It is a sad reflection on the field of counseling that there is no demonstrable evidence that counselors being produced today are any more effective than the counselors produced ten or even twenty years ago. The bulk of training in counseling is obviously irrelevant to practice, and is made up of highly speculative pieces of "information." Only a small handful of training programs have even been concerned with their effectiveness. Of these, an even smaller number have demonstrated their effectiveness in changing the counseling trainee's behavior, much less his effectiveness in practice. Thus, we continue to produce

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a mass of counselors who, on the average, do not benefit clients (p. 212).

In summary, many researchers and theoriticians claim that traditional counselor education programs are inadequate both in method and focus of training. This conclusion has been based on recent research in at least three general areas. The first has been the struggle to identify process and outcome variables related to client growth. Another has been the effort to determine specific counselor behaviors contributing to client improvement. A third has been the attempt to discover how client and counselor variables interact in ways that affect the outcome. It would appear that a problem for counselor educators is that of translating the knowledge gained in all three of the above areas into an effective counselor training model.

A study of the fallacies and limitations of existing models has led to the development of new approaches to counselor education. Among them have been Kagan's (1967) Interpersonal Process Recall (IPR) technique and Carkhuff's (1969) Discrimination Training model. While there have certainly been other innovators, the present study draws heavily from Kagan's work, complemented in the initial stages with Carkhuff's empathy training.

Brief Description of the IPR Process

Interpersonal Process Recall (IPR) is a video tape training technique developed by Kagan, et al. (1967). The method was designed to maximize the amount of feedback (verbal and nonverbal) available to the participants of a counseling interview. In using the technique (described below), the counselor, client, or both are asked to "re-live" the counseling interaction via the video tape recording. The purpose is to help the participant become aware of his thoughts and feelings as they occurred during the interview.

The basic IPR procedure is as follows: A counseling session is conducted in a facility designed for video tape recording. Immediately following the interview, the counselor (for counselor recall) is joined by a clinically trained "inquirer"* for the video playback, or recall session. Through questions and specific kinds of probing,** the inquirer's task is to help the counselor discover for himself, the reactions he experienced during the original interview. The inquirer provides a structure which facilitates awareness of one's own interpersonal

*Because it more accurately describes the purpose, the term "inquirer" has been substituted for the previously used word "interrogator." In the present study, the terms "inquirer" and "recaller" are used interchangeably.

**See Appendix A for a description of the "Role and Function of the Inquirer."

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style (including both thoughts and feelings), the ways he perceives others, and the way he experiences the reciprocal impact of the relationship.

Specific Problem

The IPR research to date has been concerned with establishing IPR as a valid and effective training technique. On the basis of the data presented in Chapter II, it is concluded that IPR does produce significant positive change in counselor (or helper) effectiveness.

One common goal of these studies has been to establish the applicability of the IPR training model across a wide range of populations. The technique has been used with considerable success on groups such as counselor trainees (Goldberg, 1967; Spivack, 1970), paraprofessional helpers (Dendy, 1971; Scharf, 1971; Archer, 1971); clients (Kagan, et al., 1963; Woody, et al., 1965; Kagan, 1968), and medical students (Jason, et al., 1971).

Concerned with exploring applications of the model, all of these studies have had as the central issue, statistical significance. The present study, however, asks whether the training model can be modified and expanded to produce not only greater gains than previous IPR models, but also meaningful gains in terms of counselor effectiveness.

Rationale for the Study

Recognition of the limitations of present IPR models was, in large part, a result of informal feedback provided by members of the IPR staff and their trainees. These observations led to the creation and evaluation of the model used in this study.

The limitations (and potential areas for expansion) related to this study fall into three broad categories: cognitive, affective, and the integration of these two dimensions.

The Cognitive Dimension

There are two aspects of cognitive learning relevant to the present study: the conceptual and the perceptual.

Near the end of even relatively short IPR training programs (6 to 10 hours), participants typically begin to ask for information of a theoretical nature. The questions are similar to, "Why do clients continue their self-defeating behavior, even though they know it leads to difficulty?" or "How can I possibly help the client when he lives in such a destructive environment?"

The trainees appear to be searching for a conceptual framework from which they could understand the process of growth and change. This suggests that additional information about interpersonal processes and client dynamics could be useful to them.

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The second aspect of cognitive learning involves the development of counselor perceptiveness. Trainees often report feeling "helpless" and "limited" if all they do is respond to feelings. However, instructors have observed that when the trainees do not respond to feelings, they generally shift to giving information or providing solutions. Apparently the trainees were limited by the lack of alternatives available to them.

Information about what to look for (needs clients typically bring to counseling, ways feelings are learned, and possible client defenses) could also facilitate the counselor's understanding of how he can intervene in a helpful way.

The Affective Dimension

One obvious way to increase the affective intensity of learning is to increase the time available for training. Given additional time (50 hours), the choice of tasks, the focus of attention, and the sequencing of experiences become critical factors. Each of these issues and their influence on the present model are discussed in more depth in Chapter III.

In addition to these general considerations, there appear to be at least two specific ways that the basic IPR technique can be expanded or modified to facilitate increased affective learning.

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In counselor recall, the function of the inquirer is to help the counselor become aware of the thoughts and feelings he had during the interview. The level of the counselor's exploration, then, is in part related to the depth of the inquirer's questions. By increasing the sophistication of the inquirer role, it would seem logical that additional facets of the counseling relationship could be explored.

The focus of the recall session could also be modified to increase the intensity of learning. During a typical recall, many different aspects of the client-counselor interaction are discussed. While diversity appears to be important during the initial stages of training, a concentrated exposure to a few dimensions could facilitate greater depths of exploration during the later stages.

Integration of the Cognitive and Affective Dimensions

The process of integration or what might be termed insight or internal understanding seems to involve not only recognition of the separateness of the two components, but also the way affect and cognition complement and build upon each other. Counselor skills such as timing and appropriateness of response both demand that the counselor label and seek to understand the subtle, internal changes that take place as he interacts with

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his client. Both require a depth understanding of affective and cognitive processes beyond the client's literal verbal statements. Timing, according to Kell and Burow (1970):

. . . has to do with paying attention to one's inner self, one's feelings about the client or the interaction with him, or one's fleeting fantasies. These we have identified with the phenomenological process. When a choice is involved (and timing clearly implies making a choice), then thought, reason, cognition, integration--all aspects of the rational process--come into play (pp. 41-42).

One goal of the present training program is to attempt to provide an environment for this kind of learning to begin to take place. It is expected that the modifications already discussed will contribute to this end. There is one further aspect which deserves mention.

One advantage of the inquirer role is that it enables the student to observe interpersonal interaction from an affective distance. In that the inquirer focuses on an interchange other than his own, it affords him the opportunity to learn about client, counselor, and interpersonal dynamics. In addition, it is a more assertive role, allowing for gentle but direct inquiries about another person's experience.

Overcoming the time limitation of shorter programs, continued exposure to the inquirer role, plus structuring of the counselor role in later phases, could facilitate the integration of cognitive and experiential learning. The resulting merger would seem to include

the objectivity and directness of the inquirer and the affective, understanding orientation of the counselor.

Definition of Terms

Special terms which are used in this study are defined as follows:

Facilitative Functioning.--This term refers to counselor behavior which is related to constructive client change. Facilitative helping responses are those which are affective rather than cognitive, understanding rather than non-understanding, specific rather than non-specific, exploratory rather than non-exploratory (Kagan, et al., 1967), and which demonstrate an adequate level of empathic understanding (Carkhuff, 1969, v. II).

Cognitive.--This term refers to the data obtained from experience. Cognitive relates to the thinking, rational, intellectual, or reasoning processes.

Affective.--This term refers to the feelings resulting from experience. Affective relates to the emotional, feeling, phenomenological, or "gut level" processes.

Integration.--This term refers to the experiencing of cognition and affect simultaneously or in close succession. Integration is also termed "insight" or "internal understanding."

Delimitations of the Study

Generalizations from the results of this study are delimited by the following:

1. In this study, the present training model is not compared with any other form of counselor training. Therefore, no attempt is made to draw conclusions relative to other methods of counselor education.
2. No control group was included in the experimental design of this study. Therefore, the interpretation of empirical findings must be made with caution, with special reference to possible confounding variables.
3. No attempt is made to quantitatively determine the relative effectiveness of the sub-parts of the training model.

Basic Assumptions

The basic assumptions of this research are:

1. Counselor trainee's affective sensitivity can be measured and changes in affective sensitivity determined.
2. Counselor trainee's within interview behavior can be measured and changes in within interview behavior determined.

3. Audio taped segments of interview behavior (3 minutes from the beginning, 5 minutes from the middle, and 3 minutes from the end) constitute a representative sample of the entire interview.
4. The amount of advanced training in other fields is not related to ability to learn the skills considered necessary for effective communication in counseling relationships.
5. Trainees used in this study are similar to counselor trainees in Master's level programs at other institutions and do not differ in their ability to learn communication skills.

Basic Hypotheses

This study is primarily descriptive in nature. In addition, two broad research hypotheses will be tested.

1. There will be an increase from pre-training to post-training on dimensions of facilitative functioning for students experiencing the 50-hour intensive IPR based training program.
2. Students experiencing a 50-hour intensive IPR based training program will reach, at the end of training, a predetermined* level (based on scores

*See Chapter IV for the actual predetermined scores on the instruments used in this study.

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of professional counselors) on dimensions of facilitative functioning.

Overview

A review of the literature related to Interpersonal Process Recall (IPR) will appear in Chapter II. A discussion of counseling theory, IPR theory, and a detailed description of the training model will be presented in Chapter III. Chapter IV contains the experimental design and statistical procedures to be used in this study. Results of the statistical analysis will be presented in Chapter V. Chapter VI contains a summary, conclusions, and a discussion of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Since its inception in 1963, use of the Interpersonal Process Recall (IPR) technique has grown to include a wide range of populations. While there have been a number of controlled studies, it can also be noted that IPR has been used extensively under conditions that did not permit empirical verification of results. However, if validity is given to subjective feedback from trainees, the results are overwhelmingly positive. At Michigan State University alone, IPR training has been given to such groups as undergraduate resident hall assistants, medical and veterinary students, education majors, teachers and administrators, masters and doctoral level students in counseling, psychology and social work, and paraprofessional helpers.

Historically, the IPR technique was developed out of a need to find a more effective means of counselor education. The creators (Kagan, et al., 1967) observed that information about how the counseling relationship is

actually experienced by the participants is relatively unavailable through traditional methods of supervision (case reports, audio recordings). "Clearly we needed to find better ways to gain knowledge about underlying thoughts and feeling in human interaction" (p. 5).

The area of greatest interest to the investigators was that of nonverbalized experiencing--the thoughts, feelings, images, physical reactions, gestures, etc. that occurred but were not directly attended to. The authors reasoned:

Because it is difficult for a person both to introspect and to interact with another person in a normal manner at the same time, we wondered if there were a way of permitting the mind to interact with a situation at one time and to introspect concerning the reaction at another. We concluded that if we could give a subject enough clues and cues to help him relive the experience, we could explore in depth at a later time various points in the interaction, the thoughts, feelings, changes in thoughts and feelings, and the meaning of various gestures and expressions (p. 5).

The problem was not only to gain accessibility to the non-verbal cues, but to understand the meaning behind the cues as perceived by both the sender and receiver.

By adding the IPR recall procedure to standard video tape playback, the researchers found that the client was frequently able to report when he felt misunderstood, anxious, defensive--often to the surprise of the counselor. Frequently both participants were able to recapture several themes, both affective and cognitive, that were apparently being experienced simultaneously but not

expressed at a verbal level. The result was that the IPR technique enabled both client and counselor to receive feedback crucial to the development of their relationship.

Procedures Used in Conjunction with IPR

Along with the creation of the Interpersonal Process Recall technique, two other instruments relevant to the present study were developed to enhance the learning process. One was the Counselor Verbal Response Scale and the second was the production of a series of Affect Simulation Films.

The Counselor Verbal Response Scale

The CVRS was originally developed as a testing instrument (see Chapter IV) designed to differentiate effective from noneffective counselor responses (Kagan, et al., 1967). Subsequently, four of the polar dimensions were incorporated into a teaching device under the title "Elements of Effective Communication."* It is used to teach counselor trainees to discriminate between responses that are (1) affective or cognitive, (2) understanding or nonunderstanding, (3) specific or nonspecific, and (4) exploratory or nonexploratory. These dimensions provide a structure from which trainees can practice and evaluate their own counseling responses.

*For a more complete definition of the Elements of Effective Communication, see Appendix A.

The Affect Simulation Films

Another outgrowth of early IPR research was the creation of a series of affect simulation films (Kagan & Krathwohl, et al., 1967; Kagan & Schauble, 1969; Danish & Kagan, 1969). It was noted that certain interpersonal fears emerged repeatedly during recall sessions.

During interviews the client appears to be concerned that: (1) the counselor might hurt or reject him; (2) the counselor might make an affectionate or seductive approach toward him; (3) the client's own hostile impulses might emerge, or (4) the client's affectionate or seductive impulses might be expressed. Our belief is that these conflictual feelings exist in most interpersonal relationships (p. 261).

These observations led to a series of short vignettes in which an actor or actress portrayed four emotional states with varying degrees of intensity: (1) rejection--the actor rejecting the viewer, (2) being rejected--the actor being rejected by the viewer, (3) intimacy received--the actor getting too close to the viewer, and (4) intimacy given--the viewer getting too close to the actor (p. 261).

The following is an example from the Rejection sequence,

You son-of-a-bitch. Somebody ought to kick your face right in. Honest to God, I'd just like to. . . . Will you get the hell away from me before I come over and just clobber the shit out of you. Now get away--go on!

and from the Affection series,

You are so neat. Yeh, that's the way I feel. You know, in a day and age like this, there just aren't many people like you. At least I'm glad I

found one of them. I'd like to, you know, just forget about everybody else and just stay here with you (Kagan, 1972, Unit VIII-2).

While many procedures have been devised for their use, the purpose of the films is to facilitate awareness and exploration of the viewer's own emotional reactions.

Danish and Brodsky (1970) employed the use of the Stimulus Films in a pilot effort to sensitize policemen to their aggressive feelings. Thirty policemen attending a Basic Police Training School were shown the Rejection sequence and asked to respond to the stressful confrontations.

The authors observed that the trainees were able to experience and discuss their aggressive responses to a simulated situation which held no social consequences. Although no formal evaluation of the training program was made, the policemen seemed to have a greater self-awareness of their own aggression thresholds. Danish and Brodsky were encouraged by the results, concluding that the use of affect simulation was potentially a very productive emphasis for police training.

In another study, Grossman (1971) found significant differences in physiological activity between subjects exposed to the IPR Rejection sequence (antagonistic stimulus) and those viewing a film of informational content (neutral stimulus). In addition to measuring physiological change (limb tremor response), the

investigator also obtained the viewer's subjective reactions to the stimuli by means of a questionnaire.

The results revealed discrepancies between empirically measured physical reactions and the viewer's subjective assessment of the degree of threat experienced. These data suggest that the stimulus films may have an impact beyond that which the subject is able (or willing) to report verbally.

IPR in Psychotherapy

In an early study, Woody, et al. (1965) combined hypnosis with IPR techniques in psychotherapy. The investigator used a case study approach, following one client through seven counseling interviews.

The first four sessions served as an orientation to therapy and hypnotic procedures. The fifth session was followed by IPR client recall, but involved no hypnosis. The next contact consisted of a 30-minute interview, after which the client was hypnotized. He was given the suggestion that during the recall to follow, he would have an increased ability to recognize and interpret his feelings and nonverbal behavior. The final session followed the same format, except the client was instructed to lead his own self-inquiry.

Eight clinicians reviewed the video tapes and reported the following observations:

. . . the Hypnotic IPR format alleviated the client's adverse attitude toward counseling, improved his ability to apply himself to the IPR tasks, facilitated more accurate and more affect-laden verbalizations, fostered a better analytic ability to recognize detailed cues, eliminated the detrimental effects of the previously poor client-interrogator relationship, and apparently accelerated improvement in the client's mental health (p. 241).

The authors postulated that combined use of hypnotic and IPR procedures may increase client involvement in the therapy process.

More recently, Resnikoff, et al. (1970) report a case study in which IPR was successfully employed to avert a probable therapeutic impasse. The client was an 18-year-old male, previously diagnosed as suffering from mild to acute psychotic reactions.

During the first 11 biweekly sessions, the client had been able to discuss many early experiences suggestive of severe deprivation. By the eleventh interview, the client's anger toward authority figures was beginning to surface, resulting in a strong negative transference. The client's affect had become noticeably flat and he was depressed.

The therapist decided to introduce IPR during the twelfth session to facilitate exploration of the dynamics underlying the depression. The client's behavior changed markedly during the recall. He was able to elaborate, with considerable clarity, the content of the rich imagery he had been experiencing but not able to

verbalize during the interview. The therapist noted that much of the previous defensiveness disappeared and was replaced by spontaneous self-discovery.

To empirically assess the impact of the IPR intervention, interviews nine through fifteen were rated by two groups of judges. They used a newly developed five-item, five-point scale. "These were the client's (1) ability to gain insight, (2) level of defenses, (3) ability to experience feelings, (4) ability to relate to the therapist, and (5) overall therapeutic relationship" (p. 108).

The resulting protocols indicated that following the IPR intervention, the ratings by both groups increased positively over all five dimensions. The investigators concluded that even when an excellent counseling relationship exists and is productive, client growth may be accelerated through the use of Interpersonal Process Recall.

In a related research effort, Schauble (1970) examined the possibility of using IPR to accelerate client movement in the initial stages of therapy. He compared the effects of traditional counseling to an experimental program incorporating affect simulation films and stimulated recall.

Three sequential phases (over six sessions) were specified for the treatment model: (1) video tape recall of affect simulation, (2) a counseling session and client

recall followed by a continuation of the interview, and (3) same as above, but with mutual recall. The first and final interviews were audio recorded and later rated by judges on four dimensions of client behavior indicative of client growth--owning of feelings, commitment to change, differentiation of stimuli and depth of self-exploration.

Significant pre to post differences were found within the IPR group on all four dimensions. No such change was present for the traditional group. When the two treatments were compared, the IPR group scored significantly higher on all of the above criterion measures. Schauble concluded that, in the initial stages of therapy, IPR intervention was an effective accelerator of client growth.

Hartson (1971) evaluated the effects of two different pre-group training experiences on subsequent group behavior. One treatment was based on IPR video replay and recall procedures while the other focused on the here and now interactions of the members. The overall purpose was to teach three specific communication skills--self-introspection, self-disclosure, and adequate responding.

The investigator sampled from two populations--YMCA members and college students. One group (nine or ten subjects) from each population was paired with each

experimental method. Each treatment consisted of four, two-hour training sessions. Following this experience, each group met for two, two-hour sessions of "open communication" which were audio and video taped for assessment purposes.

Both individual and total group communication skills were examined. Subjects were administered pre and post individual tests of self-disclosure, acceptance of self, self-rated social behavior, group readiness, satisfaction with the group experience, and self-disclosure in the group process. Group interaction was assessed by a panel of judges rating samples of video taped group behavior using Hill's Interaction Matrix to determine the frequencies of verbal statements in various categories.

Analysis of the data indicated that the IPR groups scored significantly higher on measures of self-disclosure and group readiness. The IPR groups were also judged significantly higher on communication skills and on group assessment of effective communication. Hartson concluded that the use of IPR as a pre-training experience seemed to enhance group communication skills, especially when group goals are clearly and specifically defined.

In summary, several researchers have examined the use of stimulated recall in psychotherapy. Woody, et al. combined IPR and hypnotic procedures to stimulate movement in a resistance-laden counseling relationship.

Resnikoff, et al. and Schauble explored the use of IPR in the initial and middle stages of therapy. Finally, Hartson tested the effects of video tape recall as a pre-training method to facilitate group interaction. The results of all four studies indicate that IPR techniques employed in a counseling setting can have a significant positive impact on client growth.

IPR in the Training of Paraprofessionals

Dendy (1971) and Scharf (1971) conducted parallel studies designed to compare methods of training undergraduate paraprofessional helpers. Archer (1971) then, using Dendy's trained paraprofessionals as group leaders, designed a study comparing the effectiveness of two types of student-led groups--a structured IPR experience and an unstructured encounter-developmental group.

The Scharf (1971) study evaluated an intensive modified IPR model and an intensive modified communication skills program in the training of undergraduate resident assistants (R.A.s) in the helper role. Each treatment was conducted for five consecutive days for a total of 40 hours. The results of both treatments were compared with each other, with an extensive 38-hour IPR training program conducted over a six-month period (see Dendy, 1971), and to a comparison group of professional counselors.

The intensive modified IPR model, based on Kagan's research, consisted of seven stages. These included a lecture on facilitative conditions, tape rating, empathy training, role-playing, video taped feedback, client, counselor and mutual recall, and an interview with a client. The intensive modified communication skills model, based on Carkhuff's work, consisted of discrimination training using two rating scales (E and Ex), empathy training, role playing, group feedback and discussion, and client interviews.

Six criterion measures were obtained immediately following treatment and again after eight weeks. In addition to the Affective Sensitivity Scale (ASS), audio tapes were rated on four CVRS dimensions and on empathic understanding (EU). The results are difficult to interpret because two separate statistical methods were employed (repeated measures and multivariate analysis of variance), yielding conflicting evidence.

For example, the hypothesis that there would be no differences between treatment levels was rejected in the multivariate analysis but failed to be rejected using a repeated measures analysis of variance. Again using repeated measures, the professional counselors were found to be functioning higher than both experimental groups on all six measures. However, in the multivariate analysis, significant differences were obtained only on

the understanding and exploratory dimensions. For a more detailed discussion of the results, the reader is referred to Scharf, 1971.

Dendy (1971) designed an extended IPR training model for paraprofessionals which was conducted in two phases over a six-month period. The results were then compared to Scharf's two treatment models and to a group of professionally trained counselors.

The training focused on three basic procedures. The first was the rating of pre-recorded audio tapes on the elements of effective communication and empathic understanding. The second was the use of affect simulation films to help sensitize the trainees to their own feelings. The third and major portion of the training involved use of IPR techniques.

Twenty-two resident assistants were given 19 hours of training over a four-week period in May and again the following September for a total of 38 hours. Data on six criterion measures (A, U, S, E subscales of the CVRS, EU, and ASS) was collected before and after each phase.

Analysis of the results indicated a significant difference in means on the combined variables across the four measurement times. Significant pre to post differences were reported for both Phase I and Phase II of treatment. It was also found that the level of

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facilitative functioning achieved at the end of Phase I was maintained over the three-month recess. The researcher concluded that R.A.s given the extended IPR training program can learn to function at adequate levels of facilitative effectiveness in helping relationships.

These results were then analyzed in terms of the three comparison groups. The only significant difference that appeared was in favor of the Dendy model over the intensive communication skills model on the CVRS. The comparison between the IPR extended model and the professional group is important in that no differences were revealed. It was concluded that, on the criterion measures used, the IPR trained paraprofessionals were functioning at levels comparable to experienced and professionally trained counselors.

Archer (1971) designed a study to determine whether trained undergraduate paraprofessionals can be used to train their peers in interpersonal communication skills. Further, he wanted to ascertain whether paraprofessionals using an IPR model would be more effective in producing peer change than those using an encounter-developmental model.

Sixteen previously trained R.A.s from Dendy's study volunteered to serve as group co-leaders. The group members were drawn from undergraduate volunteers who were requesting a group experience to help develop

their interpersonal skills. Eight groups of eight members were formed and then assigned to one of the treatments. In addition, there were four no treatment control groups.

The groups met weekly for eight sessions. The encounter-developmental groups were relatively unstructured. Group exercises were suggested for the first three weeks after which the leaders were instructed to let the group develop on its own.

All meetings for the IPR groups were structured with specific tasks for each session. The first four meetings included use of the affect simulation films and audio tape rating. The second half of the training was exclusively IPR, providing speaker, listener, and mutual recall experience as well as inquirer training for the group members.

Posttest data were obtained on four criteria: the Affective Sensitivity Scale, the Personal Orientation Inventory, the Wisconsin Relationship Orientation Survey and the Barrett-Lennard. Analysis of the results indicated that students trained in the Integrated IPR groups had significantly greater interpersonal skills than those in the no treatment or the encounter-developmental groups.

Analyzed separately, only one of the dependent variables, the WROS, showed a significant treatment effect. Specifically, the depth of typical peer relationships was greater for students in the IPR groups than for

those in the encounter-developmental or no treatment control groups.

From the results, Archer concluded that undergraduate paraprofessionals using an IPR training model could help other undergraduates improve their interpersonal skills. In addition, the paraprofessionals seemed to be more effective when using a structured IPR model than an encounter-developmental approach.

In this section, three interrelated studies that dealt with the training and use of paraprofessional helpers were reviewed. Scharf and Dendy proposed models for the training of undergraduates, while Archer used those trainees to determine whether lay mental health workers could in turn train their peers. While Scharf's data was inconclusive, the results from the Dendy and Archer research suggest that students can be taught to communicate effectively in the helping role and are capable of transmitting those skills to other students.

IPR in Counselor Education

Grzegorek (1971) compared two similar models of counselor education in the training of 44 prison counselors. The purpose was to determine the effects of an Experiential-Accepting (E-A) approach as compared to a Cognitive-Intellectual (C-I) model.

The investigator defined four tasks applicable to both treatment groups. The first was training in the

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elements of effective communication as a context for understanding the helping relationship. The second was viewer recall following simulated confrontation, using the IPR stimulus films. The third phase was Interpersonal Process Recall, encompassing client, counselor, and mutual inquiry. The final task was group review of the individual client contacts of the trainees.

Both treatments involved the use of affect simulation and stimulated recall. The difference was in the emphasis of training. The C-I program used the tasks to focus on client dynamics and counseling techniques. The E-A group emphasized the counselor's personal growth and his feelings about the client and the counseling interaction.

The training consisted of ten, eight-hour days over a period of two weeks. Pre and post measures were taken on the Affective Sensitivity Scale, four dimensions of the CVRS, and on empathic understanding.

Combining all six measures, the Experiential-Accepting group showed significant pre to post change while the Cognitive-Intellectual group did not. A between groups comparison revealed significant differences in favor of the E-A group on the understanding, specific and exploratory subscales of the CVRS and on the Empathic Understanding scale.

These results indicate that the Experiential-Accepting treatment had a significant positive effect on actual counselor performance. However, the two treatments did not seem to differ in regard to the trainee's ability to perceive client feelings as measured by the Affective Sensitivity Scale.

Grzegorek discussed the results in terms of the importance of the experiential component in counselor education. The outcome of the study suggests that cognitive learning alone is not sufficient to increase the effectiveness of counselor behavior.

Working with court caseworkers, Heiserman (1971) studied the effects of two different methods of teaching interpersonal communication skills. A 16-hour experiential-video tape training program was compared to a cognitive-classroom teaching approach of the same length. All subjects were given 32 hours of training. Each treatment lasted 16 hours, after which they were reversed --all subjects received training under both approaches, but in differing order.

The cognitive treatment consisted of discrimination training focused on various dimensions of Carkhuff's Scales of Facilitative Functioning and Kagan's Elements of Effective Communication. This framework also allowed for discussion of how these skills could be applied to the court setting. The IPR model involved training and

practice in the use of the elements of effective communication, exercises using affect simulation, and IPR interviews with role-played and coached clients.

Pre, mid, and post measures were obtained on six variables: The A, U, S, and E subscales of the CVRS, Carkhuff's Empathic Understanding, and the Wisconsin Relationship Orientation Survey. Pre and post measures were also obtained in the form of case reports which were subsequently rated by two juvenile court judges as to their helpfulness in the disposition of cases.

Analysis of the data revealed significant change on only one variable, the WROS. Specifically, clients of IPR trained caseworkers evaluated the counseling relationship more positively than did clients of more cognitively trained caseworkers. In that no differences were obtained on the remaining six measures (five dealing with actual counseling behavior), the author concluded that the experiential-IPR treatment was not more effective than the cognitive-classroom approach in teaching communication skills.

While the Grzegorek and Heiserman studies were concerned with on-the-job training for relatively unsophisticated subjects, the following two counselor education models were applied in a university setting with graduate student trainees.

In one such effort, Goldberg (1967) compared the use of IPR techniques in counselor supervision to a more traditional approach. He defined four developmental tasks which served as goals for both treatment models:

1. The trainee becomes increasingly aware of the elements of good counseling.
2. The counselor candidate becomes sensitive to and understands a greater amount of client communication.
3. The counselor candidate becomes aware of and sensitive to his own feelings during the counseling session.
4. The counselor candidate becomes sensitive to the bilateral nature of the counseling interaction (pp. 14-6).

The traditional approach involved one hour of individual supervision immediately following each of the six client contacts. The focus of these supervisory sessions was to help the counselor understand himself, his own dynamics, and his relationship to his client.

The experimental group was given supervision based on an adaptation of the IPR procedure. The first session involved teaching the elements of effective communication, using a videotaped counseling interview as a basis for discussion. The second and third sessions involved a 30-minute counseling interview followed by 15 minutes of client and 45 minutes of counselor recall. The next two meetings were followed by a one-hour client recall, with another trainee serving as inquirer. The sixth counseling session was

followed by a one-hour mutual recall experience with the supervisor as inquirer.

Thirty-six master's level students in counseling were used as subjects. Pre and post measures were taken on the five dimensions of the CVRS and the Wisconsin Relationship Orientation Scale (WROS). An analysis of the data indicated that both groups improved significantly on each of the six measures. A between group comparison revealed that the IPR supervised counselors were rated as being more affective, understanding, specific, exploratory, and effective than the traditionally supervised group. The experimental group also scored significantly higher on the WROS.

In a more recent project, Spivack (1970) compared a traditional classroom approach to counselor education to an IPR model utilizing video tape procedures and affect simulation. Similar to the present study, the 20 subjects were graduate students enrolled in the ten-week course, "Processes in Counseling."

Both counselor training programs were based on the four developmental tasks cited in the Goldberg review. The traditional approach consisted of lectures, demonstrations, and discussions in a classroom setting. The students met three hours weekly for the first five weeks, after which the treatments were reversed.

The experiential-IPR model included viewing and reacting to the affect simulation films, the rating of pre-recorded audio tapes, and counseling under both role-played and coached client conditions using IPR procedures. Advanced doctoral students conducted the counselor and mutual recall sessions for the trainees.

A pre-mid-post design was used to analyze the data. In a pre to mid comparison, significant differences favoring the IPR model were found on the understanding, specific and exploratory subscales of the CVRS in an interview situation with a coached client. Under role-played client conditions, the IPR group scored significantly higher than the traditional group on all dimensions of the CVRS. No differences were found between groups on empathic understanding or on the Affective Sensitivity Scale. The author concluded that video recall techniques can be successfully implemented in a formal counselor training program.

In summary, three of the four studies reviewed provided support for the use of IPR in counselor education. The Heiserman training program did not effect change on five of the six variables examined. However, Grzegorek, working in a similar setting with prison counselors, obtained significant results in favor of the IPR method. In addition, Goldberg and Spivack both

successfully employed IPR models in the graduate training of professional counselors.

Summary

The task of training counselors to be effective therapeutic agents is a difficult and complex one. The literature reviewed in this chapter represents only a small sample of the research being done in the field of counselor education--namely, that associated with the application of the Interpersonal Process Recall methodology.

The studies presented provide strong empirical evidence in support of IPR. Its effectiveness has been demonstrated in counselor education, the training of paraprofessionals, and in the acceleration of client growth in psychotherapy. Theoretically, it seems feasible that IPR could be applied to any situation where the goal is to improve interpersonal communication.

CHAPTER III

THEORY

Introduction

In Chapter I, a conceptual framework was offered as a foundation for the proposed IPR training model. Chapter II provided the research base from which the present study developed. The purpose of this chapter is to bring both of these components together in the context of psychological theory.

Two levels of theory will be presented. The first will be a discussion of personality theory as it relates to the IPR process. The focus here will be on the contributions of Sullivan and Kell and Mueller. The second level will be a consideration of some of the more concrete implications of a relationship-oriented therapy. Here the concern will be with process dynamics and how this information influenced the choice and sequencing of the developmental tasks in the present model.

Personality Theory

Harry Stack Sullivan

Sullivan, like Freud, viewed the relationship between the client and therapist as reminiscent of

earlier significant interactions, most probably parental. Unlike Freud, however, Sullivan considered the therapist to be not only an observer, but an active participant as well--the nature of that participation being of crucial importance to therapy outcome. The therapist role as "participant observer" appears to be a logical extension of the way Sullivan conceptualized personality development and behavior change.

Sullivan viewed anxiety as both the core of emotional disturbance and the consequence of an interpersonal situation. He considered the first instance of anxiety to be the infant's reaction to his security being threatened. This occurs, according to Sullivan, in the maternal relationship where the infant's needs are not met because of an anxious mother.

As the infant experiences the anxiety accompanying unmet needs, he adapts by learning certain "response patterns" to cope with his state of relative discomfort. Developmentally, as the child comes into other significant relationships, early coping patterns are tested and modified to keep his anxiety at a tolerable level. Thus, beginning at an early age, response patterns, both adaptive and maladaptive, are learned and reinforced as the child adjusts to his social environment.

Important to his conceptualization of the therapy process, Sullivan regarded the individual's particular

and unique response patterns as socially learned behavior. Further, those patterns which impede the individual's ability to function effectively must be unlearned or modified in the same context in which they originated--that is, interpersonally.

Sullivan viewed the therapy interaction as a sample of the client's interpersonal style. As the therapist becomes a significant other, the same interpersonal anxieties the client meets outside are brought into the therapist-client interaction. Change takes place when the therapist intervenes in a way that breaks up the self-defeating patterns and frees the client to learn more appropriate ways of responding.

Sullivan described the therapist as a "participant observer," a term that implies a dual role. First, the therapist is a participant in a social interaction. He has interpersonal stimulus value and therefore directly experiences the client's mode of relating to others. Secondly, he is a professional with a conceptual understanding of personality theory. He is an analyst of the client's behavior, maintaining a distance which allows him to recognize and respond to maladaptive response patterns.

There are two aspects of Sullivan's theory which are directly relevant to the IPR process. The first is his acknowledgment of the importance of the interpersonal

nature of the counseling experience. The implication this notion has for therapist behavior is aptly summarized by Ford and Urban (1963):

To the extent that the therapist is unaware of or unwitting about his participation in the interview, he does not know what is happening (p. 574).

One of the premises underlying the IPR technique is that to understand the client's life style, the counselor must be aware of his own interpersonal impact. This notion is consistent with Sullivanian therapy style and has the strength of being rooted in a comprehensive theory of personality development.

A second contribution of Sullivan to the IPR process is his clarity about the dual function of the therapist. In a fundamental way, the IPR roles of "counselor" and "inquirer" parallel Sullivan's understanding of the therapist as both a participant and an analyst. Especially in the initial stages of IPR training, the primary task of the "counselor" is to become aware of and responsive to the client's affective communication--the participating function. On the other hand, the task of the inquirer is to focus on the interpersonal dynamics or the cognitive aspects of the ongoing relationship--the analyzing function.

One goal of the present training program is to have the roles of counselor and inquirer merge together in a way that complements the trainee's own therapeutic

style. The issue of experiential and conceptual integration leads appropriately to a discussion of Kell and Mueller's interpersonal theory of therapy.

Bill L. Kell and William
J. Mueller

While there are many similarities between the developmental theories of Sullivan and Kell and Mueller, there are some important differences in the way they implement their knowledge in the therapy relationship. The differences that have had a direct bearing on the present training program will be discussed after looking at the way Kell and Mueller conceptualize personality development.

Emotional disturbance is caused by painful experiences, the affect of which has been partially or totally blocked from expression. Full expression of the feeling at the time of occurrence did not happen because of either perceived or actual threat of even greater pain. The result is that the internalized affect remains with the individual in compressed form--perhaps most frequently retained as a memory devoid of the emotion surrounding the event.

If a number of truncated experiences within the same general theme occur, they become affectively compressed together, emerging as an assumption the individual makes about himself. The person becomes threatened,

then, when he is confronted by a similar situation where he anticipates experiencing the same kind of pain. The threat is that the interpersonal consequence will be the same as it was in the original learning situation--and previously, the feelings were overwhelming.

Dynamically, the threat of feeling the same overwhelming pain is experienced as anxiety. The anxiety, in turn, serves as the motivating stimulus for eliciting behaviors--interpersonal attempts to cope with the anxiousness. The specific nature of the eliciting behaviors depends on how the individual learned to ward off anxiety in previous interactions with significant others. Emotional difficulties emerge when the eliciting behaviors appropriate to an earlier developmental period are no longer sufficient to contain the anxiety or when the behavior is no longer acceptable.

The task of the therapist is to facilitate expansion, with the consequent experiencing of emotion, to complete the developmental task and free the individual emotionally to continue his growth process. Kell and Mueller describe the process as follows (1966):

Only by experiencing conflicted feelings that have been hidden away and by reawakening the affect that has been compressed can the client hope to change. The critical dimension here is that the experience of the conflicted feelings must occur under different learning conditions than the earlier experiences in which the client learned the inappropriate behaviors (p. 138).

Perhaps the greatest contribution Kell and Mueller make to understanding the purpose of IPR lies in the deeply personal manner with which they regard the therapy process. Whereas Sullivan placed limitations on therapist involvement and went so far as to say that certain feelings (i.e., anger) were not legitimate for the therapist to experience or share, Kell and Mueller take the view that not only are they appropriate, but can serve as powerful cues for understanding the client's experiential world.

One of the focal points of the basic IPR technique is to facilitate the trainee's awareness of what he experiences during the counseling interview. This is the purpose of "counselor recall." Once identified and labeled, these thoughts and feelings gain in meaning as the trainee listens to what the client was experiencing at the same moment in time. This is the intent of both "client" and "mutual" recall. It is assumed that over time and continued access to feedback, the trainee will come to understand his own reactions as they relate to what the client is thinking and feeling. As the trainee discovers the nature of the reciprocal impact of the relationship, he has begun the process labeled earlier as the integration of the affective and cognitive dimensions.

The present training model includes two additions to the traditional IPR treatment which were designed to

facilitate this integrative process. The first was to structure the later stages of training to focus on specific aspects of the counseling relationship. While the subject of focus is important in its own right, the experience of exploring and the subsequent understanding of the process of exploration seem to be more crucial learning tasks.

The second addition was to provide cognitive input in the form of lectures and written handouts. These served to facilitate the trainee's conceptual understanding of the experiential portion of the training program. Both additions were designed to promote a fusion of the experiencing and understanding components of therapy--that the counselor feel the impact of the relationship as well as comprehend the meaning it has for both participants.

The Training Model

The purpose of this section is to provide an overview of each step in the training model.* This will be followed by a discussion of the various themes which served as the basis for the selection and sequencing of the developmental tasks.

*The reader is referred to Appendix A for a complete description of each phase of training, including instructions for each participant.

Three issues need to be clarified before introducing the training model. First, with the exception of the lecture sessions, the trainees met in their permanently assigned triads throughout the entire 50 hours. Secondly, during the first 40 hours of training, an IPR staff member was present at all triad meetings. And thirdly, the time block assigned for each task was divided into thirds, so on a rotating basis, each trainee functioned in each of the assigned roles (counselor, client, and inquirer).

A 50-Hour Intensified IPR Training
Program for Counselors

1. Lecture: Elements of Effective Communication and Introduction to Interpersonal Process Recall (IPR).
Handout: IPR Counselor Verbal Response Scale
Time: 2 hours

While a brief description of the IPR process was presented, the main emphasis of this session was to introduce Kagan's four elements of effective communication. Illustrated by video taped examples, the helping role was defined as one in which the counselor's responses (1) reflect the affective rather than the cognitive message, (2) communicate understanding of the client's message, (3) accurately and specifically label the feelings heard, and (4) encourage the client to further explore his concern.

2. Audio Tapes
 - A. Identification of client feelings
 - B. Responding to client feelings
 Handout: Empathic Understanding in Interpersonal Processes (revised)
Time: 2 hours

The purpose of this meeting was to provide practice in hearing and responding to feelings, using audio taped client statements as stimulus material. The trainee's first task was to differentiate the affective from the cognitive component and to identify the feelings expressed.

Given the labels, the second stage was to create a response that communicated that the counselor had heard what the client was feeling.

3. Counselor Recall--recall conducted by staff member
Handout: Explanation of Recall
Time: 2 hours

This meeting served as the first exposure to the IPR video taping technique. During the interview, the counselor was instructed to respond to his client's concern using the elements of effective communication. He then reviewed the video tape with a staff inquirer to explore the thoughts and feelings as they occurred during the interview.

4. Client Recall--recall conducted by staff member
Time: 2 hours

The same format was used (#3 above), except that the focus was shifted from counselor to client recall. The intent was to provide the counselor with feedback about how the client was experiencing the interview.

5. Inquirer Training (Kagan's video tape, 1 hour)
Handout: Role and Function of the Inquirer
Time: 3 hours

In this session, the trainees were formally introduced to the role of inquirer. After viewing a video recorded demonstration, they functioned as inquirers for each other, using the staff member as a consultant.

6. Mutual Recall--recall conducted by student
Time: 2 hours

While still allowing for individual exploration, mutual recall was designed to focus on the reciprocal impact of the counseling relationship. The goal, with the aid of the inquirer, is that the participants talk with each other about what they experienced during the interview.

7. Stimulus Films
Handout: Establishing Ownership of Feelings--Part I
Time: 2 hours

The stimulus films are short vignettes of an actor (or actress) talking directly to the viewer. The particular sequence used portrayed varying degrees

of hostility and rejection. The purpose was to help the trainees become more aware of their own reactions and feelings to situations that typically pose an interpersonal threat. The trainees were instructed to let the actor talk directly to them. Following each vignette, they were encouraged to identify and explore the feelings that were aroused.

8. Interview--Client Recall--Interview
Time: 3 hours

The purpose of this session was to provide additional practice in the roles of counselor and inquirer. The second interview (following the recall) allowed the trainees the opportunity to make use of the information gained during recall by immediately reentering the counseling relationship.

9. Interview--Mutual Recall--Interview
Handout: Establishing Ownership of Feelings--Part II
Time: 3 hours

Same as above (#8), but with more emphasis on exploring the feelings between the client and counselor.

10. Stimulus Films
Time: 2 hours

The client was asked to watch a vignette of an actor (or actress) expressing varying degrees of affection. He was then joined by a counselor whose task it was to understand the client's reaction to the film. This exercise served two purposes. First, it enabled the trainee to explore his own feelings in relation to the vignette. Secondly, the interviewing task of the counselor was designed to incorporate some basic elements of the inquirer role.

11. Mutual Recall--Assertiveness
Handout: Feelings Touched, Now What?
Time: 3 hours

The purpose of this meeting was to focus attention on a specific aspect of counselor behavior that often gives trainees difficulty, namely, assertiveness. The interview was structured to have the counselor be more assertive and then receive immediate feedback as to its impact. In addition, the role of inquirer was expanded to include more sophisticated lines of questioning.

12. Lecture: How Clients Run from Counselors--Interpersonal Defenses
Time: 1 hour

Interpersonal defenses were discussed from the context of behavioral typologies--a modification of Horney's classification scheme. The lecturer focused on response patterns which lead to psychological distance--withdrawal, attack and conformity. These modes were then discussed in terms of their implications for counseling.

13. Client Recall--Role-played client
Handout: Identification of Client Needs
Time: 3 hours

This session was designed to provide additional experience in the counselor and inquirer roles. To offer fresh input, a role-played client (high school student) was interviewed by each trainee. The client was then joined by an inquirer who explained the IPR process and reviewed the video tape with him. The counselor was present to receive feedback via client recall.

14. Conceptualization of Client Dynamics--video taped counseling session
Handout: Use of Fantasy
Time: 2 hours

A one-hour video tape of an actual counseling session was used as a springboard for discussion of the client's concern, his interpersonal style of relating, and possible directions a counselor might pursue. The purpose of this didactic meeting was to facilitate integration of the conceptual input with the experiential base of the training program. Further, it was designed to stimulate creative thinking about how the counselor's intervention could lead to behavior change.

15. Mutual Recall--Existential Relationship
Time: 3 hours

The purpose of this meeting was to encourage the trainees to be aware of and use their own feelings as they occur in the counseling interview. Instead of the client-counselor format, two trainees were instructed to talk with each other about the meaning of their relationship. The inquirer's role was also expanded to stimulate a deeper level of self-exploration during the mutual recall.

16. Stimulus Films

Time: 3 hours

This series of stimulus vignettes had junior high school students in both verbal and non-verbal sequences. The trainees were asked to discuss their understanding of the student and to specify the clues that contributed to that understanding. Further, they were prompted to hypothesize about how they might proceed if this student were his counselee.

17. Preparation for IPR Counseling

Time: 2 hours

This meeting was devoted to clarifying the mechanics of scheduling, use of video equipment, room assignments, etc., in preparation for the IPR counseling experience.

18. IPR Counseling--Actual Client

Time: 10 hours

<u>1st day</u>	30-minute interview
	15-minute client recall
	(counselor absent)
	45-minute counselor recall
	(client absent)
<u>2nd day</u>	30-minute interview
	60-minute client recall
	(counselor present)
	30-minute interview
<u>3rd day</u>	30-minute interview
	30-minute mutual recall
	30-minute interview

The purpose behind having the trainees see an actual client was to give them the opportunity to use the knowledge and experience they acquired during the first 40 hours of training. Having extended contact with one client demanded that the trainees draw on their own resources and mobilize their ideas into counseling behavior. It also provided them with the opportunity to serve as inquirers in a clinical setting and importantly, to make their own assessment of the potential of Interpersonal Process Recall.

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As mentioned earlier, there are several basic themes that underlie the structure of this particular training program. The tasks were chosen, structured, and sequenced in a way that was consistent with and that enhanced the development of these three themes.

The first theme was a progression from situations of minimal threat to those involving increased risk taking. During the initial phases, the trainees functioned in simulated counseling experiences--"audio taped clients" and stimulus films. They then used each other as clients as they practiced their interview skills within the relative safety of their own triad. Finally, during the last stage of training they entered an actual counseling situation to test out their own potential for interpersonal impact.

The second thread involved the shifting of attention from the experiential to the conceptual to the integration of both affective and cognitive learning. The emphasis during the earlier stages of training was on recognizing and labeling both client and counselor feelings. At the midpoint, the focus was shifted to include both cognitive input and exercises aimed at conceptualization of client dynamics. During the later stages, experiences were structured to demand that attention be given to both dimensions simultaneously to facilitate the integrative process.

The final theme was development of the inquirer role such that the learning could be appropriately transferred into effective counseling behavior. The addition of more sophisticated lines of questioning during recall provided new perspectives from which the counselor could understand the client's experiential world. From the less threatening position of inquirer, the trainee can focus on perceiving rather than responding. He can then validate or modify his ideas during recall by having the client teach him the meaning behind his responses (verbal and nonverbal). As the trainee learns to trust his perceptiveness as a recaller, he has the data to recognize and respond to similar cues as they occur with his own clients.

Summary

This chapter dealt with two basic issues. The first was to provide an understanding of IPR that ranged beyond the technique itself to the wider perspective of psychological theory. The interpersonal approaches of Sullivan and Kell and Mueller were shown to be consistent with and relevant to the goals of IPR. The second issue was to present and discuss the training model designed for the present study.

The next chapter will deal with the implementation and evaluation of this 50-hour IPR training program for counselors.

CHAPTER IV

DESIGN AND METHODOLOGY

Introduction

The previous chapters have provided the rationale, the research base, and the theoretical structure for the present study. The purpose of this chapter is to outline the experimental procedures used to evaluate the 50-Hour Intensified IPR Training Program.

Population

The population for the study is comprised of a rather heterogeneous group of graduate students eligible for training in the helping professions. Most of the participants were aware of the nature of the course in advance and enrollment was voluntary, so the population is composed largely of students desirous of the kind of experiential training afforded by IPR.

Sample

The sample consisted of 21 students enrolled in Education 816 D, "Processes in Counseling." This graduate level course (3 credits) was offered during the five-week summer term at Michigan State University, 1971.

The educational background of the subjects varied greatly--ranging from the beginning graduate to the post-doctoral level. Twelve students were working toward a Masters in Education, a majority majoring in counseling. Five others were at the Ph.D. level in counseling or counseling related fields. Two participants were non-degree students taking post-graduate courses to supplement their M.A. in counseling. The remaining two subjects were practicing M.D.'s, one of whom was earning a Masters in Educational Psychology.

The average age of the trainees was 33.7, ranging from 23 to 55 years. There were 10 males and 11 females.

The students were informed at the initial class meeting that they would receive a grade of 4.0 (A), contingent only on completing the 50 hours of training and participating in the research aspects of this project. The trainees were also told that other alternatives for obtaining credit would be available, should they decide not to complete the IPR program.

At the outset of training, each participant was assigned to a triad. Because only two video facilities were available for 70 hours of training per week (seven groups, ten hours each), it was necessary to make the assignments permanent and on the basis of compatible schedules.

Personnel

The IPR Staff

The staff members were selected on the basis of their previously demonstrated competency in using the IPR procedure. Each of the eight trainers had between one and two years prior experience with the IPR technique. All in the field of counseling psychology, the staff included one Ph.D., three Counseling Interns at the advanced doctoral level, and four beginning doctoral candidates.

An IPR staff member was present at all triad meetings, excluding the final ten-hour counseling experience. Limited only by scheduling conflicts, an attempt was made to have the staff work with as many different triads as possible. This was done to expose the trainees to a number of different styles as well as to distribute the "trainer" effect evenly across groups. The staff members worked anywhere from three to 35 hours per week, depending on their availability.

Prior to the beginning of training, the staff attended a three-hour work session in which the entire program was presented in detail. They were briefed on the mechanics of operation, the immediate goals of each training session, and the overall design of the training program. In addition, the staff as well as the trainees received a complete written description of each task before each session.

Clients

The final ten hours of training involved three counseling contacts with an actual client. With the exception of four (who were recruited because of cancellations), the clients were first-term college freshmen volunteers. They were given a brief overview of the training program and were told they would be using the IPR video tape technique to better understand their interpersonal behavior. Before their initial interview, they were given a letter of explanation (see Appendix B). Each of the 21 student-clients was assigned to a trainee on the basis of compatible scheduling.

Following the counseling experience, the trainees were asked to write a brief summary of their three interviews (see Appendix C). The primary purpose was to identify students who might be in need of further counseling, thus necessitating a referral. The write-up also provided an opportunity for the trainees to integrate their observations and experience with their conceptual understanding of the client's concern.

Interviewees for the Criterion Tapes

The interviewees for the pre and post tapes were obtained from a graduate level "Curriculum Improvement" class and an advanced undergraduate course, "School and Society." A majority of the 42 interviewees were

obtained from the two classes prior to the pretest. A later recruiting effort was made in the undergraduate course to insure a sufficient number of volunteers for the posttest. Each interviewee was assigned to a trainee on the basis of similar schedules.

In recruiting volunteers, the following introduction was given:

There is a group of graduate students in Education who are about to go through (or have gone through) an intensive training program to learn interview skills. We would like them to have the experience of conducting a one-hour interview, which would be audio taped and used for research purposes. Here would be an opportunity for you to sit down in a one-to-one situation and let yourself be known. The interview is loosely structured in terms of what you want to talk about.

The 21 trainees were given the following instructions for both the pre and post interview:

For the next hour, you are asked to get to know this person as another human being. Try to understand how this person thinks and feels about the things that are important to him.

Each group (trainees and interviewees) was aware of the instructions given to the other.

Instrumentation

The Affective Sensitivity Scale (ASS)

This scale was designed to measure affective sensitivity as a standardized test of empathy.* The

*A copy of the test booklet for the Affective Sensitivity Scale is contained in Appendix D.

instrument requires the testee to identify client feelings in video taped segments of actual counseling interviews. The items focus on two dimensions of the interaction, namely, the client's feelings about himself or his concern, and the client's feelings about the counselor.

The 66-item scale follows a multiple choice format, providing a correct response and two distractors for each question. The correct answers to the individual items were obtained from three sources: (1) clinical judges' determination of what the client and counselor were feeling, (2) evaluations of clinical judges with a case history of the client, and (3) protocols from IPR recall sessions in which the client described how he was feeling.

The Affective Sensitivity Scale was developed to assess ability to perceive client feelings as an indicator of counselor effectiveness. To establish the concurrent validity, Kagan, et al. (1967) reported a study with M.A. counselor training groups in which an average .53 correlation was obtained between therapist ratings of affective sensitivity and ASS scores. In another study with eight small NDEA groups, Kagan, et al. (1967) cited correlations of .46 to -.10 between the ASS and peer ratings of affective sensitivity. The authors also reported coefficients ranging from .42 to .16 between subjective supervisor ratings and the ASS.

Reliability figures for the NDEA groups ranged from .53 to .77, with the majority of scores falling above .70. Kagan predicts reliabilities above .70 with reasonably heterogeneous groups.

The test does not appear to be subject to a practice effect. Scharf (1971) reported identical post and delayed-post (eight weeks) means of 46.03 for a no treatment comparison group of professional counselors. The ASS does appear to be sensitive to treatment effects. Recently, the instrument has recorded significant pre to post training differences in the studies of Spivack (1970) and Grzegorek (1971).

The Counselor Verbal Response Scale (CVRS)

The Counselor Verbal Response Scale (Kagan, et al., 1967) is an instrument designed to differentiate effective from non-effective counselor responses. The original scale was composed of five dichotomous dimensions: (1) affective and cognitive, (2) understanding and non-understanding, (3) specific and non-specific, (4) exploratory and non-exploratory, and (5) effective and non-effective.* The first four subscales were used in the present research.

*A copy of the Counselor Verbal Response Scale is contained in Appendix A.

The usual procedure for the use of the CVRS is to provide judges with audio recorded samples from the first, middle, and final thirds of each interview under consideration. The raters, then, are required to evaluate 20 consecutive counselor responses on each of the subscales. This format allows for a maximum score of 20 and a minimum of 0 for each dimension.

In a validity study, Kagan, et al. (1967) reported that significant differences were found between the responses of M.A. and Ph.D. candidates. With the Ph.D. group scoring higher on the affective, understanding, specific, exploratory, and effective dimensions, significance at the .01 level was obtained for each subscale of the CVRS. The scale has since been used in several studies (Goldberg, 1967; Spivack, 1970; Grzegorek, 1971; Scharf, 1971; Dendy, 1971) and appears to be sensitive to training.

Concerning interjudge agreement, Kagan's (1967) initial research yielded interrater reliabilities ranging from .80 to .96. Goldberg (1967) reported correlations varying from .81 to .96. More recently, interrater reliabilities of .93 to .99 were obtained by Spivack, from .93 to .99 by Grzegorek (1971), and an average of .747 by Scharf (1971).

The Empathic Understanding in
Interpersonal Processes
Scale (EU)

Carkhuff (1969, v. II) derived this instrument from Truax's "A Scale for the Measurement of Accurate Empathy."* It is a five-point scale used to assess the level of empathic understanding in helping relationships.

According to Truax and Carkhuff (1967), "accurate empathy involves both the therapist's sensitivity to current feelings and his verbal facility to communicate this understanding in a language attuned to the client's current feelings" (p. 46). From this definition, five levels of empathic understanding were operationally defined in the following manner. At Level 1, the counselor's response does not attend to or detracts significantly from the client's statement. At Level 2, the counselor's response subtracts noticeably from the client's affect. At Level 3, the minimal level of facilitative functioning, the counselor's response is interchangeable in both meaning and intensity of affect with the client's message. At Level 4, the counselor adds noticeably, while at Level 5, the counselor's response represents a significant addition to the client's affective experiencing (Carkhuff, 1969, v. II).

The EU scale was designed for use in both training and research. As a training method, potential helpers

*A copy of the Empathic Understanding in Interpersonal Processes Scale is contained in Appendix E.

are taught to discriminate among levels of empathic understanding by rating audio taped counselor responses. In research, the scale is used by trained raters to determine a counselor's level of facilitative functioning on the EU dimension. Generally, a team of independent judges rate either individual counselor responses or assign an overall EU score to an interview segment. The second procedure was used in the present study.

Carkhuff, Kratochvil, and Friel (1968) reported interrater reliabilities of .88, .87, and .85 for three experienced raters. Berenson, et al. employed two teams of two raters each, obtaining interjudge agreements of .80 and .45. In IPR research, Spivack (1970) reported interrater reliabilities of .90, .96, .99, .90, .93, and .91 on the EU scale, Scharf (1971) obtained a .479 reliability of average ratings, and Grzegorek (1971) reported an interrater reliability coefficient of .98.

Evaluation Form

A fourth instrument* was designed for the present study to obtain subjective, diary-like feedback from the trainees. It required a ranking of and reaction to each session, an evaluation of the written handouts, and the trainee's assessment of the program's strengths and weaknesses.

*A copy of the Evaluation Form is contained in Appendix F.

The Evaluation Form was not used in the empirical analysis of results, but the subjective feedback will be presented and discussed in Chapter VI.

Selection of Raters

Three judges were selected to independently assess pre and post interview behavior on the CVRS and EU scale. The raters included a Ph.D. Counseling Psychologist, a Counseling Intern, and an advanced doctoral candidate in counseling psychology. While all judges had previous experience with both instruments, two hours of individual training was provided to insure agreement as to the use and interpretation of the scales.

Reliability of the Tape Ratings

To insure uniformity of the responses being rated, a set of master tapes was prepared for each judge. First, all 42 tapes (21 pre, 21 post) were pooled, coded, and randomly assigned a sequence number corresponding to a position on the master tape. Then, three minutes from the first third of the interview, five minutes from the middle third, and three minutes from the final third of the interview were randomly selected and rerecorded onto the master tape. This method was chosen to provide a more balanced sampling of interview behavior.

From the three segments combined, the judges were instructed to rate the first 20 counselor responses on the

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CVRS dimensions. In cases where 20 responses were not obtained, a total was extrapolated from the data available.

The judges were also asked to give an independent rating to each segment on the Empathic Understanding Scale. The three partial scores were then averaged to provide an overall EU rating.

Hoyt's formula (in Mehrens & Ebel, 1967) was used to compute the reliability of the average ratings across judges. The procedure, based on an analysis of variance, is as follows:

$$r = \frac{MS_S - MS_{SR}}{MS_{SR}}$$

where:

r = the reliability coefficient

MS_S = the Mean Square for subjects

MS_{SR} = the Mean Square for subjects by raters interaction.

Table 4.1 presents the reliabilities of the average ratings for times and measures. These coefficients are within the range of reliabilities reported earlier, and indicate that there was sufficient interjudge agreement to proceed with the data analysis.

TABLE 4.1

Reliabilities of the Average Ratings
across Judges on the EU and CVRS

Measure	Pre	Post
CVRS-Affective	.818	.824
CVRS-Understanding	.789	.884
CVRS-Specific	.733	.804
CVRS-Exploratory	.760	.910
Empathic Understanding	.746	.834

Predetermined Criterion Levels
of Facilitative Functioning

One purpose of the present study is to evaluate the meaningfulness of any change in terms of counselor effectiveness. The issue appears to be that of comparing the actual scores (posttest) to a known comparison group.

For purposes of the present study, it is assumed that psychologists employed at a major university counseling center, and assigned supervisory responsibilities for doctoral students and interns, are functioning at an effective professional level and therefore, constitute an appropriate comparison group. Scharf (1971) and Dendy (1971) obtained scores on the six criterion measures used in the present study for a group of nine professional counselors. Table 4.2 contains the means and range of scores from this sample.

TABLE 4.2

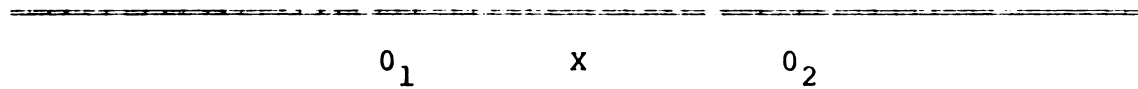
Predetermined Criterion Levels: Overall Means
and Range of Scores for Nine Professional
Counselors on the ASS, EU, and
CVRS (Scharf, 1971, un-
published data)

Measure	Mean	Range
Affective Sensitivity Scale	46.000	38--56
CVRS-Affective	5.556	0--17
CVRS-Understanding	17.222	10--20
CVRS-Specific	14.889	4--20
CVRS-Exploratory	13.222	5--20
Empathic Understanding	2.444	1.83--3.17

These figures are defined as the predetermined criterion levels against which the posttest scores in the present study will be compared.

Design

The present study addresses itself to two basic issues: (1) whether there are significant pre to post changes in dimensions of facilitative functioning for students exposed to the IPR training program, and (2) whether the trainees' posttest scores reached the predetermined criterion levels. In order to answer these questions, a one-group pretest-posttest design, presented in Figure 4.1, was employed.



where,

O indicates observation, and
X indicates treatment

FIGURE 4.1

A Schematic Representation of the Experimental Design (Campbell and Stanley, 1969, p. 7)

While this design, according to Campbell and Stanley (1969), poses a number of threats to both internal and external validity, other considerations, especially previous studies using the IPR procedure, suggest that these threats are not serious. While it is acknowledged that there is no empirical basis for refuting the possible sources of invalidity, the degree and probability of threat to this particular study will be discussed in Chapter VI.

Hypotheses

The following hypotheses, stated in research form, will be tested:

H_{o1} : There will be no pre to post difference in means on the combined measures of facilitative functioning (ASS, CVRS, and EU) for groups exposed to the Intensified IPR Training Program.

Ho₂: There will be no Times by Measures Interaction.

If Hypothesis 2 is rejected, the following hypotheses will be tested:

Ho₃: There will be no pre to post differences in means on the Affective Sensitivity Scale for groups exposed to the Intensified IPR Training Program.

Ho₄: There will be no pre to post differences in means on the Affective dimension of the CVRS for groups exposed to the Intensified IPR Training Program.

Ho₅: There will be no pre to post differences in means on the Understanding dimension of the CVRS for groups exposed to the Intensified IPR Training Program.

Ho₆: There will be no pre to post differences in means on the Specific dimension of the CVRS for groups exposed to the Intensified IPR Training Program.

Ho₇: There will be no pre to post differences in means on the Exploratory dimension of the CVRS for groups exposed to the Intensified IPR Training Program.

Ho₈: There will be no pre to post differences in means on the Empathic Understanding Scale for groups exposed to the Intensified IPR Training Program.

In addition, the following hypotheses will be tested:

Ho₉: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Affective Sensitivity Scale.

- Ho₁₀: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Affective dimension of the CVRS.
- Ho₁₁: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Understanding dimension of the CVRS.
- Ho₁₂: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Specific dimension of the CVRS.
- Ho₁₃: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Exploratory dimension of the CVRS.
- Ho₁₄: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Empathic Understanding Scale.

Analysis

A 2x6x7 repeated measures analysis of variance (with both time and the dependent variables as the repeated measures) will be used to test for an overall treatment effect (times) and a times by measures interaction. If a significant times by measures interaction is found, matched pairs t-tests, with the overall α split into as many equal parts as there are measures, will be used to determine differences on the individual measures. This method of post hoc analysis affords the greatest power, since only six comparisons are of interest.

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The second set of hypotheses will be tested by comparing the overall posttest mean on each dependent variable to the predetermined criterion score. Multiple t-tests for the comparison of means will be used in this analysis. Rejection of the null hypothesis in favor of the treatment would, of course, represent a significant finding. In addition, failure to reject the null hypothesis would suggest that the trainees were functioning at a level comparable to professional counselors on that particular dimension. Thus, a non-significant difference will also be considered a positive outcome.

Summary

The sample for this study consisted of 21 graduate students enrolled in "Processes in Counseling," summer quarter, Michigan State University, 1971. The course involved 50 hours of intensive exposure to Interpersonal Process Recall--a program designed to facilitate experiential, cognitive, and integrative learning. The subjects were assigned to triads, with these groups being defined as the experimental units. A one-group pretest-posttest design was employed. Pre and post data were collected on the Affective Sensitivity Scale, four subscales of the Counselor Verbal Response Scale, and the Empathic Understanding in Interpersonal Processes Scale. In addition, feedback from the trainees was obtained by means of an subjective questionnaire.

A repeated measures analysis of variance will be used to test for main treatment effects and a times by measures interaction. If a significant times by measures interaction is found, matched pairs t-tests will be used to test for pre to post differences on the six dependent variables. The comparison of posttest means to the criterion scores will be done through a series of t-tests.

The data and results are presented in Chapter V.

CHAPTER V

ANALYSIS OF RESULTS

Introduction

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

Hypotheses Related to Pre-Post Differences

Ho₁: There will be no pre to post difference in means on the combined measures of facilitative functioning (ASS, CVRS, and EU) for groups exposed to the Intensified IPR Training Program.

Ho₂: There will be no Times by Measures Interaction.

A repeated measures analysis of variance was used to test these hypotheses. Because the instruments are scaled differently, the raw data were transformed to a common metric to obtain additivity across measures. This was accomplished by dividing each raw score on a particular variable by the standard deviation of the pooled variances across times for that variable. The raw data

for the pre and post group means are shown in Tables 5.1 and 5.2. The transformed values are presented in Tables 5.3 and 5.4.

The ANOVA model requires that several assumptions be satisfied. When the independent variables are fixed, as in the present case, the F statistic is robust with respect to the assumption of normality (Hays, 1963). When there are an equal number of observations per cell, as in the present case, the F statistic is robust in regard to the assumption of equal variances (Hays, 1963). The assumption of independence was met by defining groups rather than subjects as the experimental unit. In addition, the repeated measures design requires that the correlations between the repeated measures be equal. Since it was likely that this assumption was violated, the Geisser-Greenhouse Conservative F test was used. This procedure reduces the degrees of freedom by eliminating those attributable to the repeated measures. Table 5.5 presents the critical values of $F_{(.05)}$ for both the Liberal and Conservative tests.

Table 5.6 contains the results of the analysis of variance.

The results contained in Table 5.6 show that the two null hypotheses of interest were rejected in the conservative analysis. This significance ($\alpha \leq .05$), made the use of the liberal test unnecessary.

TABLE 5.1

Raw Data--Pretest Group Means

Group	ASS	CVRS-A	CVRS-U	CVRS-S	CVRS-E	EU
1	35.00	1.889	6.555	5.000	8.000	1.611
2	36.67	3.778	12.111	8.111	8.889	1.722
3	43.67	5.444	9.889	7.888	8.555	2.000
4	33.67	1.888	8.555	6.777	8.444	1.499
5	30.67	3.666	9.444	7.333	10.444	1.722
6	37.33	2.777	8.111	5.777	9.222	1.611
7	38.00	2.888	4.444	2.332	5.111	1.222
\bar{X}	36.43	3.190	8.444	6.175	8.381	1.627

TABLE 5.2

Raw Data--Posttest Group Means

Group	ASS	CVRS-A	CVRS-U	CVRS-S	CVRS-E	EU
1	44.33	5.778	9.777	6.444	9.888	1.777
2	43.00	6.555	12.666	10.222	10.666	2.444
3	47.00	5.555	9.889	7.222	7.555	2.000
4	44.33	6.777	11.777	9.111	9.777	2.055
5	40.67	7.444	14.222	11.888	14.667	2.555
6	43.00	3.444	8.666	7.000	7.888	1.722
7	48.00	3.444	9.000	5.777	7.111	1.611
\bar{X}	44.33	5.571	10.857	8.238	9.667	2.024

TABLE 5.3

Transformed Data--Pretest Group Means

Group	ASS	CVRS-A	CVRS-U	CVRS-S	CVRS-E	EU
1	11.225	1.431	3.114	2.532	3.990	5.733
2	11.760	2.862	5.753	4.108	4.433	6.128
3	14.005	4.124	4.697	3.995	4.266	7.117
4	10.798	1.430	4.064	3.433	4.211	5.334
5	9.836	2.777	4.486	3.714	5.208	6.128
6	11.972	2.103	3.853	2.926	4.599	5.733
7	12.187	2.187	2.111	1.127	2.549	4.348
\bar{X}	11.683	2.416	4.011	3.127	4.179	5.789

TABLE 5.4

Transformed Data--Posttest Group Means

Group	ASS	CVRS-A	CVRS-U	CVRS-S	CVRS-E	EU
1	14.217	4.377	4.644	3.264	4.931	6.323
2	13.790	4.965	6.017	5.178	5.319	8.697
3	15.073	4.208	4.697	3.658	3.768	7.117
4	14.217	5.134	5.594	4.615	4.876	7.313
5	13.043	5.639	6.757	6.022	7.315	9.092
6	13.790	2.609	4.116	3.546	3.934	6.128
7	15.394	2.609	4.275	2.926	3.546	5.733
\bar{X}	14.281	4.220	5.157	4.173	4.813	7.200

TABLE 5.5

Critical Limits of Liberal and
Conservative F Tests*

Source	F Ratio	Liberal		Conservative	
		F	df	F	df
T	$\frac{MS_T}{MS_{GT}}$	5.99	1,6	5.99	1,6
TM	$\frac{MS_{TM}}{MS_{GTM}}$	2.53	5,30	5.99	1,6

* $\alpha \leq .05$

Code: G = Groups; T = Times; M = Measures

TABLE 5.6

ANOVA Table for Repeated Measures
with Transformed Scores

Source		SS	df	MS	F
G	Groups	31.729	6	5.288	
T	Times	42.891	1	42.891	18.261*
GT	Groups x Times	14.126	6	2.354	
M	Measures	916.903	5	183.381	
GM	Groups x Measures	32.199	30	1.073	
TM	Times x Measures	7.781	5	1.556	7.665**
GTM	Groups x Times x Measures	6.100	30	.203	

*Decision: Reject H_{01} , $\alpha \leq .05$ for the conservative F test.

**Decision: Reject H_{02} , $\alpha \leq .05$ for the conservative F test.

More specifically, the analysis revealed a significant pre to post change on the combined measures and a significant times by measures interaction. The TM interaction indicates that the treatment effect was reflected differentially across the six measures.

A graphic representation of the times by measures interaction is presented in Figure 5.1. The rank order of times is the same across all measures, indicating that the interaction is ordinal rather than disordinal. Thus, even in the cases where the difference is not statistically significant, the trend is toward an increase in means pre to post.

To test for significant differences on the individual measures, Hypotheses 3 through 8, generated from Hypothesis 2, were examined.

Specific Hypotheses

- Ho₃: There will be no pre to post differences in means on the Affective Sensitivity Scale for groups exposed to the Intensified IPR Training Program.
- Ho₄: There will be no pre to post differences in means on the Affective dimension of the CVRS for groups exposed to the Intensified IPR Training Program.
- Ho₅: There will be no pre to post differences in means on the Understanding dimension of the CVRS for groups exposed to the Intensified IPR Training Program.

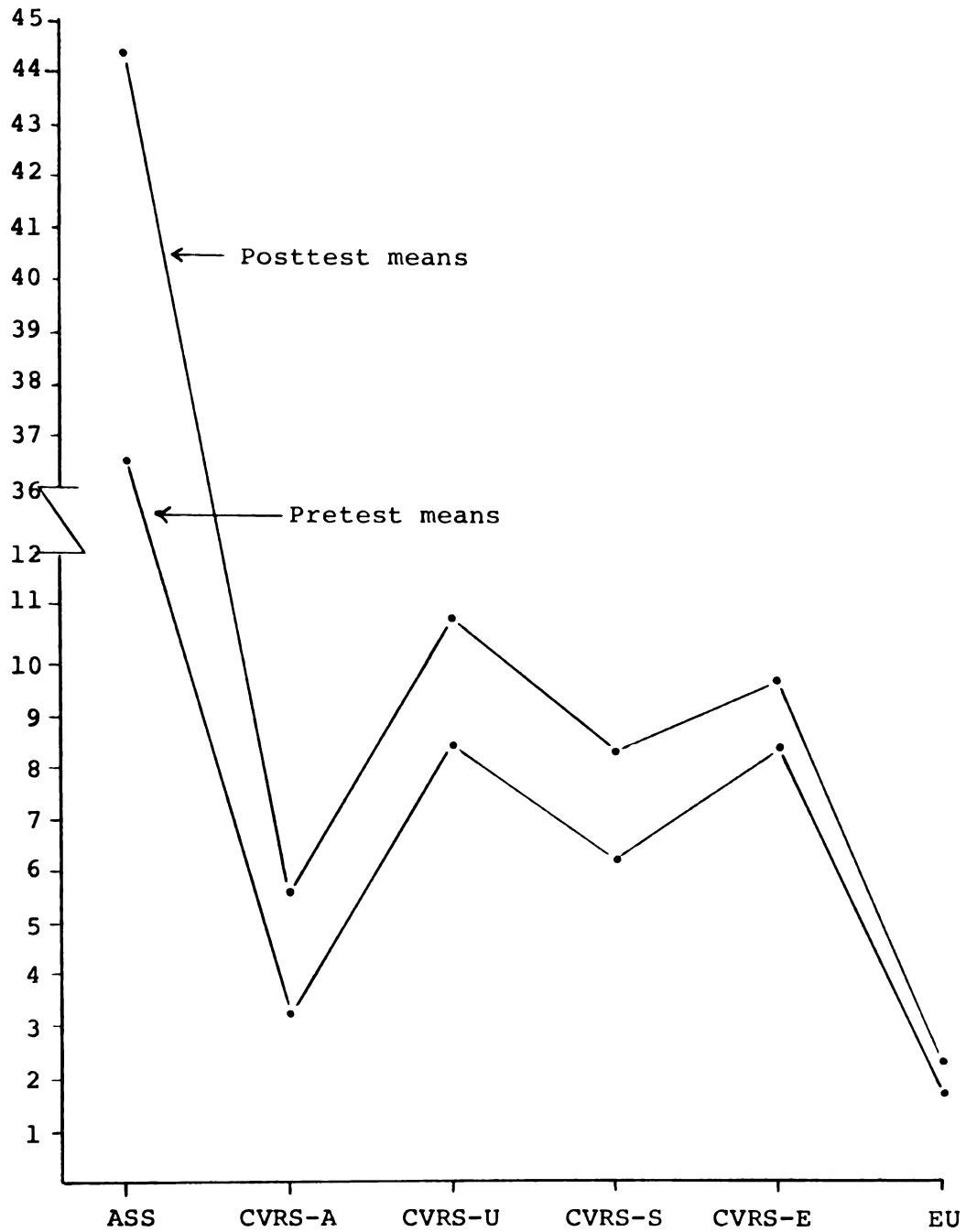


Figure 5.1

Graph of the Times by Measures Interaction
Raw Data

- Ho₆: There will be no pre to post differences in means on the Specific dimension of the CVRS for groups exposed to the Intensified IPR Training Program.
- Ho₇: There will be no pre to post differences in means on the Exploratory dimension of the CVRS for groups exposed to the Intensified IPR Training Program.
- Ho₈: There will be no pre to post differences in means on the Empathic Understanding Scale for groups exposed to the Intensified IPR Training Program.

The notation in symbol form for the null and alternative hypotheses is as follows:

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 < \mu_2$$

where

$$\mu_1 = \text{pretest}$$

$$\mu_2 = \text{posttest}$$

Matched pairs t-tests were used to examine the difference in means on each of the dependent variables. Procedures for using this approach require dividing the overall alpha level (.05) by the number of comparisons being made, such that the total does not exceed the overall alpha limit. Thus, the alpha level for each post hoc comparison was set at .0083. Since there has been no evidence to suggest that the levels of facilitative functioning would significantly decrease pre to post (see Chapter II), the decision was made to use a one-tailed test. The

critical value for a one-tailed t-test with six degrees of freedom at $\alpha \leq .0083$ was 3.269. The raw score mean differences are presented in Table 5.7. The results of the t-test comparisons are contained in Table 5.8.

The results of the matched pairs analyses indicate that Hypotheses 3, 4, 6, and 8 were rejected. Thus, the treatment main effect was attributed to significant pre to post gains on the Affective Sensitivity Scale, the Affective and Specific subscales of the Counselor Verbal Response Scale, and the Empathic Understanding in Interpersonal Processes Scale.

TABLE 5.7
Raw Score Mean Differences

Measure	Pretest	Posttest	Difference
ASS	36.43	44.33	7.90
CVRS-A	3.190	5.571	2.381
CVRS-U	8.444	10.857	2.413
CVRS-S	6.175	8.238	2.063
CVRS-E	8.381	9.667	1.286
EU	1.627	2.024	.397

TABLE 5.8

Results of the Matched Pairs t Tests
with Transformed Data

Measure	t
ASS	7.497*
CVRS-A	3.284*
CVRS-U	3.174
CVRS-S	3.269*
CVRS-E	1.763
EU	3.273*

*Decision: Reject H_0 , t significant at $\alpha \leq .05$.

Hypotheses Related to Predetermined
Criterion Levels*

H_{0_9} : The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Affective Sensitivity Scale.

H_{0_9} : $\mu_2 = 46.000$

H_{a_9} : $\mu_2 \neq 46.000$

$H_{0_{10}}$: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Affective dimension of the CVRS.

$H_{0_{10}}$: $\mu_2 = 5.556$

$H_{a_{10}}$: $\mu_2 \neq 5.556$

*The predetermined levels were ASS, 46.000; CVRS-A, 5.556; CVRS-U, 17.222; CVRS-S, 14.889; CVRS-E, 13.222; EU, 2.444. See Chapter IV, p. 65.

Ho₁₁: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Understanding dimension of the CVRS.

$$Ho_{11}: \mu_2 = 17.222$$

$$Ha_{11}: \mu_2 \neq 17.222$$

Ho₁₂: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Specific dimension of the CVRS.

$$Ho_{12}: \mu_2 = 14.889$$

$$Ha_{12}: \mu_2 \neq 14.889$$

Ho₁₃: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Exploratory dimension of the CVRS.

$$Ho_{13}: \mu_2 = 13.222$$

$$Ha_{13}: \mu_2 \neq 13.222$$

Ho₁₄: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Empathic Understanding Scale.

$$Ho_{14}: \mu_2 = 2.444$$

$$Ha_{14}: \mu_2 \neq 2.444$$

Separate t-tests for the comparison of means were used to examine Hypotheses 9 through 14. Again to preserve an overall alpha level of .05, the probability of making a Type I error was split among the six tests.

Therefore, the alpha level for each non-directional comparison was set at .0083. The critical value for t with six degrees of freedom (t_{n-1}) was ± 3.898 .

The analysis of data required rejection of Hypotheses 11 and 12. These results suggest that at the end of training, the IPR groups were functioning significantly lower than the professional counselor group on the Understanding and Specific subscales of the CVRS.

TABLE 5.9

Results of the t Tests between Posttest Means
and the Predetermined Criterion Levels

Measure	t
ASS	-1.767
CVRS-A	.025
CVRS-U	-8.128*
CVRS-S	-7.890*
CVRS-E	-3.634
EU	-3.088

*Decision: Reject H_0 , t significant at $\alpha \leq .05$.

The analysis also indicated that Hypotheses 9, 10, 13, and 14 were not rejected. Of particular relevance to the present study, the IPR trainees were functioning at levels not significantly different from professional counselors on four of the six measures.

That is, no significant differences were observed between IPR posttest scores and the predetermined criterion levels on the Affective Sensitivity Scale, the Affective and Exploratory subscales of the Counselor Verbal Response Scale, and the Empathic Understanding in Interpersonal Processes Scale.

Confidence Interval Comparisons

The t-tests identified those measures for which there was no statistically significant difference between the posttest and criterion scores. This procedure, however, does not speak to the issue of whether there were meaningful differences in terms of effective counseling behavior. Thus, posttest and criterion scores that were statistically comparable may, nonetheless, reflect important differences in counselor behavior. Conversely, differences obtained in the statistical analysis may have little meaning in regard to counselor effectiveness. Therefore, a confidence interval procedure was used to further explore the relationship between posttest scores and the predetermined criterion levels.

For each of the six measures, t-test confidence intervals were computed for the posttest means, defining the range of sampling error around that mean. The alpha level for each test was .0083 to preserve an overall alpha of .05. Therefore, the probability is $\geq .95$ that all the population means for the IPR group fall within

their respective ranges. The confidence limits for the IPR group are presented in Table 5.10.

TABLE 5.10
Confidence Intervals for the IPR Group

Measure	Confidence Interval
ASS	44.33 \pm 3.68
CVRS-A	5.571 \pm 2.327
CVRS-U	10.857 \pm 3.052
CVRS-S	8.238 \pm 3.286
CVRS-E	9.667 \pm 3.812
EU	2.024 \pm .530

A second procedure was used to determine the intervals for the six criterion levels. These limits were established to define a range, such that scores falling outside that range would represent meaningful deviations from the predetermined criterion levels and would, therefore represent meaningful differences in behavior.

The following procedure was used to define the interval. First, the range of scores for the nine professional counselors was obtained for each measure. Then, the actual distance between the upper and lower limits of the range was calculated. This provided an estimate

of where professional counselors could be expected to score. This distance was then divided in half to provide a conservative estimate of the range of scores to be defined as effective counseling behavior. These limits are shown in Table 5.11.

TABLE 5.11
Intervals for the Professional Counselor
Criterion Levels

Measure	Mean	Range	Confidence Interval
ASS	46.00	38 - 56	46.00 \pm 4.50
CVRS-A	5.556	0 - 17	5.556 \pm 4.250
CVRS-U	17.222	10 - 20	17.222 \pm 2.250
CVRS-S	14.889	4 - 20	14.889 \pm 4.000
CVRS-E	13.222	5 - 20	13.222 \pm 3.750
EU	2.444	1.83 - 3.17	2.444 \pm .335

The confidence intervals for the IPR group were then compared graphically to the intervals established for the professional counselor group. These are presented in Figures 5.2, 5.3, and 5.4. The degree to which the IPR range coincides with the professional counselor interval represents the range of chance differences of the IPR mean also included in the range defined as not meaningfully different from the professional counselors.

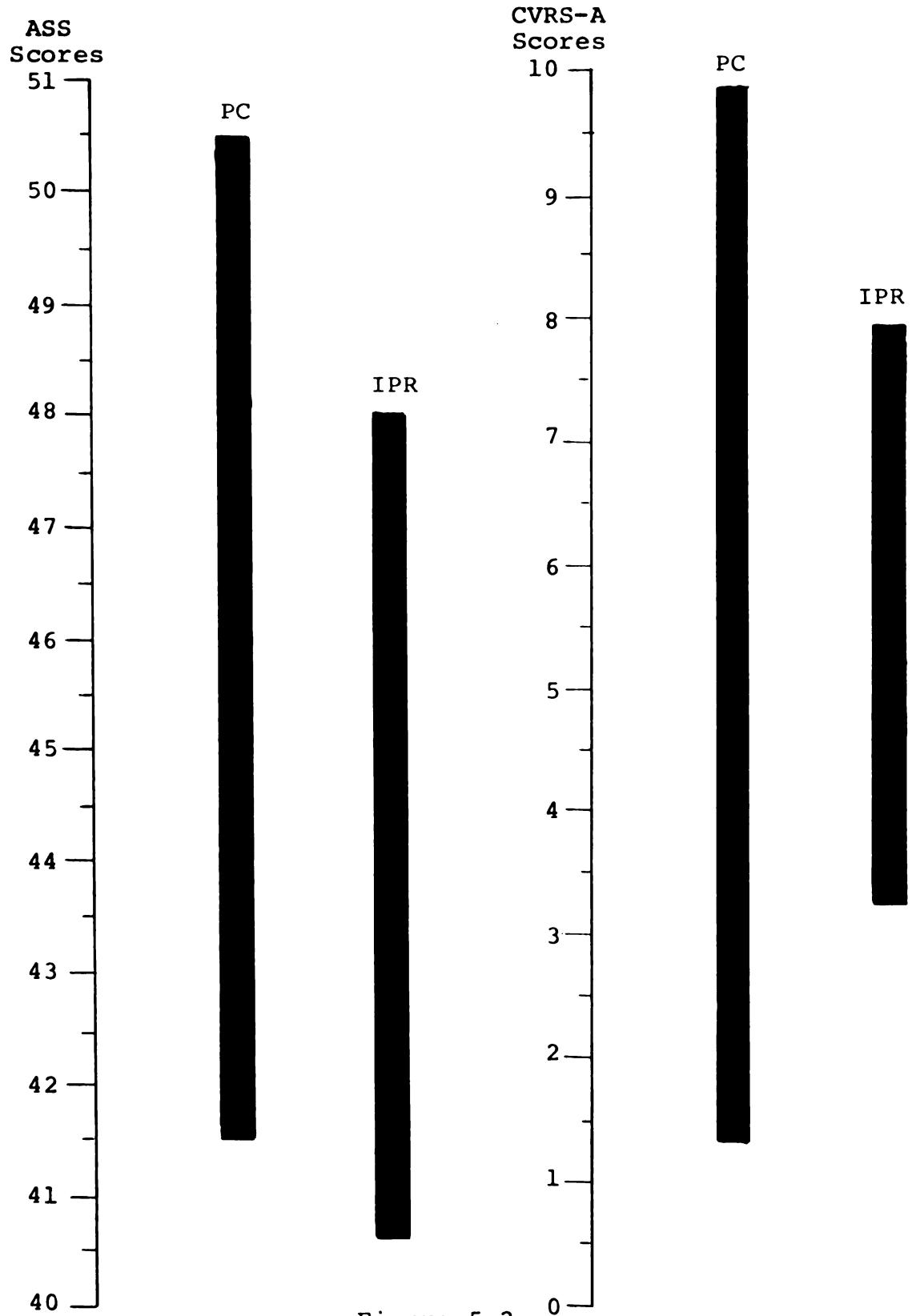


Figure 5.2

Professional Counselor and IPR Intervals
for the ASS and CVRS-A

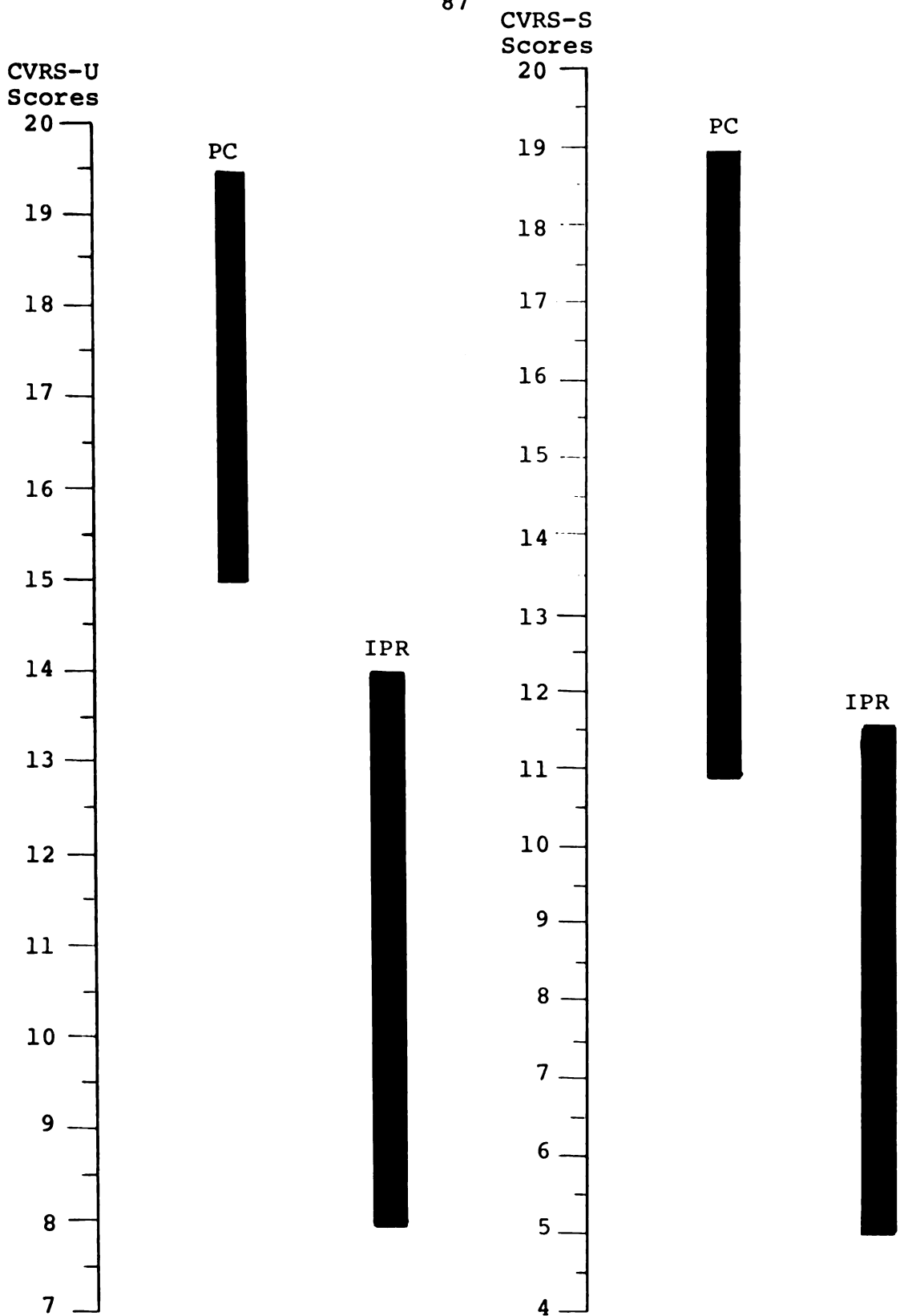


Figure 5.3

Professional Counselor and IPR Intervals
for the CVRS-U and CVRS-S

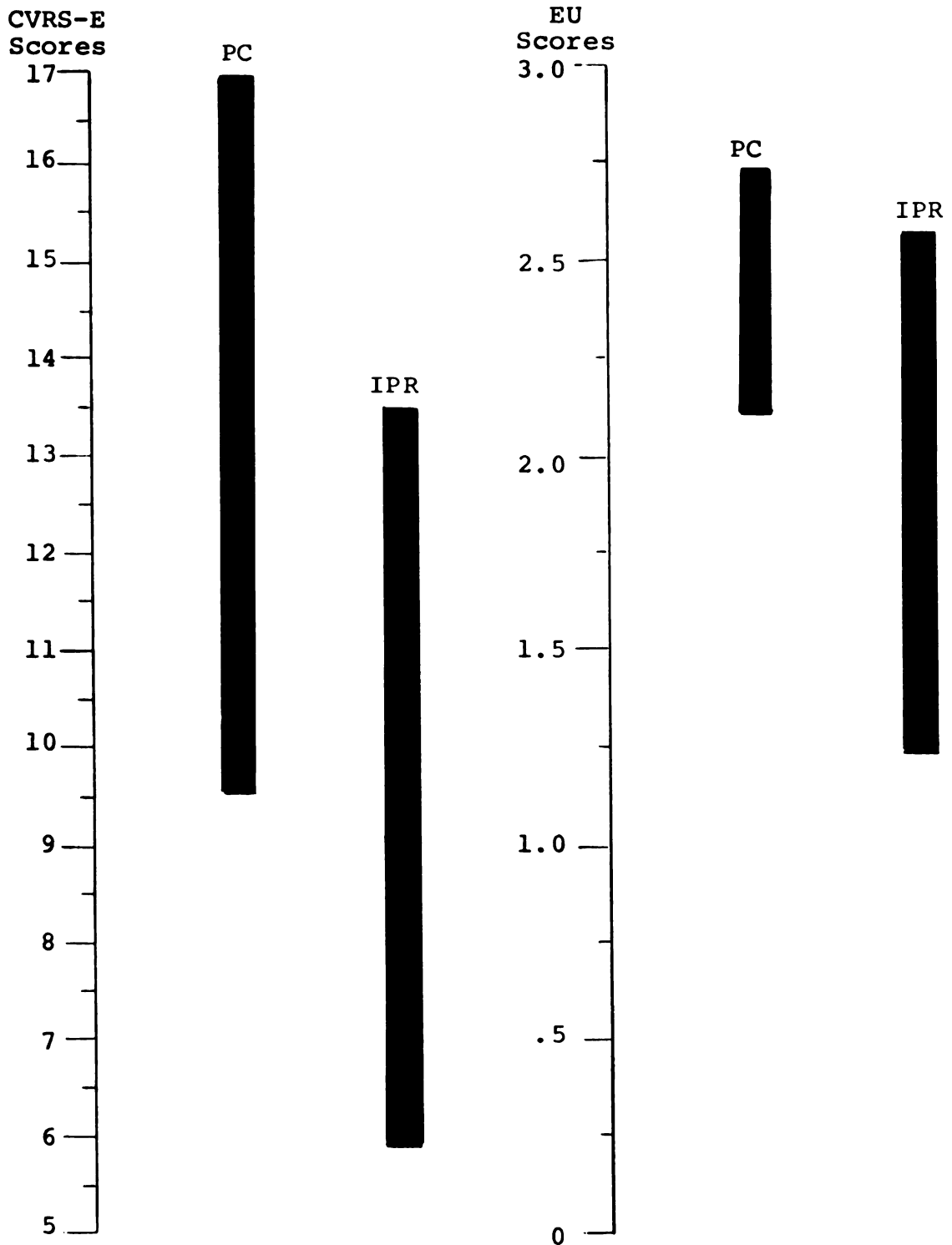


Figure 5.4
Professional Counselor and IPR Intervals
for the CVRS-E and EU

A comparison of the ASS confidence intervals reveals a high degree of overlap, suggesting that the IPR group was functioning well within the acceptable range. This result is consistent with the statistical analysis.

On the CVRS-A, the IPR interval falls completely within the professional counselor range. This comparison indicates that the IPR group was functioning well within the acceptable limits of effective counseling behavior. The t-test comparison also indicated that the two groups were not significantly different.

On the CVRS-U and CVRS-S, there was virtually no overlapping of intervals, with the IPR group having the lower range. These were also the two cases where the statistical analysis revealed that the IPR mean was significantly lower than the predetermined criterion level. While no significant pre to post gain was found on the CVRS-U, there was a significant pre to post increase on the CVRS-S. This suggests that the gain on the Specific dimension, while statistically significant, was not sufficient to reach an effective level of functioning.

The graph reveals a moderate overlap on the CVRS-E. It is interesting to note that while there was no statistically significant pre to post gain on this measure, the final level of functioning appears to be well within the range of effective counseling behavior.

While the IPR range on the EU scale includes most of the professional counselor interval, over half of the IPR distribution falls below the criterion range. This comparison suggests that while some of the trainees were functioning at an effective level, many others scored under the lower confidence limit. While the gain appears to be meaningful, nevertheless, this result should be interpreted cautiously--noting that statistically the IPR means were not different from the criterion level.

In summary, there were meaningful gains on four of the six dependent variables. The IPR groups were functioning at levels comparable to selected Ph.D. level professional counselors on the ASS, CVRS-A, CVRS-E, and EU measures. The IPR group performance on the CVRS-U and CVRS-S was lower than the range defined as acceptable by the confidence interval procedure.

Summary

A repeated measures analysis of variance was used to test for an overall difference in means across testing times. The null hypothesis was rejected, indicating significant and positive gains on the combined measures. The ANOVA also yielded a significant interaction between times and measures, indicating that the overall change was reflected differentially across the six measures. Matched pairs t-tests revealed that the treatment effect

was due to significant increases on the ASS, CVRS-A, CVRS-S, and EU measures.

Multiple t-tests were used to compare posttest scores to the pre-established criterion levels. The individual comparisons revealed that the trainees were functioning at a significantly lower level on the CVRS-U and CVRS-S. However, no significant differences were detected on the ASS, CVRS-A, CVRS-E, and EU scales. The statistical analysis indicated that on these four measures, the IPR trainees were functioning at levels comparable to professional counselors.

To assess the meaningfulness of these results, a confidence interval procedure was employed to determine whether the posttest scores fell within a range defined as effective counseling behavior. Results of these comparisons indicated that in those cases where the groups were statistically comparable they were also meaningfully comparable to (not significantly different from) professional counselor levels of facilitative functioning. Table 5.12 summarizes the results.

A discussion of the results, the conclusions, and the implications of this investigation are contained in Chapter VI.

TABLE 5.12

Summary of Hypotheses and Results

Hypothesis	Test		Decision
Ho ₁	Repeated Measures ANOVA	.05	Reject
Ho ₂	Repeated Measures ANOVA	.05	Reject
Ho ₃	Matched Pairs t Test	.0167	Reject
Ho ₄	Matched Pairs t Test	.0167	Reject
Ho ₅	Matched Pairs t Test	.0167	Do Not Reject
Ho ₆	Matched Pairs t Test	.0167	Reject
Ho ₇	Matched Pairs t Test	.0167	Do Not Reject
Ho ₈	Matched Pairs t Test	.0167	Reject
Ho ₉	t Test Comparison of Means	.0083	Do Not Reject*
Ho ₁₀	t Test Comparison of Means	.0083	Do Not Reject*
Ho ₁₁	t Test Comparison of Means	.0083	Reject*
Ho ₁₂	t Test Comparison of Means	.0083	Reject*
Ho ₁₃	t Test Comparison of Means	.0083	Do Not Reject*
Ho ₁₄	t Test Comparison of Means	.0083	Do Not Reject*

*In these cases, failure to reject Ho represented the outcome favorable to the effectiveness of the training program.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

Interpersonal Process Recall (Kagan, et al., 1967) is a video tape training technique designed to maximize the amount of feedback available to the participants of a counseling interview. Originally developed for use in counselor education and psychotherapy, the IPR model has been successfully applied to many training situations where the goal has been to teach interpersonal communication skills. The technique has been used to accelerate client growth in psychotherapy (Woody, 1965; Resnikoff, et al., 1970; Schauble, 1970; Hartson, 1971), to train lay mental health workers (Dendy, 1971; Scharf, 1971; Archer, 1971), and to train professional counselors (Goldberg, 1967; Spivack, 1970; Grzegorek, 1971; Heiserman, 1971).

The IPR research to date has been primarily concerned with two basic issues: (1) establishing Interpersonal Process Recall as a valid and effective training technique, and (2) exploring the range of populations to which the training model is applicable. The purpose of this study was to expand the basic IPR procedure into a

50-hour intensified IPR training program for counselors and then evaluate the model in terms of both statistical and meaningful significance.

Recognition of the limitations of present IPR models was primarily the result of feedback provided by members of the IPR staff and their trainees. From this feedback, three types of learning were identified as potential areas for expansion--cognitive, affective, and the integration of these two dimensions.

Additions to cognitive learning included: (1) providing a conceptual framework from which the trainees could understand the process of growth and change; (2) offering specific information, in the form of lectures and written handouts, about client dynamics; and (3) suggesting alternative approaches to understanding the client's experiential world.

Additions to affective learning included: (1) lengthening the time available for training, (2) making qualitative changes in the inquirer role to facilitate and expand counselor self-awareness, and (3) emphasizing specific behaviors that often give beginning counselors difficulty.

To facilitate the integration of cognitive and affective learning, the program included the following: (1) the cognitive input dealt with process dynamics rather than abstract theoretical constructs, (2) the cognitive

sessions were sequenced to complement the experiential portions of the training program, (3) a deliberate effort was made to integrate the skills learned as inquirer into the counselor role, and (4) the trainees spent ten hours using the IPR technique in a counseling situation with an actual client.

Thus, the goal underlying the expansion of the basic IPR model was to facilitate the trainee's understanding of the process of therapy--an area that has previously been neglected in IPR training programs. The counseling behaviors to be learned included:

- (1) increasing the trainee's ability to perceive feelings that are being experienced by the client but that are not being directly expressed,
- (2) that while responding to the client's concern, the trainees become sensitive to and aware of the dynamics of the problem--such as how and why the maladaptive behavior was learned, what maintains the behavior and what risks would be involved for the client if he were to change the behavior,
- (3) learning ways the counselor can use his own feelings, thoughts, and fantasies in the on-going interview to facilitate client movement and growth,
- (4) using the client-counselor interaction to more fully understand the client's interpersonal style, and
- (5) increasing the trainee's ability to choose the most appropriate response from a number of alternatives.

The sample for the study consisted of 21 students enrolled in Education 816 D, "Processes in Counseling."

This was a graduate level course offered during the five-week summer term at Michigan State University, 1971.

Each participant was permanently assigned to a triad at the beginning of the training program. These groups were defined as the experimental units for the study. A one-group pretest-posttest design was employed.

Two samples of behavior were collected prior to and immediately following the 50 hours of training. The Affective Sensitivity Scale was administered to evaluate the trainee's ability to perceive client feelings in video taped segments excerpted from actual counseling interviews. The trainees also conducted pre and post counseling interviews with student volunteers. Segments of these interviews were subsequently rated by three independent judges on the Affective, Understanding, Specific, and Exploratory subscales of the Counselor Verbal Response Scale and the Empathic Understanding in Interpersonal Processes Scale.

The study was designed to answer two basic questions: (1) whether there would be significant pre to post changes in the level of facilitative functioning for students exposed to the intensified IPR training program, and (2) whether the trainee's posttest level of functioning would reach a predetermined criterion level, the scores of professional counselors.

To answer the first question, the following hypotheses were formulated:

Ho₁: There will be no pre to post difference in means on the combined measures of facilitative functioning (ASS, CVRS, and EU) for groups exposed to the Intensified IPR Training Program.

Ho₂: There will be no Times by Measures Interaction.

A repeated measures analysis of variance revealed a significant treatment effect on the combined measures and a significant times by measures interaction ($\alpha \leq .05$). The rejection of Hypothesis 2 indicated that the pre to post gains were reflected differentially across the six measures. Therefore, the following hypotheses were tested:

Ho₃: There will be no pre to post differences in means on the Affective Sensitivity Scale for groups exposed to the Intensified IPR Training Program.

Ho₄: There will be no pre to post differences in means on the Affective dimension of the CVRS for groups exposed to the Intensified IPR Training Program.

Ho₅: There will be no pre to post differences in means on the Understanding dimension of the CVRS for groups exposed to the Intensified IPR Training Program.

Ho₆: There will be no pre to post differences in means on the Specific dimension of the CVRS for groups exposed to the Intensified IPR Training Program.

Ho₇: There will be no pre to post differences in means on the Exploratory dimension of the CVRS for groups exposed to the Intensified IPR Training Program.

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Ho₈: There will be no pre to post differences in means on the Empathic Understanding Scale for groups exposed to the Intensified IPR Training Program.

Matched pairs t-tests were used to compare the pre and post means on the individual measures. An overall alpha level of .05 was preserved by dividing the probability of a Type I error among the six one-tailed tests. The matched pairs analyses revealed statistically significant differences on four of the six dependent variables. Thus, the treatment main effect was attributed to pre to post gains on the Affective Sensitivity Scale, the Affective and Specific subscales of the Counselor Verbal Response Scale, and the Empathic Understanding in Interpersonal Processes Scale. No significant differences were found on the Understanding and Exploratory dimensions of the CVRS.

A second basic question in this investigation was whether the posttest scores represented an effective level of functioning. To answer this question, the IPR posttest mean on each measure was compared to a predetermined criterion level. This level was the mean for a group of selected Ph.D. level professional counselors who had been tested on the ASS, CVRS, and EU measures (Scharf, 1971).^{*} These psychologists were among those employed at a major university counseling center who were permitted to

^{*}Raw data used in Scharf dissertation obtained directly from the author.

supervise Ph.D. candidates in practicum and were therefore assumed to be functioning at effective professional levels.

The criteria were: ASS, 46.00; CVRS-A, 5.556; CVRS-U, 17.222; CVRS-S, 14.889; CVRS-E, 13.222; EU, 2.444. The following hypotheses were tested:

- Ho₉: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Affective Sensitivity Scale.
- Ho₁₀: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Affective dimension of the CVRS.
- Ho₁₁: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Understanding dimension of the CVRS.
- Ho₁₂: The posttest scores for the combined groups exposed to the intensified IPR Training Program will not be different from the combined scores of professional counselors on the Specific dimension of the CVRS.
- Ho₁₃: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Exploratory dimension of the CVRS.
- Ho₁₄: The posttest scores for the combined groups exposed to the Intensified IPR Training Program will not be different from the combined scores of professional counselors on the Empathic Understanding Scale.

Separate t-tests for the comparison of means were used to examine these hypotheses. The results indicated that, at the end of training, the IPR group was

functioning significantly lower than the criterion level on the Understanding and Specific subscales of the CVRS. It was also found that at the end of training, the IPR group was functioning at levels not significantly different from professional counselors on the Affective Sensitivity Scale, the Affective and Exploratory subscales of the Counselor Verbal Response Scale and the Empathic Understanding in Interpersonal Processes Scale.

Following the statistical analysis, a confidence interval procedure was employed to determine whether the posttest scores fell within a range defined as effective counseling behavior, thus providing a basis for a meaningful comparison. For each of the six measures, a t-test confidence interval was established around the IPR mean. The intervals for the criterion levels were set up to define the range of scores that could be meaningfully regarded as not different from the professional counselor level of functioning.

The confidence intervals for the IPR group were then compared graphically to the intervals established for the professional counselor group. It appeared that in those cases where the groups were not statistically different, neither were they meaningfully different from the levels of professional counselors, i.e., on the ASS, CVRS-A, CVRS-E, and EU.

The results of this training program are contrasted with earlier IPR studies in Table 6.1. An

TABLE 6.1
A Comparison of IPR Training Programs

Investigator	Population	Clients	Length of Training	Model	ASS		CVRS-A		CVRS-U		CVRS-S		CVRS-E		EU	
					Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Scharf	Undergraduate NAs	Student Volunteers	40 hours/5 days	Intensive IPR (no stimulus films used)		38.06		2.91		10.47		10.43		7.23		1.77
Dandy	Undergraduate NAs	Student Volunteers	38 hours/2 phases/6 months	Extensive IPR	36.81	45.57		8.29		15.27		13.88		14.28	1.61	2.63
Grzegorek*	Prison Counselors	Prisoners	80 hours/2 weeks	IPR Experimental--Accepting	33.1	40.1	1.0	5.4	4.0	12.0	4.0	12.00	4.0	12.00	1.2	1.6
Heiserman	Court Caseworkers	Delinquents	32 hours/10 weeks	Didactic--IPR			.82	1.94	2.18	4.12	1.27	2.97	1.60	3.49		
Heiserman	Court Caseworkers	Delinquents	32 hours/10 weeks	IPR--Didactic			.61	1.88	1.33	3.03	.85	1.66	1.09	1.88		
Goldberg	Masters Students	Coached Clients	12 hours/6 weeks	IPR--Supervision (no stimulus films used)			3.30	7.47	6.00	13.05	3.35	9.33	5.81	12.18		
Spivack	Masters Students	Coached Clients	20 hours/10 weeks	IPR--Traditional	38.2	42.0	.55	1.85	3.15	5.80	3.15	5.80	3.30	5.95	1.14	1.27
Spivack	Masters Students	Coached Clients	20 hours/10 weeks	Traditional--IPR	43.7	46.5	.80	3.50	4.95	10.90	4.95	10.90	5.00	11.25	1.19	1.56
Rowe	Graduate Students	Student Volunteers	50 hours/5 weeks	Intensified IPR	36.43	44.33	3.190	5.571	8.444	10.857	6.175	8.238	8.381	9.667	1.627	2.024

*Estimates

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examination of these data suggest that previous IPR programs, notably the Dendy and Goldberg research, evidenced higher posttest scores and greater pre to post gains on all measures. The possible reasons why greater increases were not recorded in this study will be discussed in a later section.

Results of the Analysis

The findings of this study indicate that graduate students who were exposed to a five week, 50-hour intensified IPR training program for counselors experienced significant pre to post increases in levels of facilitative functioning. Statistically significant gains were observed in the trainee's ability to perceive client feelings (ASS), to respond to the client's Affective message (CVRS-A), to label the client's feelings Specifically (CVRS-S), and in their level of Empathic Understanding (EU).

The findings further suggest that on certain dimensions, the trainees were functioning at levels that were both statistically and "meaningfully" comparable to a select group of professional counselors at or near the Ph.D. level. These dimensions included ability to perceive client feelings (ASS), to respond to the client's Affective message (CVRS-A), to encourage the client to further Explore his concern (CVRS-E), and in their level of Empathic Understanding (EU).

Before discussing the results of this study, the subjective feedback obtained through the Evaluation Form will be presented.

Results of the Evaluation Form

Following the 50 hours of training, each participant was asked to describe his reactions to the experience by completing the Evaluation Form (see Appendix F). In this section, the questions will be restated, followed by a summary of the responses.

The response to the training experience was overwhelmingly positive. This is not to imply that the trainees offered no criticism, but that the general reactions were favorable and the suggestions were constructive.

1. Rank these sessions in the order that they were helpful to you (each session was listed).
2. Please share your reactions to each of the above sessions.

The rankings were quite diverse, suggesting either that the reactions to the different phases of training were highly individualized, or that the trainees were being asked to rank sessions that were nearly equal. However, several trends emerged. Among the most highly ranked sessions were IPR Counseling--Actual Client, Client Recall--Role-played Client, and Mutual Recall--Assertiveness. At the other end of the continuum, the three sessions involving use of the Affect Simulation Films and

the lecture on Interpersonal Defenses were among the least preferred.

3. What is your reaction to the following handouts:

- A. Establishing Ownership of Feelings--Part I
- B. Establishing Ownership of Feelings--Part II
- C. Feelings Touched, Now What?
- D. Identification of Client Needs
- E. Use of Fantasy

Feedback from the trainees indicated that all five handouts were valuable and directly relevant to the training experience. The two that received the most positive response were "Use of Fantasy" and "Feelings Touched, Now What?"

This method of introducing cognitive input into a basically experiential program was apparently highly successful. The trainees reported that the ideas not only stimulated their thinking about the therapy process, but that the practical implications were clear enough to be translated into counseling behavior. In the later stages of the program, many trainees requested more input of a similar nature as well as an expansion of the ideas already presented.

4. Did you see each step as important to later steps, or did some seem irrelevant to you (please be specific)?

The following comments were typical:

The training program was well planned. At first I had difficulty seeing how things would fall into place, but as time passed, they did fall into place.

All steps seemed important if you can accept the view that each was a step in a hierarchy of skills. I was quite restless and at times bored in the early stages, but the later stages were more challenging and added variety.

There were no jarring inconsistencies. Only problem came when there seemed too little time to make sense out of the progression.

The progression was tremendous. Personally, I could feel confidence increasing because of awareness of responsibilities, etc. Each step seemed to add something (and not too much so we were lost), and still conceptualize the earlier stages.

In terms of my own major area (curriculum), it seemed as if you had done a superb task analysis. Each step seemed to me to lead to the next--transitions were well-timed and natural. I saw three threads interwoven throughout--the development of the group as an entity, the development of self and self-awareness, etc., and the development of each of us as a counselor. At any one time it was impossible to separate the three strands. They merged beautifully throughout.

Only one trainee reported feeling lost and unable to grasp the scheme of the program. The majority of reactions were similar to the fourth and fifth above, suggesting that the developmental sequencing of tasks was extremely effective.

5. What was the one most important thing you learned throughout this training program?

To use my own hunches to draw the client out, to be less qualifying and verbal.

I was never so aware of the unbelievable impact and power of a relationship. The amount accomplished in my client sessions astonished me.

Feelings are much more important than the words exchanged between two people.

When working with a client, to be honest with my thoughts and feelings.

What to do with feelings once they are identified.

To be able to listen to other people in an affective, feeling manner; and to be able to evaluate some of my own feelings about myself and others.

In my earlier training, I was taught that reflection of feelings was the proper response. However, I learned here that leading questions help the client to bring up, recognize, and identify basic feelings.

To be aware of my own feelings and not be threatened or afraid of dealing with myself and others in the affective domain.

I think the most important thing I have learned is not to give advice and not to try to solve other people's problems but to help them explore their feelings and by doing so, allow them to be more in touch with ways they can solve their own problems.

6. What one change would you make?

This 50 hours was too intensive . . . think I could have enjoyed it more (not necessarily got more out of it) over a 10-week period.

I learned much and was stimulated by the intensity of the daily exposure and practice.

Try for a greater feeling of availability of staff to student for individual help and feedback.

Not change leaders so much. It is difficult to adjust so much to new people who don't know how far you've come, what you've been through, or what still needs to be worked out.

More patient-client contact with less "client role-playing" by the students.

I would like to see clients brought in that have real problems and concerns which they want help with.

Fewer or better stimulus films.

Perhaps a short summary of what really occurred after each session to help us understand the feelings that took place within ourselves and others.

7. General feedback:

The course was tremendous. It has been one of the greatest learning experiences I've had in my college career. I liked the process of "doing" rather than "reading about" these experiences.

The entire experience was fantastic. As a result of this experience, I feel I will be better able to communicate with my students and deal honestly with them.

Excellent course. Well thought out, tremendous amount of planning, yet well done.

All in all, definitely a turning point in my life. I grew tremendously and am terribly happy about the whole thing.

The wealth of knowledge learned about myself and my effect on others will probably never be fully measured. This program should be required of all people who are going to work professionally, in any capacity, dealing with people in a helping relationship.

It put pressure on me to interact with others and to evaluate my strengths and weaknesses; and it was a great experience--I needed the pressure and the interaction.

I liked the feeling that the course, though very well planned and executed, still leaves me with the feeling that it is open-ended. The course is finished; excitement in it continues.

Discussion

This 50-hour IPR training program was designed to provide a much more intensive training experience than has been offered by existing IPR models. The counselor's feelings about himself, his client, and the counseling relationship were emphasized to help the trainee more fully understand his own interpersonal behavior. Cognitive input in the form of lectures and written handouts,

not used in previous IPR studies, was included to expand the trainee's understanding of the counseling process. Because of these modifications, it was anticipated that rather large pre to post increases would be recorded on all six measures.

The results of the analysis, however, suggest that this was not the case. While there were statistically significant increases on four of the six dependent variables, the only measure that registered a large pre to post gain was the Affective Sensitivity Scale. On the other hand, subjective data from the Evaluation Form suggests the possibility that greater gains were experienced by the trainees than were recorded by the research instruments.

Therefore, before drawing conclusions about the effects of the 50-hour training program, it is necessary to consider those factors which may have confounded the results. Why were greater pre to post gains not obtained on the CVRS and EU measures? Why was there the apparent discrepancy between the empirical and subjective results?

One possible reason that the scores on the behavioral measures (CVRS and EU) were not as high as anticipated may be that while the trainees learned to perceive and identify client feelings (as measured by the ASS), this knowledge was not translated into effective counseling behavior. This possibility seems unlikely,

however, because the trainees reported that their effectiveness with clients increased considerably, and these reports were substantiated by the clinical observations of the IPR staff.

An interesting observation is that the CVRS and EU scores were obtained from the same source, the audio taped interview. It may be that factors confounding the interview situation itself lead to a biased measure of the trainee's level of facilitative functioning.

Because of ethical considerations, clients with personal-social concerns could not be used for the criterion interviews. Therefore, the trainees were not given an opportunity to demonstrate their skills with the client population for which they were trained. Reports from the trainees revealed that most of the student-interviewees desired a mutual sharing of ideas rather than help with a problem or concern. It may have been highly inappropriate for the counselor trainee to respond as though a problem existed when no problem was being expressed, or to respond affectively when the interviewee asks a legitimate informational question, i.e., "What classes do I need for a social science major?" Therefore, it is possible that the trainees responded quite appropriately, but this fact was reflected negatively on the criterion measures.

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Similarly, the fact that the criterion tape was a "one time only" interview may not have allowed the trainee to demonstrate the kind of learning intended through the intensification of the basic IPR model. One emphasis throughout the training was an understanding of the process of therapy and the nature of the client-counselor interaction over time. It takes time to build a relationship such that the client trusts the counselor's inquiries into sensitive emotional areas. If the probing is done prematurely, the client may respond with mistrust and defensiveness, especially if he is not actively seeking help with a specific concern. Thus, it seems likely that a number of interviews with the same client would have been necessary to determine whether the trainee could build and maintain a relationship which would have appropriately allowed him to demonstrate his competency.

There is yet another factor related to the interview that may have confounded the results. At the time the final interview was scheduled, the trainees reported being emotionally exhausted from the intensive training, drained by the humid, 95 degree weather, and under the pressure of final exams. Several trainees stated they were packed and ready to leave town as soon as they completed the interview. Therefore, it is possible that a fatigue factor affected the trainee's motivation and perhaps even their immediate ability to function at their most effective levels.

Another factor that may have influenced the outcome was that many of the student volunteers for the posttest criterion interview were obtained through a second recruiting effort. In that both pre- and post-interviewees were drawn from the same population, it is difficult to speculate what effect the difference in time (4 weeks) may have had on the clients, and hence, on the results.

Another possible explanation for the final scores being lower than anticipated might be related to the nature of the trainee sample. No screening procedure was used for admittance into the training program. Five or six of the students might have been more suited for a slower-paced, less intensive training program. Not all of the participants were interested in becoming professional counselors and this seemed to have an effect on their motivation to understand the complexities of the helping relationship.

Another explanation, however, is that none of these possible confounding variables effected the results of the study. It could be that the modifications of the basic IPR model did not result in the training of more effective counselors than previous IPR programs.

Observations

Logistical Problems

In the course of five weeks, a total of 350 hours (7 triads, 50 hours each) of IPR training was given. The scheduling of triads at a time when both video equipment and staff were available was a time consuming and difficult, but not insurmountable task. About 15 hours of staff time per week was needed to solve the logistical problems necessary to maintain operation of the program.

Staffing Demands

Seventy hours of staff time per week is a heavy demand. However, almost all of the IPR training was conducted by doctoral students, requiring very little commitment from the university in terms of faculty time. The staff, all volunteers, were excited by the training program and their reactions suggested that it was an important learning experience for them as well as the trainees.

If such a program were to be implemented on a continuing basis, a pyramid structure could be set up whereby former trainees are given much of the staffing responsibilities for future programs. This creates an efficient, self-perpetuating model which provides a valuable learning experience for both staff and trainees, and which requires a minimal outlay of faculty resources.

Suggested Modifications of the
50-Hour Intensified IPR
Training Model

Feedback from the IPR staff and the trainees indicated that the following modifications might be appropriate for future training programs employing the model used in this study.

1. Extend the 50-hour training program over a period of ten weeks. This would not only alleviate many of the scheduling problems, but would also provide additional time between sessions for the trainees to think about and integrate their experience.

2. Employ a screening procedure in the selection of trainees. Because this training is intensive and demanding, factors such as readiness for training, motivation, and general ability to relate on an interpersonal level should be considered. In addition, it seems important to determine whether the prospective student values the kind of interpersonal learning emphasized in Interpersonal Process Recall.

3. Eliminate or modify the use of stimulus films. Trainee feedback indicated that the sessions involving use of the stimulus films were the least productive of all the training experiences. The students commented that the films tended to communicate an "acted" quality which made them difficult to relate to. They suggested increasing the number of actors (from two) and widening

the range of emotions portrayed. (The investigator has also observed that discussions tend to be more spontaneous in slightly larger groups of six to ten, rather than three, trainees.)

4. Provide more interviewing experience with actual students. In the later stages of the program, the trainees seemed to become saturated by the continued exposure to members of their own triad. This problem could be minimized by providing additional interviewing experience with student volunteers. Another solution might be to change the membership of the triads several times throughout the 50-hour program.

5. Provide more cognitive input during the later stages of training. The handouts apparently stimulated a good deal of thinking about the process of therapy. Several trainees requested more input of this nature, reporting that the ideas presented helped them integrate the experiences provided by the training program.

Some Additional Notes

While the purpose of the 50-hour program was to train effective helpers, the participants reported personal as well as professional growth. In addition to greater self-awareness, many trainees indicated that the quality of their day-to-day relationships (including marriages) improved as a result of this training experience.

The actual training time consumed 700 man hours (50 hours, 21 students) in a span of five weeks. At times, scheduling conflicts necessitated early morning and late evening sessions, often at the trainee's inconvenience. Perhaps a testimony to the student's involvement and commitment, only 11 man hours were missed.

A number of the participants have since accepted teaching positions where their responsibilities include providing IPR training for students. Several others have been active on the Michigan State campus, working with undergraduates who have requested training in interpersonal communication skills.

Since the summer of 1971, several aspects of this model have been incorporated into newer training programs. This suggests that people working closely with IPR felt that the modifications contributed to the training experience. Two of the handouts, "Use of Fantasy" and "Feelings Touched, Now What?" were published in Influencing Human Interaction (Kagan, 1972).

Conclusions

The results of the analysis indicated that statistically significant increases were found on four of the six measures of facilitative functioning. Pre to post gains were obtained on the ASS, CVRS-A, CVRS-S, and EU measures.

The results also indicated that the trainees were functioning at levels not significantly different from professional counselors on the ASS, CVRS-A, CVRS-E, and EU scales. It also appeared that there were no meaningful differences between the IPR trainees and the professional counselors on these four measures.

The data obtained from the Evaluation Form and the clinical observations of the IPR staff, however, suggested the possibility that greater gains were experienced by the trainees than were recorded by the research instruments. Several factors--actual clients were not used for the criterion interviews, a one-hour interview may not have been sufficient for a relationship to develop such that the trainee could appropriately demonstrate his competency, and the reported and observed fatigue at the end of training--were cited as possible confounding variables which may have served to depress the results of the study.

Considering both the empirical and subjective evidence, it is tentatively concluded that this 50-hour intensified IPR training program resulted in substantial increases in the trainee's ability to function effectively in the counseling relationship, and may be the most effective IPR model to date. A replication of this study, employing a more stringent experimental design which controls for or eliminates the possible confounding variables in this study, is needed to further examine the effects of the training program.

Implications for Future Research

1. This program was designed to provide an intense, short-term learning experience. It may be that a substantial amount of learning and integration takes place after the training is completed. Therefore, this program needs to be evaluated in both short-term (6 weeks) and long-term (6 months) follow-up studies.
2. Further research is needed to determine the optimal length and intensity of training, i.e., a rate of training which provides enough time for the participants to integrate the experience, yet sufficient intensity to stimulate growth and exploration.
3. It may be that IPR training is most effective during specific stages in the counselor's professional development. This approach needs to be compared with sensitivity group experiences, other structured training methods (Ivey's micro-counseling, Carkhuff's discrimination training) and individual supervision, in the beginning, middle, and final stages of the trainee's graduate study.
4. None of the studies using IPR in counselor education (including this one) have measured client

growth as a direct indicator of the effectiveness of training. In future research, indicators of client change as well as counselor behaviors need to be considered.

5. The results of this study suggested that on several measures, the IPR trainees were functioning at levels not significantly different from a selected group of professional counselors. However, comparable levels of facilitative functioning do not indicate comparable levels of competence. Further research is needed to identify those skills or attributes that differentiate between the competent psychologist and the minimally effective counselor.

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APPENDICES

APPENDIX A

**A 50 HOUR INTENSIFIED IPR TRAINING
PROGRAM FOR COUNSELORS**

Outline of the Training Program

<u>Time Required</u>	<u>Task</u>
2 hours	1. Lecture: Elements of Effective Communication and Introduction to Interpersonal Process Recall (IPR) Handout: IPR Counselor Verbal Response Scale.
2 hours	2. Audio Tapes A. Identification of client feelings B. Responding to client feelings Handout: Empathic Understanding in Interpersonal Processes (revised)
2 hours	3. Counselor Recall--recall conducted by staff member Handout: Explanation of Recall
2 hours	4. Client Recall--recall conducted by staff member
3 hours	5. Inquirer Training A. Kagan's video tape (1 hour) Handout: Role and Function of the Inquirer
2 hours	6. Mutual Recall--recall conducted by student
2 hours	7. Stimulus Films Handout: Establishing Ownership of Feelings--Part I
3 hours	8. Interview--Client Recall--Interview
3 hours	9. Interview--Mutual Recall--Interview Handout: Establishing Ownership of Feelings--Part II
2 hours	10. Stimulus Films
3 hours	11. Mutual Recall--Assertiveness Handout: Feelings Touched, Now What?
1 hour	12. Lecture: How Clients Run from Counselors: Interpersonal Defenses

<u>Time Required</u>	<u>Task</u>
3 hours	13. Client Recall-Role-played Client Handout: Identification of Client Needs
2 hours	14. Conceptualization of Client Dynamics A. Video tape of counseling session Handout: Use of Fantasy
3 hours	15. Mutual Recall--Existential Relationship
3 hours	16. Stimulus Films
2 hours	17. Lecture: IPR Counseling and Summary Overview
10 hours	18. IPR Counseling--Actual Client
	<u>1st day</u> 30 minute interview 15 minute client recall 45 minute counselor recall
	<u>2nd day</u> 30 minute interview 60 minute client recall 30 minute interview
	<u>3rd day</u> 30 minute interview 30 minute mutual recall 30 minute interview

SESSION 1

Lecture: Elements of Effective Communication and
Introduction to Interpersonal Process
Recall

Handout: IPR Counselor Verbal Response Scale

The purpose of this lecture is to provide a brief overview of what counseling is. This particular conceptual framework introduces four dimensions of communication. While these elements are not the end all and be all of effective interviewing, they do represent an appropriate place to begin learning about the helping relationship.

The elements of effective communication are some specific behaviors which were exhibited by expert interviewers. Not only were these "experts" judged effective by their colleagues, but their clients reported such things as, "I felt I could talk to this person about anything" and "This person really helped me to see things more clearly."

1. Exploratory--Nonexploratory
Talk about the tentativeness of the counselor's perceptions and how he can use these to facilitate client exploration.
2. Cognitive--Affective
Talk about the difference between the cognitive (story-line) and the affective (feeling).
3. Specific--Nonspecific
Talk about labeling feelings clearly, honestly and specifically.
4. Understanding--Nonunderstanding
Talk about how you let the client know that you understand or are trying to understand how he feels. (If you hear his feelings, does the client know that you hear?)

IPR COUNSELOR VERBAL RESPONSE SCALE

The scale was developed as a part of a project supported by a grant from the U.S. Department of Health, Education and Welfare, Office of Education, "Exploration of the Potential Value of Interpersonal Process Recall Technique (IPR) for the Study of Selected Educational Problems" (Project Nos. 7-32-0410-216 and 7-32-0410-270).

IPR COUNSELOR VERBAL RESPONSE SCALE

The Counselor Verbal Response Scale is an attempt to describe a counselor's response to client communication in terms of four dichotomized dimensions: (a) affect--cognitive; (b) understanding--nonunderstanding; (c) specific--nonspecific; (d) exploratory--nonexploratory. These dimensions have been selected because they seem to represent aspects of counselor behavior which seem to make theoretical sense and contribute to client progress. A fifth dimension--effective-noneffective--provides a global rating of the adequacy of each response which is made independently of the four descriptive ratings.

The unit for analysis is the verbal interaction between counselor and client represented by a client statement and counselor response. A counselor response is rated on each of the five dimensions of the rating scale, with every client-counselor interaction being judged independently of preceding units. In judging an individual response the primary focus is on describing how the counselor responded to the verbal and nonverbal elements of the client's communication.

Description of Rating Dimensions

I. Affect--cognitive dimension

The affective-cognitive dimension indicates whether a counselor's response refers to any affective component of

a client's communication or concerns itself primarily with the cognitive component of that communication.

A. Affective responses--Affective responses generally make reference to emotions, feelings, fears, etc. The judge's rating is solely by the content and/or intent of the counselor's response, regardless of whether it be reflection, clarification, interpretation. These responses attempt to maintain the focus on the affective component of a client's communication. Thus they may:

- (a) Refer directly to an explicit or implicit reference to affect (either verbal or nonverbal) on the part of the client.

Example: "It sounds like you were really angry at him."

- (b) Encourage an expression of affect on the part of the client.

Example: "How does it make you feel when your parents argue?"

- (c) Approve of an expression of affect on the part of the client.

Example: "It doesn't hurt to let your feelings out once in a while, does it?"

- (d) Presents a model for the use of affect by the client.

Example: "If somebody treated me like that I'd really be mad."

Special care must be taken in rating responses which use the word "feel." For example, in the statement "Do you feel that your student teaching experience is helping you get the idea of teaching?", the phrase "Do you feel that" really means "do you think that." Similarly the expression "How are you feeling?" is often used in a matter-of-fact, conversation manner. Thus, although the verb "to feel" is

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used in both these examples, these statements do not represent responses which would be judged "affective."

B. Cognitive Responses--Cognitive responses deal primarily with the cognitive element of a client's communication. Frequently such responses seek information of a factual nature. They generally maintain the interaction on the cognitive level. Such responses may:

- (a) Refer directly to the cognitive component of the client's statement.
Example: "So then you're thinking about switching your major to chemistry?"
- (b) Seeks further information of a factual nature from the client.
Example: "What were your grades last term?"
- (c) Encourage the client to continue to respond at the cognitive level.
Example: "How did you get interested in art?"

II. Understanding--nonunderstanding dimension

The understanding--nonunderstanding dimension indicates whether a counselor's response communicates to the client that the counselor understands or is seeking to understand the client's basic communication, thereby encouraging the client to continue to gain insight into the nature of his concerns.

A. Understanding responses--Understanding responses communicate to the client that the counselor understands the client's communication--the counselor makes appropriate reference to what the client is expressing or trying to express both verbally and nonverbally--or the counselor is clearly seeking enough information of either a cognitive

or affective nature to gain such understanding. Such responses:

- (a) Directly communicate an understanding of the client's communication.
Example: "In other words, you really want to be treated like a man."
- (b) Seek further information from the client in such a way as to facilitate both the counselor's and the client's understanding of the basic problems.
Example: "What does being a man mean to you?"
- (c) Reinforce or give approval of client communications which exhibit understanding.
Example: CL: "I guess then when people criticize me, I'm afraid they'll leave me."
 CO: "I see you're beginning to make some connection between your behavior and your feelings."

B. Nonunderstanding responses--Nonunderstanding responses are those in which the counselor fails to understand the client's basic communication or makes no attempt to obtain appropriate information from the client. In essence, nonunderstanding implies misunderstanding. Such responses:

- (a) Communicate misunderstanding of the client's basic concern.
Example: CL: "When he said that, I just turned red and clenched my fists."
 CO: "Some people don't say nice things."
- (b) Seek information which may be irrelevant to the client's communication.
Example: CL: "I seem to have a hard time getting along with my brothers."
 CO: "Do all your brothers live at home with you?"
- (c) Squelch client understanding or move the focus to another irrelevant area.
Example: CL: "I guess I'm really afraid that other people will laugh at me."
 CO: "We're the butt of other people's jokes sometimes."

Example: CL: "Sometimes I really hate my aunt."
 CO: "Will things be better when you go to college?"

III. Specific--nonspecific dimension

The specific-nonspecific dimension indicates whether the counselor's response delineates the client's problems and is central to the client's communication or whether the response does not specify the client's concern. In essence, it describes whether the counselor deals with the client's communication in a general, vague, or peripheral manner, or "zeros in" on the core of the client's communication.

NB: A response judged to be nonunderstanding must also be nonspecific since it would, by definition, misunderstand the client's communication and not help the client to delineate his concerns. Responses judged understanding might be either specific (core) or nonspecific (peripheral) i.e. they would be peripheral if the counselor conveys only a vague idea that a problem exists or "flirts" with the idea rather than helping the client delineate some of the dimensions of his concerns.

A. Specific responses--Specific responses focus on the core concerns being presented either explicitly or implicitly, verbally or nonverbally, by the client. Such responses:

- (a) Delineate more closely the client's basic concerns.
Example: "This vague feeling you have when you get in tense situations--is it anger or fear?"
- (b) Encourage the client to discriminate among stimuli affecting him.

Example: "Do you feel _____ in all your classes or only in some classrooms?"

- (c) Reward the client for being specific.

Example: CL: "I guess I feel this way most often with someone who reminds me of my father."

CO: "So as you put what others say in perspective, the whole world doesn't seem so bad, it's only when someone you value, like Father, doesn't pay any attention that you feel hurt."

B. Nonspecific responses--Nonspecific responses indicate that the counselor is not focusing on the basic concerns of the client or is not yet able to help the client differentiate among various stimuli. Such responses either miss the problem area completely (such responses are also nonunderstanding) or occur when the counselor is seeking to understand the client's communication and has been presented with only vague bits of information about the client's concerns. Thus such responses:

- (a) Fail to delineate the client's concern and cannot bring them into sharper focus.

Example: "It seems your problem isn't very clear--can you tell me more about it?"

- (b) Completely miss the basic concerns being presented by the client even though the counselor may ask for specific details.

Example: CL: "I've gotten all A's this year and I still feel lousy."

CO: "What were your grades before then?"

- (c) Discourage the client from bringing his concerns into sharper focus.

Example: "You and your sister argue all the time. What do other people think of your sister?"

IV. Exploratory--Nonexploratory dimension

The exploratory-nonexploratory dimension indicates whether a counselor's response permits or encourages the

client to explore his cognitive or affective concerns, or whether the response limits a client's exploration of these concerns.

A. Exploratory responses--Exploratory responses encourage and permit the client latitude and involvement in his response. They may focus on relevant aspects of the client's affective or cognitive concerns but clearly attempt to encourage further exploration by the client. Such responses are often open-ended and/or are delivered in a manner permitting the client freedom and flexibility in response. These responses:

- (a) Encourage the client to explore his own concerns.

Example: Cognitive--"You're not sure what you want to major in, is that it?"
Affective--"Maybe some of these times you're getting mad at yourself, what do you think?"

- (b) Assist the client to explore by providing him with possible alternatives designed to increase his range of responses.

Example: Cognitive--"What are some of the other alternatives that you have to history as a major?"
Affective--"In these situations do you feel angry, mad, helpless, or what?"

- (c) Reward the client for exploratory behavior.

Example: Cognitive--"It seems that you've considered a number of alternatives for a major, that's good."
Affective--"So you're beginning to wonder if you always want to be treated like a man."

B. Nonexploratory responses--Nonexploratory responses either indicate no understanding of the client's basic communication, or so structure and limit the client's responses that they inhibit the exploratory process. These responses

give the client little opportunity to explore, expand, or express himself freely. Such responses:

Discourage further exploration on the part of the client.

Example: Cognitive--"You want to change your major to history."

Affective--"You really resent your parents treating you like a child."

V. Effective--noneffective dimension

Ratings on the effective--noneffective dimension may be made independently of ratings on the other four dimensions of the scale. This rating is based solely upon the judge's professional impression of the appropriateness of the counselor's responses, that is how adequately does the counselor's response deal with the client's verbal and non-verbal communication. This rating is not dependent on whether the response has been judged affective--cognitive, etc.

A rating of 4 indicates that the judge considers this response among the most appropriate possible in the given situation while a 3 indicates that the response is appropriate but not among the best. A rating of 2 indicates a neutral response which neither measurably affects client progress nor inhibits it, while a rating of 1 indicates a response which not only lacks basic understanding of the client's concerns but which in effect may be detrimental to the specified goals of client growth.

SESSION 2

Audio Tapes

- A. Identification of client feelings
- B. Responding to client feelings

Handout: Empathic Understanding in Interpersonal Processes (revised)

The students will meet in triads for the following 2 hour period. A staff member will be present to conduct the training. The session will be divided into two parts. Part I will focus on identification of client feelings. Part II will center on responding to the client.

Part I--45 minutes

Instructions to the Staff: Use the audio tape that contains a series of client statements. Play an individual segment and then stop the recorder for discussion. Encourage the students to hear:

1. the client's concern or the cognitive (story-line) aspect of his statement.
2. the client's feeling about his concern or the affective part of his statement.
3. the specific feelings the client is experiencing during the interview--labeling.
4. whether the client is "in touch" with his feelings or whether he is unaware of his emotional response.

In summary, the students should end the discussion of each segment with a fairly clear picture of the client's concern as well as the specific feelings he's having about it.

Part II--One hour, 15 minutes

Instructions to the Staff: Provide the students with the following introduction:

Throughout our lives, most of us have been repeatedly taught to respond to the content or the story-line of what someone has said--this comes naturally for most of us. One of the things we would like to have you learn is to be able to respond directly to the emotional part of the message, also. For a moment, then, let's turn our efforts away from the cognitive aspect of communication.

You have just spent some time learning to recognize and label client feelings in a number of situations. The next step is to communicate to the client that you did hear what he was feeling.

1. Explain the three levels (adding, interchangeable and detracting) of empathic understanding.
2. The next section of the audio tape will contain two excerpts (nos. 1 and 2 used in Part I), each followed by three counselor responses. Have the students talk about each response in terms of whether it added to, was interchangeable with, or detracted from the client's affect.
3. Listen to the next three statements and have the students come up with their own response to the client. Have them share their responses aloud with each other. It might be helpful to have them think about the perceptions they had of the client in Part I (nos. 3, 4, and 5) before they attempt to respond.
4. As time permits, listen to the remaining (new) client statements. Let the students think about what the person is feeling, label it, and then write down their best response.

EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES

(Revised)

Robert R. Carkhuff

Level 1. (Detracting Level)

The verbal and behavioral expressions of the listener either do not attend to or communicate less of the speaker's feelings than the speaker has communicated himself. The listener tends to subtract from or respond to other than what the speaker is expressing or indicating.

Level 2. (Equal Level)

The expressions of the listener in response to the expressed feelings of the speaker are essentially interchangeable with those of the speaker in that they express essentially the same affect and meaning. The listener is responding so as to neither subtract from nor add to the expressions of the speaker; but he does not respond accurately to how the speaker really feels beneath the surface feelings. The equal level constitutes the minimal level of facilitative interpersonal functioning.

Level 3. (Adding Level)

The responses of the listener add to the expressions of the speaker in such a way as to express feelings deeper than the speaker was able to express himself. In the event of ongoing deep exploration of feelings on the speaker's part, the listener communicates a full awareness of what the speaker is experiencing.

ExamplesSpeaker Statement

I don't know - I guess I've had it - I'm through. It seems like every time I try to get close to someone I get burned and I'm tired of the whole damned thing.

Listener Response

Level 1 (detracting): I guess we all tend to feel like that some times, but we recover. You just have to learn to expect that there are times when you'll get hurt.

Level 2 (equal): There just doesn't seem to be any way for you to find a deep relationship

with anyone and you've run out of gas.
You just can't face that hurt again.

Level 3 (adding):

You're hurt and you're angry to think
that the only thing that ever happens
with your love is that it gets thrown
back in your face. You can't bear
that again but the only thing left
for you is loneliness - there's no
way out of the pain.

SESSION 3

Counselor Recall--recall conducted by staff member

Handout: Explanation of Recall

The purpose of this counselor recall session is to introduce the Interpersonal Process Recall technique. The students will meet in their triads, along with a staff member, in one of the video facilities. This 2 hour session will begin with a 5-10 minute interview with one student taking the role of client and a second student taking the role of helper. This interaction will be videotaped. The staff member will be the inquirer for a 30 minute counselor recall session. The other two students will not be present during the inquiry. This procedure will be rotated three times so each student will experience counselor recall.

Instructions to the Client: For the next 5-10 minutes we would like you to take the part of the client. If possible, please talk about some concern which you are now struggling with or have had to deal with in the recent past. It need not be a "big problem." Rather, we would like to have you talk about something that is real enough for you to be able to recall some of the feelings or thoughts you had in that situation.

Instructions to the Counselor: For the next 5-10 minutes, another student will be talking with you about a concern of his. As the counselor, try to be as understanding and helpful as you can. Avoid giving solutions or advice to the client--try to respond in ways that are consistent with the elements of effective communication (affective, understanding, specific, and exploratory) and which are adding or interchangeable rather than detracting of the client's feeling.

Instructions to the Staff: Before beginning the inquiry, explain the rationale and procedure involved in conducting a recall session (see accompanying sheet).

EXPLANATION OF RECALL

These instructions are to be given prior to the student's first recall session.

1. We know that the mind works faster than the voice.
2. As we talk with people, we think of things which are quite different from the things we are talking about. Everyone does this and there is no reason to feel embarrassed or to hesitate to "own up to it" when it does occur.
3. We know that as we talk to people, there are times when we like what they say and there are times when we are annoyed with what they say. There are times when we think they really understand us and there are times when we feel they have missed the point of what we are saying or really don't understand what we were feeling or how strongly we were feeling something.
4. There are also times when we are concerned about what the other person is thinking about us. Sometimes we want the other person to think about us in ways which he may not be.
5. If we ask you at this moment just when you felt the counselor understood or didn't understand your feelings, or when you felt you were making a certain kind of impression on him, or when you were trying to say something and it came out quite differently from the way you wanted it to, it would probably be very difficult for you to remember. With this T.V. playback immediately after your interview, you will find it possible to recall these thoughts and feelings in detail. You may stop and start the playback as often as you remember your thoughts and feelings (Kagan, et. al., 1967, p. 13.

SESSION 4

Client Recall--recall conducted by staff member

This client recall session will take 2 hours. The triads will meet with a staff member in one of the video facilities. The session will begin with a 5-10 minute client--counselor interview which will be video taped. The staff member will conduct a 30 minute inquiry with the client, the other two students observing. Rotation will be such that each student will experience each of the three positions.

Instructions to the Client: For the next few minutes, please talk about a personal concern which you have either resolved or are in the process of resolving.

Instructions to the Counselor: For the next 5-10 minutes a student will be talking with you about something of importance to him. Try to understand and respond to what he is feeling.

Instructions to the Staff: You will be conducting three, 30 minute client recall sessions. Please watch the time so each student has an opportunity to experience client recall within the 2 hour period.

SESSION 5

Inquirer Training

A. Kagan's video tape (1 hour)

Handout: Role and Function of the Inquirer

This 3 hour session will provide an explanation of and practice in the role of inquirer. First, the students will listen to the Kagan Inquirer Training video tape (runs about 1 hour). Then, two of the students will engage in a 5-10 minute client-counselor video-taped interaction. The third student will conduct the client recall, with the support and critique of the staff person.

Instructions to the Staff: After seeing the video tape, give the students a summary overview of the inquirer role and contrast it to the role of counselor (see attached sheet).

As they try out the role, provide as much feedback as possible. You may want to remind them to keep their questions brief, avoid interpretations, and avoid the temptation to put words into the client's mouth.

ROLE AND FUNCTION OF THE INQUIRER

Ideally, the inquirer should remain as neutral as possible and avoid forming a new relationship with the person experiencing the recall. The inquirer's function is to help the person discover for himself some of his feelings and thoughts which interfered with effective communication. Often he will gain insight before the person being questioned, but the inquirer should lead the person to discover for himself what was happening. He should avoid making judgments and interpretations for the other person. Rather, he should gently probe and push for more material with a direct line of questioning and only occasional use of reflective statements. It takes time for the person to gain insight, so the inquirer should be wary of a need to get the job done quickly.

The inquirer should focus on the feelings of the person experiencing recall--i.e., the feelings the person was having about himself and the other person during the video-taped interaction.

A suggested line of questioning might be the following:

1. What do you think he was trying to say?
2. What do you think he was feeling at this point?
3. Can you pick up any clues from his non-verbal behavior?
4. What was running through your mind when he said that?
5. Can you recall some of the feelings you were having then?
6. Was there anything that prevented you from sharing some of your feelings and concerns about the person?
7. What kind of risk would there have been if you had said what you really wanted to say?
8. How did you want this person to see you?
9. What do you think his perceptions are of you?

The inquirer should encourage the person to stop the machine as often as he wants.

SESSION 6

Mutual Recall--recall conducted by student

For the next 2 hours, the students will be introduced to mutual recall. The triads will work with a staff member in the video facility. First, two students will interact for 5-10 minutes in a helper--helpee situation. Following an explanation by the staff of the goals of mutual recall, the third student will conduct the 20-30 minute inquiry.

Instructions to the Staff: Give the students the following introduction to mutual recall:

The goal of mutual recall is to have the client and counselor talking with each other about the interview. The inquirer's task is to gently push both people to think about and share what they were experiencing. He acts as a catalyst, shifting to the role of listener as the two learn to interact.

Encourage the student inquirer to consult with you during the recall session. For example, he may see something which would be interesting to pursue, but not know how to use the information he has. Help him learn to identify and label what he is responding to as well as how to use his perceptions within the inquirer role.

Instructions to the Inquirer: After one has stopped the tape and related what he was experiencing, have the other person talk about what he was feeling at that same point in the interview. Help them see where they understood and where they didn't understand the other person (did they know then that the other person felt as he did?). At any time, have them talk with each other about how they were feeling, what thoughts they had, etc.

SESSION 7

Stimulus Films

Handout: Establishing Ownership of Feelings--Part I

The triads will meet with a staff member for this 2 hour session. During this time, the Stock and Vicki stimulus films will be shown, followed by discussion. The purpose is to have the students focus directly on their own feelings as they are elicited in the simulated interpersonal situation.

Instructions to the Students: You will be watching a number of 1-2 minute filmed sequences. Assume that the actor or actress is talking directly to you. This is not a client--counselor interaction.

Instructions to the Staff: Play the Stock and Vicki vignettes one at a time. Be as facilitative as you can, encouraging them to talk about and explore the feelings they were having.

Have them recognize that their reactions to the film are unique to them and different from other members in the class. Remind them that there is no "right" or "wrong" way to respond.

In addition to a general discussion, ask the students to consider the following:

1. What would you like to say to this person?
2. What might you have done to elicit this kind of response?
3. Did any pictures or images come to mind?
4. Did instances in your life come to mind as the actor spoke?

ESTABLISHING OWNERSHIP OF FEELINGS--PART I

Karen K. Rowe

Sometimes our feelings seem to get in the way as we try to relate to others. During your first IPR recall session, for example, you may have found yourself thinking "if I only didn't get so nervous." Being nervous is a very typical reaction. For some reason, however, it seems easier to bulldoze over that feeling, pretending it isn't there, than to talk about it.

Assume, for a moment, that you are a client coming in to talk to a counselor for the first time--a counselor who is anxious about being video-taped. As a client, what does the counselor's anxiety mean to you? Well, it may mean that you are somehow responsible for his anxiety, or that it's your fault that the interview is strained. You may leave feeling that you weren't understood and that somehow it's your fault ("if I could have only said it better," "I knew he wouldn't like me," etc.).

This is an example of how the counselor's unlabeled or unacknowledged feelings may temporarily impede the helping relationship. Counselors are human and therefore are going to feel anxious at times. The important thing is how you, as counselor, choose to deal with the anxiety. If you are aware and assume responsibility for it as you own feeling, then the client doesn't have to take it on as his own.

In fact, if you choose to share it, much of the anxiety will probably dissipate.

The theoretical assumption here is that by denying your feelings, you allow yourself to be controlled by them. In the case of the counselor's attempt to cover up his anxiety in the example above, additional discomfort is created. The resulting anxiety, then, comes from two sources--feelings about being videotaped and feelings about not wanting to share that fact.

By choosing to own your feelings, you are choosing to have better control of them.

SESSION 8

Interview--Client Recall--Interview

The following 3 hour task will include a 10 minute interview, a 40 minute client recall (counselor present), and a second 10 minute interview. The third student will serve as inquirer, while the staff will be available for feedback. Positions will be rotated so each student will have additional practice in each of the three roles: client, counselor and inquirer. The purpose of the interview-recall-interview format is to allow the client and counselor to immediately use the information they gained during the recall session.

Instructions to the Client: For the next 10 minutes, talk about your reaction to what you've experienced so far in this training program.

Instructions to the Counselor: Try to understand what kind of experience this training has been for the client. You might explore why some parts seemed more helpful than others, what things had the greatest impact, which were more difficult to grasp, etc.

Instructions to the Inquirer: Focus on the thoughts and feelings the client was having during the interview. Help him focus his attention on his reactions to the counselor.

Instructions to the Staff: Encourage the inquirer to "push" the client to be specific about when he thought the counselor was hearing his feelings, as well as those times when he felt misunderstood.

SESSION 9

Interview--Mutual Recall--Interview

Handout: Establishing Ownership of Feelings--Part II

For the next three hours, the triads will meet in the video facility for mutual recall. Two students will begin with a 10 minute client-counselor interaction. Then, the third student will conduct a 30-40 minute mutual recall, with a staff member as consultant. Following the inquiry the two students will meet again (not video taped) for about 10 minutes to continue the relationship, hopefully with added understanding.

Instructions to the Client: For the next 10 minutes, explore your reasons for wanting to be a counselor to other people.

Instructions to the Counselor: Feel free to pursue any areas that seem meaningful to the counselee. If possible, let him provide the direction, and you follow in an attempt to understand what's important to him.

If he has trouble getting started, you might explore his motivating factors (significant people, situations, etc.), his need system, things about counseling which might cause difficulty, or perhaps his fears about entering this kind of job. Another alternative would be to talk with him about his difficulty coming up with something to talk about --is he anxious in the interview situation, has he not thought about this question before, does he mistrust you in some important way?

Instructions to the Inquirer: As you do the mutual recall, strongly encourage them to explore the feelings they had about each other during the interview.

Instructions to the Staff: Make sure the inquirer doesn't let the interviewees off the hook too soon. Encourage him to follow-through with his line of questioning.

ESTABLISHING OWNERSHIP OF FEELINGS--PART II

Karen K. Rowe

Part I dealt with feelings that had originated outside and were independent of the interview. Part II will deal with emotions aroused during the interview itself.

There are times when our feelings can be powerful indicators of what is happening in the ongoing relationship with a client. For example: if you haven't already experienced it, sometime in your growth as a counselor you will probably learn to be sensitive to changes in the intensity of the relationship. There will be times when you feel very close to a client, when you really understand what he's saying. There will be other times, perhaps within the same session, when you'll be aware of an emotional distance between the two of you--as though you're missing each other.

What does it mean if you are feeling "tuned in" emotionally to a client and then you feel a sudden pulling away? What you know for sure is that the intensity of involvement has dropped--trust that feeling! What you don't know is who (client or counselor) backed away.

There are a number of different ways to deal with this situation. One obvious alternative would be to talk with the client and check out your perceptions with him. If he was aware of the shift, the two of you may choose to explore the reasons for its occurrence and the meaning it

has in the present relationship. If he did not perceive a change in the intensity of involvement, you may want to make a mental note, and try to understand what happened at a later time (after the session).

Another possibility is to be as knowledgeable about how you respond in different situations as possible (do you generally back away from this kind of intensity? or when someone talks about what the client was talking about?). By knowing what situations usually elicit a particular feeling (an anxious pulling away, for example), you can use this information as a starting point to understand the dynamics operating between you and the client. Your thought process might be similar to the following:

We've pulled away from each other . . . the change occurred when we were talking about the client's marriage . . . in fact, he became sarcastic when I asked him to clarify his feelings of hurt . . . I don't usually pull back when talking about hurt . . . I do pull back when someone is angry with me . . . perhaps his sarcasm is his way of showing anger . . . he is angry at me.

At this point, the counselor has some handles on what is happening and may decide to respond directly to the client's anger.

While we have used "change in intensity of involvement" as an example, this model of conceptualization is applicable to any feelings stirred up in the relationship. In order for the model to be operational, however, you need to be aware of your own reactions as they occur. This involves a lot of sorting and sifting as you begin to discover

the intricacies of your own feelings. You will find that when you back away it feels different from when a client backs away--now you have to learn to "hear" that difference in your gut.

SESSION 10

Stimulus Films

The students will work in triads for this exercise involving use of the stimulus films. The total task time will be 2 hours. A staff member will be present to facilitate the interaction.

Instructions to the Students:

1. First Student--enter the video room and watch one vignette from the stimulus film. Listen to the segment, let yourself continue reacting for a couple minutes, then view the same segment again.
2. Second Student--talk with the first person about his reaction to the film (what feelings were aroused, what images came to mind, etc.). As he begins to label his feelings, "push him" to become specific and to identify their source. Your task is to understand his reaction to the film as deeply as you can.
3. Third Student--monitor the interaction. Check with the person who viewed the film to see if the second person really does understand how he felt.

Instructions to the Staff: Each person should have at least one opportunity in each of the three positions. Continue rotating for the remainder of the available time, using different stimulus vignettes.

It is appropriate for you to talk with the third student about the ongoing interaction. He may have

questions or you may have suggestions about how he could intervene in a helpful way.

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SESSION 11

Mutual Recall--Assertiveness

Handout: Feelings Touched, Now What?

This 3 hour session will focus on counselor assertiveness. The students will work in triads with the help of a staff member. The format will include a 15 minute interview followed by a 40-45 minute mutual recall session. Each student will function in each of the 3 roles: client, counselor and inquirer.

Instructions to the Client: Take a moment to think about which of your feelings you understand the least--it could be the one you have the most difficulty sharing with others, the most difficulty controlling, the most threatening, the one you feel the most uncomfortable with, most concerned about, most puzzled by. Pick one feeling which is difficult for you to explore.

Instructions to the Counselor: One of the things you may have noticed is that the inquirer is often much more assertive in questioning and probing the counselor during the recall session, than the counselor is in trying to understand the client during the counseling interview.

For the next 15 minutes a client will be talking with you about a feeling that is important to him. Your task as counselor is to try to be helpful in a more assertive, more active way than you have before. Instead of being passive, respond to your "hunches," test them out--make the client help you understand where he is.

Instructions to the Inquirer: Although many things undoubtedly occurred during the interview which would be fruitful to explore, the focus of this particular session is to be the impact of the counselor's assertive behavior. Concentrate on some of the following issues during the recall:

1. To the counselor--
 - A. How did it feel to be assertive?
 - B. Were you able to try out some new kinds of aggressive behavior that you have shied away from in the past?
 - C. Were there times when the assertiveness felt appropriate and other times when it felt inappropriate?
 - D. Did being more active during the interview seem awkward to you?
 - E. Were you aware of feeling anxious at times? If so, can you identify what it was you were responding to?
2. To the client--
 - A. Speaking generally, was your counselor's assertiveness helpful to you, or did it in some way interfere with your growth?
 - B. Was his directness on target or did it seem to miss the boat?
 - C. What kind of impact did the assertiveness have on you--can you specifically label the feelings that were stirred up as he became more confronting?
 - D. Even though the confrontations may have made you anxious or uncomfortable in some way, do you have a feel for whether they were helpful or not?
3. Mutual recall--

Have the client and counselor talk with each other about what the directness meant to each of them. If possible, have the client be specific about the times when the directness was helpful as opposed to those times when it seemed to impede his progress. Did the counselor feel differently about his assertiveness when the client felt it was constructive as opposed to when it seemed to get in the way?

Instructions to the Staff: Rather than starting at the beginning, go directly to the point on the tape where the counselor was trying to be assertive.

Encourage them to be as genuine in giving feedback to each other as they can. The goal is that the counselor learn when it is appropriate and helpful to be assertive so he needs accurate data about his impact.

FEELINGS TOUCHED, NOW WHAT?

Karen K. Rowe

One question that counselors frequently ask after they've learned to respond directly to client feelings is: now that I can hear what a client is feeling, how do I help him come to some kind of resolution, what has to happen in order for him to continue to grow?

Tapping into the feeling is a necessary, but often not a sufficient condition for change to take place. The next step is to help the client make sense out of them. He needs to struggle to understand what his feelings mean for him--to understand why he responds in a particular way. At this point, the counselor can draw on his theoretical background to facilitate client growth.

The following questions are offered as a context for you, as counselor, to begin thinking about what different feelings might mean to a client. How you use them is highly dependent on where the client is--they will not always be appropriate.

Anxiety:

What is your client anxious about . . . what situations bother him the most . . . is this a new reaction or one he's had for quite a while . . . did some particular incident set this feeling off . . . can he remember having felt this way before . . . do any other feelings accompany

the anxiety . . . does he have any ideas about why he feels anxious . . . how does the anxiety get in his way now . . . what purpose does the anxiety serve . . . in what ways does it protect him . . . is the anxiety related to the counselor and the counseling situation, or is it related to the subject matter, or both . . . is he scared of being scared (is he frightened by his anxiety) . . . if he let the feeling go, what does he imagine would happen . . . if he gave the anxiety a voice, what would it say . . .

Hurt:

In what situations does your client end up being hurt . . . does this happen with specific people . . . is it an angry or a sad hurt . . . when he's been hurt, how does he typically respond . . . how do others get the power to hurt him . . . how does he want others to respond when he's hurt . . . what does it mean to him when they don't respond in ways he would like them to . . . did he anticipate being hurt before he entered the relationship . . . are there ways he contributed to "set up" being hurt . . . how does he let others know that he's been hurt . . . has he been hurt badly in the past . . . does one incident stick out in his mind as being particularly painful . . . if so, what were the consequences for him then . . . what needs does he have now that aren't being met . . .

Guilt:

What does the client feel guilty about . . . is it one particular thing that happened or a lot of things . . . is he afraid somebody will find out . . . what does he think would happen if they did . . . how would he react . . . when he's felt guilty before, how has he handled it . . . who taught him to feel guilty in this kind of situation . . . does it seem that he gives others the power to make him feel guilty . . . what does it mean, in terms of how he sees himself, when he feels guilty . . . when he responds with guilt, what would he really like to say or do . . . what consequences does he anticipate . . . is his guilt relevant today or is it carried over from an earlier period in his life . .

Affection:

What fears does the client have about being close to others . . . is the difficulty in giving affection, receiving it, or both . . . how has he handled his need for affection in the past . . . and loneliness . . . how would he like people to show their affection to him . . . have there been times in his life when he has really needed affection and understanding and didn't get it . . . in retrospect, can he see any reason why he didn't get it (was part of it their inability to respond) . . . are there ways that he makes it difficult for others to respond warmly and affectionately to him . . . does the client see parts of him as being unlovable . . . if so, how did he learn that . . .

how does he let others know that he needs them to care . . .
 does he experience the ambivalence of being afraid of affection and wanting it at the same time . . .

Anger:

Does the client feel angry all the time, or just in specific situations . . . what do people do that makes him angry . . . how does he express his anger--physically, verbally or by holding it inside . . . what value judgment does he put on being angry . . . does the anger get displaced to relatively unimportant situations . . . who is he angry with . . . why . . . how does he deal with other people's anger . . . what have been the consequences of his anger in the past . . . how did his mother and father fight . . . what was his role in their conflicts . . . if he really got angry what does he imagine would happen . . . is he afraid his anger will have no impact at all . . .

SESSION 12

Lecture: How Clients Run from Counselors:
Interpersonal Defenses

The following is an outline of the lecture on interpersonal defenses.

- I. Assumption: Through the socialization process, people learn to anticipate the way others will respond to them. Beginning at an early age, patterns of response are developed in an effort to cope with the interpersonal environment.
 - A. In order to function with a relative degree of comfort, a certain psychological distance is maintained. The distance serves as a protection against fears learned at an earlier time.
 - B. According to Horney, the feelings that persist are those associated with being very small in a very big world.
 - C. The paradox is that people need each other to live (for stimulation), yet are emotionally afraid of each other.
 - D. As a result, people establish a psychological distance that is close enough for nurturance, yet distant enough to be safe.
- II. Premise: People maintain more distance than is necessary. The result is that they don't have the option to get close to others, even when they want to.
- III. Horney's basic interpersonal posture: The healthy person has various strategies available, depending on the situation. The neurotic is locked into one style.
- IV. Ways to avoid intimate interpersonal contact:
 - A. Withdrawal can be used,
 1. to achieve distance by pulling away
 2. as a passive way of striking back
 3. to achieve conformity to a set of standards which remain unquestioned.

B. Attack can be used,

1. to achieve distance by pushing others away
2. as a way of withdrawal
3. as a way of maintaining unchallenged allegiance to a system.

C. Conformity can be used,

1. to achieve distance by not getting involved
2. as a way of withdrawing
3. as a way of attacking (sociopath).

V. The issue for counseling: What is the payoff of the behavioral pattern? As these styles or patterns emerge in the therapy relationship, the counselor needs to understand what these interpersonal defenses achieve for the client.

SESSION 13

Client Recall--Role-played Client

Handout: Identification of Client Needs

Each student will talk for 15 minutes with a "role-played" client. A second student will conduct a 30 minute client recall with the counselor present. A staff member will be available for consultation. The purpose of this 3 hour session is to have the counselor begin to integrate those things he's learned this far in the training program.

Instructions to the Staff: The students should not know the "role" before their interview.

Explain the following role to the "client" and answer any questions he may have:

Client role--First, decide on a problem (expelled from school, your parents are getting a divorce, you can't get dates, etc.). The situation is this--you have some-thing you want to talk about, but you are frightened about seeing a counselor. You are noticeably upset, but at the same time, are withdrawn and silent. The counselor will have to be supportive, yet gently assertive in order for you to "open up."

Instructions to the Counselor: For the next 15 minutes, a student will be talking with you about a concern. Be as helpful to him as you can.

Instructions to the Inquirer: Help the client to discover the thoughts and feelings he was having during the interview. Also, try to get him to identify what he needed from the counselor and how he wanted the counselor to respond at various times during the session. Note to the student inquirer: Remember, this is the client's first experience

with IPR recall. Therefore, it would be appropriate to ask very basic questions, letting the client "discover for himself."

IDENTIFICATION OF CLIENT NEEDS

Karen K. Rowe

I'm two different people looking for unity. Part of me is emotional and reactive and sensitive. Another part is a cognitive theoritician. Part of me seeks to experience those things which seem to lead me to the core of what I'm all about, and part seeks to understand my dynamics in a deeper, more introspective, wholistic way. My experience tells me that the more of these isolated parts that I can integrate, the freer I am to experience at a new, unknown level. I am both a cognitive and affective being. I get my sense of direction from theorizing about the ideal and my sense of meaning from experiencing the real.

Consider the following conceptual framework as a basis for understanding client needs:

There is a difference, often, between what a client says he needs and what he actually needs in order to grow. Sometimes the very things he asks of others are things which, ironically, perpetuate his misery. When a person is locked into an inflexible life style, he needs to experience new, more adaptive ways of relating to his environment.

The counselor must learn to see his client's needs from a number of perspectives. Imagine looking through a tightly focused telescope at a client's particular need. As you watch, slowly turn the lense to include more of the picture. Although each part will become less distinct, you will begin to see how the many parts intertwine. Finally, a gestalt of the client's need system will appear and you

will see how each aspect fits into the client's way of relating to his world.

It probably won't be helpful for the counselor to respond in ways that are consistent with and feed into the client's inadequately functioning system. What would be helpful, however, would be for the counselor to respond in facilitative ways that are incompatible to his client's self-defeating cycle.

For example, it is not uncommon for a highly cognitive person to ask for help in understanding why he doesn't feel close to others. What he's asking for is cognitive input; what he needs is to be "touched" emotionally.

Shifting to a theoretical base, the more out-of-balance the client is in terms of the relative strength of his affective and cognitive processes, the more immobilized he is going to be. Within this context, the imperative is on the counselor to interact in a way that contributes to a balance, rather than add weight and power to the already dominant side.

The decision the counselor must make, then, is to determine whether the client needs the cognitive tools which will enable him to understand his mixed-up feelings, or whether he needs to experience his feelings to give meaning to all his intellectual mechanisms. In either case, the counselor needs to hear both the cognitive and the affective--then he is free to choose which one is the most appropriate for him to respond to.

The idea of helping the client maintain a balance which gives him maximum flexibility and adaptability can be expanded to include many facets of the client's life style. For instance, if the client jumps quickly from subject to subject during the interview, the counselor might have him try to keep himself focused on one area. In this case, he may set some limits to offer the client some structure in his otherwise inconsistent world. However, if the client is rigid and constricted, additional structure will only serve to box him in further. In this instance, the counselor may decide to relate in a flexible, creative manner, which will allow for more spontaneity.

From a slightly different angle, if a male counselor knows that the client's father was punitive and demanding, it would be helpful for the client to experience a warm nurturant man. If his mother was manipulative and overbearing, a female counselor might respond with warmth, yet be clear about her messages.

The possibilities for using this general notion are limited only by the counselor's creativity. First, he needs to understand how the client "sets up" and maintains his behavior. This generally involves looking at the client's whole life style rather than at small segments or specific situations. Then the counselor can choose to respond in ways which are incompatible with his present system of adaptation. This provides the client with the opportunity

to either learn or relearn different ways of interacting with those around him.

SESSION 14

Conceptualization of Client Dynamics

A. Video tape of counseling session

Handout: Use of Fantasy

This will be a 2 hour meeting. The triad will watch a video tape of a counseling session. The staff will conduct a group discussion, focusing on the client's dynamics.

Instructions to the Staff: Stop the tape at any time to have the students share their hypotheses about the client's concern or the way the client relates to the counselor. The emphasis of this session is to be the conceptualization of client dynamics. Focus on:

1. identification of client feelings
2. the client's proximity to his feelings
3. what are his interpersonal defenses
 - how do they work
 - what does he gain by using them
 - how do they keep him from growing
4. in what ways do you suppose he would have the most difficulty relating to others
5. in a dynamic way (not story-line), what is his problem
6. how does he maintain his self-defeating behavior
7. what does he want from the counselor
8. what do you think is his greatest strength
9. what has to happen for him to feel better

USE OF FANTASY

Karen K. Rowe

Use of fantasy in counseling can make the therapeutic encounter a tremendously creative experience. By letting your imagination go with a client, you can often get a feel for what life is like for him. You can also begin to understand the needs he brings to the counseling relationship, as well as how he wants you to respond to those needs.

Getting in touch with your fantasy life will be relatively easy for some, while others of you will experience difficulty letting your imagination go. Learning how to tap into your own creativity, just like learning to respond to feelings, takes practice.

After you see a client, take some time to be by yourself. Get a mental image of the client in your mind. In your fantasy, let him take your hand, while you follow. What does he want to show you . . . where does he take you . . . what does he say . . . what people did he bring along . . . how does he relate to those who surround him (in an angry manner, passive, uninvolved, dependent, etc.)? The possibilities are unlimited--let him show you the things that are important to him, whether they be painful or joyous.

While you continue to do this outside the counseling interview, also try to be aware of mental images as they

occur when you're with the client. As you begin to trust your fantasies, you will sometimes find it appropriate to share them as they occur. One way of doing this is to tell the client what you experienced and ask him if it has any meaning for him. Sometimes it will make sense to him and he will help you understand. At other times, he may not react immediately, but take your fantasy home with him to think about. In still other instances, he will not be able to relate to it at all, in which case, consider your fantasy a momentary diversion, and continue where you left off.

Generally, the stronger the relationship, the more freedom the client will allow you to have and share your fantasies.

The next step is to learn what your imaginative cues mean and how to use them to add another dimension to the intricate process of counseling.

First, you may discover incongruencies between your fantasies about the client and the way he actually talks about himself. For example, a client may relate in ways that suggest he's tough and can handle anything. As you think about him, however, you might have a picture of a young boy, very much afraid of the world around him. Assuming that this picture fits for him, you now have some information about the parts of him that are hidden because of the tough exterior. You can then choose to respond in ways which communicate that you understand that side of him, too.

You may also be able to use your imagination as an avenue for discovering what life was like when the client was young. As young and small and not having much control over his situation, how did he learn to cope when times were rough. You may begin to see connections between young patterns of response to stress and the ways he copes today. Important, however, is whether they are still appropriate, or whether there are other more effective, more satisfying ways to deal with similar circumstances.

Still another way to use fantasy in counseling is to teach the client to be aware of his own fantasies. For example, if your client is unhappy about the ways others respond to him, you might have him fantasize about how he would like his world to be. This might provide both of you with some clues about the needs he has that remain unfulfilled. In addition, this provides you with an opportunity to help him sort out, if necessary, those parts of his dream that involve unrealistic expectations of others.

On the other hand, you may have your client imagine what "disasterous" consequences would occur if he took some of the risks he has been afraid to take. Have him "live out" his fantasy by following it to its logical conclusion. Even though this may be painful, he will find out that he can and will protect himself--that neither the fantasy nor his thoughts will destroy him. The counselor can then help him understand the parts of the fantasy that were difficult

for him--to help him discover where his fears are and why they are so frightening.

SESSION 15

Mutual Recall--Existential Relationship

This session will take a total of 3 hours. The students will work in groups of 3 with the help of a staff member. The format will include a 15 minute interview followed by a 30 minute mutual recall session. After the recall, the two students will continue the first interview for another 10 minutes. This second session, which will not be video taped, will provide an immediate opportunity to use the feedback given during the inquiry. Each student will have the chance to function in the role of inquirer. The staff member's task will be to help the inquirer open up new areas of exploration.

The purpose of this session is twofold. First, the students will have a chance to act on their feelings as they occur in the ongoing relationship. Secondly, they will be able to test out new ways to maximize their impact in the inquirer role.

Instructions to the Students: Two students go into the video room to "talk about how you feel about each other." Try to focus on sharing your own feelings about the other person--both past perceptions and immediate feelings. The purpose of this task is to focus as closely as possible on the ongoing feelings you have as you sit and talk with the other person. Try to be as fully aware of the reciprocal impact of the relationship as possible.

The third student will conduct the mutual recall session with the help of a staff member.

Instructions to the staff: It is appropriate for the staff member to hold a "conference" with the student inquirer to help him define what he is responding to and get a feel for how he can use that information in a productive way during

the recall session. He should, however, let the inquirer do the work.

Instructions to the Inquirer: It might be helpful to focus on some of the following dynamics in order to help both individuals understand the interaction they have just experienced.

1. What things do you respond positively to in the other person?
2. What kinds of fears do you have about a more intense involvement with this person? Do you have reservations about getting closer?
3. Are you aware of any sexual feelings?
4. Are you aware of anything that seemed to get in the way of your relationship? Are you aware of any defenses that you used to keep this person at a safe distance?
5. Who seemed to control the course of the interview? How do you feel about the role (passive or aggressive) that you assumed? Are you aware of the impact that this role had on the other person?
6. Does this person remind you of anyone you've known before? If possible, can you be specific about the kinds of similarities you are responding to?
7. Which of your parents is this person most like? Are the likenesses things you respond positively or negatively to?

SESSION 16

Stimulus Films

For the next 3 hours, the students will be working with the "Kids" stimulus film. The purpose is twofold. The first is to concentrate on getting a picture of the speaker's interpersonal style. The second is to arrive at some plan for working with this person if he were your client.

Instructions to the Staff: Push the students to integrate their knowledge--they have the information they need, if they can get to it. Encourage them to trust their own perceptions, their "gut" reactions, and their own understanding of how people grow.

SESSION 17

Lecture: IPR Counseling and Summary Overview

This meeting was devoted to clarifying the mechanics of scheduling, use of video equipment, room assignments, etc., in preparation for the IPR counseling experience.

SESSION 18

IPR Counseling--Actual Client

Each student will have 3 IPR Counseling sessions with an actual client. In addition, each student will be conducting 3 recall sessions for the other members of his triad. This will involve a total of 10 hours: 5 hours as a counselor and 5 hours as an inquirer. Although a staff member will be "on call" for consultation, he will not be in the room.

<u>1st day</u>	30 minute interview 15 minute client recall (counselor absent) 45 minute counselor recall (client absent)
<u>2nd day</u>	30 minute interview 60 minute client recall (counselor present) 30 minute interview
<u>3rd day</u>	30 minute interview 30 minute mutual recall 30 minute interview

Instructions for the First Day:

First, the counselor will meet with his client for a 30 minute interview, which will be video taped.

Then, another member of the counselor's triad will conduct a 15 minute client recall, with the counselor absent from the room. The purpose of this is to give the client a brief exposure to the IPR process under conditions of minimal threat. Before beginning the inquiry, the inquirer should explain to the client what will happen during the recall session. After this, the client may leave for the day.

The counselor will then return to the room for a 45 minute counselor recall with the same inquirer. The purpose of this phase is to allow the counselor to gain as much insight as possible about how he related to his client. Note: it is not appropriate for the inquirer to share what happened during the 15 minute client recall. If the inquirer is concerned about something that took place, he should consult with a staff member.

Instructions for the Second Day:

The session will begin with the counselor having a 30 minute video taped interview with the same client.

Then an inquirer from the counselor's triad will conduct a one hour client recall. The counselor will be present, but should refrain from actively participating. He will be in the room with the client and inquirer to obtain as much understanding as he can about the way the client was thinking and feeling. The inquirer's job is to help the client discover for himself the many things he reacted to during the interview.

Following the recall session, the client and counselor will have another 30 minute interview--taking up where they left off, but hopefully having a clearer picture of how they relate to each other. This second interview will not be video taped.

Instructions for the Third Day:

This session will begin with a 30 minute video taped client-counselor interview.

Then, another member of the counselor's triad will conduct a 30 minute mutual recall. The goal of this step is to have the client and counselor talking with one another about the interaction they just experienced. The inquirer should be ready to assume a less active role as this begins to happen.

Following the recall, the client and counselor will have another 30 minute interview. Since this will probably be the last time the counselor will see this student, it would be appropriate to spend part of the time working toward some kind of closure.

APPENDIX B

LETTER OF EXPLANATION TO INTERVIEWEES

Dear

You indicated an interest in participating in a project involving the training of counselors. Within the past couple of days, you were contacted about your schedule of free time. Here are your appointment times, as well as a brief description of what to expect.

You will be working with graduate students who have recently received intensive training in interview skills and use of a video feedback technique called IPR (Interpersonal Process Recall).

You may be wondering what is appropriate for you to talk about. Well, anything that is important to you is fair game. You may have something in particular you are concerned about, or you may want to talk about what it means for you to shift from a high school environment to a large university campus. Whatever you choose to talk about, you will have an opportunity to sit down and talk with someone on a one-to-one basis--a rare experience on a campus this size!

You will be talking with the same person for all 3 interviews. You will be meeting on the second floor of the Student Services Building in either room 203 or 252A. Since many of you will be going through this same experience, and since we are on a tight schedule, please make every effort to be there on time.

Your meeting times are scheduled for the end of this week and the early part of next week. These following times have been assigned to you:

	<u>Day</u>	<u>Date</u>	<u>Interviewer</u>	<u>Room</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

Hundreds of people have already had an experience similar to the one you are about to have--and they have found it to be a tremendously exciting one. I sincerely expect that the same will be true for you.

If you have any questions, please contact me at my office in the Counseling Center (355-8270). If I'm not in, leave a message and I will return your call.

Karen K. Rowe

APPENDIX C

FORM FOR SUMMARY INTERVIEW NOTES

SUMMARY INTERVIEW NOTES

Student _____

Counselor _____ Date _____

Write a brief summary of your three interviews.

- Include:
1. The client's concern
 2. Contents of the interview
 3. Description of the counselor-client relationship
 4. Counselor's impressions and recommendations

APPENDIX D

THE AFFECTIVE SENSITIVITY SCALE

AFFECTIVE SENSITIVITY SCALE

Instructions

You will be viewing short scenes of actual counseling sessions. You are to identify what feelings the clients have toward themselves and toward the counselors they are working with.

Although in any one scene a client may exhibit a variety of feelings, for the purpose of this instrument you are to concentrate on identifying his last feelings in the scene.

On the following pages are multiple choice items consisting of three responses each. Most scenes have two items, but a few have one or three items. After you view each scene, you are to read the items and ask yourself the following question:

If the client were to view this same scene, and if he were completely open and honest with himself, (i.e., if he could identify his real feelings) which of these three responses would he use to describe his feelings?

After you decide which response accurately describes what the client is actually feeling whether about himself or the counselor he is with, indicate your choice on the answer sheet.

Here is a sample item:

CLIENT I
Scene 1

Item 1

1. This exploring of my feelings is good. It makes me feel good.
2. I feel very sad and unhappy.
3. I'm groping and confused; I can't bring it all together.

After you had viewed Scene 1 for CLIENT I, you would read these three statements (Item 1) and would then decide which one best states what the client would say about his own feelings after viewing the same scene. For example, if you decide number two best states what the client is feeling, you would then find the number 1 on your answer sheet and darken in the space for number two.

1. 1 ==== 2 ~~=====~~ 3 ===== 4 ===== 5 =====

We will only make use of the first three answer spaces following each item on your answer sheet.

Remember you are to concentrate on the latter part of each scene in determining the most accurate description of the client's feelings.

After you view the appropriate scenes, you will have thirty seconds to answer each of the first twelve items. For each of the remaining items, you will be allowed twenty seconds.

CAUTION: The item numbers on your answer sheet go across the page, not down the page as you would usually expect!

AFFECTIVE SENSITIVITY SCALE REVISED FORM B

CLIENT I
Scene 1

Item 1

1. I feel sorry for my husband and the relationship we have.
2. I don't really understand what I feel. Yet, I do feel guilty about creating pain in others which returns to me.
3. I feel pleased at seeing a possible relationship between my feelings of anger and pain.

Item 2

1. He (counselor) doesn't have to like me. I just want him to agree with me and tell me I'm right.
 2. I'm trying to please you. Do you like me?
 3. He's really understanding me now.
-

CLIENT I
Scene 2

Item 3

1. I feel calm and collected. I just want to think for a while.
2. Yes, that is when I get angry. I see it all clearly now.
3. I feel anxious and stimulated.

Item 4

1. I'll pretend I'm agreeing with him (counselor), but I don't see the connection at all.
 2. I like what he's doing. I don't feel as uncomfortable now.
 3. I wish he would stop pushing me in this direction.
-

CLIENT II
Scene 1

Item 5

1. I'm pleased, happy; I feel good all over!
2. It was brought right back, that amazes me, but it hits quite bad too. It hurts!
3. I'm not bothered by this. I can handle it. I'm confident.

Item 6

1. He's (counselor) caught me: careful, I'm not sure I want that.
 2. I like him. He's trying to make the situation a little lighter and made me feel better about it.
 3. I don't feel he understands. He's sarcastic. I don't like that.
-

CLIENT II
Scene 2

Item 7

1. I feel a little uneasy and self-conscious, but not much.
2. This scares me. I feel frightened!
3. I feel flirtatious. I like this!

Item 8

1. I feel a little bit embarrassed, but that's all right as long as I can keep my composure.
2. I have a feeling of sadness.
3. I feel flustered and embarrassed.

Item 9

1. He's asking for some touchy material, but that's all right. It's about time he knew.
2. He's being very frank and open! I'm not sure I want that.
3. I want him to leave me alone--I want out of here. I don't like this.

CLIENT II
Scene 3

Item 10

1. I'm getting so much attention. I really enjoy this. It makes me feel good.
2. I'm scared by what I'm feeling. I feel embarrassed and threatened.
3. I have the feeling that what I wanted was wrong, and I'm a little ashamed of myself.

Item 11

1. This is good. We're really moving into my feelings.
 2. He's too perceptive; he's looking right through me.
 3. He's getting a little sticky; I'm not sure I like that.
-

CLIENT III
Scene 1

Item 12

1. I feel protective and defensive of what people may think about my family.
2. All this seems so pointless! I'm puzzled and bored.
3. We're having a nice conversation. Some of these things really make me think.

Item 13

1. This guy (counselor) embarrasses me with the questions he asks.
2. The questions he asks really make me think, I'm not sure I like that.
3. I can't follow this guy's line of thought. What's he trying to do?

CLIENT IV
Scene 1

Item 14

1. I'm concerned about my physical condition. I'm worried about it.
2. I want pity. I want her to think "Oh, you poor boy."
3. I feel good--nothing's bothering me, but I enjoy talking.

Item 15

1. She's too young to be counseling, and she's a girl. I'm not sure I like this.
 2. She likes me; I know she does.
 3. I'd like her to think I'm great.
-

CLIENT IV
Scene 2

Item 16

1. I'm a little annoyed with my family's ambitions for me.
2. That's a hell of a lot to ask! It makes me mad!
3. I feel sorry for myself, and I want others to feel the same.

Item 17

1. She (counselor) really understands me! She's with me now.
2. I don't feel much either way towards the counselor; she's not important to me.
3. I wonder if she appreciates the pressure that's put on me?

CLIENT IV
Scene 3

Item 18

1. This whole thing just makes me feel sad and unhappy.
2. It kind of angers me that they don't appreciate me when I feel I did my best. I wish I could tell them off.
3. No matter how well I do, I'm always criticized. It doesn't bother me too much though, because I know that I did my best.

Item 19

1. I can tell that she understands what I'm saying. She's really with me.
 2. I wish I could get out of here; I don't like her.
 3. Understand what I'm saying; I want her to know how I feel.
-

CLIENT IV
Scene 4

Item 20

1. I really want to be successful, and somehow I know that I can be.
2. That makes me feel kind of sad, unhappy. I don't want to believe that it's true--I want to be good.
3. I don't know what I feel here. It's all very confusing.

Item 21

1. I feel neutral towards her here. I'm not paying any attention to her.
 2. Please feel sorry for me and try to help me. I wish she would praise me.
 3. I like talking to her. She can be trusted even to the point of telling her how I really feel about myself.
-

CLIENT V
Scene 1

Item 22

1. I feel rejected and empty inside. Am I unloveable?
2. I feel a little lonely. I want my boy friend to pay a little more attention to me.
3. I really don't feel much here; I'm just kind of talking to fill up space.

Item 23

1. Please say it isn't fair, Mr. Counselor.
 2. He really understands me. I can tell him anything.
 3. I'm not sure I care what he says. It's kind of unimportant to me what he feels about me at this time.
-

CLIENT V
Scene 2

Item 24

1. I'm afraid of marriage--insecure; it might not work out, and I'd be lost.
2. I really can give him all the affection he needs, I feel I'm a worthwhile person to be desired. He wouldn't dare step out on me.
3. I'm really not too worried; it'd all work out in the end even if we have to go to a marriage counselor.

Item 25

1. I don't care if he (counselor) can help me or not. I'm not sure I want his help.
 2. He's so sympathetic. That makes me feel good.
 3. Can you help me?
-

CLIENT V
Scene 3

Item 26

1. I feel I have some need to be liked, but it's not real strong.
2. I'm not loveable; I don't really like myself.
3. I'm a good person; I'm loveable. Down deep I know I am.

Item 27

1. I feel dejected, kind of insecure. I want to be likeable!
2. My main concern is that it's hard for me to take criticism. I usually think of myself as perfect.
3. I feel a little sad about all this; I do kind of want people to like me.

Item 28

1. He thinks well of me; I know he does, I can tell.
 2. I want the counselor to really like me, but I'm not sure he does.
 3. I like it when he asks questions like that. They make me really think about deeper things.
-

CLIENT V
Scene 4

Item 29

1. I wouldn't want to be treated like he treats Mother, but I don't mind him (stepfather) too much.
2. I feel very little emotion about anything at this point.
3. I hate him (stepfather)!

Item 30

1. Boy, I'm happy that he (counselor) agrees with me. He sympathizes with me. I feel completely accepted.
 2. I'm embarrassed to tell the counselor how strong my feelings really are.
 3. I'm not sure he'll be able to help me much after all. I'll just have to work this out by myself.
-

CLIENT V
Scene 5

Item 31

1. I'm kind of feeling sorry for myself, but I'm not really too worried.
2. I want to move out of the house as soon as possible. I feel I would be better off on my own.
3. My own parents don't want me; I feel cut off and hurt.

Item 32

1. I don't feel he's (counselor) helpful at all, and if he can't help me and see my side, I'm not going to like him either.
 2. He's got me in a spot, but I feel I can still get him to see me as a good girl who is persecuted.
 3. I wish the counselor were my father. He's listening; he understands how I feel.
-

CLIENT VI
Scene 1

Item 33

1. Disapprove! She'd kill me!
2. I feel jovial; this is real interesting.
3. I'm not sure how she would feel but the whole idea of her finding out excites me.

Item 34

1. He (counselor) understands me completely. He certainly is relaxed and comfortable.
 2. I really don't care what he feels about me. I just want someone to talk to--anyone will do.
 3. I was wondering how he would feel about me and what I'm saying.
-

CLIENT VI
Scene 2

Item 35

1. I think my brother is O.K. We have fun together.
 2. I don't know what I'm saying here. I'm a little mixed up and confused.
 3. I'm saying something that's important to me. I like Doug.
-

CLIENT VI
Scene 3

Item 36

1. This is very confusing for me. I'm not sure I understand what is going on.
2. This is how I really feel, I'm kind of starting to be myself.
3. I'm just talking to be talking here; this really doesn't mean much to me.

Item 37

1. I guess he's (counselor) all right, but I'm still not sure he understands me.
 2. Let's get going. I'm impatient! I want to move to more important matters.
 3. I feel comfortable with him. He understands me.
-

CLIENT VI
Scene 4

Item 38

1. I love my brother, but not romantically. We just have a good brother-sister relationship.
2. I don't know about feeling this way about Doug; it feels so good, but it concerns me too.
3. I feel better about my relationship with Doug now. It helps to get it out in the open. Now I feel it's all right.

CLIENT VI
Scene 5

Item 39

1. I'm not feeling much of anything here. I'm just kind of talking to be talking.
2. I'm mad at everyone at this point and don't know which way to turn; I guess I'm mad at myself too.
3. Now I'm talking about things that are real. I'm not on stage anymore. She is a louse!

Item 40

1. He (counselor) feels she's a bad person too. I can tell; he agrees with me.
 2. Don't you agree with me? I want to know what you think.
 3. He thinks this all sounds petty. He doesn't understand.
-

CLIENT VII
Scene 1

Item 41

1. I felt angry with my mother, but this made me feel guilty. I needed to make an excuse for her.
2. I'm really not angry with mother. It's not her fault.
3. I'm in a very passive mood. I'm just relaxing and talking about things that interest me.

Item 42

1. This counselor is all right. I feel I can confide in him.
 2. I feel uncomfortable. I'm not sure what this counselor wants me to do.
 3. I feel he wants me to talk about myself, but I don't care. I'm going to talk about what I want to talk about.
-

CLIENT VII
Scene 2

Item 43

1. I'm very sensitive; I'm very easily hurt.
2. I'm somewhat sensitive and easily hurt, but not deeply so.
3. I'm not sensitive or easily hurt at all. I just like to make people think I am.

Item 44

1. That makes me mad, I can do it--I know I can, but things just keep getting in my way.
2. It's really all his fault, if he just wouldn't have been such a joker.
3. This makes me feel guilty; I need to blame someone else instead of blaming myself.

Item 45

1. I'm neutral towards the counselor. I don't care what he feels about me.
 2. I'm afraid he doesn't like me and what I'm saying about myself. I don't want to be harsh with me.
 3. He's easy to talk to. He understands what I'm like, and he still likes me. I can confide in him.
-

CLIENT VIII
Scene 1

Item 46

1. Say, this is all right. I like this.
2. I'm not feeling anything deeply. I know what I need!
3. It's embarrassing and difficult. I feel a little annoyed.

Item 47

1. I feel I can rely on this guy, so I'll let him talk and I'll just answer his questions.
2. I wonder what you think about this--please respond. Give me some help!
3. The counselor is a good guy. I like his questions; they make it easier for me.

CLIENT VIII
Scene 2

Item 48

1. I feel very unhappy about what I may eventually have to do.
2. I don't know what I feel; I'm confused about what I feel.
3. I'm damned uncomfortable; it's so confusing. I feel kind of 'blah' about it all.

Item 49

1. He's (counselor) missing the point. He bugs me.
2. I can't really tell about this guy. I don't know how I feel about him.
3. He seems like a good buy. He asks nice questions. I like him.

CLIENT IX
Scene 1

Item 50

1. I'm not sure how I feel about this counselor. I don't feel one way or the other about him.
 2. I like the counselor very much--he makes me feel good.
 3. He understands me pretty well and is trying to help. I guess I kind of like him.
-

CLIENT IX
Scene 2

Item 51

1. Goody, goody people don't really know any better, so I can't be too disgusted with them, but it does make me angry.
2. I don't really mind people feeling superior to me. It just makes me a little angry.
3. It tears me up inside when people think they're better than I am. I want people to be the same as me.

Item 52

1. I'm every bit as good as they are. I really feel I am. I know I am.
2. I kind of wished they liked me, but I can live without being a member of their group.
3. Those smart kids make me feel stupid.

Item 53

1. I feel sorry for them; they just don't realize what they're doing to people like me.
2. I feel I'm not as good as they are, and it really hurts when people act that way.
3. It makes me a little angry. I'm every bit as good as they are.

CLIENT IX
Scene 3

Item 54

1. I feel a little insignificant, and this makes me a little unhappy.
2. I'm a nobody. I'm always left out.
3. I'm unhappy with school. That's what is really bothering me.

Item 55

1. He (counselor) doesn't quite understand, but I don't care. It doesn't matter.
 2. I don't feel one way or the other towards this counselor, we're just having a nice talk.
 3. He (counselor) is really listening to me, and I feel he understands what I'm feeling.
-

CLIENT X
Scene 1

Item 56

1. I'm feeling scared, concerned. Is this for me?
2. I just feel uncertain about what to talk about. If I once get started, I'll be all right.
3. I feel very deeply depressed.

Item 57

1. He (counselor) seems to be listening--can he understand how I feel?
2. He's really with me. I can tell he understands me.
3. He doesn't keep things moving enough. I don't like that.

CLIENT X
Scene 2

Item 58

1. I'd like to think I could make it, but I'm not sure. I feel inadequate.
2. I just have an I-don't-care feeling; that's my real attitude towards all of this.
3. I'm confused here. I really don't have any definite feelings.

Item 59

1. I want to impress the counselor. I want him to believe I can do it.
 2. He believes me; he thinks I can do it; I can tell.
 3. I really don't care what the counselor thinks. It's not important to me.
-

CLIENT X
Scene 3

Item 60

1. What's the use of looking ahead? I'm scared to think about it.
2. I can accept my situation. Really, things aren't so bad. Things may bother me a little, but really not much.
3. I enjoy just living for today.

Item 61

1. He's (counselor) all right. He really understands me.
 2. Nobody can really understand this. I don't think he will be any different.
 3. I don't care what he thinks or feels; he's not important to me anyway.
-

CLIENT X
Scene 4

Item 62

1. I feel somewhat unhappy. I don't like to feel this way.
 2. There's something about me; I just don't fit in, and that makes me feel real inadequate.
 3. In some instances, I'm unsure of myself. I'm afraid I'll do the wrong thing, but I can handle this just by avoiding these situations.
-

CLIENT XI
Scene 1

Item 63

1. I'm unhappy about all this, but I'm afraid to make a change.
2. It's not that I don't like school, it's just that I want to do the things I like most.
3. I'm not the student type. School bores me, but it embarrasses me when I say it.

Item 64

1. The counselor is a nice guy. I like him, and I think he likes me.
 2. I wonder what the counselor thinks of me. He'll probably think less of me for saying this.
 3. I don't care what he thinks of me. It doesn't really matter to me.
-

CLIENT XI
Scene 2

Item 65

1. I've found some new dimensions. I like to feel that I can have some excitement, but this kind of scares me too.
2. This doesn't really mean much. I'm not feeling much of anything.
3. This makes me feel very guilty; I'm very ashamed.

Item 66

1. I suppose he'll (counselor) tell me that's wrong, too. I'm not sure he understands me very well.
 2. He's O.K.; he's listening to what I have to say. He really understands me and my feelings.
 3. I don't care what he thinks or feels; it's not important. I don't have any feelings towards the counselor.
-

APPENDIX E

THE EMPATHIC UNDERSTANDING IN

INTERPERSONAL PROCESSES

SCALE

Empathic Understanding in Interpersonal
Processes, II

A Scale for Measurement¹

Robert R. Carkhuff

Level 1

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

Examples: The first person communicates no awareness of even the most obvious, expressed surface feelings of the second person. The first person may be bored or disinterested or simply operating from a preconceived frame of reference which totally excludes that of the other person(s).

In summary, the first person does everything but express that he is listening, understanding or being sensitive to even the feelings of the other person in such a way as to detract significantly from the communications of the second person.

¹The present scale "Empathic understanding in interpersonal processes" has been derived in part from "A Scale for the measurement of accurate empathy" by C. B. Truax which has been validated in extensive process and outcome research on counseling and psychotherapy (summarized in Truax and Carkhuff, 1967) and in part from an earlier version which has been validated in extensive process and outcome research on counseling and psychotherapy (summarized in Carkhuff & Berenson, 1967). In addition, similar measures of similar constructs have received extensive support in the literature of counseling and therapy and education. The present scale was written to reduce

Level 2

While the first person responds to the expressed feelings of the second person(s), he does so in such a way that he subtracts noticeable affect from the communications of the second person.

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

In summary, the first person tends to respond to other than what the second person is expressing or indicating.

Level 3

The expressions of the first person in response to the expressed feelings of the second person(s) are essentially interchangeable with those of the second person in that they express essentially the same affect and meaning.

Example: The first person responds with accurate understanding of the surface feelings of the second person but may not respond to or may misinterpret the deeper feelings.

In summary, the first person is responding so as to neither subtract from nor add to the expressions of the second person; but he does not respond accurately to how that person really feels beneath the surface feelings. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The responses of the first person add noticeably to the expressions of the second person(s) in such a way as to express feelings a level deeper than the second person was able to express himself.

the ambiguity and increase the reliability of the scale. In the process many important delineations and additions have been made, including in particular the change to a systematic focus upon the additive, subtractive or interchangeable aspects of the levels of communication of understanding. For comparative purposes, Level 1 of the present scale is approximately equal to Stage 1 of the Truax scale. The remaining levels are approximately correspondent: Level 2 and Stages 2 and 3 of the earlier version; Level 3 and Stages 4 and 5; Level 4 and Stages 6 and 7; Level 5 and Stages 8 and 9. The levels of the present scale are approximately equal to the levels of the earlier version of this scale.

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

In summary, the facilitator's responses add deeper feeling and meaning to the expressions of the second person.

Level 5

The first person's responses add significantly to the feeling and meaning of the expressions of the second person(s) in such a way as to (1) accurately express feeling levels below what the person himself was able to express or (2) in the event of ongoing deep self-exploration on the second person's part to be fully with him in his deepest moments.

Examples: The facilitator responds with accuracy to all of the person's deeper as well as surface feelings. He is "together" with the second person or "tuned in" on his wavelength. The facilitator and the other person might proceed together to explore previously unexplored areas of human existence.

In summary, the facilitator is responding with a full awareness of who the other person is and a comprehensive and accurate empathic understanding of his most deep feelings.

APPENDIX F

EVALUATION FORM

EVALUATION FORM

1. Rank these sessions in the order that they were helpful to you.

- ___ A. Lecture: Elements of Effective Communication and Introduction to Interpersonal Process Recall (IPR).
- ___ B. Audio Tapes
 - Identification of client feelings
 - Responding to client feelings
- ___ C. Counselor Recall--recall conducted by a staff member
- ___ D. Client Recall--recall conducted by a staff member
- ___ E. Inquirer Training
 - Kagan video tape
- ___ F. Mutual Recall--recall conducted by student
- ___ G. Stimulus Films (Stock & Vicki)
- ___ H. Interview--Client Recall--Interview
- ___ I. Interview--Mutual Recall--Interview
- ___ J. Stimulus Films (Stock & Vicki)
- ___ K. Mutual Recall--Assertiveness
- ___ L. Lecture: How Clients Run from Counselors: Interpersonal Defenses
- ___ M. Client Recall--Role-played client
- ___ N. Conceptualization of Client Dynamics
 - video tape of counseling session

- ___O. Mutual Recall--Existential Relationship
- ___P. Stimulus Films (Kids)
- ___Q. Lecture: IPR Counseling and Summary Overview
- ___R. IPR Counseling--Actual Client

2. Please share your reactions to each of the above sessions (refer to them by letter).

3. What is your reaction to the following handouts:

- A. Establishing Ownership of Feelings--Part I
- B. Establishing Ownership of Feelings--Part II
- C. Feelings Touched, Now What?
- D. Identification of Client Needs
- E. Use of Fantasy

4. Did you see each step as important to later steps, or did some seem irrelevant to you (please be specific)?
5. What was the one most important thing you learned throughout this training program?
6. What one change would you make?
7. General feedback:

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