SELF-DISCLOSURE IN COUNSELING GROUPS AS
INFLUENCED BY STRUCTURED CONFRONTATION
AND INTERPERSONAL PROCESS RECALL

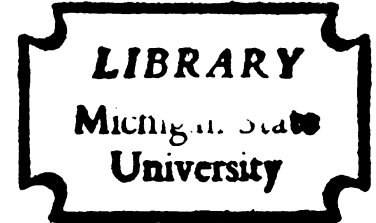Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
SHIRLEY JEAN HURLEY
1967

This is to certify that the

thesis entitled

SELF-DISCLOSURE IN COUNSELING GROUPS AS
INFLUENCED BY STRUCTURED CONFRONTATION
AND INTERPERSONAL PROCESS RECALL

presented by

Shirley Jean Hurley

has been accepted towards fulfillment
of the requirements for

___Ph.D.__ degree in___Education___

Date___June 5, 1967___

O-169

ABSTRACT

SELF-DISCLOSURE IN COUNSELING GROUPS AS
INFLUENCED BY STRUCTURED CONFRONTATION
AND INTERPERSONAL PROCESS RECALL

by Shirley Jean Hurley

This is a controlled study of self-disclosure (SD)
in counseling groups. Three specific relationships studied
were: (a) the effectiveness of the techniques of Structured
Confrontation and the IPR method of video recall in enhancing
SD; (b) the relationship between successful group inter-
action and SD; and (c) the relationship of positive regard
by others to SD.

SD is defined as the ability to express feelings or
anger, affection, fear, or any emotions experienced in past
or present interpersonal interaction rather than denying of
distorting the feelings as in self-concealment. Most psycho-
therapeutic endeavors have considered SD an agent for
discovery of the source of personal conflicts, but there is
increasing interest in SD as a crucial element in mental
health. Prominent among theorists who emphasize the realis-
tic and justified fear of the consequence of being "really
known" by others in society are Jourard and Mowrer. They
emphasize the necessity for greater openness to prevent.
mental illness. Their theories would suggest that the degree
of openness that members experience with one another is a
critical element in successful group counseling.

Shirley Jean Hurley

From a population of graduate students, mostly majors in counseling and guidance, enrolled in different sections of a group counseling procedures course given in two communities, a sample of 50 subjects was selected. The subjects were randomly assigned to groups and these groups were randomly assigned to treatments. Three different treatments were applied to three groups in each community by two experienced group leaders. All groups received the traditional treatment which consisted of all the leadership methods, instructions, and readings normally employed by the two leaders without introducing special techniques. Two groups received only traditional treatment (TR). In addition to the traditional treatment, two groups received the Structured Confrontation treatment (SC) which employed a specific method of having all group members discuss their perceptions of each other. Two groups received the IPR method of video recall (VR) which, in addition to Traditional and Structured Confrontation treatments, involved these groups in observation of the video playback of their confrontation in the presence of trained IPR "interrogators" who stimulated further exploration of feelings. All groups had ten three hour weekly sessions plus a five hour experimental treatment. Measurement instruments used were a slightly modified version of the Jourard Self-Disclosure Questionnaire (JSD), the Hurley Self-Disclosure Ratings (HSDR) an instrument designed for the study, and ratings of SD by group members of each

other on a Final Questionnaire (DDR). The Final Question-
naire also elicited several perceptions related to positive
and negative regard of members within groups.

If the accelerating methods of VR and SC had proved
successful in enhancing SD in these groups over TR groups,
they would have been ranked as Best, Middle, and Worst,
respectively. However, the randomization of group member-
ship assignments resulted in dissimilar initial groupings,
and these between-group differences exercised a pronounced
influence throughout the experimental period. These between-
group differences, the failure of the measurement devices to
discriminate effectively between groups, and the limited time
exposure to the technique of IPR, made it necessary to con-
clude the accelerating techniques were not adequately tested
in this research. It was both leaders' subjective impres-
sions, however, that the special techniques effectively pro-
moted within-group progress. When the data was analysed
according to leaders' rankings of Worst, Middle, and Best
groups, there was modest statistical evidence that these
rankings were related to SD. Strong statistical support
was found for the relationship between SD and positive regard
by others. Jourard's Self-Disclosure Questionnaire correlated
negatively with all other measures of SD used in the study,
and its validity must be questioned. The findings, neverthe-
less, offer support for Jourard's theoretical formulations
regarding SD as a powerful variable in interpersonal relation-
ships.

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By

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A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Counseling, Personnel Services,
and Educational Psychology
College of Education

1967

ACKNOWLEDGMENTS

I am grateful to my committee members for their gift
of time and sincere involvement during my entire doctoral
program. Each one has contributed uniquely. Professor
Jay Artis stimulated a very rewarding interest in socio-
logical theory by his advice and also by his own enthusiasm.
Professor George Barnett stimulated my interest in completely
new areas and aroused an intellectual curiosity that I hope
will never be satisfied. Professor Lorraine Shepard not
only provided invaluable academic advice but gave emotional
support at points of crisis along the way that were more
helpful than she may fully appreciate. My major professor,
Norman Kagan, provided excellent supervision and inspired
genuine enthusiasm about group counseling. He also gave far
more time and involvement than his academic role required
by his active participation in this research.

The group members of this study were involved in an
emotional encounter that the word subjects cannot encompass.
The detachment often conveyed by the descriptions of group
members in the research does not express the deeper personal
feelings experienced by the group leaders.

My children, Jean, Janet, and Jay, have survived their
mother's academic involvement. My husband, John, not only
endured, but gave more help, encouragement, and emotional
support than I have words to describe.

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CHAPTER I

GENERAL STATEMENT

This investigation is concerned with the relationship
of self-disclosure to progress in counseling and attempts
to ascertain if the techniques of structured confrontation
(SC) and the Interpersonal Process Recall method of video
recall (VR) can be effectively used to increase self-
disclosure (SD), or being more honest and open, in small
group interaction in a population of graduate students major-
ing in counseling. The freeing of inhibitions about expos-
ing feelings such as hostility, affection and insecurity
or the augmentation of self-disclosure (SD) in counseling
relationships is believed to enhance general competence in
interpersonal relationships.

The need for students in counseling, psychology,
social work, and psychiatry to become aware of their own
problems, especially those interfering adversely with inter-
personal communication, seems imperative if they are to
function optimally as helping persons. Some educational
and psychological training institutions are presently
attempting to expedite the growth of student's self-
awareness by small group interaction methods. Such an
effort is being made at Michigan State University in

Education 816C, Group Procedures in Guidance, a course primarily intended to provide counseling students with an opportunity for self-discovery and growth. The subjects used in this research were a sample of this population.

Specific Problems

Three specific relationships are studied in this research. They are described as follows:

1. This study is concerned with the relationship of group counseling techniques to the enhancement of self-disclosure in counseling groups. Various techniques can be used by leaders to provide a maximum inducement to free uninhibited discussion. In addition to all the usual or traditional techniques that would normally be provided by group leaders this study employs two specific techniques, Structured Confrontation (SC) and the IPR method of Video Recall (VR). On the basis of theory, prior research, and a pilot study, these techniques are expected to accelerate group movement by providing greater stimuli for openness or self-disclosure (SD).

2. The present study investigates the relationship between self-disclosure and meaningful group interaction. Groups which have the most members actively engaging in self-discovery and in understanding and honestly interacting with other members are expected to have a more intense or more meaningful emotional experience than those who interact at a more superficial conventional level.

3. The relationship of individual openness to popularity within the group will also be investigated. Prior research suggests that within counseling groups a relationship should exist between positive regard by other group members with openness and negative regard by other group members with self-concealment.

Definition of Terms

The definitions and abbreviations of the special terms used in this study are given as follows:

Self-disclosure (SD) refers to the ability to express or describe to others feelings of anger, affection, fear, doubts, or any emotions being experienced in interpersonal interactions. Verbalizing insights concerning the relationship of past experiences to present behavior could be regarded as self-disclosing. However, the motivation in expressing such insights should be taken into consideration. Counseling students may be more able to discuss personal problems in terms of personality theories than to admit emotional reactions being currently experienced in a group interaction. In this case, describing insights would be a defense and not constitute self-disclosure. Although explanations of the learned origins of behavior are not essential for self-disclosure, it does depend on the ability to be aware of emotional reactions. Many people are well defended against experiencing feelings and reactions and such persons find it difficult to be self-disclosing even to themselves.

Openness is used in this research to have the same meaning as self-disclosing and the terms should be regarded as virtually synonymous.

Self-Concealment is regarded as the opposite of self-disclosure. A person who is self-concealing is defended against recognition of his own feelings and motivations. His behavior seems directed toward acting in accord with some desired life role to the extent he deceives himself and others as to his real feelings and reactions.

Conventional as used in this research refers to behavior which seems oriented to conform to a social code which restricts interpersonal communication largely to acceptable verbal expressions rather than direct or honest statements of feelings. The inhibitions of expressions of anger, sexual feelings, or anxiety about discussing personal inadequacy, often restrict social communication to a very impersonal level. In this research conventional refers to personal interactions which are limited to this rather impersonal, safe way of relating to others.

Structured Confrontation (SC) refers to a specific method of having all group members discuss their perceptions of each other. It is one of the acceleration techniques employed in this study and will be more fully described in Chapter III.

Interpersonal Process Recall (IPR) refers to a method used to accelerate counseling progress in which counselees view video-tape play-backs of their interview.

Interrogators stimulate the reliving of the experience by encouraging the clients to recall their feelings and try to express these more fully. This method will be more fully described in Chapter II.

Video Recall (VR) refers to the specific method in which the IPR approach was adapted to the group process for this research. It was one of the acceleration techniques employed in this study and will be more fully described in Chapter III.

Traditional Treatment (TR) refers to the group leadership methods normally used by the personnel involved in this study. It will be more fully described in Chapter III.

Delimitation of the Study

This research is concerned with a sample of graduate students majoring in counseling and guidance who were enrolled in a course, 816C, Group Procedures in Counseling, through Michigan State University. Certain unique factors about the population sampled need to be taken into account in any attempts to generalize from this study. All subjects had four years of college as a minimum. Most were working toward a M.A. degree with two exceptions in which students were working toward the Ph.D. degree. The amount of prior knowledge about personality theory and the counseling process varied considerably as many of the subjects had not yet taken any theory courses in their programs while others possessed considerable sophistication. However, in general

the sample must be regarded as differing from the general
population. The subjects of this research may also differ
from other group members on the dimension of involvement
in the group process, as in addition to experiencing it,
they were learning methods to use as future counselors.
Their motivation to do well in a course that was an inte-
gral part of their graduate program also may have intro-
duced a special effect that would not be typical of other
samples. Although the subjects were graded on the basis of
written assigned topics rather than on the group inter-
action, the concern for academic achievement may have had
an impact on group process.

Ability to generalize from this sample may also be
limited by the geographical area. The majority of the
subjects had been reared in the midwest, and few of them
were from large urban areas. These two factors may have
accounted for a frequent emphasis on religious values,
rather conforming social values, and even conservative
political views. A sample drawn from a different popula-
tion of graduate students might vary considerably from the
sample in this research.

The amount of time involved for this study posed other
limitations. The length of the academic term limited the
group counseling process to ten weeks. Two problems due to
this restriction seem apparent. (1) Having only ten group
sessions made it difficult to adequately test the experi-
mental variables. The IPR and SC techniques may need

considerable more exposure time in order to have maximum
impact. (2) Time-limited counseling procedures cannot be
readily generalized to less structured counseling pro-
cedures as the time limit itself may have an important
effect on group interaction.

Another important delimitation of this research is
that it is concerned with only two methods of accelerating
the counseling process. A survey of the research literature
concerned with psychotherapeutic techniques suggests that
a wide range of methods have been employed in various
attempts to accelerate group movement. These include such
methods as psychodrama, hypnosis, marathons, use of drugs,
etc. This study makes no attempt to compare effectiveness
of the IPR or SC method with other methods but is only con-
cerned with the attempt to ascertain if the two specific
techniques can be demonstrated to be effective.

Basic Assumptions

Basic assumptions which underly all research investi-
gations into human behavior are equally relevant to this
research. These include such assumptions: that behavior
can be measured and that behavior can be experimentally
manipulated. In addition, this research assumes that it is
theoretically possible to meaningfully assess variables such
as group movement and quality of group interaction.

Specific assumptions made in this research include the
following: (1) It is important that students majoring in

counseling become aware of their own styles of interpersonal
communication in order to become effective counselors. This
research is in no way concerned with documenting or disput-
ing this assumption, but accepts that it may have validity.
Therefore, methods which will more effectively increase
skill in interpersonal communications should be useful to
the field of counseling education. (2) It is further assumed
that there is value in the ability to be self-disclosing in
terms of improving interpersonal communication: The general
philosophy underlying all methods used with the groups in
this research was oriented toward increasing self-disclosure.
Further elaboration of this assumption will be made in
Chapter II. (3) Another basic assumption to this study is
that such group counseling process can be accelerated.

In spite of previous research, the validity of these
specific assumptions may be open to question. However, it
is beyond the magnitude of this study to attempt to defend
or offer additional support for them.

Basic Hypotheses

Hypothesis I

The techniques of SC and VR will provide greater
opportunity for openness or self-disclosure of SC and VR
groups over TR groups which are given no special treatment
beyond traditional methods.

Hypothesis II

A positive relationship exists between amount of self-disclosure or openness and progress of a group to a more intense or meaningful group interaction, and regardless of the success of the experimental treatments, groups having the higher proportion of open people will be viewed by themselves and the group leader as having the most successful group experience. If the techniques of SC and VR prove effective as predicted, Hypothesis I and Hypothesis II would be the same.

Hypothesis III

There will be a positive correlation between group perception of members as most popular or valuable and openness or SD.

Hypothesis IV

There will be a positive correlation between group perception of members as least popular or least valuable and self-concealment.

The Need for the Study

Group approaches to personal adjustment counseling offer the professional counselor the opportunity to enhance the interpersonal competence of far more persons than does the traditional individualized method. The presently widespread recognition of the potential benefits of effective group counseling procedure is apparent throughout the entire

spectrum of counseling and psychotherapeutic professions.
Somewhat like the situation with individualized counseling,
however, current group treatment practices lack a solid
research foundation.

Self-disclosure is prominent among the variables
relating to the effectiveness of counseling or psycho-
therapeutic endeavors, as indicated by the writings of
Fromm, Jourard, and Bach, among others. The present re-
search design related to the overall needs of the field of
counseling by both investigating the relevancy of this
important variable to group counseling and by ascertaining
if two more recently identifiable techniques for accelerat-
ing the counseling process, IPR Video Recall and Structured
Confrontation, can be confirmed as valuable methods to use
in rather short-term counseling groups. Thus, this inves-
tigation promises to further our understanding of the impor-
tant group counseling situation by providing evidence con-
cerning the relevance of a salient interpersonal variable,
self-disclosure, to this process and to also supply evidence
of the efficiency or limitations of two important recent
innovations aimed at accelerating the counseling process.

CHAPTER II

RELATED LITERATURE

Three areas of theory and research related to the
Specific Problems of this investigation will be reviewed.
They are as follow: (1) Theory and research relating to
self-disclosure as an important dimension in interpersonal
communication is considered since it has relevance to the
question of relationship between SD and group progress.
(2) Theory and research which relate to the use of Struc-
tured Confrontation as an accelerating technique in group
counseling will be considered. (3) Theory and research
which relate to the use of video as a technique of acceler-
ating counseling progress will be considered.

Literature Related to Self-Disclosure

Historically most psychotherapeutic endeavors have
been concerned with eliminating personality disorders and
improving interpersonal relationships by efforts to help
clients verbalize their conflicts and anxieties. Many
methods attempting to discover the origins of psychological
problems have been utilized such as free association, free
imagery, hypnosis, and psychodrama, among others (Wolberg,
1954). While it seems evident that all these techniques do
rely mainly on verbalization, this self-disclosure has been

primarily regarded as the only available agent which could
be employed to eventually arrive at the origin of the prob-
lem. Once the source of conflict had become discovered the
insight alone, according to Freudian (Freud, 1964) and neo-
Freudian theories, or the subsequent relearning possible
according to theories such as Dollard and Miller's (Dollard
and Miller, 1950), were considered the primary factors in
affecting change. Recognition of the importance of self-
disclosure alone as constituting a crucial variable in
meaningful interpersonal relationships was not fully appre-
ciated by traditional theories of psychotherapy.

The major impetus for interest in the concept of
self-disclosure has been contributed by Jourard and his col-
leagues. In The Transparent Self (Jourard, 1964) he notes
that psychologists have generally failed to question the
conventional mode of interpersonal relationships which
encourages people to conceal their real beings rather than
reveal themselves to others.

> Indeed, self-concealment is regarded as the most
> natural state for grown men. People who reveal
> themselves in simple honesty are sometimes seen
> as childish, crazy, or naive, as for example in
> Dostoyevsky's novel, The Idiot, or Melville's
> Billy Budd (Jourard, 1964, p. 111).

Riesman and Fromm are prominent among writers con-
cerned with the problems of alienation in society. Social
systems are dependent on a great deal of structure, and
there seems general agreement that social disorganization
results if the members of society do not play the necessary

roles involved in these structures. However, this role playing may also contribute to alienation. Riesman (1950) speaks in terms of the lonely crowd and Fromm (1955) is concerned about the senseless conformity in modern society that leads to man's alienation from himself. In Goffman's analysis of social functioning (1959) he uses the analogue of the theatrical performance, pointing out that social roles can be likened to performances before an audience. All of these theories suggest that people may learn to relate to each other in terms of roles to such a degree that it is difficult to know the individuals playing the roles. This seems true not only of vocational roles but of social, marital, and family roles also.

Jourard's thesis is that people can only become less alienated by disclosing themselves to each other. According to his theory one may exchange one's mask for authentic being by becoming self-disclosing to significant others. Self-concealment is viewed by Jourard as both a symptom and a cause of unhealthy personality adjustment. The greater the necessity for self-concealment the greater must be the struggle to avoid becoming known by others. This alienation from one's real self which results from self-concealment not only arrests one's growth as a person but makes a farce out of relationships with others, and Jourard thinks this has rather direct implications for society as a whole.

Jourard has undertaken a research approach to self-disclosure (SD) by employing a questionnaire measure which

is part of the present study. This measure, The Self-Disclosure Questionnaire (JSD) has been employed in many published investigations by Jourard (1958, 1959, 1960, 1961, 1962, 1963) and others (Melikian, 1962, and Fitzgerald, 1963). These studies deal with SD as a dependent variable as it relates to sex, age, race, religion, culture, marital status, degree of intimacy, etc.

Some of the findings of this questionnaire approach indicated that white subjects were higher in SD than negroes, females were higher in SD than males in most samples, and married subjects revealed more to spouse and less to other target persons than unmarried subjects. American subjects scored higher on SD than subjects from Puerto Rico and England, and Jewish males were higher in SD than male subjects of other religious denominations.

The research findings of Jourard and his colleagues reinforced their belief that their interest in SD was warranted. Jourard makes the following statement.

> I have little doubt that self-disclosure is a crucial variable in the broad field of inter-personal relationships, which all of us are seeking the better to understand. In the history of our discipline, there has been only incidental attention paid to self-disclosure, with no direct study of this behavior as a research variable in its own right.

Mowrer strongly supports Jourard's view of SD as a crucial variable. Mowrer relates Jourard's ideas to a critique of Wolpe, Dollard and Miller, and Freud (Mowrer, 1964). According to this critique, Freud and his followers

held the theory that psychopathology was due to fear of an eruption of repressed instinctual forces whereas Jourard emphasizes the fear of one's deviant secrets becoming known to others. Jourard is thus emphasizing the social cause of problems rather than an instinctual cause. Also, according to Mowrer's critique, Wolpe and other behaviorists are interested only in symptoms and their removal by condition- ing principles. They feel that verbalization and confession of problems are irrelevant, and they have seemingly little concern for the social origins of problems. Dollard and Miller also emphasize that neurosis is learned and that it can be unlearned by the same principles by which it was taught. They would feel that verbalization was a necessary part of the re-learning process, however. Mowrer states that there would be agreement by Jourard with both Wolpe and Dollard and Miller about the importance of learning. However, their theories differ as to what constitutes neurosis which leads to divergent notions as to what should be unlearned. Jourard insists that neurotic suffering is not just dread of the unleashing of repressed material but based on a realistic and justied fear of the consequences of being really known by others.

Mowrer, like Jourard, believes the crucial element in mental health to be the degree of openness and communion that a person has with his fellow men. The organization of a variety of special groups such as Alcoholics Anonymous, Synanon, and Recovery, Inc. among others, is viewed by

Mowrer as resulting from the felt need for openness and communion. Self-disclosure to others is thus viewed by Mowrer as having considerable therapeutic value.

Prior studies of the role of SD in small groups have been conducted by Yalom (1966) and Query (1964). Yalom has investigated innovations in group psychotherapy concerned with enhancing the self-awareness of psychiatric residents at Stanford University (Yalom, 1965). In a more recent study, Yalom (1966), using Jourard's instrument, found that SD was positively correlated with the popularity of group members. Query's interest in SD in groups was consideration of it as an independent variable. He predicted a relationship between the candid disclosure of personal problems and feelings and attraction to a group (Query, 1964). The outcome of his experiment partially supported his assumption. High self-disclosers liked their groups better than members who were low self-disclosers. This study suggests support for the same underlying assumption of this research.

There is substantial evidence to suggest that the increase of self-disclosure has positive value. For example, Peres (1947) found that successfully treated group psychotherapy patients had made almost twice as many personal references during treatment as did the non-benefitted patients. Braaten (1958) found that more successful individual therapy cases showed a greater increase in self-references, especially in terms of references to the private self. Truax, Tomlinson and van der Veen (1961) presented

findings indicating that successful patients manifested more self-exploration and more SD during psychotherapy than did less successful patients. Similar results were obtained by Truax and Carkhuff (1965) in a study concerned with the degree of self-exploration and transparency during group psychotherapy.

Thus, there is some research evidence that the group process may be more beneficial to members when SD is increased. There is also evidence in the literature of a growing concern with SD as an independent variable affecting counseling progress.

Literature Related to Structured Confrontation

Interest in the use of the experimental procedure called structured confrontation (SC) derives from Marathon Psychotherapy as conducted by Bach. An important part of the typical Marathon experience is a terminal phase "feedback" period (Bach, 1966, p. 1000). This is a method of having all group members discuss their perceptions of each other in a prescribed manner. Bach believes that utilizing this procedure in more conventional groups early in the group process seems to reduce resistance to expressing feelings.

Bach suggests that several factors seem to be operating to explain why the structured confrontation technique leads from a more superficial to a deeper level of interaction. First of all, the members become aware of their visibility

and begin to appreciate that others have far more awareness of their defensive manners than they had previously suspected. Secondly, they have the opportunity to seeing how this behavior influences others. Thirdly, in addition to the feedback each member gets about himself, the forced confrontation makes observations possible about the confronters. The member who can only respond to others in highly stereotyped, conventional ways is exposed if he gives all members a similar message. Also exposed are consistent negative defenses as well as any defenses operating so rigidly that they interfere with the perception of others.

Bach also states that considerable anxiety seems to be aroused by this technique. However, it may be less intense when all members go through the same process than when the decision to receive feedback from others is made a matter of choice. The volunteer approach often results in only a couple of people requesting feedback from others. If the other group members then fail to volunteer as they become uncertain about the process, the original volunteers have no basis for comparison of their feedback and may feel very exposed and angry. The group's knowledge that they are all going through the experience together seems to reduce this hurt and destructive anxiety and create feelings of rapport and group intimacy which seems to be the factor in accelerating the group movement.

Literature Related to the Use of
Video Techniques

The use of video recall as a means of accelerating the counseling process has been given much attention at Michigan State University. At present there is much on going research with a specific video method termed the Interpersonal Process Recall (IPR) technique. Some evidence exists for the effectiveness of the technique in accelerating progress in individual counseling. (Kagan, 1964, and Kagan, Krathwahl and Miller, 1963).

The technique in stimulated recall methodology provides participatns in a diadic encounter with maximum cues for reliving the experience through the video-tape playback. The participants are encouraged by interrogators at significant point to recall their feelings in regard to the behavior being observed. There is considerable evidence that this procedure can lead to a more complete expression of emotions and reactions and be a valuable stimulus to the counseling process.

Using this technique with a group in a pilot study (see Appendix I) seemed to not only enhance the free expression by each individual but to affect the atmosphere and total emotional involvement of the group interaction. As well as experiencing their own feelings and reactions more deeply, group members seem to increase their understanding and empathy of others as they observe them in the IPR situation (Kagan, 1967).

Stoller and Bach have used video feedback with groups (Bach, 1966). Stoller (1966) has employed a number of methods of utilizing television in combination with group therapy including the use of video tape with groups for "focused feedback" of significant aspects of their manner of interacting. Robinson (1966) used Stoller's method of "focused feedback," which encompasses the therapist's directed comments and interpretations to patients of their behavioral patterns as they watch themselves, with groups at Camarillo State Hospital. Preliminary results, which were not well described, supposedly indicated that "focused feedback" accelerated behavioral and attitude change and seemed to intensify group interaction.

The "focused feedback" used by Stoller and Robinson differs from the IPR technique used for the video recall in that direct interpretations are infrequently made by the IPR interrogators. Instead the individuals are directed to try to recall feelings other than those previously expressed as they observe the recall. The burden of self discovery, and honest exploration and discussion of feelings is more on the group member than the interrogator. The IPR technique is thus used much more as a stimulus for self evaluation than a diagnostic evaluation by the group leader. It should be noted also that the interrogator is specially trained for his role, and he comes into a video-recall situation as an outside expert. The possibility of the IPR technique having

a different impact than the "focused feedback" technique
seems high.

Summary

Literature related to the specific problems indi-
cates evidence of growing interest in consideration of SD
as an independent variable, but no previous attempts have
been made to specifically relate group movement to amount
of SD. Although Bach has used the SD technique extensively,
its effectiveness has not been adequately demonstrated in
controlled research. The specific IPR method has not pre-
viously been used in controlled research in group counseling.
Thus, the specific problems posed for this investigation
seem to be unanswered in the literature.

CHAPTER III

EXPERIMENTAL PROCEDURES

Subjects

Four groups each having eight members and two groups having nine members constituted the sample. Three groups were selected randomly from the total number of students enrolling for Education 816C, Group Procedures in Guidance, and three groups were randomly composed from those enrolling for the same course given at an off campus setting in Jackson, Michigan. There were three females in each of the campus groups to five or six males, three females to five males in one Jackson group, and four females and four males in the remaining two Jackson groups. In the campus groups the ratio of married members to unmarried was either three to eight or four to nine while in the Jackson population all subjects were married with one exception.

An analysis of variance indicated that the age difference between the two sampels was significant but that there was no significant age difference between groups within samples (see Table 1). The age distribution of the members of the various groups is given in Table 2.

TABLE 1.--Analysis of variance of age difference in groups.

Source	SS	df	MS	F
Samples	799.38	1	699.38	6.55*
Treatments	27.15	2	13.58	.13
Interaction	154.66	2	17.33	.72
Error	4701.31	44	106.85	
TOTAL	5582.5	49		

*$p. < .05$

TABLE 2.--Age of subjects by groups.

	Range	Mean Age	Median Age
Campus:			
1	22-31	25.13	23.5
2	22-46	27.89	25.0
3	20-46	25.78	23.0
Jackson:			
1	25-56	37.50	32.0
2	22-49	35.11	33.5
3	24-71	34.88	29.0

Design

Two groups were given what is termed the traditional treatment (referred to also as TR groups); two groups were given the traditional treatment plus the structured confrontation technique (referred to also as SC groups); and

two groups received the traditional plus structured con-
frontation plus the IPR video recall (referred to also as
VR groups). The Jackson groups were randomly assigned to
one of the three treatments as well as the campus groups at
the end of the fifth session. Leader A was involved with
all three experimental conditions with the off campus
groups, and Leader B, the experimentor, was involved with
all three experimental conditions on campus (Table 3).

TABLE 3.--Experimental design.

	Leader A (Jackson)	Leader B (MSU)
TR groups (traditional treatment)	*	*
SC groups (traditional plus structured confrontation treatment)	*	*
VR groups (traditional plus structured confrontation plus video-recall treatment)	*	*

*N = 8 or 9 in each group; Total N = 50

All groups received identical instructions concerning
course goals, academic reading assignments, assigned papers,
and measurement instruments (see Appendices A, B, and C).
After the initial class session the groups were conducted
as actual counseling groups with no lecturing or academic
discussions. Group members were asked to discuss any ques-
tions or issues regarding the academic assignments

independently of the group meetings. The university required academic grades were assigned solely on the basis of a mid-term and final paper and not on the group interaction.

All groups met for the same total amount of contact time. Each group met for three hours weekly for a period of ten weeks plus one extended five hour treatment in the middle of the academic quarter. The leaders met with the groups approximately half of the time during each week, but were present for the entire extended sessions. The research schedule appears in Table 4.

All six groups had a great deal in common in terms of general philosophy of the leaders as to the goals for the groups, the academic assignments, time, and the traditional group orientation which was common to all groups (see TR treatment). The physical environments of the group meetings were different for the two samples. The campus sample met at the group leader's home where the atmosphere was quite informal. It was not possible to find a similar situation for the Jackson groups, and they met in separate class rooms of the Jackson Community College. However, all groups were exposed to the same physical environment for the extended experimental treatment sessions as these were all held in Erickson Hall one weekend. In order to eliminate any effects due to the unusual situation of being exposed to video treatment with the necessary lights, cameras, etc., all groups were told that video tapes were being made, and all groups spent some of the extended session time in the video room.

TABLE 4.--Research schedule.

Session	Groups	Time
1	Same for all groups. Instructions and organization. All groups administered Jourard's Questionnaire (JSD).	3 hrs.
2	Same for all groups. Traditional group interaction.	3 hrs.
3	Same for all groups. Traditional group interaction.	3 hrs.
4	Same for all groups. Traditional group interaction.	3 hrs.
5	Same for all groups. Traditional group interaction. Administration of the Hurley Self-Disclosure Ratings (HSDR) last part of session. Groups assigned to treatment.	3 hrs.
Extended Session	TR groups: Traditional Group Interaction; SC groups: SC Treatment; VR groups: VR Treatment	5 hrs.
6	Same for all groups. Traditional group interaction.	3 hrs.
7	Same for all groups. Traditional group interaction.	3 hrs.
8	Same for all groups. Traditional group interaction.	3 hrs.
9	Same for all groups. Traditional group interaction. Administration of post (HSDR)	3 hrs.
10	Same for all groups. Review of group experience. Administration of post (JSD) and Final Questionnaire. Discussion of Research.	3 hrs.

Description of Leader Qualifications

Leader A, a male, has a Ph.D. in counseling education and has a broad background of experience in individual and group counseling. He is currently a professor at Michigan State University in the area of counseling and guidance. Leader B, a female, has a M.A. degree in psychiatric social work and has nearly completed a Ph.D. in counseling education. She has had a broad background in individual counseling and has more recently gained intensive experience in group counseling.

Description of Experimental Treatments

This investigation attempted to assess the usefulness of the special techniques of SC and VR, separately and when used in combination, to enhance the traditional group counseling method. The treatments TR, SC, and VR are described more fully as follows:

Traditional Group Treatment (TR)

Two groups of the six included in the design were randomly designated to receive the TR treatment only. Traditional treatment means employing the leadership techniques and group method that would normally be used for the 816C groups by the particular leaders involved in this research without the introduction of any special techniques. This method can be generally described as an active directive attempt by the leader to help group members diagnose their problems in interpersonal relationships, to become aware of

the motivations of their behavior, be able to more freely
experience their emotions and feelings, and to find new,
more constructive ways of handling these (see Appendix A).

These two groups were given the same instructions
as to the purpose of the group to help them become more
self-disclosing, honest, and transparent in interpersonal
communication (see Appendix A) and the same academic assign-
ments, etc. (see Appendix B) as the special treatment groups.
The amount of time that TR groups spent together was also
the same as the other groups in the design as the TR groups
met together for an extended period to match the SC and VR
treatments. The group leaders were involved in the same
efforts to direct the TR group interaction toward a deeper
level of personal involvement as the others.

There are a number of similarities in the two leader-
ship styles and also certain differences. The difference
in sex and experience may be sufficient to result in signifi-
cant leader by group interaction effects. However, these
differences may be partially offset by the fact that one
leader has been supervised by the other and both acknowledge
general agreement as to philosophy and method. Both approach
group counseling with a conviction of having special knowl-
edge and skills to contribute to improving interpersonal
relationships and are initially very active and direct (see
Appendix G) in imparting these to the group. As the group
members learn to use effective techniques with each other
they are given more responsibility and the leaders become

increasingly passive. Both leaders tend to work toward a
focus of the here and now interaction among group members
and stress their becoming increasingly aware of their inner
feelings. One leader probably spends considerably more
time on "out of the group" problems than the other, but
since this material is usually related to behavior in the
group whenever possible, the end results should be very
similar. Thus, it was expected that all six groups would
have rather similar experiences in terms of leadership and
direction except for the additional treatments given to
the SC and VR groups.

Structured Confrontation Group
Treatment (SC)

In addition to the traditional group treatment,
structured confrontation (SC) was employed with four groups.
As used in this research this technique refers to a method
of facilitating "feedback" to each other. Each group mem-
ber in turn is asked to become the focus as the other mem-
bers and the leader, one by one, address to him their
negative and positive feelings or impressions. As each
person receives the feedback by the various members in turn,
he is asked to be temporarily rather passive and not to
respond verbally except for clarification of some point.
He is asked to hold his feeling and responses for the later
group discussion. Thus, all members in turn become the
focus of the group until each member has had the opportunity
of receiving feedback by all other members. Group members

are asked to share their perceptions and feelings of each other without concern for apparent rationality. Although some members may protest that they have only positive or negative feelings in regard to other members and having to state both seems forced and "phony," they are asked to express both. The purpose of this insistence on both positive and negative feedback for all members is crucially related to the intention of accelerating the interaction among group members. They are pushed in effect to communicate with each other in an unconventional mode.

It was planned for this confrontation to occur in a single extended session as this seems to highlight or point up the procedure as a unique part of the total group experience. For this research it was necessary to limit the time for each person to give his feedback to the individual who was the focus of attention to two minutes. This was done somewhat arbitrarily to match SC groups with the VR groups as the VR groups were involved with the structured confrontation on video recall and the time limit was essential in that treatment.*

All extended sessions lasted five hours. Since the SC group would not need the entire period for that procedure

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*Although this time limit may tend to inhibit spontaneity and a fuller expression of feelings, it also forces individuals to "select" what they want to say and in effect highlights their styles of communication.

the rest of the session was planned to be spent on group
discussion of the new material that had been presented.

Thus the term, structured confrontation, when used in
this research, refers to a highly specific activity which
was similarly introduced at the same point of time into
four groups. For the two SC groups, this procedure con-
stituted the experimental treatment. The other two had VR
added to this procedure.

Video Recall Group Treatment (VR)

In addition to the traditional group treatment and
structured confrontation two groups had video recall of the
confrontation session added. The technique involved of
Interpersonal Process Recall (IPR) was used by trained
interrogators (see Chapter II). Immediately following one
member giving feedback to another member, the entire group
observed the video playback. The playback was interrupted
at various points by the one who received the feedback or
by the interrogator in an attempt to explore at a deeper
level the feelings being experienced. Two interrogators
were used, but they matched the time and sequence for both
groups so that both VR groups received identical treatment
by the interrogators.

This technique was intended to provide the members
of the VR groups not only with confrontation by receiving
other member's perception, but also visual confrontation
with themselves as they reacted to other members. The

entire five hour extended session was scheduled for this
technique.

Measurement

Three measurement techniques were used for this study.
These are described as follows:

Jourard's Self Disclosure Question-
naire (JSD) (see Appendix C)

The JSD has been used in numerous published studies
including one group study, and it is currently being adapted
and utilized in other on-going research with groups.
Jourard reports, "Satisfactory internal reliability has been
demonstrated and that odd-even coefficients for larger sub-
totals run in the 80's and 90's" (Jourard, 1964, p. 176).
He also states that the method has some validity but is sub-
ject to the usual problems of personality measures based on
self-report.

For this research, the questionnaire was used without
major change except for the target-persons categories.
Target person refers to the one receiving the self-disclosure.
One category, Parent, was used instead of the two of Father
and Mother since there was no plan to investigate male female
differences within groups or toward target categories. For
the same reason the two categories of Male friend and Female
friend were merged into one category of Best friend. The
target category of group was added. There is a precedent
for this latter innovation in the work being done by Yalom

at Stanford with this scale in groups (Yalom, personal com-
munication, 1966). Query (1964, p. 109) used a shortened
form of Jourard's scale in a study of SD as an independent
variable in group psychotherapy. He reported a correlation
of ratings made of each subject after each session by group
leaders with the scores made on the JSD of .59.

Hurley Self-Disclosure Ratings (HSDR)

This new measure appears to have stimulus value for
group discussion and seems to have concurrent validity in
terms of accurately describing behavior in the group along
the dimensions from self-concealment to self-disclosure.
Just prior to this research it was given to several groups
in an effort to establish its validity and reliability.

The HSDR is illustrated in Appendix D. Each group
member was requested to make a decision regarding which be-
havior out of eight descriptive categories most approximated
the within group behavior of each other group member. Four
of the categories are in the direction of self-concealment
from passive to active and four are in the direction of
self-revealment from passive to active. For the situations
in which these ratings are intended to be used the assumption
of a continuum from least valuable on the active self-
concealing end to most valuable on the active self-disclosing

end seems justified. Each individual's HSDR score was the mean of the group ratings.[*]

It was expected that accelerated treatment techniques would affect a significant change in terms of the number of group members receiving higher ratings. It was also expected that there would be a correlation between the self-disclosure ratings by others and the JSD but little or a negative correlation between pretreatment JSD scores and the self-ratings. Preliminary unpublished evidence based on administering the HSDR to several small counseling groups suggests that individuals tend to rate themselves rather high on this scale, and there is a negative correlation between self-ratings and group ratings when the group rating is in the direction of self-concealment.

Final Questionnaire

At the end of the experimental period all groups were given a Questionnaire (see Appendix E) which covers a variety of information. It also provides another measure of how group members rate each other on openness and this feature of the final Questionnaire is referred to as the Direct Disclosure Ratings (DDR).

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[*]This instrument was given to all groups after the first four sessions when the group members had had an opportunity to observe styles of communication and motivation toward openness or movement away from it in each other. It was decided not to discuss these results with the groups. The discussion does seem to provide a stimulus for increased openness which would be valuable but might obscure other variables with which this study is concerned. The instrument was given again to all groups at the end of the experimental session.

For the DDR each group member was requested to rate each other group participant, excluding leaders, along a five position scale of openness, as illustrated by Item 1, Appendix E. These direct disclosure ratings thus provided an index operationally independent of the JSD and HSDR. Each participant's DDR was determined by simply totalling the DDR placements given to him by all other group participants. Two other questionnaire items called for each person to identify the "most open" (Item 10, Appendix C) and "most closed" (Item 9, Appendix C) members of their own group. These extreme nominations were converted to percentages of the total such nominations within each group, omitting leaders, and the per cent scores were assigned each individual. For convenience, the labels MON ("most open" nominations) and MCN ("most closed" nominations) are used for these measures. In addition, groups' members were asked to identify the most liked, least liked, most helpful, least helpful, most inhibiting and least inhibiting with the intention of ascertaining the correlations between most open and most valuable and most closed and least valuable. These were also converted to percentages as described above. This final Questionnaire was given to the pilot study group and a high positive correlation between group positive citations and openness and negative citations and self-concealment were established.

Relationship of Measures to Hypotheses

Hypothesis I

The accelerating experimental treatments of SC and VR
will manifest enhancement of SD as follows:

    A. VR groups will manifest enhancement of SD over
the SC and TR groups in the following ways:

        1. VR group means will be significantly higher
in the SD direction as measured by the
Jourard Self-Disclosure Questionnaire (JSD)
than SC and TR groups.

        2. VR groups will have more members rated in
the SD direction as measured by the Hurley
Self-Disclosure Ratings (HSDR) than SC and
TR groups.

        3. VR groups will have the most members rated
higher on the Direct Disclosure Ratings (DDR)
on the Final Questionnaire than SC and TR
groups.

        4. VR groups will rate their group experience
as more meaningful on the Final Questionnaire
than SC and TR groups.

    B. SC groups will manifest greater SD enhancement than
the TR groups in each of the four specific ways
identified under A above.

Hypothesis II

Groups rated by the leaders as the better groups regardless of the effectiveness of the accelerating techniques will manifest greater SD as follows:

A. Best groups will manifest enhancement of SD over Middle and Worst groups in a similar way as in 1 through 4 in Hypothesis I.

B. Middle groups will manifest greater SD enhancement than Worst groups in a similar way as in 1 through 4 in Hypothesis I.

Hypothesis III

There will be a positive correlation between positive citations on the Final Questionnaire and a high SD score on the JSD, HSDR, and DDR.

Hypothesis IV

There will be a positive correlation between negative citations on the Final Questionnaire and a low SD score on the JSD, HSDR, and DDR.

CHAPTER IV

RESULTS

All product-moment correlations among the five SD measures (includes "most open" nomination and "most closed" nomination) are given in Table 5.

TABLE 5.--Product-moment correlations among all self-disclosure measures (all N's = 50).

	Pre-Treatment		Post-Treatment				
	JSD_1	HSDR	JSD_2	$HSDR_2$	DDR	MON	MCN†
JSD_1		−.17	.63***	−.12	−.10	−.09	.30*
$HSDR_1$			−.22	.45**	.45**	.29*	−.20*
JSD_2				−.23	−.20	−.11	.24
$HSDR_2$					.84***	.66***	−.59***
DDR						.76***	−.63***
MON							−.36*
MCN							

*** p <.001 using two-tailed test
** p <.01 using two-tailed test.
* p <.05 using two-tailed test.
† JSD = Jourard Self-Disclosure Questionnaire; HSDR = Hurley Self-Disclosure Ratings; DDR = Direct Disclosure Ratings from the Final Questionnaire; MON = "Most Open Nomination" from the Final Questionnaire; MCN = "Most Closed Nomination" from the Final Questionnaire.

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Positive intercorrelations among all measures except
the "most closed" nomination (MCN) were anticipated because
the other four variables are all direct measures of self-
disclosure. Examination of these data discloses serious
causes for doubting the validity of the JSD despite affirma-
tive evidence in previous research. Except for the perplex-
ingly significant positive correlation between JSD and "most
closed" nominations, the JSD correlates positively only with
itself. It correlates only negatively, albeit non-
significantly, with all three other openness measures (HSDR,
DDR, and MON), both before and after the treatments. This
complete reversal of expected relationships between the JSD
and four operationally independent group-derived ratings of
self-disclosure plainly raises questions about the validity
of the JSD (see also Pilot Study).

The HSDR, on the other hand, correlates positively
with both the other two (DDR and MON) group-based "openness"
ratings and negatively with the "most closed" nominations
index. Thus, it shows evidence of concurrent validity with
every measure used except for the JSD index. The large cor-
relation between HSDR and DDR (r=.84) is surprising and sug-
gests that the two may be regarded as nearly equivalent
measures in view of the .45 stability coefficient of the
HSDR. Especially impressive was the unexpected evidence of
the predictive validity of the HSDR, as illustrated by the
statistically significant correlations between pre-treatment
HSDR and post-treatment scores on the DDR, MON, and MCN.

Computations of the reliability of the HSDR, using Hoyt's analysis of variance, yielded the results in Tables 6 and 7.

TABLE 6.--Average reliability of HSDR ratings using Hoyt's analysis of variance.

Groups[*]	Pre-Treatment	Post-Treatment
TR:		
C	.42	.72
J	.24	.70
SC:		
C	.44	.49
J	.14	.60
VR:		
C	.51	.52
J	.48	.59

[*]C = Campus
J = Jackson

TABLE 7.--Reliability of the HSDR average ratings of persons using Hoyt's analysis of variance.

Groups	Pre-Treatment	Post-Treatment
TR:		
C	.92	.96
J	.74	.95
SC:		
C	.88	.90
J	.59	.93
VR:		
C	.91	.91
J	.89	.93

Table 6 reflects the amount of agreement with which all members rated all other group members and indicates there was considerable error variance. This would be expected within a group since there is considerable emotional involvement and interaction affecting the objectivity of the ratings. Group members were not raters or judges in the expert sense where greater agreement would be expected. Table 7 indicates there was considerable agreement on how each individual member was perceived by the entire group, however.

Results Concerning Hypothesis I

Hypothesis I, predicting enhancement of SD by the SC and VR treatments, was not supported by any of the SD measures, either by overall covariance analyses or by more detailed t-tests of mean differences. An analysis of covariance on the total scores obtained on the JSD pre- and post-tests revealed no treatment effects (see Table 8).

TABLE 8.--Analysis of covariance of total JSD scores.

Source	SS	df	MS	F
Samples	4064.90	1	4064.90	1.73
Treatments	7598.49	2	3799.25	1.71
Interaction	1109.43	2	554.22	0.24
Error	96614.10	41	2356.40	

The group means and standard deviations on pre- and post-JSD measures are given in Table 9. Although the mean scores between the two samples differed significantly, this difference is attributable to the larger number of married subjects in the Jackson sample. Covariance analysis (Table 8) of the corrected scores (see Appendix H) disclosed no significant sample effect.

TABLE 9.--Group means and standard deviations of JSD total scores.

	TR		SC		VR	
	Pre	Post	Pre	Post	Pre	Post
C	$\bar{x}$=208.44	$\bar{x}$=196.44	$\bar{x}$=263.5	$\bar{x}$=274.38	$\bar{x}$=199.11	$\bar{x}$=195.11
	s= 57.13	s= 95.22	s= 71.93	s= 57.21	s= 46.38	s= 53.95
	t = -1.39		t = 0.68		t = -0.35	
J	$\bar{x}$=304.50	$\bar{x}$=317.50	$\bar{x}$=277.63	$\bar{x}$=312.50	$\bar{x}$=256.38	$\bar{x}$=257.88
	s= 64.22	s= 49.57	s= 37.91	s= 46.47	s= 53.43	s= 73.56
	t = .55		*t = 2.06		t = 0.08	

*p <.05

In only one group, the Jackson SC group, was there a significant change of the group mean score from pre- to post-test. Since it has already been pointed out that the JSD scores correlated negatively with all other measures of openness, it is interesting to note that the leader viewed

this group as the most difficult and closed of the Jackson groups. The standard deviations are large in all groups and tend to increase in four of the six groups on the post-test since 24 of the 50 subjects decreased their scores while 26 increased their scores. The mean of the entire Campus group tended to decrease slightly while the Jackson sample mean tended to increase somewhat although the changes were nonsignificant.

The scores obtained on the target category of group were not analyzed by an analysis of covariance since there was no evidence of any relationships. The group means and $\underline{t}$ tests of difference between pre- and post-test means within groups are illustrated in Table 10.

TABLE 10.--JSD target category group scores.

	TR		SC		VR	
	Pre	Post	Pre	Post	Pre	Post
C	$\bar{x}=43.56$	$\bar{x}=41.89$	$\bar{x}=54.50$	$\bar{x}=62.25$	$\bar{x}=36.44$	$\bar{x}=27.44$
	$\underline{t} = -.36$		$\underline{t} = 1.05$		$\underline{t} = -1.75$	
J	$\bar{x}=60.80$	$\bar{x}=73.38$	$\bar{x}=46.88$	$\bar{x}=48.00$	$\bar{x}=40.63$	$\bar{x}=51.13$
	*$\underline{t} = 2.34$		$\underline{t} = .14$		$\underline{t} = 1.01$	

*$\underline{p}$ <.05

The TR and VR group means from the two samples move in different directions. The variance of the difference scores and thus the standard errors of the difference between means between pre- and post-tests were large. Only in the case of the Jackson TR group was the change significant.

The findings from the HSDR measure also failed to support Hypothesis I. The analysis of covariance of pre- to post-test change in the mean ratings given by the group members to each other excluding self ratings is given in Table 11. The groups did not differ by treatment significantly from each other. The group mean rating based on each individual's mean rating by other members but excluding self-ratings are given in Table 12.

TABLE 11.--Analysis of covariance by treatments of HSDR group ratings.

Source	SS	df	MS	F
Treatments	4.25	2	2.13	1.16
Samples	0.59	1	0.59	0.32
Interaction	0.94	2	0.47	0.26
Error	74.86	41	1.83	

TABLE 12.--Means and standard deviations of HSDR group ratings.

	TR		SC		VR	
	Pre	Post	Pre	Post	Pre	Post
C	$\bar{x}=5.20$	$\bar{x}=5.64$	$\bar{x}=4.67$	$\bar{x}=4.86$	$\bar{x}=5.38$	$\bar{x}=5.24$
	$s=1.34$	$s=1.58$	$s=1.36$	$s=1.18$	$s=1.16$	$s=1.13$
J	$\bar{x}=4.81$	$\bar{x}=5.42$	$\bar{x}=4.86$	$\bar{x}=4.83$	$\bar{x}=5.47$	$\bar{x}=5.83$
	$s=0.92$	$s=1.40$	$s=0.28$	$s=1.63$	$s=1.14$	$s=1.02$

The analysis of covariance of change in self ratings from pre- to post-test is given in Table 13. Only the interaction is significant, meaning only that treatment groups differed between samples. The mean self-ratings are given in Table 14. Thus, none of the analyses of the data from the HSDR support Hypothesis I in any respect. No trends are apparent either.

TABLE 13.--Analysis of covariance by treatments of HSDR self-ratings.

Source	SS	df	MS	F
Treatments	0.82	2	0.41	0.33
Samples	3.28	1	3.28	2.66
Interaction	12.83	2	6.42	5.20*
Error	50.63	41	1.23	

[*]$p < .05$

TABLE 14.--Group means of HSDR self-ratings.

	TR		SC		VR	
	Pre	Post	Pre	Post	Pre	Post
C	5.44	6.11	5.75	4.88	6.00	6.00
J	6.00	6.25	5.13	6.75	5.38	5.50

The findings from the DDR on the Final Questionnaire also failed to support Hypothesis I. An analysis of variance revealed no significant treatment, population, or interaction effects (see Table 15). The group means and standard deviations are given in Table 16.

TABLE 15.--Analysis of variance by treatments of DDR.

Source	SS	df	MS	F
Samples	20.48	1	20.48	0.59
Treatments	78.62	2	39.31	1.13
Interaction	60.68	2	30.34	0.88
Error	1524.22	44	34.64	
TOTAL	1684.00	49		

TABLE 16.--Means and standard deviations of DDR.

	TR	SC	VR
C	$\bar{x}$ = 17.22	$\bar{x}$ = 12.75	$\bar{x}$ = 13.11
	s = 6.70	s = 4.71	s = 4.87
J	$\bar{x}$ = 15.88	$\bar{x}$ = 14.13	$\bar{x}$ = 17.00
	s = 6.24	s = 5.16	s = 6.46

Hypothesis I also predicted that the groups would vary by treatments in their ratings on the group experience items. For both Items 17 and 18 from the final Questionnaire (Appendix E), the individual responses were arbitrarily scored on a five point scale. Zero points were given for "negative" reactions, one point for "indifferent" reactions, two points for "middle" reactions, three points for "meaningful" reactions, and four points for "very meaningful" endorsements. The mean ratings on these combined items are given in Table 17. The groups did not differ significantly by treatment in their ratings of these items.

TABLE 17.--Mean ratings of group experience items.

	TR	SC	VR
C	3.61	3.19	2.56
J	3.31	3.00	3.31

Results Concerning Hypothesis II

Hypothesis II predicted that groups assessed by the leaders as Best would manifest greater enhancement of SD than those assessed as Middle or Worst. If the findings had supported Hypothesis I, no additional data analysis would have been necessary for Hypothesis II. This was not the case, however, It seemed clear to the two group leaders that their appraisal of the groups was inconsistent with the predicted effectiveness of the treatments, and they ranked the groups according to Worst, Middle, and Best. Their basis for decision will be elaborated in Chapter VII. Hypothesis II was not supported by the now questionable JSD measure but was supported either by trends or significance level by the other measures.

An analysis of covariance source table of the JSD total scores is given in Table 18. Table 19 gives the JSD total score means, standard deviations, and $\underline{t}$-tests of the difference between pre- and post-tests.

TABLE 18.--Analysis of covariance by W.M.B. of JSD total scores.

Source	SS	df	MS	F
Samples	4064.90	1	4064.90	1.73
W.M.B.	5058.40	2	2529.20	1.07
Interaction	3096.60	2	1548.30	0.66
Error	96614.10	41		

TABLE 19.--Means and standard deviations of JSD total scores.

	Worst		Middle		Best	
	Pre	Post	Pre	Post	Pre	Post
C	$\bar{x}$=199.1	$\bar{x}$=195.1	$\bar{x}$=263.5	$\bar{x}$=274.4	$\bar{x}$=208.4	$\bar{x}$=196.4
	s= 46.4	s= 54.0	s= 71.9	s= 57.2	s= 57.1	s= 95.2
	$\underline{t}$ = -0.35		$\underline{t}$ = 0.68		$\underline{t}$ = -0.35	
J	$\bar{x}$=277.6	$\bar{x}$=312.5	$\bar{x}$=304.5	$\bar{x}$=317.5	$\bar{x}$=256.4	$\bar{x}$=257.9
	s= 37.9	s= 46.5	s= 64.2	s= 49.6	s= 53.4	s= 73.6
	$\underline{t}$ = 2.06*		t = 0.55		t = 0.08	

*$\underline{p}$ <.05

The mean scores on the target category group of the JSD are shown in Table 20. No meaningful relationships are revealed by these scores.

TABLE 20.--JSD target category group scores.

	Worst		Middle		Best	
	Pre	Post	Pre	Post	Pre	Post
C	$\bar{x}$=36.4	$\bar{x}$=27.4	$\bar{x}$=54.5	$\bar{x}$=62.3	$\bar{x}$=43.6	$\bar{x}$=41.9
	$\underline{t}$ = -1.75		$\underline{t}$ = 1.05		$\underline{t}$ = -0.36	
J	$\bar{x}$=46.9	$\bar{x}$=48.0	$\bar{x}$=60.8	$\bar{x}$=73.4	$\bar{x}$=40.6	$\bar{x}$=51.1
	$\underline{t}$ = 0.14		$\underline{t}$ = 2.34*		$\underline{t}$ = 1.01	

*$\underline{p}$ <.05 using two-tailed test.

The HSDR findings do not generally provide statistical evidence to support Hypothesis II. An analysis of covariance is given in Table 21. Table 22 gives the mean rating of each group based upon member ratings of each other of that group. Although the between-group differences failed to attain significance, the two Best groups in Table 22 have the higher post-test means and the Middle and Best group means increase contrary to the decrease in the two Worst groups. This "trend" is consistent with Hypothesis II.

TABLE 21.--Analysis of covariance by W.M.B. of HSDR group ratings.

Source	SS	df	MS	F
W.M.B.	3.33	2	1.66	0.91
Samples	0.59	1	0.59	0.32
Interaction	1.87	2	0.94	0.51
Error	74.86	41	1.83	

TABLE 22.--Means and standard deviations of HSDR group ratings.

	Worst		Middle		Best	
	Pre	Post	Pre	Post	Pre	Post
C	$\bar{x}=5.38$ $s=1.16$	$\bar{x}=5.24$ $s=1.13$	$\bar{x}=4.67$ $s=1.36$	$\bar{x}=4.86$ $s=1.18$	$\bar{x}=5.20$ $s=1.32$	$\bar{x}=5.64$ $s=1.58$
J	$\bar{x}=4.86$ $s=0.28$	$\bar{x}=4.83$ $s=1.63$	$\bar{x}=4.81$ $s=0.92$	$\bar{x}=5.42$ $x=1.40$	$\bar{x}=5.47$ $s=1.14$	$\bar{x}=5.83$ $s=1.02$

The discrepancy between self-ratings and the mean group ratings of individuals differed significantly by Worst, Middle, and Best categories (see Table 23).

TABLE 23.--Analysis of covariance of HSDR discrepancy between self and group perception.

Source	SS	df	MS	F
W.M.B.	17.19	2	8.59	3.45*
Samples	2.11	1	2.11	0.85
Interaction	7.70	2	3.85	1.55
Error	101.91	41	3.49	

*$p < .05$

The statistically significant analysis of covariance is due to the large increased discrepancy between self and group perceptions in the Worst groups contrasted with a decreased discrepancy in three of the four higher rated groups. When the discrepancy between self and group

perception of each group member is averaged, the means
appear as shown in Table 24.

TABLE 24.--Means of HSDR discrepancy between self and group.

	Worst		Middle		Best	
	Pre	Post	Pre	Post	Pre	Post
C	-0.79	-0.96	-1.36	-0.43	-0.35	-0.66
J	-0.21	-2.04	-1.15	-1.04	-0.27	0.00

The covariance analysis of HSDR self-ratings yielded
no significant results (see Table 25).

TABLE 25.--Analysis of covariance by W.M.B. of HSDR self-
ratings.

Source	SS	df	MS	F
W.M.B.	7.12	2	3.56	2.88
Samples	3.28	1	3.28	2.66
Interaction	6.52	2	3.26	2.64
Error	50.63	41	1.23	

Hypothesis II predicted that the groups would vary
according to Worst, Middle and Best in their rating of the
group experience as meaningful. An analysis of variance

based on group experience scores shows these relate significantly to leader's ranking of their three groups (see Table 26). The group mean ratings of their group experience are given in Table 27.

TABLE 26.--Analysis of variance by W.M.B of group experience items.

Source	SS	df	MS	F
Samples	0.41	1	0.41	0.95
W.M.B.	4.06	2	2.03	4.71*
Interaction	1.82	2	0.91	2.12
Error	19.02	44	0.43	
TOTAL	25.31	49		

*p <.05

TABLE 27.--Group mean rating on group experience items.

	Worst	Middle	Best
C	2.56	3.19	3.61
J	3.00	3.31	3.31

The Direct Disclosure Ratings do not prove to be statistically significant in support of Hypothesis II. The results of an analysis of variance of the Direct Disclosure Ratings is given in Table 28.

TABLE 28.--Analysis of variance by W.M.B. of DDR.

Source	SS	df	MS	F
Samples	20.48	1	20.48	0.59
W.M.B.	115.73	2	57.87	1.67
Interaction	23.57	2	11.79	0.34
Error	1524.22	44	34.64	
TOTAL	1684.00	49		

The group means and standard deviations are given in Table 29. Although the differences are not significant, there is clearly a "trend" for the Best groups to score highest in DDR.

TABLE 29.--DDR means and standard deviations.

	Worst	Middle	Best
C	$\bar{x} = 13.11$	$\bar{x} = 12.75$	$\bar{x} = 17.22$
	$s = 4.87$	$s = 4.71$	$s = 6.70$
J	$\bar{x} = 14.13$	$\bar{x} = 15.88$	$\bar{x} = 17.00$
	$s = 5.16$	$s = 6.24$	$s = 6.46$

Results Concerning Hypothesis III

Hypothesis III predicted a positive correlation between positive citations on the Final Questionnaire with a high SD score on the JSD, HSDR, and DDR. It was tested by determining the product-moment correlations of a global "positive citation" index with the three self-disclosure measures, JSD, HSDR, and DDR. The "positive citations" index was derived from Final Questionnaire nominations of the group members of their fellow group member (excluding the leader) identified as "most open," "liked best," "most helpful," and person to whom "you feel you can disclose yourself most freely and comfortably" (Appendix C, Items 10, 11, 13, and 14). Citations of individuals within each group on each of these items were converted to percentages of the total such citations per group and these four scores for each person were summed into the single global "positive citations" score. With post-treatment self-disclosure scores, this "positive citations" score correlated as follows:

r_{JSD} = -.22, r_{JSDR} = .67 (p <.001), r_{DDR} = .70 (p <.001); the corresponding pre-treatment correlations were:

r_{JSD} = -.01, r_{HSDR} = .29 (p <.05). Thus, hypothesis III is strongly supported by both the HSDR and DDR data, but not supported by the JSD index.

Results Concerning Hypothesis IV

Hypothesis IV predicted a positive correlation between negative citations on the Final Questionnaire and a low SD score on the JSD, HSDR, and DDR. It was similarly tested by ascertaining product-moment correlations between a global "negative citations" index, derived from Final Questionnaire items requestion nominations of "most closed," "least helpful," "most inhibiting," and "least liked" individuals within each group excluding leaders (see Appendix C, Items 9, 12, 15, and 16), with the JSD, HSDR, and DDR scores. Exactly the same quantitative operations used to determine the "positive citations" score were employed to derive the global "negative citations" index. "Negative citations" correlated as follows with these post-treatment measures: r_{JSD} = .11, r_{HSDR} = -.63 (p <.001), r_{DDR} = -.55 (p <.001); its correlation with the pre-treatment indexes were: r_{JDS} = .17, r_{HSDR} = -.28 (p <.05). Again the HSDR and DDR data consistently support the hypothesis, while the JSD data just as consistently operates in the inverse direction.

CHAPTER V

DISCUSSION

Four hypotheses were postulated. Hypothesis I
received no statistical support from the data. Hypothesis
II received only some support, and Hypotheses III and IV
were strongly supported. Each hypothesis will be reviewed
and discussed separately as follows:

Discussion of Hypothesis I

Hypothesis I, that the techniques of structured con-
frontation (SC) and video recall (VR) would accelerate the
progress of short term group counseling has not been sup-
ported by this research. Three possible explanations for
this failure should be considered.

1. The measurement techniques employed were incapable
of adequately supporting or rejecting the hypothesis. Evi-
dence for reason to seriously question the validity of the
JSD measure in assessing the degree of openness has been
reported. It correlated negatively with four other measures
of SD. There seemed a definite trend for some who had
become more insightful and honest in expression of feelings
to reduce their JSD scores. This phenomenon had been ob-
served in a pilot study group, and it was suggested by these
group members that on the post-test they were much more

honest in responding to the questionnaire realizing that they had tried to appear open on the pre-test whether in fact they were or not. This is a common problem in measures based on self-report. The discrepancy between self-ratings and group-ratings on the HSDR illustrates the same phenomenon, and both the HSDR self-ratings and JSD scores would suggest that people cannot be very honest in assessing their own honesty or openness. The other measures utilized seemed to have considerable more validity in measuring SD. Evidence for this is based on the high correlations between the four other independent indexes of openness--the HSDR, DDR, and the MON and MCN nominations--in addition to the concurrent validity based on agreement of individual SD scores with their group behavior. However, even though the measures other than the JSD seemed to have a high degree of validity they were incapable of being sufficiently sensitive to differences between groups. Thus, they seemed to accurately rank individuals within groups according to self-concealment or self-disclosure but not rank across groups or differentiate to a sufficient degree the amount of openness in one group as compared to another. The small numbers contributed to a large standard error of the mean and also reduced the chance of discriminating between groups.

Thus, problems of measurement were operating in this research which give cause to suggest that even if the accelerating techniques had been effective, this could not have been adequately demonstrated by the assessment techniques used.

2. In order to accurately assess the value of the accelerating techniques the groups must be at the same level of progress when the techniques are introduced. There seems ample evidence that this was not the case. The measures indicate that there was considerable variation between groups and between populations before the introduction of the experimental variables. Although statistical techniques such as the analysis of covariance serves to adjust the initial differences in scores, these between group differences, nevertheless, had a complex effect on the progress of the groups. The two leaders had very definite impressions about the way in which the groups were progressing by the fifth session when the groups were assigned to treatment. These impressions of worst, middle, and best groups were not altered by the end of the experimental session except in two cases. Although the members were assigned to groups randomly and the groups to treatments randomly, this did not prevent the piling up of variables which strongly affected group interaction. Some examples of these are given in the following:

One group had two members belonging to fundamentalistic religious sects, and they initially had a sizeable impact on their group. Prior to the introduction of the structured confrontation technique it was very difficult to keep this group focused on their feelings and interpersonal relationship problems as the group spent a seemingly unnecessary amount of time on controversies centering upon their

different philosophical views. It was the experimenter's
impression that the SC technique was extremely effective in
assisting this group to refocus upon its purpose of self-
understanding. After the SC extended session religion was
never effectively used again as a defense against exploring
the group's personal interaction. However, this change
could not be demonstrated by the measurement techniques
used. The SC group at Jackson was a very difficult group
from the beginning as there were two very overtly hostile
people in that group. While the SC technique did not change
this quite frustrating group into a fast moving group, by
any means, it did enable the rest of the members to more
effectively handle the two resistive members and seemed to
have some slight impact on keeping a poor group moving at
some level.

The experimenter's VR group seemed from the beginning
to have a bigger share of passive people than the other two
groups and have more than a usual proportion of people who
were unable to be direct or critical with each other. One
member tended to largely dominate this group until the VR
treatment which enabled the group to explore this phenomenon.
For two sessions following the VR treatment the group seemed
to get much more deeply involved in coping with their feel-
ings but then tended to lapse back into the earlier passivity.
This group more than the other campus groups tended to relate
to the leader on an individual basis, and various attempts
to change this and promote more group interaction proved

rather futile. These group members seemed unusually reluctant to share information about themselves with each other.

The Jackson VR group was the Middle group in that population before the experimental treatment and then moved to Best group. This group had one vivacious, open, direct person who in the beginning provided a model which others imitated. They sought information about continuing as a group beyond the term as they were reluctant to end their association and wanted further self-exploration. This would seem to validate the leader's assessment as Best Group.

Both traditional treatment groups seemed to have by chance also been composed of people who became quite involved in the group and found it a meaningful experience. The Jackson TR group was less enthusiastic than the VR, but considerably more so than the SC group. The campus TR group was the only group viewed inconsistently by the leader with respect to its effectiveness vis-a-vis the campus VR and SC groups. Until the experimental weekend, the leader judged this group as the most resistive and overtly hostile to the experience. At least two members of this group had been overtly sarcastic to the leader and other members about the ridiculousness of the whole process, and considerable tension was evident in each session. The first hour of the five in the extended session was spent in the video recall room where the group thought they were being video taped, and they raised many questions and objections about the entire procedure. After the group had moved to a more comfortable

situation, there was some discussion of the prevailing mood of this group, and the mood changed rather dramatically as members verbalized their frustrations. One member then confided a serious problem with which he was coping, and this seemed to open the door to "secret sharing." By the end of the five hours the group seemed relaxed and expressed disappointment about the session's ending. From this point on the group seemed to have a rather deeply meaningful interaction and expressed reluctance to terminate at the end of the experimental session (see Appendix F).

These examples illustrate the complex factors operating within these groups. Many other variables affected group interaction in addition to the experimental variables. Those groups which clearly seemed most constructive seemed rather loaded from the outset by being favored with fewer inhibited members by an accident of selection.

3. A third explanation for the lack of support of the major hypothesis that the techniques of SC and VR are effective in accelerating progress in group counseling is that these techniques are not effective. However, the previous points suggest that the groups differed originally on variables which more heavily influenced their progress than the experimental variables. The apparent invalidity of the principal measuring device, the JSD measure, and the inability of the auxiliary measures to effectively discriminate between groups, suggest that Hypothesis I was not adequately tested by the present research design.

Discussion of Hypothesis II

Hypothesis II predicted that groups assessed by the leaders as Best would manifest greater enhancement of SD than those assessed as Middle or Worst. The Best groups, Campus TR and Jackson VR, were those which seemed to be the most active, involved, and intense. These groups were reluctant to end group meetings, overtly expressed positive feelings about the group experience, and were reluctant to terminate their group associations. Although many subjective factors entered into the leader's assessments, both have had experience with many groups and were confident about their judgements. E had an opportunity to confirm the Jackson group rankings while administering the post-tests to this population. The three groups spontaneously formed at the end of this session, and after a period of interacting, departed in the order of ranking. The Worst group members departed first, Middle group members stayed around considerably longer, while the Best group members stayed until it was necessary to vacate the room. The Worst groups, Campus VR and Jackson SC, had expressed more direct anger or frustration concerning the experience, had expressed more boredom or indifference, and were difficult to involve in meaningful group interaction. Both leaders had experienced considerable frustration in their efforts to move these groups.

The Middle groups, Campus SC and Jackson TR, were so categorized simply because they were not placed at the extremes. These groups may have differed more from each other than the Best or Worst groups. The Jackson Middle group may have been closer to the Jackson Best group in terms of being generally active and involved. The Campus Middle group did not approach the Best group in terms of intensity of involvement. However, considering the difficulty this group initially had in struggling with strongly expressed religious differences, their movement from the intellectual discussion level to a highly personal discussion level may have constituted a greater change than the rank of Middle group implies. It should be clear that the rankings of Worst, Middle, and Best, were dependent on comparisons between groups and not on the degree of change within groups.

It was predicted that groups having the more open members would be the better groups, and the leaders felt that this was definitely supported behaviorally if not statistically. The null hypothesis could not be rejected, however, using the now suspect JSD measure. Although both the HSDR and DDR measures yielded trends in the predicted direction, the null hypothesis could not be clearly rejected in these cases.

In the case of HSDR discrepancies between self-ratings and group mean ratings the null hypothesis was refuted. This discrepancy was significantly greater in the Worst

groups than in the Middle and Best groups. Groups having more members who view themselves as open when viewed by others as closed may have more difficulty in experiencing a meaningful group interaction. This was illustrated by E's Worst group in which various members discussed on more than one occasion how open they felt they could be if only the group's movement were not hampered by others less open than they. By contrast, in E's Best group, three or four members acknowledged that although they felt motivated to be frank and honest with the group their own inhibitions caused them to fall short of this goal. The Jackson Worst group had two members who rated themselves as very open on the post-HSDR ratings but were perceived at the closed end of this continuum by most of their group members. In all groups people tended to perceive themselves as more open than they were rated by others, but this varied significantly between Worst groups and the four better groups. The difference between Best and Middle groups was not significant.

The prediction that those groups having the more open members would be the better groups and would rate their experience as more meaningful was also supported statistically. Those groups rated as Best by their leaders on the basis of a more intense emotional involvement, viewed the experience as more meaningful than the Middle and Worst groups. The Worst groups rated this experience as less meaningful than either of the other groups. Since group

leaders often have to rely on their own assessment of how
meaningful a group experience was to the members, this type
of validation is gratifying.

The hypothesis predicting a positive relationship
between openness or SD to meaningful group interaction was
thus supported at a statistically significant level by both
the HSDR discrepancy scores and ratings of the meaningful-
ness of the group experience. In addition, supportive
trends were apparent in the case of HSDR and DDR measures,
although these did not attain statistical significance.
The failure of the data to more completely sustain the pre-
dictions has two explanations.

1. The measurement techniques utilized were not
capable of sufficient discrimination between groups. The
measurement problems reviewed in the discussion of Hypothesis
I seem equally relevant to Hypothesis II.

2. The assumption of a relationship between openness
and group movement is not justified. The data generally
oppose this conclusion since the HSDR and DDR trends were
in the predicted directions, although failing to achieve
statistical significance. The discrepancy between HSDR
self and group mean ratings differed significantly between
Worst and Best groups, and the prediction that Best groups
would value their group experience over Middle and Worst
groups was supported significantly. In view of this mixed
assortment of positive and inconclusive findings, it appears

reasonable to conclude that the limitations of instrumenta-
tion and design did not permit a rigorous test of Hypothesis
II.

Discussion of Hypotheses III and IV

Hypotheses III and IV concerning the correlations
between positive citations and self-disclosure and negative
citations and self-concealment were strongly supported by
all measures except the questionable JSD. The group leaders
personal impressions were also very consistent with these
findings. Those members who were open about themselves and
their feelings toward others were the most valued or popu-
lar in their groups. Even when there were disagreements
the groups seemed to welcome the controversies. Group
members expressed increasing frustration with the more
closed members throughout the experimental session. In one
group the members confronted an extremely defensive and
self-righteous member with his dishonesty about his feelings
which made relating to him very difficult. In another group
one member confronted a silent, hostile member with his
reaction that her silence terrified him to the extent he
couldn't relate to her without feeling totally rejected.
Many similar examples from the group interactions could be
cited. Thus, the most open and most closed group members
had a definite impact on their groups. Reactions toward
members who seemed between these extremes were less clear.
Members who participated moderately in the group interaction

but were neither particularly self-disclosing nor self-concealing often received no nominations as most liked, most disliked, most helpful, etc. Their impact upon other group members seemed more vague.

It is important to note that positive citations are not synonymous with being well liked but with popularity in a sense of being perceived as valuable or constructive. Thus, one person rated another as least liked, but most helpful, most open, and least inhibiting. In a note he stated that these perceptions were confusing but were similar to how he felt about his dentist. In spite of his feelings of discomfort, he had valued the relationship with this group member highly.

Sheer amount of verbalization was not observed to be related to self-disclosure in this study. Some members who anxiously talked extensively in an effort to keep the group discussion moving or to steer the conversation into safe channels were confronted with the meaning of their defenses. Members who frequently expressed themselves in opinionated defensive ways were also confronted by the groups. The present research offers clear support for the predicted positive linkage between SD, in the sense of being candidly expressive of feelings, and popularity, in the sense of being valued by others.

Implications for Further Research

The techniques of Structured Confrontation and Inter-
personal Process Recall require further research assessment.
Analysis of the change in group interaction based on audio
tapes of the pre- and post-experimental sessions may more
adequately demonstrate the within-group effect of the
accelerating treatment. However, this analysis is beyond
the scope of this study. The design of this research posed
several problems for adequate testing of the effectiveness
of the experimental variables. The IPR technique particu-
larly suffered from insufficient time exposure to adequately
evaluate its effectiveness as an accelerator of group
counseling. The group members had too little opportunity
to observe their recall with an interrogator for this method
to have the impact which has been demonstrated in individual
counseling. The concern for equating the treatments time
of all groups insured a controlled experimental design but
apparently the time limitations precluded an adequate test
of the IPR and SC treatments. The substantial between-
group differences also made it difficult to assess IPR as a
separate variable and problems of measurement constituted
another obstacle to a valid assessment of both SC and IPR
treatments.

However, in spite of the limitations and problems
described, this research demonstrates the possibility of a
controlled approach to the examination of the complex
variables operating in group counseling that will hopefully

stimulate other efforts in this area. There is an unfortunate tendency to avoid group research because of its complexity. Many university and psychotherapeutic training centers offer populations of training counselors involved in group interactions which are rarely subjected to controlled studies. At present there appears to be no sound basis for assuming that effective group methods employed with these training populations cannot be generalized to other populations less accessible to controlled research.

The research design further points up the difficulties encountered by random assignment to group treatment. For adequate testing of experimental variables with groups, some sort of matching on crucial variables prior to group assignment seems imperative.

JSD's apparent invalidity as a measure of self-disclosure was a disappointing but important finding. This measure must either be improved or discarded as lacking sufficient validity for research. The HSDR measure seems to have considerable validity and ability to discriminate within-groups but did not discriminate effectively between groups. This instrument seems worthy of further research utilization. An important area of research into effective manipulations of group composition is highly dependent on the development of better predictors of openness than presently exist.

Further research efforts are also needed to either support or dispel the prevalent myth that social roles or

masks are necessary for self-protection. This research provides some support for openness as a positive factor in group counseling interpersonal relationships and self-concealment as a negative factor in group counseling interpersonal interaction. Can this be generalized beyond counseling situations? Strong beliefs exist in our culture that one cannot be too transparent or honest in normal transactions without generating such negative repercussions as hostility, rejection, loss of job, or security. There seems accumulating evidence that an important ingredient of counseling success is experiencing the freedom to be honest and transparent but considerable uncertainty as to how much of this is appropriate to normal social roles. Can society function as well or better if people are real rather than actors on a stage of life? Did the groups in this research reward openness because it was meaningful, or because it was appropriate for the group counseling situation? Were they in effect merely rewarding those people who conformed to what were regarded as the goals of the group, and did they fail to reward those who did not conform? The finding that self-disclosure is positively regarded in group counseling cannot be generalized to other social situations without additional research. However, this study provided evidence that openness and self-disclosure will not be rejected or condemned but may be rewarded in an appropriate environment.

CHAPTER VI

CONCLUSIONS

Despite the employment of a controlled research
design, the present findings suggest that the hypothesized
accelerational impact of Structured Confrontation and
Interpersonal Process Recall upon progress within small,
time-limited, counseling groups could not be adequately
tested by the available instrumentation. Perhaps the time
given to implementation of the SC and IPR treatments was
insufficient to override other important variables affect-
ing the group processes. Between-group differences exercised
a dominant influence throughout the experimental period and
the randomization of group membership assignments resulted
in dissimilar initial groupings. The subjective impressions
of the group leaders, however, were that these techniques
were productive and that the IPR technique in particular
deserves further assessment in group settings.

The relationship of SD to progress in counseling
groups was not rigorously supported statistically although
sufficient positive evidence was found to suggest that SD
is, indeed, an important variable in helping groups to
interact more meaningfully. Only further research can pro-
vide more conclusive evidence of the role of SD in group
counseling situations.

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The present study seems to represent the most exhaustive examination of the validity of Jourard's Self-Disclosure questionnaire available in the literature. The finding that this instrument correlates only negatively with a variety of other SD measures is important and should be seriously considered by others concerned with the measurement of self-disclosure.

Despite the limitations of his measure, the present findings offer much support for Jourard's theoretical formulations regarding SD as a powerful variable in interpersonal relationships. In this study a strong association was observed between positive regard by others and SD.

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APPENDICES

.

APPENDIX A

INSTRUCTIONS FOR GROUP PROCEDURE

Education 816 C
Group Procedures in Guidance

The purpose of this course is twofold. One goal is learning something about a technique that may be useful in your work. Another goal is increasing your self-knowledge which is very necessary if you are to be effective in working with people. Some of us have the conviction that the best way of increasing self-awareness is by interacting in a group which is willing to become intimately involved and concerned with the complex interactions which soon develop in any type group. In most groups these interactions are not analyzed, but when increased self-awareness is the goal, the group must start looking at these transactions and confront each other with the feelings and reactions that they experience.

For some of you attempting to express yourself freely and honestly, or to attempt to become a self-disclosing person as Sidney Jourard would describe it, may seem awkward and anxiety producing. Our society does not, in general, foster or reward open honest communication in "public situations." In fact, there is such a need to be self-concealing in much of our interaction in society that many of us learn early in life to play roles or to react to others as we feel it is expected to a degree that we even begin to hide our real feelings from ourselves.

The following is quoted from Sidney Jourard's Transparent Self:

> "A choice that confronts every one of us at every moment is this: Shall we permit our fellow men to know us as we now are, or shall we seek instead to remain an enigma, an uncertain quantity, wishing to be seen as something we are not?
>
> This choice has always been available to us, but throughout history we have chosen to conceal our authentic being behind various masks. We usually assume that the other man is hiding or misrepresenting his real feelings, his intentions, or his past because we generally do so ourselves. We take it for granted that when a man speaks about himself, he is telling more or less than the unvarnished truth as he knows it.

We conceal and camouflage our true being before others to foster a sense of safety, to protect ourselves against unwanted but expected criticism, hurt, or rejection. This protection is purchased at a steep price. When we are not truly known by the other people in our lives, we are misunderstood. When we are not known, even by family and friends, we join the all too numerous "lonely crowd." Worse, when we succeed too well in hiding our being from others, we tend to lose touch with our real selves, and this loss of self contributes to illness in its myriad forms.

We are said to be a society dedicated, among other things, to the pursuit of truth. Yet, disclosure of the truth, the truth of one's being, is often penalized. Impossible concepts of how man ought to be -- which, sadly enough are often handed down from the pulpit -- make man so ashamed of his true being that he feels obliged to seem different, if for no other reason than to protect his job. Probably the "tyranny of the should" is a factor which keeps man from making himself known as he is. Yet, when a man does not acknowledge to himself who, what, and how he is, he is out of touch with reality.

And it seems to be another empirical fact that no man can come to know himself except as an outcome of disclosing himself to another person. This is the lesson we have learned in the field of psychotherapy. When a person has been able to disclose himself utterly to another person, he learns how to increase his contact with his real self, and <u>he may then be better able to direct his destiny on the basis of knowledge of his real self.</u>"

Sexual inhibition was a real problem in Freud's era, but we have made some progress away from the extreme repressions and guilt. Later theorists have indicated that expression of aggression and hostility now pose a much greater problem in our society. While I would agree, it seems to me that expressions of anxiety are equally difficult for many people in our society to express openly and that most of us often pretend to ourselves and to others that we are "all right," unafraid, unworried, or unconcerned about many problems that we all experience but cannot share with one another. The prevalent need in our society to appear competent, independent and mentally well and to keep our private troubles to ourselves has cost us a great deal in terms of honest real communication.

The purpose of this research that is being conducted in connection with

this course is to attempt to compare various techniques of helping a group become more self-disclosing on the assumption that this will improve one's communication skills in interpersonal relationships. A schedule for the course is included and will be more fully explained. Various measurements devices will be employed and these will be explained as they are utilized. Information obtained either in groups or through measurement will be confidential.

Some tentative suggestions for the group interaction are as follows:

1. The group members should always relate to the whole group and not subgroup. If you meet outside the group situation try to make a contract to be able to bring back attitudes or feelings discussed to the whole group.

2. Try to share your feelings of anxiety and hostility with the group. If you attempt to go through the experience with the need to be perceived as a "good person" or a polite person, you will only experience a conventional interaction and not a real confrontation.

3. Try to discover the masks or roles you usually need to play and to attempt more direct expression of your real feelings.

4. Try to avoid the set that you already know yourself very well. This defense will only operate to keep you from actively engaging in a meaningful search to understand yourself as you communicate with others. For the truly open person the process of self-discovery is probably unending.

5. Try to avoid discussions of "your philosophy of life" or the game of intellectualizing about how most people feel. The focus should be on expressions of feelings about yourself and others.

6. Feel free to interact with the leader in terms of feelings about him or what is happening in the group.

7. All members of the group share in the leadership responsibility of moving the group toward ever greater self-disclosure and genuine confrontation with each other.

APPENDIX B

CLASS MATERIALS

A very limited bibliography has been prepared. All books have been placed on reserve in either the Social Science or Science Sections of the main library. Some of the books which come in paper back editions are available at the book stores.

I am interested in your covering the entire list so it may be very necessary for you to do a lot of skimming the material except where specific chapters have been designated. The emphasis in the bibliography is placed on increasing knowledge of various personality theories which are useful in group counseling. Students should concentrate on the areas in which they have the least background. If you have already read Freud and are well acquainted with his theories, put your emphasis on some other theorist, etc. Some students may wish to do reading in other aspects of group counseling such as the sensitivity training groups or T groups, special uses of group counseling techniques in your own area, marathon group therapy or research techniques in group counseling. I will be happy to discuss other sources with you.

There will be a mid-term take-home examination and a final take-home examination. These exams are more in the nature of papers and the questions are available now.

Mid-term exam paper due

Final exam paper due

There are four questions on each examination. An absolute maximum length for each question is three double spaced typewritten pages. Although I have no objection whatsoever to your discussing your answers with each other, there are no right or wrong answers so there is no point in trying to reach a concensus of opinion. I am interested in your own creative analysis. Any of these theories are open to many criticisms and they have limitations of their usefulness but note that in all cases the questions have been posed in terms of contributions.

Bibliography for 816 C

Call Number	Author	Title
616.8 B1181	Bach, George	Intensive Group Psychotherapy. New York: Ronald, 1954.
HM 291 .B394	Berne, Eric	Games People Play. New York: Grove Press, 1964.
RC 488 .B43	Berne, Eric	*Transactional Analysis in Psychotherapy. New York: Grove, 1961. Particularly Chaps. 1, 2, 10, 11, and 15.
BF 67 .D6	Dollard, John and Miller, Neal E.	*Personality and Psychotherapy. New York: McGraw-Hill, 1950. Particularly Chaps. 1, 2, 3, 10, 12, and 18.
RC 480.5 .E 423	Ellis, Albert	Reason and Emotion in Psychotherapy. New York: Lyle Stuart, 1962. Particularly Chapters 2, 4, and 17.
	Freud, Sigmund	*A General Introduction to Psychoanalysis. New York: Washington Square, 1964.
	Freud, Sigmund	*An Outline of Psychoanalysis. New York: W. W. Norton, 1949. This book is brief and gives an excellent overview. It would be well to read it first and follow it by some reading in the other references or almost anything written by Freud himsel
BF 698 .J64	Jourard, Sidney M.	*The Transparent Self. New York: Van Nostrand, 1964. This book is not required but the Preface and Chapters 1, 2, and 3 are thought provoking in regard to self-disclosure and communication.
	Mullin, Hugh and Rosenbaum, Max	Group Psychotherapy. New York: MacMillan. 1963. Particularly Chaps. 1, 2, 4, and 10.
	Warters, Jane	Group Guidance, Principles and Practice. New York: McGraw, 1960.

* Available in paperback

All books are on reserve in the main library in Social Science or Science.

Education 816 C

Mid-term Take-home Examination

I. Briefly state the essence of Freud's theory. What important contributions can awareness of psychoanalytic theory make to group counseling?

II. Briefly describe how Dollard and Miller restate or interpret Freud's theory in terms of learning theory. What contributions can knowledge of learning theory make to group counseling?

III. Describe Eric Berne's theory of transactional analysis. What unique contributions can his theory and the ability to diagnose games make to group counseling?

IV. Describe your thinking at this point in the group as to what factors contribute and detract from your ability and other group members ability to be self-disclosing. You may answer in terms of personality theory, sociological theory, personal emotional reactions or whatever you desire.

Education 816 C

Final Examination

I. Briefly describe the theory of Albert Ellis. What contributions could his rational-emotive theory make to group counseling?

II. On the basis of Bach or Rosenbaum discuss some arguments concerning the following: (a) Should group be homogeneous or heterogeneous as to the problems of the members. (b) What size should the group be? (c) What are some of the responsibilities of the leader? (d) What advantages may a group, rather than individual counseling, sometimes offer for helping people with problems.

III. On the basis of Warters, discuss some use of group counseling in a school system.

IV. Choose some particular area of interest that you have in group counseling for discussion. You may discuss any aspect of the authors included in the bibliography or choose some other topic. (As an example, if you are in vocational rehabilitation, you may be interested in group counseling with alcoholics.)

APPENDIX C

JOURARD SELF-DISCLOSURE QUESTIONNAIRE

(JSD)

INSTRUCTIONS

Please read each item on the questionnaire and indicate in each answer column how much you have talked about that item to the designated persons:

a. Best friend - (Could be either male or female. Fiancee would be included).
b. Parent - (Either or both).
c. Spouse -
d. Group - (At least three including yourself that doesn't overlap with other categories. Parents and self not a group).

Answer each item on the basis of how much you have made yourself known to the person (or group). Please put a "0", 1, 2, X in the appropriate space for each item and in each column.

0: I have told the other person nothing about this aspect of me.

1: I have talked in general terms about this item. The other person has only a general idea about this aspect of me.

2: I have talked in full and complete detail about this item to the other person. He knows me fully in this respect, and could describe accurately.

X: I have lied or misrepresented myself to the other person so that he has a false picture of me. (This doesn't necessarily imply a deliberate or conscious act).

EXAMPLE:

If you have told in general terms the amount of your financial income to your best friend and to your parents, but mainly in misrepresentative terms to a group (of at least three including yourself) and in great detail to your spouse, it would be marked in this manner:

Best Friend	Parent	Spouse	Group
1	1	2	X

As you answer these questions please think of how you would generally react and not in terms of some unique behavior. (Some people talk more about themselves under the influence of alcohol or drugs but that is not their normal or general behavior). Also, please respond to these as they represent your behavior of the last three years. If you had a "best friend" a couple of years ago who now lives elsewhere, respond as though that current. But if you haven't had a best friend in three years respond only on basis of last three years. The same is true for group and parent categories. Moving away from home, for example, would affect parent category - answer in terms of present.

If the category doesn't seem to apply to you in some way, please ask about it before you proceed.

Best Friend	Parent	Spouse	Group

1. What I think and feel about religion; my personal religious views.

2. My personal opinions and feelings about other religious groups than my own, e.g., Protestants, Catholics, Jews, atheists.

3. My views on Communism.

4. My views on the present government -- the president, government, policies, etc.

5. My views on the question of racial integration in schools, transportation, etc.

6. My personal views on drinking.

7. My personal views on sexual morality -- how I feel that I and others ought to behave in sexual matters.

8. My personal standards of beauty and attractiveness in women -- what I consider to be attractive in a woman.

9. The things that I regard as desirable for a man to be -- what I look for in a man.

10. My feeling about how parents ought to deal with children.

11. My favorite beverages, and the ones I don't like.

12. My favorite foods, the way I like food prepared, and my food dislikes.

13. My likes and dislikes in music.

14. My favorite reading matter.

15. The kinds of movies that I like to see best; the TV shows that are my favorite.

16. My tastes in clothing.

17. The style of house, and the kinds of furnishings that I like best.

18. The kind of party, or social gathering that I like best, and the kind that would bore me, or that I wouldn't enjoy.

Best Friend	Parent	Spouse	Group

19. My favorite ways of spending spare time, e.g., hunting, reading, cards, sports events, parties, dancing, etc.

20. What I would appreciate most for a present.

21. What I find to be the worst pressures and strains in my work.

22. What I find to be the most boring and unenjoyable aspects of my work.

23. What I enjoy most, and get the most satisfaction from in my present work.

24. What I feel are my shortcomings and handicaps that prevent me from working as I'd like to, or that prevent me from getting further ahead in my work.

25. What I feel are my special strong points and qualifications for my work.

26. How I feel that my work is appreciated by others (e.g., boss, fellow-workers, teacher, husband, etc.).

27. My ambitions and goals in my work.

28. My feelings about the salary or rewards that I get for my work.

29. How I feel about the choice of career that I have made--whether or not I'm satisfied with it.

30. How I really feel about the people that I work for, or work with.

31. How much money I make at my work, or get as an allowance.

32. Whether or not I owe money; if so, how much.

33. Whom I owe money to at present; or whom I have borrowed from in the past.

34. Whether or not I have savings, and the amount.

35. Whether or not other owe me money; the amount, and who owes it to me.

Best Friend	Parent	Spouse	Group

36. Whether or not I gamble; if so, the way I gamble, and the extent of it.

37. All of my present sources of income-- wages, fees, allowance, dividends, etc.

38. My total financial worth, including property, savings, bonds, insurance, etc.

39. My most pressing need for money right now, e.g., outstanding bills, some major purchase that is desired or needed.

40. How I budget my money--the proportion that goes to necessities, luxuries, etc.

41. The aspects of my personality that I dislike, worry about, that I regard as a handicap to me.

42. What feelings, if any, that I have trouble expressing or controlling.

43. The facts of my present sex life-- including knowledge of how I get sexual gratification; any problems that I might have; with whom I have relations, if any- body.

44. Whether or not I feel that I am attrac- tive to the opposite sex; my problems, if any, about getting favorable attention from the opposite sex.

45. Things in the past or present that I feel ashamed and guilty about.

46. The kinds of things that make me just furious.

47. What it takes to get me feeling real depressed or blue.

48. What it takes to get me real worried, anxious, and afraid.

49. What it takes to hurt my feelings deeply.

50. The kinds of things that make me es- pecially proud of myself, elated, full of self-esteem or self-respect.

Best Friend	Parent	Spouse	Group

51. My feelings about the appearance of my face--things I don't like, and things that I might like about my face and head--nose, eyes, hair, teeth, etc.

52. How I wish I looked: my ideals for overall appearance.

53. My feelings about different parts of my body--legs, hips, waist, weight, chest, or bust, etc.

54. Any problems and worries that I had with my appearance in the past.

55. Whether or not I now have any health problems--e.g., trouble with sleep, digestion, female complaints, heart condition, allergies, headaches, piles, etc.

56. Whether or not I have any long-range worries or concerns about my health, e.g., cancer, ulcers, heart trouble.

57. My past record of illness and treatments.

58. Whether or not I now make special effort to keep fit, healthy, and attractive, e.g., calisthenics, diet.

59. My present physical measurements, e.g., height, weight, waist, etc.

60. My feelings about my adequacy in sexual behavior--whether or not I feel able to perform adequately in sex-relationships.

APPENDIX D

HURLEY SELF-DISCLOSURE RATINGS

(HSDR)

Development of the Hurley Self-Disclosure
Ratings

The HSDR was developed while the pilot study was in
progress. The only available measurement instrument con-
cerned with SD was the Jourard Self-Disclosure Questionnaire
which is based on self-report. It seemed critical to have
some way of assessing SD that was based on observations and
the perception of others.

The descriptive categories on the scale have been
revised several times. Earlier versions of the scale were
given to individuals and groups, and the scale was modified
on the basis of the difficulties encountered. The pilot
group received the same form given in this study except
that additional instructions were read to all groups in this
research. These instructions represented further efforts
to improve the descriptive categories which may be revised
before the HSDR is published.

The scoring of the HSDR is described in Measurement.
Reading the scale itself will further clarify its purpose.

Hurley Self-Disclosure Ratings

Shirley J. Hurley and John R. Hurley
Michigan State University

The concept of Self-Disclosure with which this scale is concerned is described by Sidney Jourard in the Transparent Self. How self-disclosing a person should be rated depends more upon the direction of his perceived motivation and intent than it does upon the number of self-references, amount of verbalization, level of insight, or the appropriateness of the self-conception. The person's general behavior, affect, apparent degree of honesty, and sincerity must all be taken into account.

For example, a person who constantly talks about himself in the group may not be a real self-discloser when carefully observed but may be wearing a mask of transparency or playing a "game" of "See how open and honest I am." Glibness and pseudo self-revealing statements may be nearly as defensive or as self-concealing as complete refusal to talk about feelings. Psychology, social work, and counseling students are very often found playing at this game of "dig my great insights."

An individual may be generally quiet and say practically nothing about himself but make a single statement with great feelings, such as, "I realize how much I have always tried to please people by presenting myself as just being a nice person, but I'm really afreaid of people," or "I'm beginning to realize that I have never been close to anyone." Even if this is the only remark a person utters in an hour but it was very meaningful to him, the individual should be rated in the self-disclosing direction.

Difficult to rate accurately is the individual who seems to think a lot about himself but who often arrives at very erroneous or naive conclusions about himself. Even if it is obvious that the individual is a long way from knowing or being completely honest with himself, but appears genuinely motivated to move toward further self-discovery, he should be rated in the self-disclosing direction.

Obviously no individual is completely transparent and openly self-disclosing in all situations, but there are some who seem deeply motivated to move in this direction and are almost always willing to examine their thinking or behavior. An important feature of this rating scale is the attempt to assess motivation toward "openness" or movement away from it.

The intent of this scale is to differentiate people on their motivation and style of communication with others in the absence of any concern with their psychopathology or psychiatric status. One puzzling aspect of working with people has been the small relationship of the extent of "sickness" or "wellness," or "life adjustment" to individuals' ability to communicate in psychotherapeutic situations. Some clients with histories of depression or neurotic behaviors may progress faster in group counseling than some so-called "normals." Psychiatric classifications may be less important with respect to the individual's growth potential than the organization of their self-system in terms of its rigidity or fluidity which is manifested by their degree of self-disclosure in interpersonal communication.

Modified Instructions for Administration
of the HSDR

1. Give the scale while you are present. Give them a little time to read it.

2. Tell them that these ratings will not be shared with anyone unless they wish to personally discuss a rating with an individual in the group at some later time. The ratings will not have any detrimental affect upon anyone so they need not be concerned with giving positive ratings. Tell them about the tendency to rate people in the middle of scales and to try to avoid the usual sets etc. Be sure to emphasize that they are to concentrate on rating the behavior observed within the group. If they know the person outside the group try to think only about within group behavior.

3. Tell them to look at the sheet. Read #1 as it appears. Then say "Many of you have probably encountered and may be encountering within the group individuals who talk and relate to you or others but seem to not hear you or others about arguments, opinions, feelings, or whatever. These people react as though they have definite sets about their opinions, values, etc. which are hardly modified for appropriate situations. You can often predict what this type of individual will say on most occasions after getting acquainted with their set. This type is usually quite opinionated etc."

    Read #2. Then say "This type of individual is very similar to #1 and the major difference is more of degree or sophistication. This type person often seems to hear others and seems more receptive to others views but over a period of time it becomes obvious that they have found new ways to present essentially the same themes either about others or themselves. A feeling of superiority, greater intelligence or self righteousness is sometimes apparent although partially concealed by a pleasant facade.

    Read #3 and #4. "These are more obvious categories as these people are very quiet and participate very little in the group interaction on a comparative basis. The main difference is in terms of observed feelings. #3 seems more sulky, bored, indifferent or angry. #4 is the quiet person who rarely speaks but judging from facial expressions seems interested and involved but hindered by anxiety or habit from fuller involvement."

Read #5. "This is often a pleasant congenial talkative group member who seems involved but avoids more personal or intimate expressions either of his own or in others. May respond to another's problems with sympathy but shifts the problem to make it lighter or ordinary or in some way less threatening to discuss."

Read #6. "This individual is more interested in talking about personal feelings and problems than #5 but always about some one else's problems rather than his own."

Read #7 and #8. "These categories seem fairly obvious. They are similar but vary in degree. #7 really shares feelings and problems with the group but doesn't seem as comfortable in doing this or does it much less than #8. Probably few people are like #8 much of the time."

4. Now rate all members including yourself on the form. Rate by number. Feel free to ask questions.

SELF-DISCLOSURE SCALE

1. Makes an obvious effort to project some desired self-image. Seems to continually rationalize or make defensive type statements. Personality structure seems very rigid. Confrontation doesn't penetrate. Person seems not to "hear" or receive" others.

2. Has a less obvious need to project a desired self-image, but generally seems to be playing a role. Resists confrontation by defensive maneuvers. Seems to "hear and receive" others momentarily, but quickly establishes a new defensive position in further support of a desired image.

3. Seems withdrawn from social interaction and uses passivity as a defense against involvement with others. Resists efforts to elicit social participation. An underlying hostility sometimes seems present in this apparent indifference.

4. Seems withdrawn from social interaction and uses passivity as a defense against the exposure of anxiety and fear. Conveys an attitude of wishing to communicate with others but of not "knowing how" or of being afraid to try.

5. Plays the role of a conventionally friendly person but rarely reveals self. May be outgoing but is limited by conformity to a social code which restricts conversation largely to ideas rather than feelings. Seems more "inhibited" than defensive in emotional expression.

6. Often participates in social communication and seems genuinely involved and concerned for others' feelings and problems but rarely reveals own personal feelings. The person who frequently "plays counselor" but hardly ever "plays client" epitomizes this type.

7. Seems in "good contact" with own feelings and reveals them to selected others from time to. Seems to be genuinely motivated toward a self-honesty which can be shared with others, but sometimes appears uncomfortable with this goal.

8. Is actively involved in sharing real thoughts and feelings in many interpersonal relationships. Although not always "transparent," the person seems to be highly motivated toward being self-disclosing and seldom appears uncomfortable about this goal.

1	2	3	4	5	6	7	8
OVERTLY SELF-CONCEALING		COVERTLY SELF-CONCEALING		INVOLVED CONVENTIONAL		SELF-DISCLOSING	

Hurley Self-Disclosure Ratings

After reading and seriously reflecting on the two information pages which describe the Self-Disclosure (SD) dimension, ask any questions which you have. Also, the group leader will read additional instructions. Then, using the columns listed below, describe or rate yourself on SD. After rating yourself, indicate how you view each other member of this group in terms of SD. To facilitate this, please write in the names of all the other group members now, beginning with the person on your left and continuing around the group.

	Using the Self-Disclosure Scale, enter the number from 1 thru 8 which best expresses your estimate of how Self-Disclosing S is:	Difficulty of Rating this person on SD. (Check one blank)	If making this rating was difficult, indicate the alternative SD number(s) you considered.

NAME	No.	Easy	Moderate	Hard	
1. (Self)_____ ____		____	____	____	_____
2. _____ ____		____	____	____	_____
3. _____ ____		____	____	____	_____
4. _____ ____		____	____	____	_____
5. _____ ____		____	____	____	_____
6. _____ ____		____	____	____	_____
7. _____ ____		____	____	____	_____
8. _____ ____		____	____	____	_____
9. _____ ____		____	____	____	_____
10. _____ ____		____	____	____	_____
11. _____ ____		____	____	____	_____
12. _____ ____		____	____	____	_____
13. _____ ____		____	____	____	_____
14. _____ ____		____	____	____	_____
15. _____ ____		____	____	____	_____
16. _____ ____		____	____	____	_____
17. _____ ____		____	____	____	_____
18. _____ ____		____	____	____	_____
19. _____ ____		____	____	____	_____
20. _____ ____		____	____	____	_____

APPENDIX E

FINAL QUESTIONNAIRE AND DIRECT

DISCLOSURE RATINGS (DDR)

QUESTIONNAIRE

The first eight questions are all the same and each member of the group should be rated. Use the seventh space to rate yourself on your self-disclosure in the group and the eighth for the group leader.

1. _____ has disclosed his or herself in the group

_____Never   (Person has continually attempted to hide real self.)

_____Occasionally   (Person sometimes has revealed self but more often
                               hides.)

_____Moderately   (Person attempted to be self-disclosing but was still
                               struggling with doubts.)

_____Frequently   (Person has attempted to increase self-disclosure on
                               many occasions.)

_____Very frequently   (Person has revealed himself to the group with very
                               few reservations.)

2. _____ has disclosed his or herself in the group.

_____Never   (Person has continually attempted to hide real self.)

_____Occasionally   (Person sometimes has revealed self but more often
                               hides.)

_____Moderately   (Person attempted to be self-disclosing but was still
                               struggling with doubts.)

_____Frequently   (Person has attempted to increase self-disclosure on
                               many occasions.)

_____Very Frequently   (Person has revealed himself to the group with very
                               few reservations.)

3. _____ has revealed his or herself in the group

_____Never   (Person has continually attempted to hide real self.)

_____Occasionally   (Person sometimes has revealed self but more often
                               hides.)

_____Moderately   (Person attempted to be self-disclosing but was still
                               struggling with doubts.)

_____Frequently   (Person has attempted to increase self-disclosure on
                               many occasions.)

_____Very Frequently   (Person has revealed himself to the group with very
                               few reservations.)

4. _____ has disclosed his or herself in the group

_____Never   (Person has continually attempted to hide real self.)

_____Occasionally   (Person sometimes has revealed self but more often
                               hides.)

_____Moderately   (Person attempted to be self-disclosing but was still
                               struggling with doubts.)

_____Frequently   (Person has attempted to increase self-disclosure on
                               many occasions.)

_____Very Frequently   (Person has revealed himself to the group with very
                               few reservations.)

5. _____ has disclosed his or herself in the group

_____Never   (Person has continually attempted to hide real self.)

_____Occasionally   (Person sometimes has revealed self but more often hides.)

_____Moderately   (Person attempted to be self-disclosing but was still struggling with doubts.)

_____Frequently   (Person has attempted to increase self-disclosure on many occasions.)

_____Very Frequently   (Person has revealed himself to the group with very few reservations.)

6. _____ has disclosed his or herself in the group

_____Never   (Person has continually attempted to hide real self.)

_____Occasionally   (Person sometimes has revealed self but more often hides.)

_____Moderately   (Person attempted to be self-disclosing but was still struggling with doubts.)

_____Frequently   (Person has attempted to increase self-disclosure on many occasions.)

_____Very Frequently   (Person has revealed himself to the group with very few reservations.)

7. _____ has disclosed his or herself in the group

_____Never   (Person has continually attempted to hide real self.)

_____Occasionally   (Person sometimes has revealed self but more often hides.)

_____Moderately   (Person attempted to be self-disclosing but was still struggling with doubts.)

_____Frequently   (Person has attempted to increase self-disclosure on many occasions.)

_____Very Frequently   (Person has revealed himself to the group with very few reservations.)

8. _____ has disclosed his or herself in the group

_____Never   (Person has continually attempted to hide real self.)

_____Occasionally   (Person sometimes has revealed self but more often hides.)

_____Moderately   (Person attempted to be self-disclosing but was still struggling with doubts.)

_____Frequently   (Person has attempted to increase self-disclosure on many occasions.)

_____Very Frequently   (Person has revealed himself to the group with very few reservations.)

9. Which group member did you view as the most closed or self-concealing?

_____

10. Which group member did you view as the most o p e n or self-disclosing?

_____

11. To which member did you feel most attracted (liked best)?

_____

12. To which member did you feel least attracted (liked least)?

_____

13. Which member was the most helpful to you?

_____

14. To which member do you feel you can disclose yourself most freely and comfortabl

_____

15. Which member inhibits you the most in freely disclosing yourself?

_____

16. Which member was the least helpful?

_____

17. My feelings about the experience of participating in the group are best desribed as:

_____Negative   (I could see little benefit and didn't like it.)

_____Indifferent   (It was neither particularly positive or negative.)

_____Academically   (I enjoyed it as an interesting course but no more than
       Interesting   this.)
_____Meaningful   (It was meaningful in terms of experiencing new awareness
                          of my feelings or of myself in relationship with others.)
_____Very Meaningful(I experienced something significantly different either
                          in terms of feelings or relationships with others.)

18. The members of the group as a whole have had the following impact on me.
    (Naturally, you won't feel the same way about all the group members but for
    this question try to express your feeling about the group in general.)

_____Negative   (I would just as soon never see them again.)

_____Indifferent   (I don't have strong feelings about the group one way
                          or another.)
_____Mildly meaning-(I would certainly enjoy chatting with the group again
       ful   sometime.)
_____Meaningful   (My relationship with this group has been somewhat unique
                          and different than the usual conventionally pleasant
                          relationships.)
_____Very meaningful(I have felt and related to this group in a uniquely
                          involved and emotional way.)

19. Make any comments you wish about the experience of being in the group.

20. Make any comments you wish about the leader.

APPENDIX F

ILLUSTRATIVE COMMENTS OF GROUP MEMBERS

ILLUSTRATIVE COMMENTS OF GROUP MEMBERS

Two of the more descriptive comments written by subjects about their reactions to the group experiences were selected from each group. Members are identified by Sample, Treatment, and Worst, Middle, or Best.

C TR Best

I have found the group process to be very helpful in understanding myself. It has made me think about myself and my reactions outside the group, which was painful at times but has been a good experience. I wish that we could continue longer because I will miss the group and what we have been doing.

J SC Worst

This has been a new experience for me and a very beneficial one. I feel I know each member well and it was difficult to mark who I liked most and least. I really feel I have learned much about myself through these meetings.

C VR Worst

I felt that at times it is very hard to be self-disclosing, because society initiates the opposite.

C TR Best

Unique experience in relating to others on a completely open basis. Too bad more relationships can't be carried on in this manner to make them more meaningful.

J VR Best

It was a <u>good</u> experience. Perhaps one of the interesting developments was the opportunity to observe how differently the members reacted. The depth of feeling and searching was profound. The self-searching was a worthwhile experience for me.

Pilot Study

While I have said little in the group, I have grown to feel a real part of it. This is my first experience with such a group, and it has prompted me to reevaluate and reanalyze my own character quite extensively. I only wish this group was not ending, for I feel that in time I could also expose more of myself to others.

J SC Worst

I enjoyed the group and feel that I know myself better and know my abilities and how I appear to others much better.

C SC Middle

Being a part of this group has enabled me to see the concerns of others, my own concerns, and the individuality and commonness of these concerns. Being associated with the group, I have learned to respect individuals and have learned a certain respect for myself which I had not had before. I also see myself better in a group situation—how others react towards me—and this has been very meaningful.

J VR Best

     I frequently experienced transference of emotions.
I enjoyed the atmosphere of acceptance and free from
threat. It was amazing to pull things from the unconscious
to the conscious. This is extremely hard to explain when
you knew the thoughts were there and yet you didn't have
them. Other members and I talked about the good feelings
we had on leaving each time. Later I found out this was a
sort of catharsis.

J TR Middle

     I wanted to gain as much self-growth as possible while
in this group. I knew by giving I could gain; on the whole
I wasn't disappointed. I feel a warmth toward every member
knowing they know almost everything about me and I know
much about them.

C SC Middle

     Being a member of the group exposed me to the thoughts
of others which in turn made me think about myself, and
made me want to explore my own thoughts, attitudes and be-
havior to a greater degree. As a result of this feeling,
I decided to go to the Counseling Center for individual
counseling, and I'm now seeing a counselor at the Center.

C VR Worst

It was a very <u>real</u> experience. Not productive in the usual sense--but in an <u>existential</u> sense, it was significantly meaningful.

J TR Middle

This group experience has made me take a closer look at the real lack of communication people have with each other about their real feelings. I enjoyed the experience and want to continue trying to work towards complete self-disclosure.

Pilot Study

This group has had quite an effect on me. I have always been somewhat of a concealed person, and when the group was first formed I was very anxious. In the past ten weeks I have tried to open myself up and take an honest look at myself. I think I have met with some degree of success. I am not a self-disclosing person at this time, but I am moving in that direction.

APPENDIX G

ILLUSTRATIONS OF TYPICAL GROUP LEADER

INTERVENTIONS

Illustrations of Typical Group Leader
Interventions

The following examples are typical of the type of
interventions in group interaction made by Leaders A and B.

Example 1

Member A is describing her conflicts with her mother
to the group. These remarks are frequently interrupted by
comments from a male member, B, supporting the mother's
viewpoint. A doesn't respond directly to B, but as she
continues talking, her voice rises in pitch, and she
clenches her hands. The group leader asks A how she feels
about B's comments. A's first response is to deny any
reaction to B, but when leader comments on her tightly
clenched hands and voice pitch, A acknowledges feeling
furious with B.

Example 2

Several group members are attacking member C telling
him they resent his attempts to play co-leader and his
superior attitude toward the group. C tries to remain
calm although he blushes and looks very anxious. Leader
asks how he feels. C says he is sorry the group members
feel as they do, as he was trying to be helpful, but that
he doesn't mind their criticizing him. Leader points out
that he looks upset. C denies this. Leader asks how the
group members view C's reaction. C continues denying
feeling hurt or angry although group members agree that he

looks upset and acknolwedge their attacking him with strong feelings. When C continues denying having any reaction to the group attack, the leader comments that it seems important to C not to ever feel hurt or angry and that he seems to work at trying to appear calm and detached. C readily agreed and told the group about his constant efforts to live up to his religion by helping others and feeling only good thoughts about others.

Example 3

Member D is trying to say some positive things to member E and states that E has certain good characteristics shared by many of his race. Another member F reacted to this comment with a gasp and facial grimace although he said nothing. Member D appeared oblivious to the reactions of F and other people and continued talking to E. However, the leader interrupted him by saying that it seemed important to get some group reactions to what had just happened. Leader looked toward F who without further prompting described emotionally how furious he felt when D made his comment to E. It was typical of D's constant generalizing about people and putting them down. D looked very sad and leader commented about this. D admitted feeling hurt and said that people often seemed to react very emotionally to him although he couldn't understand why. Leader said that if the members could try to show D how and why they had reacted to his statement it could be helpful to him.

APPENDIX H

THESIS RAW DATA

COLUMN NUMBERS*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	01	M	22	169	270	41	194	298	50	(7)	4	4	4	4	4	4	5	4		(4)	2	4	4	4
1	02	M	24	227	227	26	267	267	29	1	(7)	4	4	2	4	1	5	5		3	(5)	5	5	3
1	03	M	27	212	212	17	174	174	9	2	6	(7)	2	5	1	5	1	2		2	6	(5)	1	2
1	04	M	29	417	417	87	334	334	63	6	7	2	(2)	2	2	7	6	2		8	5	1	(2)	7
1	05	F	23	326	427	98	389	433	101	5	4	4	4	(4)	5	4	5	4		5	4	4	4	(7)
1	06	F	30	260	361	52	321	425	98	4	5	4	5	4	(6)	4	7	4		4	4	4	3	4
1	07	F	23	232	333	70	272	376	79	7	7	7	6	7	7	(7)	8	7		7	7	6	6	7
1	08	M	23	265	366	45	304	408	69	4	7	3	3	4	7	6	3	(8)	(7)	4	4	4	5	4
1	99									8	7	6	7	7	7	6	8	8		8	7	6	7	7
2	09	M	25	234	335	53	191	295	27	(7)	7	7	6	5	7	7	7	7	5	(7)	8	8	6	6
2	10	M	31	120	221	39	107	211	40	7	(6)	6	6	5	8	7	8	8	7	7	(5)	5	6	7
2	11	F	22	293	293	69	318	318	79	5	2	(5)	5	7	5	5	5	2	2	4	7	(7)	4	5
2	12	M	22	192	293	33	148	262	16	2	7	2	(3)	2	3	2	6	3	2	7	8	8	(7)	5
2	13	M	22	244	244	43	245	244	42	6	4	3	5	(7)	2	3	8	5	3	6	3	6	6	(7)
2	14	F	33	269	269	30	234	234	20	7	7	5	5	1	(7)	5	6	2	5	5	1	5	1	2
2	15	F	23	226	327	76	234	338	93	4	7	3	4	4	4	(4)	4	4	4	3	3	7	6	5
2	16	M	28	173	274	33	182	286	41	3	4	3	4	4	4	4	(7)	4	4	3	4	4	4	4
2	18	M	45	125	125	16	100	100	19	6	7	5	8	6	5	7	7	(6)	(7)	7	8	6	7	8
2	99									8	8	7	7	7	7	6	7	6	7	8	8	8	7	8
3	17	M	23	230	230	12	275	275	11	(7)	5	4	7	4	4	5	4	4	4	(7)	5	6	6	6
3	20	M	45	208	208	26	188	188	20	6	(7)	2	6	2	6	6	8	8	2	2	(7)	5	6	2
3	21	M	22	187	187	11	222	222	19	5	5	(6)	4	7	7	7	7	5	5	7	7	(7)	6	7
3	23	M	27	102	203	35	80	164	25	7	6	5	(7)	5	5	6	6	6	6	5	6	5	(6)	5
3	24	M	26	203	203	10	197	197	1	4	7	5	5	(6)	4	7	4	7	5	7	2	6	6	(7)
3	25	F	26	148	249	36	154	258	14	6	5	5	7	5	(6)	5	5	5	5	7	5	5	5	6
3	26	F	20	227	328	55	239	343	57	3	4	4	3	3	1	(4)	1	3	3	3	4	3	3	3
3	27	F	21	270	371	86	218	322	51	5	5	7	7	7	5	5	(7)	5	5	6	5	6	4	4
3	70	M	22	217	318	55	213	317	49	5	5	7	5	5	5	7	5	(2)	(5)	7	8	7	7	7
3	99									8	7	7	8	8	8	8	8	8	7	7	8	7	7	7
4	28	M	28	226	–	24	270	–	40	(2)	7	6	7	6	7	5	6	5		(7)	6	6	7	8
4	29	M	28	287	–	78	259	–	44	5	(7)	7	4	7	7	3	4			5	(7)	6	6	6
4	30	M	47	289	–	38	349	–	46	2	6	(5)	5	1	5	1	1	5		7	5	(5)	6	5
4	31	M	30	300	–	52	409	–	92	2	4	4	(6)	3	5	4	4	3		5	5	4	(7)	5
4	32	M	25	259	–	43	321	–	51	3	6	6	7	(6)	7	5	2	2		1	1	2	1	(7)
4	33	F	53	306	–	59	317	–	31	2	7	6	5	6	(7)	7	6	1		2	1	6	1	1
4	34	F	34	218	–	29	270	–	40	5	5	7	7	3	7	(6)	5	5		6	5	5	6	5
4	35	F	55	336	–	45	305	–	33	1	7	8	7	7	1	1	6	(6)	(6)	7	6	3	7	6
4	98									6	8	8	7	1	1	6	6	6		6	7	7	7	8
5	36	M	22	266	–	25	350	–	27	(7)	7	5	7	7	7	8	7	6		(7)	7	4	4	5
5	37	M	34	221	–	25	197	–	24	4	(7)	4	4	4	4	4	4	5		4	(4)	4	4	4
5	38	M	44	366	–	78	345	–	66	7	8	(6)	6	6	7	6	6	6		6	7	(6)	6	6
5	39	M	38	213	–	21	153	–	26	7	8	7	(7)	7	7	7	6	7		7	7	7	(7)	5
5	40	F	35	270	–	41	259	–	35	3	6	3	5	4	(6)	2	1	4		5	5	5	5	(5)
5	41	F	25	174	281	35	173	283	53	4	7	4	7	4	(6)	2	1	4		6	6	5	4	4
5	42	F	46	368	–	48	325	–	52	7	7	6	5	1	(6)	6	7			8	8	7	8	7
5	43	F	48	281	–	55	251	–	26	5	6	6	5	7	6	6	6	(6)		7	6	5	6	6
5	98									6	6	5	6	6	6	6	6	7	(7)	6	7	6	6	6
6	44	F	24	405	–	94	400	–	89	(7)	6	2	2	6	5	7	7	7		(6)	7	7	5	8
6	45	F	27	274	–	45	302	–	62	4	(6)	5	4	2	6	5	6	5		7	(5)	4	5	5
6	46	F	26	225	–	21	156	–	10	4	6	(6)	4	5	6	3	6	5		7	5	(4)	6	5
6	47	F	41	325	–	74	343	–	104	5	6	6	(7)	1	5	6	6	4		2	5	2	(6)	1
6	48	M	28	348	–	65	329	–	78	5	7	7	1	(7)	4	1	7	7		7	8	7	6	(7)
6	49	M	30	368	–	81	446	–	111	4	4	4	3	3	(6)	5	5	4		3	4	4	4	5
6	50	M	70	332	–	66	266	–	73	5	5	8	1	6	5	(2)	6	2		7	7	5	5	5
6	51	M	33	266	–	37	338	–	61	4	4	4	4	2	5	3	(6)	2		4	5	4	4	5
6	98									7	8	8	3	7	6	5	7	(7)		6	6	8	8	8

Column Number	Explanation
1	Group Number TF=2 & 6; SC = 1 & 4; VR = 3 & 5; W = 3 & 4; M = 1 & 6; B = 2 &5
2	Subject Number 99 = Leader Hurley (E); 98 = Leader Kagan
3	Sex of Subject
4	Age of Subject
5	Pre JSD Total Score
*6	Pre JSD Total Score Adjusted for Marital
7	Pre JSD Target Category Group
8	Post JSD Total Score
*9	Post JSD Total Score Adjusted for Marital
10	Post JSD Target Category Group
11 thru 20	Pre HSDR by each member and leader; Underlined number's = self ratings
21 thru 30	Post HSDR by each member and leader; Underlined number's = self ratings
31 thru 39	DDR by each number; Underlined number's = self ratings
**40	Most Open Nomination (MON)
41	Most Liked Nomination
42	Most Helpful Nomination
43	Least Inhibiting Nomination
44	Most Closed Nomination (MCN)
45	Least Liked Nomination
46	Least Helpful Nomination
47	Most Inhibiting Nomination
48	Per Cent of Positive Citations
49	Per Cent of Negative Citations
50	Item 17 from Questionnaire
51	Item 18 from Questionnaire

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26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51

*Adjusted JCL scores are derived by adding to each non-married group member's score the mean marital score of the campus or Jackson population.

**The nominations do not always total the same as the group number as in spite of directions members sometimes included the leader or themsleves or left item blank. If two members were cited, each was given .5.

NOTE: Audio tapes of some group sessions were made and could be reviewed if duplication of research ever intended.

APPENDIX I

PILOT STUDY

Pilot Study

A pilot study was done prior to this research. Seven people were selected randomly from 816C students enrolling for the fall term. The purpose of this study was to try the technique of IPR with a group before using it in the research design. The pilot study treatment corresponded with the VR treatment in this research.

All the measurement devices used in the research were used with the pilot group (see Measurement) except the pre-test of the HSDR which had not been developed at that time. An effort was made to get ratings on the HSDR scale by observers during the VR session, but this proved impractical. It was decided to have the group members rate each other instead.

This group seemed highly motivated toward becoming self-disclosing, but it seemed to the group leader that they were often frustrated by their interaction which appeared to be restrained prior to the experimental session. There seemed to be an obvious impact of the VR session even though the IPR method was inexpertly managed by the group leader due to lack of experience with the technique. Following the introduction of the accelerating technique the group expressed a great deal of anxiety and hostility toward each other, as well as the leader, which ultimately appeared to enhance their intimate involvement with each other.

The results of the measurements could not be compared with other groups. Since they were given only the post-test of the HSDR, the only conclusion possible was that it seemed effective in discriminating openness within the group.

The JSD pre-test was administered after the group had received the instructions and assignments which stressed Jourard's theory and importance of SD. When E. realized this mistake, it was assumed that it could have been responsible for the high JSD scores on the pre-test. The group mean decreased on the JSD post-test although the t-test was non-significant. An increase of SD had been predicted, and there seemed little doubt that the group had had a successful experience. There was support for this assumption in the group's decision to continue their group association beyond the quarter. The pilot study thus provided some evidence that the JSD measure might not be valid, but the evidence was not persuasive since the pre-test had been contaminated, and the number of subjects was so small.

Although the same statistical procedure was not used with this data as with the research data, inspection of the scores on the various measures indicated positive correlations between high SD scores and group popularity and low SD scores and lack of group popularity. For example, the member receiving the highest SD scores on the HSDR and DDR received 50 per cent of "most liked" nominations and 90 per cent of the "most helpful" nominations. The member

who received the lowest SD scores on the HSDR and DDR received all the MCN nominations and "least liked" nominations.

The pilot study was useful in planning the design of this research and specifically useful in planning the method used for the VR treatment. As a result of the difficulties encountered by the group leader in shifting from that role to the role of interrogator, it was decided to use trained experienced IPR interrogators in the research design. The study also seemed to provide evidence that an experimental treatment technique could accelerate group process and increase SD, since it was the judgment of the experimenter that VR treatment made a considerable change in the intensity of group interaction.