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1978

EFFECTS OF DISCRIMINATION TRAINING ON  
TEACHING COUNSELOR RESPONSES

By

Nancy Jean Martin

A DISSERTATION

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## ABSTRACT

### EFFECTS OF DISCRIMINATION TRAINING ON TEACHING COUNSELOR RESPONSES

By

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The purpose of the study was to determine whether counselor trainees who receive training designed to teach them when to use different counselor response types during the counseling process will use those responses more effectively than counselor trainees who do not receive training which emphasizes this integration of counselor response types and counseling process. Specifically, the investigation sought to answer the following questions:

1. Will adding the dimension of discrimination training to training in counselor response types increase counselor trainees' ability to (a) identify the most appropriate response in a particular counseling situation, (b) make more appropriate responses at different stages of the counseling process, and (c) evaluate what types of responses impede counseling progress at different stages of the counseling process?

2. Will levels of performance on these three dimensions of identification, production, and evaluation be maintained over time?

To answer these questions, a treatment program was developed to compare a group of counselor trainees who received discrimination

training to two groups of counselor trainees who received an unrelated type of training. Training for the treatment and control groups was comparable in format, duration, and cognitive material presented regarding counselor response types except for emphasis in the treatment group on integrating response types with counseling process. In lieu of this emphasis, the control groups received training in writing learning objectives for difficult-to-define client problems, and practice in roleplaying and self-evaluation of the initial counseling interview.

The experimental design employed to test for treatment effects was a pretest-posttest design. Thirty-two master's level counselor trainees at Michigan State University enrolled in a course on the counseling process were randomly assigned to the treatment ( $n_T = 16$ ) and control groups ( $n_{CI} = 8$ ,  $n_{CII} = 8$ ). All subjects participated in a three session workshop. Pretest measures were administered at the end of the first session after all subjects had received training in counselor response types. Posttest measures were administered at the end of the third session.

To assess whether treatment effects were maintained over time, the dependent measures were administered six weeks after the end of training to subjects who agreed to participate in the followup testing. The design used to test for maintenance effects was a 2 X 3 repeated measures design in which the effect of time (from posttest to followup) was examined across the three treatment groups. Twenty-three of the original 32 subjects participated in the followup testing and were disproportionately distributed across the treatment groups creating

unequal cell sizes ( $n_T = 13$ ,  $n_{CI} = 4$ ,  $n_{CII} = 6$ ).

Three instruments were developed as dependent measures to test counselor trainees' ability to identify (Response Exercise), produce (Free Response Exercise), and evaluate (Rating Exercise) appropriate counselor response types. Three forms of each instrument were developed for use as the pretest, posttest, and followup measures.

Data collected immediately following treatment were analyzed using a one-way multivariate analysis of variance procedure. Data from the posttests and followup tests were compared using a repeated measures multivariate analysis of variance procedure.

Analysis of the posttest data only using Helmert contrasts indicated a statistically significant treatment effect ( $p < .0001$ ) but no statistically significant difference between the two control groups ( $p < .748$ ). Thus, the hypotheses related to immediate treatment effects were supported.

Analysis of the data collected at the followup testing offered further evidence of a treatment effect ( $p < .0001$ ). Comparison of the posttest and followup data indicated that treatment effects had been maintained over time ( $p < .079$ ). There was no treatment by time of testing interaction ( $p < .211$ ).

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And lastly, to Pamela and Amy whose unquestioning love and affection were always there when I needed them.

## DEDICATION

To my family, especially my mother and father. I couldn't have accomplished this without you.

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## CHAPTER I

### INTRODUCTION AND REVIEW OF LITERATURE

#### Introduction

The core curriculum of counselor training programs typically stresses counselor skills training in two main areas of concern: (a) instilling a knowledge of and a facility for using different types of counselor responses, and (b) teaching the general counseling process or stages through which the counselor moves during the course of working with a client. Integration of these two primary counseling functions, however, is rarely stressed in training before the student has had actual counseling experience in practicum. Little or no emphasis is placed upon trainees learning to determine which counselor response types are most facilitative or appropriate at different stages of the counseling process. As a consequence, practicum supervisors are often required to spend a great deal of supervisory time analyzing trainees' responses to clients and helping trainees become more aware of the effect their verbal statements are having on the counselor-client interaction at that point in the counseling process.

Research in counselor skills training has followed a similar pattern. Studies published in counseling journals report results from training programs aimed at teaching one specific counselor response or analyzing the use of different response types by counselor trainees but ignore the aspect of counseling process. The question of when it is

appropriate to use such responses is not addressed. It is assumed that if trainees learn how to make a particular type of response, they will automatically know when to use it. This assumption results in a gap in trainee knowledge and experience which needs to be bridged by training that integrates counselor response types with counseling process.

The premise of this research study is that the discrimination skill of learning what to say and when to say it should be taught prior to practicum. Trainees can then approach actual counseling situations with a clearer understanding of different types of counselor-client interactions at different stages of the counseling process and a better understanding of what effect their verbal statements are having on the client at that stage of the relationship.

### Purpose

Counselor trainees enrolled in the master's level counseling program at Michigan State University participated in a research and training program which focused on teaching them when to use different counselor response types. The purpose of the study was to assess whether counselor trainees who received training in identifying and producing ten response types as well as training which emphasized when to use the response types would be more effective in using those response types in their counseling interviews than trainees who received only training in identifying and producing response types. More succinctly, the study sought to determine whether trainees who received both response training and discrimination training responded more appropriately to clients in a counseling interview than trainees who received only response training.

Specifically, the study had two purposes:

1) To assess the impact of discrimination training on counselor trainees' ability to (a) identify the most appropriate counselor response in a particular counseling situation, (b) make more appropriate responses at different stages of the counseling process, and (c) evaluate what types of counselor responses facilitate and what types of counselor responses impede counseling progress at different stages of the counseling process.

2) To assess whether levels of performance on the dimensions of identification, production, and evaluation were maintained over time. Six weeks after treatment, subjects who agreed to participate in the followup study were reexamined to assess the maintenance of treatment effects over time.

### Importance

Although counselor response types and counseling process are two basic and interrelated concepts in the area of counselor training, a survey of the counseling literature revealed little research effort aimed at understanding the relationship which exists between the two. While many studies have been undertaken to examine one particular response type or to survey the range of responses made by both counselor trainees and practicing counselors, almost no attention has been given to counseling process.

Studies dealing with the use of counselor response types typically examine only the initial counseling interview or do not specify which counseling session is being examined. Consequently, it is

difficult to put findings into any meaningful perspective with regard to the counseling process. Because the studies are descriptive in nature, general conclusions are made concerning the response types which are frequently used by counselor trainees and/or experienced counselors. However, implications drawn from those findings seldom specify whether the responses were facilitative in furthering the development of the counseling relationship or appropriate in the context of the stage of the counseling process being covered.

By drawing together findings from these studies and integrating those findings with general readings on counselor response types and counseling process, it was possible to formulate a model which integrates counselor response types with the counseling process. Response types used to perform a function which is consistent with the goal of a particular stage of the counseling process were defined as facilitative or appropriate at that stage. Response types used to perform a function which is inconsistent with the goal of a particular stage of the counseling process were defined as nonfacilitative or inappropriate at that stage. In this manner, guidelines for appropriate and inappropriate response types at three stages of the counseling process were delineated.

By applying these general guidelines to a training program for counselor trainees, the investigation added a new dimension to research on counselor response types. Counselor trainees were given standard instruction in response types and, in addition, were given further training concerning when to use those response types. The study, therefore, attempted to expand the perspective of most research studies on counselor response types with the purpose of increasing effectiveness

in using those response types.

In addition, by measuring long-term treatment effects six weeks after the conclusion of treatment, the study overcame a weakness commonly found in counseling research--lack of followup data showing maintenance of training gains over time.

### Review of Literature

Counseling literature directly related to the topic of interest in this investigation was almost nonexistent. Little research has been done relating counselor response types to counseling process. Consequently, research dealing broadly with counselor response types and counseling process was surveyed, and an effort was made to tie those studies to the research questions investigated in this study. The synthesis of the related literature resulted in three major topics of interest: categorization of counselor response types, effect of training on use of counselor response types, and integration of counselor response types and counseling process.

### Categorization of Counselor Response Types

The foundation for the training program completed by counselor trainees in this investigation was a firm knowledge of the function of basic counselor response types and the ability to identify and produce each response type in a counseling situation. In order to provide such training, a classification system of counselor response types needed to be developed which would allow for the categorization of any verbal statement made by a counselor during the course of a counseling interview. In addition, definitions for each response type needed to be formulated which would clearly explain the function of each response type in a

counseling situation. The development and use of such a classification system for counselor response types and the definition and use of particular counselor response types are two topics which have been dealt with at some length in the counseling literature.

Because the primary mode of communication in individual counseling and therapy is verbal interaction, there is a long history of research and theoretical speculation into the nature of counselor verbal statements and the impact of those verbal statements on the client. These investigations have generally taken two forms. The first approach has been to analyze the types of responses that counselors use in the counseling interview in order to answer particular questions about counselor-client interaction. The second approach has been to develop classification systems of counselor response types. These classification systems have subsequently been used as the basis for developing interview analysis instruments to aid in counselor training and research. Selected research related to each approach will be examined with a focus on how each approach contributed to an understanding of effective counselor verbal behavior.

Use of counselor responses. The first group of research studies investigated the use of different types of counselor responses in order to assess the impact of different response types on client verbal behavior and counseling outcome. The categorization and analysis of response types in these studies were part of the research investigation itself, not part of an actual counselor training program. The intent of these investigations was not to provide systematic counselor training in response types in order to assess the effects of such training, but

to provide a description of counselor verbal behavior without a priori experimental manipulation (training). Information from these studies sheds light on the question of what impact particular response types have on client verbal behavior and counseling outcome, but does not relate those findings to previous systematic counselor training experiences.

Pallone and Grande (1965), for example, analyzed the first counseling interview by studying the variables of primary counselor communication mode and client problem type. Counselors were classified into one of four communication types based upon the primary response mode utilized while counseling. The types were identified as reflection, interrogation, interpretation, and confrontation. Counselors of these four types were paired with clients experiencing educational, vocational, personal, and social problems to determine whether particular counselor response modes were more effective in dealing with particular client problems. Counseling effectiveness was measured by assessing the amount of problem-relevant communication and the client's report of experience of rapport.

Pallone and Grande found that counselor verbal behavior differentially affected problem-relevant client communication depending upon the area of client concern. When client focus was on educational or vocational problems, the interpretive mode of communication was most effective in eliciting problem-relevant content. For personal problems, counselors using the reflective mode were most effective. No difference was found between the interpretive, reflective, or confrontive modes when dealing with social problems. Questioning, however, was found to

be least effective. The reflective mode was the least effective in working with vocational concerns. On the measure of client experience of rapport, there was no difference between counselor types.

The study indicates that different types of counselor responses are effective in dealing with different types of client problems. Generally, it appears that a passive-feeling approach is effective in approaching problems which are personal in nature, whereas action-oriented responses are effective in approaching problems which involve cognitive decision-making. The investigators, however, did not tie the type of counselor approach to the variable of training. Information was not provided concerning how counselors developed their particular response mode and whether the development of that particular mode was related to previous counselor training.

An unexpected finding was that there was no difference among counselor types in client experience of rapport. It would seem that more directive approaches such as confrontation and interpretation would not facilitate the development of rapport in a counseling relationship during the initial interview. A possible explanation is the fact that the mean level of experience for counselors in the study was 5.5 years. This would indicate that the counselors had a great deal of prior experience in establishing good working relationships with clients which would account for the high level of rapport established across all counselor response modes.

In addition, although the counselors used a primary response mode during much of the interview, that mode was not the only response type used. It is possible that passive-responsive statements were used

in initially establishing rapport with the client and more action-oriented responses were made later in the interview when the counselor and client moved to more problem-relevant material.

From the findings, it would seem that using a majority of action-oriented responses was effective in dealing with cognitive problems such as educational and vocational concerns but not as effective in dealing with affective personal concerns. Pallone and Grande concluded, "... the counselor needs to adopt a flexible repertoire of verbal behaviors from which to select that mode of communication most appropriate to the elicitation of problem relevant content as problem focus varies" (p. 363). Counselor trainees need to learn when to use different response types since each response type serves a particular purpose in dealing with client concerns.

In a similar study, Pallone and DiBennardo (1967) looked at sequential interviews conducted by counseling practicum students who were working with high school students having educational-vocational problems. The researchers classified counselor responses into five response categories (interpretive, interrogative, reflective, confrontative, other) to determine whether the use of response types changed over the course of five counseling interviews and whether counselor verbal behavior effected either client problem-relevant communication or client experience of rapport.

The sample of cases used in the study appears to be biased in favor of good counselor performance since cases were discarded in which clients terminated prematurely. Despite this and despite the fact that high levels of rapport and exploration of problem-related content were

reported across the five interviews, Pallone and DiBennardo found that there was little significant movement toward problem resolution over the span of the five interviews. They concluded that, "Apparently, so long as client communication either elucidates problems or inspects alternative solutions, and so long as the client experiences ease in the relationship, no adequate reasons emerge for counselors to alter their initial patterns of verbal interaction" (p. 524).

According to the analysis in the study, this pattern of verbal interaction appears to be the utilization of small numbers of interpretive, reflective, and confrontative responses and a large number of interrogative responses. This dependence upon the use of questions seems to be typical of beginning counselor trainees (Campbell, 1962; Gormally, 1975; Ornston, Cicchetti, Levine & Fierman, 1968; Palisi & Ruzicka, 1974; Roark, 1969) and incompatible with progress toward resolution of client problems in counseling.

This conclusion regarding the use of questioning responses was also an important finding in a study done by Palisi and Ruzicka (1974) who examined the effect of active and passive client types on the verbal behavior of counselor trainees in a simulated initial counseling interview with coached clients. Although there were significant differences in the number of counselor responses to active and passive clients, the verbal behavior of the counselors in dealing with both client groups was composed primarily of asking questions, giving information, and criticizing or justifying authority. Specifically, Palisi and Ruzicka found that both counselor criticism and questioning appeared to decrease clients' initiation of talk during the interviews, these verbalizations

were responses to counselor questions and did not appear to stimulate client-initiated problem exploration.

In discussing the implications of this reliance on the use of questions, Palisi and Ruzicka state:

What is not known is whether this counselor behavior (questioning) is expedient and productive in both situations (dealing with active and passive clients). A paucity of tallies in certain categories suggests that trainees demonstrated a restricted range of verbal behavior. Future research may shed light on the implications of a broader range of counselor strategy in the face of certain client behaviors (p. 91).

Palisi and Ruzicka advocate further investigations in which counselor trainees are encouraged to use a greater range of counselor response types in order to assess whether the use of a wider repertoire of verbal behavior produces more favorable counseling outcomes.

These three studies illustrate the impact of various counselor response types on subsequent client verbal behavior and counseling outcome. As such, they have clear implications for counselor training in the use of counselor responses. Results from these studies illustrate that particular response types can have differential effects on counseling progress depending on when and how often they are used. These investigations provide a base of information from which guidelines for the use of counselor response types can be partially delineated for counselor training programs. Findings from these studies relating to the effect of particular response types on client verbalizations were used in the present study to help determine what types of responses were most appropriate or inappropriate at three stages of the counseling process. These response types are outlined in chapter II.

Classification systems. The outstanding feature of this second group of writings (Alterkruse & Brown, 1969; Bellucci, 1972; Benjamin, 1974; Hoffman, 1959; Roark, 1969; Robinson, 1950; Wittmer, 1971) was the development or use of a classification system which allowed for the categorization of counselor responses depending upon their function in the counseling interview. Several of the investigators advocate the use of classification systems as a tool in counselor training to help trainees become more aware of the types of responses they are using. These studies, unlike those examined in the previous section, focused directly on counselor training and how counselor trainees can be taught to examine their own interview responses rather than addressing the question of the impact or effect of particular counselor responses on client behavior.

Hoffman (1959), for example, analyzed counselor verbalizations in 30 counseling interviews and identified a set of subroles which represent typical counselor verbal behavior. He defined subrole as:

That adjudged general purpose or intent which a counselor has for a particular period in an interview in order to produce certain relationships with the client which he hopes will serve to facilitate the client's solving his problem. This general purpose affects the nature of the counselor's speeches and when this general purpose changes, his remarks similarly are altered in pattern (p. 61).

In his analysis, Hoffman found 13 subrole classifications which he categorized as friendly discussion, information gathering, diagnosing, information giving, supporting, listening, asking for elaboration, reflecting, participating, structuring, advising, rejecting, and tutoring.

Hoffman contends that the concept of counselor subroles is valuable for two reasons: (a) Research on subroles can be done to

determine both the factors which influence counselor subrole patterns and the relationship of range and type of subroles used to optimal interview outcome, and (b) In counselor training programs, subrole analysis can be used to determine the variety of subroles a trainee uses so that training efforts can be directed toward developing subroles which are absent in the trainee's repertoire of behavior.

In a similar investigation, Roark (1969) categorized counselor trainee responses according to the system of interaction process analysis developed by Bales (1950). Roark chose this system of analysis because of its demonstrated usefulness in other research studies and because of its capacity to adequately categorize the responses of untrained counselors. The 12 Bales categories are reassurance, tension release, agrees, gives suggestion, interpretation, reflection, factual questioning, exploration of feeling, asks for suggestions, disagrees, shows tension, and shows antagonism.

Roark believes that the analysis of counselor responses according to systems similar to the Bales interaction process analysis can provide useful information for counselor training programs. Examination of these instruments to assess how trainees change in their use of response types can provide feedback regarding the effectiveness of training experiences and techniques such as classroom teaching, roleplaying, and supervised practice in counseling (practicum).

Although Hoffman and Roark acknowledge the value of classifying counselor responses, they do not illustrate how a classification system of subroles or response types can be used in counselor training.

Alterkruse and Brown (1969) and Wittmer (1971), on the other hand,

provide more concrete examples of how the categorization of response types can be used in training programs. In these two investigations, classification-type instruments were used by counselor trainees to examine their responses in an interview situation.

Alterkruse and Brown developed an interview analysis form similar to that used by Roark (1969). The Counselor Self-Interaction Analysis (CSIA) is a modification of the interaction analysis instruments developed by Amidon (1965), Bales (1950), and Noble (1958) and was designed to categorize both counselor and client responses. The instrument can be used by counselor trainees to analyze their interview behavior. Trainees listen to their taped interviews and categorize all counselor and client responses into one of ten response type categories. Counselor categories of verbal behavior are specific and include reflection, clarification, supportive statements, suggestions or information, counselor initiation (questioning, probing), and directing behavior. Client categories are more general and include counselee response and counselee initiation. Miscellaneous categories are silence and small talk.

Alterkruse and Brown believe that the CSIA can be a valuable instrument in providing feedback to counselor trainees regarding their interview behavior. They found that counseling practicum students who analyzed their taped interviews by tabulating their counselor responses and categorizing them by response type changed more in their use of response types than students who did not perform this analysis. Tabulation of responses appeared to influence trainees to give more indirect responses which has been shown to be characteristic of the behavior of more highly trained counselors (Campbell, 1962; Gormally, 1975;

Ornston, Cicchetti, Levine & Fierman, 1968; Roark, 1969). The researchers speculate that this feedback can lead to change which will increase counseling effectiveness, but state that these speculations can only be supported by further research.

Finally, Wittmer (1971) developed the Counselor Activity Profile (CAP) as a practicum tool to help counselor trainees evaluate their interview behavior. Use of the profile enables trainees to focus on responses made during the interview by tallying those responses according to 16 categories which describe "all of the counselor communication acts that could possibly occur in a given counseling situation" (p. 285).

Wittmer is not specific about how he arrived at these 16 categories, but it appears that the classification system resulted from his exploration of related counseling research and his own experience in counseling. The 16 categories are rapport/structure, informative, content reflection, feeling reflection, reassurance/reinforcement, silence, rejection, termination, miscellaneous, and listening.

Through his exploratory work with the instrument, Wittmer believes that the CAP can be a useful instrument in both counseling practice and research. Counselor trainees, for example, can use the CAP in practicum to analyze their counseling performance and obtain feedback on behaviors that need to be improved or changed. In research, the CAP can be employed to compare different groups (such as experienced and inexperienced counselors) on the use of counselor response types and, as a consequence, lead to more objective and scientific conclusions regarding the components of counseling effectiveness.

Although the work of these researchers indicates that the examination and classification of counselor responses can be a valuable direction for both counselor training and research, this systematic approach to dealing with counselor verbal behavior has not been pursued in either training or research, at least as indicated by the published literature.

In summary, although researchers have labeled individual response types differently, there seems to be a basic set of counselor response types (regardless of label) which describe any type of verbalization a counselor might make in an interview situation. The above investigators have noted that the process of labeling responses according to such a classification system can itself be useful in counselor training programs. For purposes of this investigation, the work of these researchers was compared and synthesized to arrive at a single classification system of response types which allows for the categorization of all possible counselor responses. This classification system formed the basis for the response training in this investigation and provided trainees with a means of labeling their counseling statements and analyzing the function of their responses in the interview situation. The classification system used in this study is outlined in chapter II.

### Effect of Training on Use of Counselor Responses

As noted above, although classification systems for counselor responses have been identified as being potentially useful in counselor training programs, there is little evidence that counselors have been adequately trained to identify response types and use them appropriately.

Hackney (1971) claims that prepracticum training experiences typically offer little opportunity for trainees to learn to label their verbal responses and assess the impact of their statements on client verbalizations. Consequently, they enter practicum with learning deficiencies which must be corrected by the practicum supervisor before actual counseling can occur. Hackney contends that an essential ingredient in prepracticum training is response training. This contention is one of the main premises of this research study. The development of the treatment package for this investigation was based on the assumption that counselor trainees' verbal behavior can be significantly altered through systematic training in analyzing and labeling counselor responses according to a classification system of counselor response types.

Research has shown that counselor verbal behavior can be influenced by such training. Unfortunately, research studies which illustrate this change focus on the differential use of response types by counselors with different levels of training and not on why the change in verbal behavior occurred. The studies assume that experience in both training and counseling practice has provided useful feedback to counselors regarding effective response types and has altered interview behavior accordingly. Although this assumption should be regarded with caution, responses made by experienced counselors in these studies were generally more consistent with response types which have been related to counseling effectiveness than those of their less experienced counterparts (Benjamin, 1974; Carkhuff, 1969).

Such being the case, an emphasis in skills and techniques courses can be placed on teaching counselor trainees to use responses in much

the same manner as more highly trained counselors. The guidelines for response appropriateness delineated for this study were based upon a synthesis of the results from studies on levels of training as well as from studies previously cited regarding use of response types. The following investigations found that counselor training appears to influence the use of response types.

Campbell (1962), for example, compared a group of inexperienced counselor trainees to Hoffman's group of experienced counselor trainees (1959) to see how they differed in their use of counselor subrole behavior. The inexperienced trainees engaged more frequently in asking for elaboration, focusing, information gathering, and listening, and less frequently in information giving and participating. From Campbell's comparison, it appears that experienced counselor trainees were more likely to actively participate in the counseling interview than inexperienced counselor trainees who were more intent on eliciting information from the client.

Roark (1969) also found that counselor training appears to change the nature of counselor interview responses. Using the Bales system of interaction process analysis (1950), he compared counselor trainees at four levels of training which included trainees enrolled in their first counseling course, trainees enrolled in a techniques course, and trainees at the beginning and end of supervised practice (practicum). With increased training, counselor trainees made more statements which showed passive acceptance and reflection of feelings. More experienced counselors gave fewer suggestions, did less factual questioning, and decreased in exploration of feeling. Training also

tended to increase the conciseness of counselor responses. Trainees with less experience gave longer, more heterogeneous responses (incorporating more than one response type) than more experienced trainees who gave shorter, simpler responses.

Ornston, Cicchetti, Levine, and Fierman (1968) arrived at similar conclusions regarding level of training. They examined typescripts of the counseling interviews of both experienced (two to 20 years of psychotherapy experience) and novice (first year psychiatry residents with little or no training in psychotherapy) psychotherapists and computed the average number of words, statements, and total responses for both groups. Dividing statements into question vs. nonquestion categories, they found that experienced therapists made more nonquestion statements than novice therapists, and that novice therapists made more than twice as many questioning statements as nonquestioning statements. The researchers observed:

The distinguishing verbal behavior that separates the experienced from the novice therapist is the tendency to "say something" rather than "ask something." . . . When the novices spoke they almost invariably asked a question. Rather than saying something to the patient that would communicate a feeling, thought, or idea, the novice's questions insistently demanded that the patient respond with appropriate information whereas the experienced therapist made statements to which the patient might or might not reply (p. 242).

Ornston et.al. concluded that this difference was a function of level of training rather than experience. This conclusion was drawn by examining data from a group of subjects who had a great deal of experience working with the same client population but no formal training in psychotherapy. The analysis revealed that the experienced but untrained subjects performed similarly to the novice psychotherapists. Implications

from this analysis are twofold: (a) Experience cannot be viewed as a substitute for training in shaping appropriate counselor verbal behavior, and (b) Attention in training should be directed toward developing a wide repertoire of counselor response types to decrease overreliance on questioning.

In an experimental study, Gormally (1975) analyzed the production of different types of counselor responses by examining the variables of level of counselor training experience and type of training. Subjects were counselor trainees who were either at the beginning of their training program (beginning level) or who had 35 hours of structured training in counseling skills (advanced level). The subjects received either structured training modeled after Carkhuff (1972) or a relatively unstructured encounter group experience.

A pre-treatment analysis revealed definite differences between the two groups in their manner of responding in a counseling interview situation. Beginning-level students used more self-disclosure statements and questions and less reflective empathy and additive empathy statements than advanced-level students.

Introduction of training influenced production of responses for both groups. Regardless of training level, subjects who received structured training increased in levels of reflective and additive empathy and decreased in levels of self-disclosure and questioning. The opposite was true of subjects in the encounter groups. Regardless of training level, trainees decreased in levels of reflective and additive empathy and increased in levels of self-disclosure and questioning after participating in the encounter group sessions.

From this study, it appears that encounter group experience is not conducive to the development of appropriate counselor verbal behavior in counselor trainees. Structured training, on the other hand, seemed to increase effective counselor verbal behaviors and, as a consequence, decreased the use of nonfacilitative types of responses which impede counseling progress.

A study by Lee, Zingle, Patterson, Ivey, and Haase (1976) examined the question of whether subjects with training in counseling skills are better able to discriminate between effective and ineffective counselor responses than subjects with no training in counseling skills. Four skill levels were identified and represented by (a) faculty members in counseling, (b) graduate students in counseling, (c) undergraduate students, and (d) high school students.

All subjects read typescripts and viewed videotaped counseling segments showing a counselor interacting with a client. In the segments the counselor responded to the client in a manner which either reflected feeling or paraphrased the content of what the client had said. Subjects rated each counselor response along a seven-point continuum from most negative to most positive.

The researchers found that, regardless of level of training, subjects were able to distinguish effective from ineffective counselor responses on both the typescripts and videotaped segments. There was a difference, however, in the manner in which subjects rated the counselor responses. Trained groups of faculty and graduate students were more apt to rate responses more negatively or more positively than untrained groups of undergraduate and high school students who stayed closer to

the center of the rating continuum.

Trained raters, therefore, showed greater discrimination in evaluating responses than untrained raters. The researchers caution, however, that they made no attempt to identify the variables associated with this discriminating ability or to determine whether this discriminating ability is correlated with the ability to demonstrate skills in an actual counseling interview. In light of the findings from the studies cited previously, it appears that it is easier to judge the appropriateness of a response than to identify or produce one in either a roleplay or actual counseling situation.

Finally, Palisi and Ruzicka (1976) explored counselor trainees' use of response types in a simulated counseling situation. Subjects in the study were at three levels of training defined as (a) beginning (enrolled in an introductory counseling course), (b) middle (enrolled in a mid-training counseling course), and (c) ending (enrolled in the final practicum). Subjects were instructed to assume the role of counselor with a dependent, hostile, and typical client. At ten points on each tape, the interview was stopped and trainees chose what they judged was the most appropriate of four multiple-choice responses. The responses were categorized as either direct (reassurance, persuasion, direct questioning, forcing the topic) or nondirect (simple acceptance, restatement of content, clarification of feeling, nondirective leads).

Palisi and Ruzicka found that, regardless of client type, beginning trainees primarily chose reassurance responses, middle trainees relied upon simple acceptance responses, and ending trainees used a variety of responses equally. The researchers concluded that the level

of training is probably more influential in determining how a trainee responds to a client than the client type itself. They state that " . . . as experience in the program grows, reliance on a few responses wanes" (p. 58).

It is interesting that in this study, where the task was to choose an appropriate counselor response rather than to produce one, there was less reliance on questioning as a principal mode of interacting with the client. The implication is that counselor trainees produce a preponderance of questions from a lack of experience and/or training in producing other response types rather than because they believe questions are most appropriate.

In summary, these six studies illustrate how counselor trainees change in their choice and use of appropriate response types as level of training increases. Advanced trainees appear to use a wider variety of response types and show less reliance on questioning and evaluative-type responses and a greater reliance on non-questioning response types which encourage the client to share feelings and explore problem areas. These relatively consistent findings regarding the interview behavior of advanced trainees has particular relevance for counselor training programs. It appears that if classroom and lab time can be spent teaching both the classification of counselor responses and the identification of effective response types, counselor trainees will be able to produce more effective responses and to function more effectively when they enter practicum. Guidelines for such training can be partially developed from looking at how more highly trained counselors respond, as was illustrated in the above cited studies. Guidelines for training in this investigation were

delineated using information from these analyses and are outlined in detail in chapter II.

### Integration of Counselor Response Types and Counseling Process

In his study, Roark (1969) points out that since research has illustrated that educators have the power to change counselor trainees' behavior, they should be certain that the changes they are inducing lead to increased counselor effectiveness. Teaching trainees different types of responses and having them practice those responses is not a guarantee of counselor effectiveness. Trainees must become aware of the context in which they use such responses. Van Hoose (1970), while purporting that most counselor education programs lack a systematic approach to training, claims that trainees generally lack a "deeper understanding of behavioral dynamics" which can help them understand what is going on in the counseling interaction.

When viewing Van Hoose's "behavioral dynamics" in the context of counselor training, it is necessary to consider not only training in making types of responses, but training in discriminating when to use different types of responses. Robinson (1950) addresses this issue of interaction between counselor and client in terms of what he refers to as the "counseling ladder." Robinson explains:

Leading in counseling, then means a teamlike working together in which the counselor's remarks seem to the client to state the next point he is ready to accept. The concept of a "counseling ladder" can be used here; the counselor's next remark represents a next rung in thinking which he feels the client is heading toward and is ready to accept (p. 66).

The essence of Robinson's idea is that counseling is a process in which each counselor and client response is built upon those which preceded

them. Verbal statements by the counselor are determined by the status of the relationship at that point and can only be fully understood in that context.

This view of counseling relates directly to the critical variable in this research study. Counselor responses cannot be viewed individually and in isolation but must be judged within the context of the counseling process. The appropriateness of a particular counselor response must be judged by considering both the present status of the counseling relationship and that which has previously occurred between the counselor and the client.

Although the concept of counseling process is both logical and basic to counseling practice, research directly related to counseling process is almost nonexistent. The formulation of explicit models of counseling process, however, has received some attention in the counseling literature.

In their book, The Counseling Process, Eisenberg and Delaney (1977) formulate a six-stage model of the counseling process. The stages are broadly defined as (a) the initial session, (b) exploration of the client's concern and the development of a facilitative relationship, (c) goal specification, identification, and assessment, (d) development and implementation of an approach to goal achievement, (e) evaluation of results, and (f) termination and followup. The authors specify counseling variables which must be present at each stage of the counseling process in order to satisfactorily accomplish the goal of each stage (e.g., understanding, patience). To some degree, they translate these variables into specific counselor response types

which are facilitative at each stage of the counseling process (e.g., counselor reflective response leads, counselor tacting response leads). However, response types are not dealt with in depth, and there is no specification of response types which might be nonfacilitative or inappropriate at each stage.

In How to Do Psychotherapy and How to Evaluate It, Gottman and Leiblum (1974) postulate a flow chart model of the counseling process. Gottman and Leiblum's model is a specific behaviorally-oriented formulation which emphasizes steps or tasks that the counselor performs at each stage of the process in order to accomplish the goal of each stage. Because of this emphasis, little attention is given to interview dynamics and counselor-client verbal interaction. No specification is made regarding types of verbal behaviors which are helpful to the counselor in accomplishing the tasks at each stage of the process.

The most detailed and well-developed model of counseling process was formulated at Michigan State University. Systematic Counseling (Stewart, Winborn, Johnson, Burks & Engelkes, 1978) conceptualizes counseling as a system composed of twelve sequential subsystems. Within each subsystem, specific behavioral tasks are defined for the counselor and client which must be accomplished before moving further in the counseling process. The counselor is required to function in a variety of ways in order to accomplish such tasks as structuring the counseling relationship, identifying a model of the client's concern, setting a behavioral goal for counseling, developing a strategy to reach that goal, and evaluating the effectiveness of counseling. Accomplishing this series of tasks requires a wide repertoire of verbal behavior on

the part of the counselor. However, these verbal behaviors are not dealt with in the systematic counseling model. No particular counselor response types are specified as being compatible or incompatible with accomplishing the tasks of each subsystem.

Although his model of counseling process is not as fully developed as the three models of counseling process examined above, Carkhuff (1969b) has formulated a broad model which encompasses both counseling process and general types of counseling responses which facilitate counseling throughout the process. Carkhuff postulates two phases of the helping relationship and within each notes the counselor response types and attitudes which are most appropriate to accomplishing the goals of that particular stage.

Phase 1 involves the establishment of a counseling relationship and exploration of areas of concern. Carkhuff believes that "passive-responsive" counselor statements such as empathy, respect, and genuineness are most appropriate at this point when the counselor is attempting to establish a good working relationship with the client and gain a complete understanding of the client's problem. During Phase 2, when emphasis is placed on searching out and implementing courses of action, "action-initiative" responses such as concreteness, confrontation, and interpretation come to the forefront in working with clients. Together the passive-responsive and action-oriented dimensions enable the counselor to help the client move effectively through the counseling process and attain client goals.

Although Carkhuff and his colleagues have produced extensive research on individual dimensions such as empathy, respect, confrontation,

and interpretation (Anderson, 1968; Berenson & Mitchell, 1968; Berenson, Mitchell & Laney, 1968; Berenson, Mitchell & Moravec, 1968; Carkhuff, 1969a; Carkhuff, 1969b; Carkhuff & Berenson, 1967; Carkhuff, Friel & Kratochvil, 1970), there has been little research which relates these dimensions to the concept of counseling process. This seems to be the general trend in counseling research.

Studies dealing with the training of counselor responses are often designed to teach one or two particular responses, but include nothing which places those responses into the perspective of the counseling process (Canada & Lynch, 1975; Dowd & Blocher, 1974; Saltmarsh & Hubele, 1974; Stone, 1975). Saltmarsh and Hubele (1974), for example, used a microcounseling approach to teach "entry-level social skills that support effective counseling interaction" (p. 246). These social skills were giving behaviors (self-disclosure, self-assertion, self-expression), taking behaviors (uncluttered listening, enabling, appreciating, nonverbal awareness), and seeking behaviors (checking for mutuality, open-ended verbalizations, summarizing). Dowd and Blocher (1974) studied the effects of immediate reinforcement and/or awareness of response class on the acquisition of confrontive counselor statements. They found that using both the variables of trainee knowledge of type of response to be produced and reinforcement of that type of response was more effective in increasing the use of confrontive statements than either variable alone. No emphasis in either study, however, was placed on teaching trainees when to use the particular response types acquired in training.

Although research on counselor response types does not deal

with the counseling process and how counselor behavior changes or should change across interviews, Hoffman's analysis of counselor subroles (1959) points out the need for exploration in this area. Hoffman analyzed 165 counseling interviews to determine what patterns of responses were frequently used and how those patterns changed over the course of the counseling process. He found that once a pattern of subroles was established early in the counseling relationship, the counselor was likely to stay with that repertoire of subroles regardless of the client or the nature of new problems presented. In other words, counselors used a restricted range of subroles which did not appear to change as the counseling relationship developed.

Hoffman recommends that emphasis in counseling programs be placed on developing a wider repertoire of subrole behaviors in counselor trainees. He explains, "The repertoire of subroles used by counselors can be useful in working with counselors-in-training who might be playing a minimum of subroles or who may have no idea of the subroles they should play or the subroles that may be most effective at a certain point in the counseling process" (pp. 65-66).

Hoffman's statement aptly summarizes the main intent of this study and pinpoints an area which has been neglected in counseling research. Counselor trainees should be taught to increase their repertoire of verbal behaviors. In addition, an emphasis in this training should be placed on teaching trainees when to use specific verbal behaviors. The basic assumption in providing this training is that it is not sufficient for counseling effectiveness to teach counselor trainees how to make a variety of responses. The crucial variable is an added

emphasis on learning when to make those responses. The training program in this investigation was based on this premise. Information from research on the use and categorization of response types was integrated with the models of counseling process developed by Carkhuff (1969b) and Stewart et.al. (1978) to develop a training package aimed at teaching counselor trainees to respond more effectively in their counseling interviews. Information contained in the training package is presented in chapter II.

### Summary

This research investigation is based upon the need in both counselor training practice and counselor training research for an approach which relates training in the use of basic counselor response types to training in the counseling process. Little research effort or theoretical speculation in the counseling field has dealt specifically with differential response effectiveness based upon stages of the counseling process. Studies have illustrated that counselor response types can be taught and that counselor verbal response patterns change over the course of training, but implications from these findings have not been applied systematically to counselor training. Little effort has been given to developing an approach which emphasizes the influence of response type on the client depending upon the status of the counseling relationship. The crucial variable of differential effectiveness of response types based upon the timing of their use is explored in this study to investigate whether such an emphasis will increase counselor trainee effectiveness in using counselor response types.



## CHAPTER II

### EXPERIMENTAL DESIGN AND PROCEDURES

#### Overview

The primary purpose of the study was to determine whether discrimination training is an effective method for increasing counselor trainees' use of appropriate counselor response types in their counseling interviews. In order to assess the effectiveness of training, appropriate response types were defined for three stages of the counseling process and three criterion measures were developed to measure counselor trainees' knowledge and use of these appropriate response types.

Subjects in the investigation were 32 students in the master's program in counseling at Michigan State University who were enrolled in a core curriculum course on the counseling process during the 1977 winter quarter. Subjects were randomly assigned to the treatment and control groups. Treatment was administered as a three-session workshop with comparable instructional methods (videotape presentations, written exercises, roleplay, trainer feedback) and time durations for all groups.

The initial phase of training was identical for all groups. Both the treatment and control groups received training in identifying and producing ten counselor response types. The treatment group then received discrimination training while the control groups received training in writing learning objectives for difficult-to-define client problems followed by roleplay and self-evaluation of the initial counseling interview.

The three criterion measures used as pre- and post-measures were presented to the subjects as counseling skills-development exercises during the workshop. To complete the Response Exercise, subjects responded to a series of 25 counseling situations and client statements by choosing the most appropriate of four multiple choice counselor responses. To complete the Free Response Exercise, subjects listened to a series of 25 audiotaped counseling situations and client statements and recorded an appropriate counselor response to each situation on a blank audiotape. Finally, to complete the Rating Exercise, subjects listened to a 15-minute audiotaped counseling interview and rated the counselor's performance along various dimensions of counseling effectiveness. The three measures took approximately 90 minutes to complete.

Six weeks after treatment subjects who agreed to participate were retested with followup forms of the three criterion measures. After completion of the followup testing, all pre-, post-, and followup measures were scored. Trained raters listened to the audiotaped responses to the Free Response Exercise and categorized the responses according to a classification system of counselor response types.

Reliability coefficients were computed for the three forms of the three criterion measures as well as for the consistency with which the trainers categorized responses on a trainer response test and the raters categorized responses for the Free Response Exercise. A one-way multivariate analysis of variance with Helmert contrasts was computed to test for treatment effects immediately following posttesting. A repeated measures multivariate analysis of variance was computed using data from those subjects who participated in the followup testing to

check for maintenance of treatment effects over time.

### Hypotheses

The two general questions of interest in the study were (a) whether counselor trainees enrolled in a training program designed to teach them when to use different counselor response types would use more appropriate response types than counselor trainees who did not receive this emphasis in training, and (b) whether treatment effects would be maintained over time.

To answer these general questions, the following six specific hypotheses were developed. Hypotheses 1 and 2 relate to the immediate effects of treatment. Hypotheses 3, 4, 5, and 6 deal with the retention of treatment effects over time.

#### Hypothesis 1:

Counselor trainees in the treatment group who receive discrimination training will score significantly better on the Response Exercise, Free Response Exercise, and Rating Exercise at the end of the training period than counselor trainees in the control treatments who do not receive discrimination training.

#### Hypothesis 2:

There will be no significant differences in level of performance between the two control groups on the Response Exercise, Free Response Exercise, and Rating Exercise at the end of the training period.

#### Hypothesis 3:

Counselor trainees in the treatment group who receive discrimination training will score significantly better on the Response Exercise, Free Response Exercise, and Rating Exercise at the time of the followup than counselor trainees in the control treatments who do not receive discrimination training.

Hypothesis 4:

There will be no significant differences in level of performance between the two control groups on the Response Exercise, Free Response Exercise, and Rating Exercise at the time of the follow-up.

Hypothesis 5:

There will be no significant decrease in level of performance on the Response Exercise, Free Response Exercise, and Rating Exercise for all counselor trainees from the time of the administration of the posttest measures to the time of the administration of the followup measures.

Hypothesis 6:

There will be no significant interaction between treatment group (treatment, control I, control II) and time of administration of the criterion measures (post, followup).

Definition of Terms

The following are definitions of 14 terms used extensively throughout the investigation. The definitions provide a basis for understanding key concepts in the research study.

1. counselor responses--verbal statements a counselor makes when responding to a client in a counseling interview. Previous counseling research has categorized these responses into types with each type performing a particular function in the interview.
2. response training--the first phase of the training package dealing with teaching counselor trainees ten types of counselor responses. All subjects in the study received response training.
3. discrimination training--the second phase of the training package for subjects in the treatment group which emphasized when to use responses acquired during response training. Discrimination

training was considered to be the critical variable in the treatment program and, as such, was administered only to the treatment group.

4. control training--training administered to the control groups following response training. It consisted of two phases: (a) training in formulating learning objectives for difficult-to-define client problems, and (b) roleplaying and self-evaluation.

5. treatment group--the group of counselor trainees (n = 16) who received both response training and discrimination training.

6. control group I--the group of counselor trainees (n = 8) who received training in response types, training in formulating learning objectives, and roleplaying and self-evaluation of the initial counseling interview. Self-evaluation focused on both (a) tallying response types used during roleplaying, and (b) evaluation of performance along ten dimensions of counseling behavior. This last activity (evaluation) differentiated control group I from control group II.

7. control group II--the group of counselor trainees (n = 8) who received training in response types, training in formulating learning objectives, and roleplaying and self-evaluation of the initial counseling interview. Self-evaluation focused on tallying response types used during roleplaying. Subjects in control group II did not evaluate their roleplay performance along the ten dimensions of counseling behavior.

8. Response Exercise--a multiple choice instrument consisting of a series of 25 counseling situations and client statements. Four possible counselor responses were provided for each situation, and subjects were required to choose the most appropriate response for each situation. Three forms of the instrument were developed and

administered as pre-, post-, and followup measures.

9. Free Response Exercise--an audiotaped instrument consisting of a series of 25 counseling situations and client statements presented by a narrator, and a male and female roleplayer. Subjects were required to tape a counselor response to each client statement on a blank audio-tape. Three forms of the instrument were developed and administered as pre-, post-, and followup measures.

10. Rating Exercise--a 15-minute roleplayed counseling session between a male client and a female counselor with an accompanying rating form. Subjects used the form to rate the counselor's performance along various dimensions of counseling effectiveness. Three interview sessions were roleplayed for use during pre-, post-, and followup testing. The rating form remained essentially the same for the three administrations.

11. intensive skills integration workshop--the title given to the three-session training program for all counselor trainees consisting of both treatment and control packages.

12. pretest administration--administration of the pretest forms of the Response Exercise, Free Response Exercise, and Rating Exercise to all subjects following response training on the first day of the training workshop.

13. posttest administration--administration of the posttest forms of the Response Exercise, Free Response Exercise, and Rating Exercise to all subjects following completion of all training on the third day of the workshop.

14. followup test administration--administration of the followup forms of the Response Exercise, Free Response Exercise, and Rating

Exercise to those subjects who agreed to participate in the followup testing six weeks after the end of training.

### Research Design

The overall design for this investigation was a pretest-posttest control group experimental design with one independent variable as shown in Figure 1. The independent variable is type of treatment with three levels (treatment and two control groups). Followup testing was administered to those subjects who agreed to participate. Subjects were randomly assigned to the three groups.

### Design over Variables

Data relating to the primary question of interest regarding treatment effects were analyzed using only the posttest data. The design for this analysis controlled for all sources of internal invalidity described by Campbell and Stanley (1963). The data matrix is presented in Figure 2. It is a one-way design with type of treatment as the independent variable with three levels (treatment and two control groups). There are 16 subjects in the treatment group and eight subjects in each of the control groups.

The dependent variables were the posttest forms of the Response Exercise, Free Response Exercise, and Rating Exercise. Pretest scores on the three measures were not sufficiently related to posttest scores to warrant using multivariate analysis of covariance. Consequently, a one-way multivariate analysis of variance procedure was used to analyze the data with an overall alpha level of .05.

R	$O_1$	$X_1$	$O_{1'}$	$O_{1''}$
R	$O_2$	$X_2$	$O_{2'}$	$O_{2''}$
R	$O_3$	$X_3$	$O_{3'}$	$O_{3''}$

Figure 1. Pretest-posttest control group experimental design over time. Legend: R = random assignment, X = treatment,  $X_1$  = treatment group,  $X_2$  = control group I,  $X_3$  = control group II.  $O_1, O_2, O_3$  = pretesting,  $O_{1'}, O_{2'}, O_{3'}$  = posttesting,  $O_{1'', O_{2'', O_{3''}}$  = followup testing.

TYPE OF TREATMENT		
TREATMENT	CONTROL I	CONTROL II
$S_1$ . . . . . $S_{16}$	$S_{17}$ . . . . . $S_{24}$	$S_{25}$ . . . . . $S_{32}$

Figure 2. One-way design. Proportional n's per cell.

### Design over Time

The second question of interest concerning maintenance of treatment effects over time was answered using data for those subjects who participated in the followup testing. The comparison of posttest and followup test scores necessitated the use of a repeated measures design. All sources of internal invalidity were controlled by the use of this design (Campbell & Stanley, 1963).

The repeated measures data matrix for this analysis is presented in Figure 3. Again, the design variable was type of treatment with three levels (treatment and two control groups). There were 13 subjects in the treatment group, four in control group I, and six in control group II. The repeated measures factor consisted of two levels--posttesting and followup testing.

Dependent variables were the sum and difference variables formed by using subjects' scores on the post- and followup measures. Pretest scores were not sufficiently related to the dependent variables to warrant using multivariate analysis of covariance. Consequently, a repeated-measures multivariate analysis of variance procedures was used to analyze the data with an overall alpha level of .05.

### Sample

A three-session intensive skills integration workshop was developed and presented to 52 students enrolled in the master's program in counseling at Michigan State University. Within this workshop framework, 34 counselor trainees were involved in the training related to this research study. Thirty-two of these students gave permission for the researcher to use their data in this investigation. More specific

## TIME OF TESTING

	POSTTESTING	FOLLOWUP TESTING
TREATMENT	$S_1$ $\cdot$ $\cdot$ $\cdot$ $\cdot$ $S_{13}$	
CONTROL I	$S_{14}$ $\cdot$ $\cdot$ $\cdot$ $\cdot$ $S_{17}$	
CONTROL II	$S_{18}$ $\cdot$ $\cdot$ $\cdot$ $\cdot$ $S_{23}$	

Figure 3. One-way repeated measures design. Unequal  $n$ 's per cell.

information regarding sample selection, sample characteristics, and subject assignment is presented below in order to allow readers to judge whether logical generalizations can be made from this study to other populations (Cornfield & Tukey, 1956).

### Sample Selection

The 32 subjects in the study were counselor trainees enrolled in the master's program in school, rehabilitation, and urban counseling in the College of Education, Michigan State University. They were randomly selected from the enrollment list of a core curriculum course on the counseling process offered in two class sections during winter quarter, 1977. The rationale for offering the workshop in conjunction with this course developed from the conviction that both the treatment and control packages were valuable learning experiences for beginning counseling students and that the content of the material presented in the workshop was relevant to a course in the counseling process.

### Sample Characteristics

Subjects were enrolled in the second quarter of a five-quarter master's program in counseling at Michigan State University. Of the 32 subjects, 16 were enrolled in the school counseling program, 5 in the rehabilitation counseling program, and 11 in the urban counseling program. This included 13 males and 19 females.

### Subject Assignment

Subjects were randomly selected from the enrollment list for the counseling process course and randomly assigned to the treatment and control groups. Half of the subjects ( $n_T = 16$ ) were assigned to the

treatment group and the other half were divided equally between the two control groups ( $n_{CI} = 8$ ,  $n_{CII} = 8$ ), thus creating proportional cell sizes.

#### Treatment

All subjects received one of three training packages depending upon group assignment. Although the cognitive material presented to each group varied according to treatment, the training format and type of instructional materials were parallel across the three groups. Videotape instruction, written exercises with trainer feedback, and roleplay situations were common to all three training packages.

#### General Overview of Training

The treatment and control packages were presented as a three-session workshop during the sixth and seventh week of winter quarter, 1977, in lieu of the regular class sessions for Ed 819D, The Counseling Process. The 90-minute response training unit was presented to all subjects on February 15 along with the three pretest measures which took 90 minutes to complete.

After this initial phase of training, subjects received either discrimination training or control training. The second phase of training was divided into two sessions of four hours on February 19 and three hours on February 22. The last session included 90 minutes for responding to the posttest measures.

The agenda for the first session of the workshop included a videotape presentation on response training, lab exercises related to response training, and administration of the pretest measures. The

second-session agenda for both treatment and control groups included a videotape presentation plus lab exercises with trainer feedback. The schedule for the third day included additional lab exercises related to the material presented at the second session plus administration of the posttest measures. At that time, subjects were requested to sign a release form granting permission to the researcher to use the workshop materials in the research study.

Six weeks after the completion of treatment, subjects who agreed to participate in the followup testing responded to the followup measures and signed a second release form allowing the followup data to be used in the research study.

#### Treatment Package

The purpose of the treatment package was to teach counselor trainees how to respond in a manner which would facilitate further counselor-client communication and contribute to the attainment of client goals. This involved not only teaching trainees the ten counselor response types, but also teaching them when to use those response types. The treatment condition consisted of three training phases, one on each day of the workshop, and included response training, discrimination training, and review.

Response training. To ensure that the counselor trainees possessed an adequate background knowledge of counselor response types, all subjects were given response training. Ten types of counselor responses were identified through an examination of the literature related to classifying responses commonly used by counselors during

counseling interviews (Alterkruse & Brown, 1969; Bellucci, 1972; Benjamin, 1974; Hoffman, 1959; Roark, 1969; Robinson, 1950; Wittmer, 1971).

These classification systems were synthesized to form one comprehensive list of ten response types which allows for the categorization of any verbalization made by a counselor during an interview. The schema provided a framework for examining counselor verbal behavior in this investigation. The ten response types, ranging from simple to complex, are restatement, questioning, informative statements, suggestions, reinforcement, evaluative statements, confrontation, clarification, reflection, and interpretation. Definitions of the ten response types are provided in Appendix A.

Format for response training. Response training took place during the first 90 minutes of the first workshop session. All subjects viewed a 60-minute videotape presentation in which information on the ten response types was presented didactically. A narrator gave definitions and explanations of the ten response types. Each definition was followed by a short roleplay example in which a counselor responded to a client statement with the type of response being examined. The narrator then commented on the counselor's response and introduced a practice example.

In the practice example, a videotaped segment of a roleplay client making a statement was presented. The videotape machine was turned off for two minutes while subjects wrote down an appropriate counselor statement on worksheets provided for this purpose (see Appendix B). The worksheets listed the client statement for each of

the ten response types and provided ample space after each statement for the subject's response. The purpose of the written exercise was to maintain subject interest in the videotape presentation.

Discussion and questions were discouraged during this phase of training in order to maintain independence between subjects. Subjects were informed that they would receive individual attention from a lab instructor who would answer questions and provide feedback on written responses immediately following the videotape presentation.

During the last 30 minutes of response training, subjects received feedback on an individual basis from trainers who reviewed the responses made during the videotape presentation and judged whether or not they were correct. If a subject appeared to have difficulty identifying or formulating any of the response types, the trainer gave the subject an additional client statement so that the subject could practice that type of response. Trainers were given a list of client statements and counselor responses for each of the ten response types to use as examples (see Appendix C). This provided uniformity of practice examples across trainers and treatments and eliminated the need for trainers to formulate examples quickly.

During the last 90 minutes of the first workshop session, subjects responded to the three pretest measures and filled out an evaluation form pertaining to the first session (see Appendix D).

Discrimination training. During this portion of training, emphasis was placed on teaching trainees the types of counselor responses which are most appropriate at different stages of the counseling process. The purpose of the treatment was to integrate knowledge of the counselor

responses learned during response training with knowledge of the counseling process as taught in the course on the counseling process.

Training focused on three specific phases of the counseling process which were identified by integrating Carkhuff's model of the counseling process (1969b) with that of the Systematic Counseling model developed at Michigan State University by Stewart et.al. (1978). These two formulations deal specifically with the concept of counseling process and are based on the premise that the counselor, through verbal interaction with the client, accomplishes specific tasks or functions in an orderly sequence during the course of the counseling relationship. The three stages identified for inclusion in the training package were: (a) establishment of the counseling relationship, (b) problem identification, and (c) problem solving. Response types considered appropriate and inappropriate at each stage are outlined below. A detailed summary of discrimination training used by subjects in the treatment groups is provided in Appendix E.

I. Establishment of the counseling relationship. Carkhuff states that a successful outcome in counseling can only be achieved when counseling begins with the establishment of a positive and productive relationship between the client and the counselor. The establishment of such a relationship is accomplished through the counselor's use of "facilitative" or "passive-responsive" statements which convey counselor acceptance and concern to the client.

During establishment of the counseling relationship, the Systematic Counseling model emphasizes the counselor's duty to provide information and structure concerning the nature of the counseling

relationship. Although this involves imparting a set of cognitive expectations to the client, one of the purposes of structuring is to increase the client's feeling of comfort in the counseling relationship and thereby increase the likelihood that the client will share feelings and concerns with the counselor.

The training program in this study did not deal with informative structuring responses during establishment of the counseling relationship, but focused on Carkhuff's "passive-responsive" counselor statements. From the ten categories of counselor responses included in response training, response types identified as facilitative during relationship building were restatement, reflection, clarification, and reinforcement. These response types were included because they are generally passive and nonthreatening, and indicate that the counselor is both attempting to understand what the client is saying and encouraging the client to talk about the concern.

Response types identified as nonfacilitative during relationship building were confrontation, interpretation, and evaluative statements. These response types were included because they can be erroneous or threatening to the client when offered prematurely. Confrontation and interpretation are responses which require background information about the client before they can be used effectively. Such information is generally not available to the counselor early in the counseling process. Evaluative statements are nonfacilitative because they focus on what the counselor, rather than the client, thinks and feels.

In summary, the purpose of discrimination training during Stage I was to encourage counselor trainees to use responses which

enhance the building of a productive counseling relationship and to discourage trainees from using more action-oriented responses which can have a potentially harmful effect upon the establishment of such a relationship.

II. Problem identification. After establishing a good working relationship with the client, the counselor moves to problem identification. Carkhuff states that the counselor's task during problem identification is to encourage the client to explore all possible areas of concern. During problem identification, as in relationship building, Carkhuff specifies "passive-responsive" statements as being particularly useful in eliciting problem-relevant content from the client.

During problem identification in the Systematic Counseling model, the counselor constructs a model of the client's concern. The counselor explores the client's main areas of concern and identifies that area which the client specifies as being most important. From an in-depth exploration of this area, the counselor develops a "model of the client's concern" which incorporates all aspects of the problem the counselor must know in order to thoroughly understand the problem. Without this accurate understanding, the counselor is not able to move to the next stage of counseling and help the client develop an effective strategy for problem solving.

Response types identified as helpful during problem identification were similar to those used in relationship building, since the purpose is similar. The counselor's objective is to encourage the client to talk freely about an area of concern in order to gather sufficient information to understand the problem fully. Counselor

response types specified as being particularly useful during problem identification were restatement, reflection, and clarification for the reasons cited under establishment of the counseling relationship. Questioning was added under the supposition that when different types of questions are employed effectively and in moderation, questioning responses are a useful tool in eliciting information about the client's concern.

Response types that trainees were cautioned about using during problem identification included confrontation, interpretation, and evaluative statements for the reasons cited under establishment of the counseling relationship. Suggestion was added because suggestions about courses of action to follow in solving a problem should not be offered until the counselor has a full understanding of the problem area. Premature suggestions may be similar to courses of action the client has unsuccessfully pursued, inappropriate for that particular client and/or appear too difficult to the client. Suggestions offered prematurely may be threatening to the client and cause premature termination of the counseling relationship.

In summary, the purpose of discrimination training during Stage II was to encourage counselor trainees to focus on response types which elicit information about the client's area of concern and to discourage the use of response types which assume a knowledge and understanding of the problem which the counselor has not yet achieved.

III. Problem solving. After identifying all aspects of the client's concern, the counselor and client move to problem solving. Carkhuff states that the counselor's task during problem solving is

to help the client search out and implement appropriate courses of action in order to resolve the concern. Unlike the two previous stages, Carkhuff designates directive response types as being facilitative during problem solving. He labels the useful response types at this stage as "action initiative" statements which encourage the client to try new ways of solving the problem, reinforce the client for positive change, and help the client overcome obstacles which stand in the way of positive change.

Using the Systematic Counseling model, the counselor helps the client set a goal for counseling and then develop and carry out a strategy for positive behavior change. The underlying assumption during this stage is that the counselor has an adequate understanding of the client's problem. This understanding ensures that help offered by the counselor is useful and nonthreatening to the client.

Response types defined as helpful during this stage of the counseling process were divided into two subgroups--those useful during strategy development and those useful during strategy implementation. Clarification, informative statements, and suggestions were specified as being potentially useful to the counselor during strategy development. These directive response types provide the client with understanding, information, and ideas needed to begin taking steps toward resolving the concern.

Confrontation, interpretation, and reinforcement were specified as being potentially useful to the counselor during strategy implementation. Confrontation and interpretation, when used at appropriate points, can help the client face and overcome obstacles which block positive

change and gain insight and understanding into the problem behavior. Reinforcement can be used to reward the client for positive change and to encourage further growth.

Response types that counselors were cautioned about using during problem solving were reflection, restatement, and evaluative statements. Although reflection and restatement were regarded as helpful response types during the first two stages of the counseling process, they are less useful during this more action-oriented phase where emphasis is placed upon moving forward to resolve the concern. Although it is important for the counselor to maintain a good relationship with the client throughout the counseling process, emphasis on passive response types during problem solving can prevent the client from working on the problem.

In summary, the purpose of discrimination training during Stage III was to teach counselor trainees to focus on action-oriented responses which encourage the client to explore solutions and try out courses of action leading to positive change and to be wary of overusing passive response types which may not provide enough motivation for the client to work on problem solving.

Format for discrimination training. Discrimination training took place during the second four-hour workshop session. During the first 90 minutes of the session, subjects viewed a videotape presentation in which information on response types was presented didactically. A narrator reviewed the ten response types covered in response training, introduced the concept of counseling process, defined the three stages of the counseling process, and explained the purpose of discrimination training.

The counselor response types defined as facilitative and non-facilitative at the three stages of the counseling process were then explained by the narrator. Each explanation was followed by a short roleplay example in which a counselor responded to a client statement with the type of response being examined. The narrator provided feedback on the counselor's response by explaining why it was or was not facilitative at that stage of the counseling process.

After each group of facilitative and nonfacilitative responses was presented, the narrator introduced a practice example. Subjects were instructed to formulate an appropriate and inappropriate response for each stage of the counseling process based upon information presented on the videotape. A roleplay client made a statement to the camera, and the videotape was turned off for three minutes while subjects responded on the worksheets provided for this purpose (see Appendix F).

The worksheets listed the two client statements for each stage of the counseling process and provided ample space for the subjects' appropriate and inappropriate responses. The purpose of the written exercise was to maintain subject interest in the videotape presentation. Subjects were given the Summary Review of discrimination training to follow during the videotape and refer to during the written exercise (see Appendix E).

As in response training, discussion and questions were discouraged in order to maintain independence between subjects. Subjects were told that they would receive individual attention from a lab instructor who would answer questions and provide feedback on written responses immediately

following the videotape presentation.

During the next 30 minutes, subjects worked individually in small lab rooms. They were instructed to read the Summary Review, Instructions for Exercise I, and then begin Exercise I (see Appendix G). Exercise I is a series of 15 counseling situations dealing with the three stages of the counseling process (five situations for each stage). Each situation includes (a) information regarding the background of the client, (b) an explanation of the current status of the counseling relationship, (c) a client statement, and (d) four possible counselor responses to the client statement.

For each counseling situation, subjects were required to label the four counselor statements according to the ten response type categories, choose the response which was most appropriate for that particular situation, and write a reason for choosing or not choosing each of the four alternative responses. The purpose of Exercise I was to give subjects an opportunity to practice what they had learned from the videotape presentation. Difficulty was kept at a low level by providing multiple-choice counselor responses rather than requiring subjects to formulate their own responses.

After working for 30 minutes, subjects received intermittent feedback from a trainer who alternated between two counselor trainees and provided feedback on both the written exercises from the videotape session and Exercise I. Trainers were given model responses to the 15 counseling situations in Exercise I (see Appendix H). This ensured uniformity of feedback across trainers so that all subjects received essentially the same cognitive material. After 60 minutes of instructor

feedback, subjects were instructed to begin Exercise II whether or not they had completed the first exercise.

For the last 60 minutes of the workshop session, subjects worked individually with a second trainer on Exercise II (see Appendix I). Exercise II is a series of ten counseling situations dealing with the three stages of the counseling process. For each situation the trainer provided background information about the client and the status of the counseling relationship. The trainer then roleplayed a client statement to the trainee and the trainee responded verbally with an appropriate counselor response. The purpose of Exercise II was to give the subjects an opportunity to formulate appropriate counselor responses in a situation which more closely simulated an actual counseling situation than the written exercise format of Exercise I.

The trainer wrote down the subject's verbal response so that the subject and trainer could examine the response according to questions listed on the Exercise II Feedback Form (see Appendix J). Subjects were required to (a) identify the stage of the counseling process in which the interaction had taken place, (b) label the type of response that had been chosen, (c) give an explanation of why the response type had been chosen, and (d) decide how the response could be improved. After the subject revised the response, the subject and the trainer roleplayed the new response. They then moved to the next counseling situation.

As in Exercise I, trainers were given model guidelines for the ten counseling situations in Exercise II (see Appendix K). The guidelines included identification of the stage of the counseling process, a list of the most appropriate response types for that stage, and one possible counselor response to the client statement. This provided

uniformity of feedback across trainers to ensure that all subjects received essentially the same cognitive material.

After finishing as many of the situations as could be completed in an hour, the trainer summarized the main points of discrimination training and answered questions about the two exercises and the training in general. All written materials were returned so that information on discrimination training would not be available to subjects in the control groups. Trainees then filled out an evaluation form pertaining to the second workshop session (see Appendix L).

The first 90 minutes of the last workshop session was devoted to a general review of discrimination training. Working individually, trainees listened to a programmed-learning audiotape which included both a review and a quiz on the cognitive material presented in discrimination training. At various points on the tape, trainees turned off the recorder and gave written responses to questions related to cognitive material. The tape concluded with a series of ten client statements. Trainees responded to each statement with an appropriate counselor response, and then identified both the stage of the counseling process in which the interaction had taken place and the counselor response type. Subjects were instructed to turn the recorder on after completing each response to receive immediate feedback. Trainee responses were recorded on the Summary Review Worksheet, which was turned in with the audiotape after the review session (see Appendix M).

During the last 90 minutes of the third workshop session, trainees responded to the three posttest measures and filled out an evaluation form pertaining to the third workshop session and the workshop in general

(see Appendix N). They were also requested to sign a release form granting permission to the researcher to use the workshop materials in the research study (see Appendix O).

#### Control Package

The format for control group training was identical to that of the treatment group and consisted of three training phases, one on each day of the workshop. The purpose of the control package was to teach a counseling skill which would be useful to the subjects and relevant to the content of the counseling process course but which did not incorporate the principles of discrimination training.

Two control groups were formed to accommodate another research study being run using the same control group (Taylor, 1978) and had no practical consideration in this study. The difference between the two groups occurred in the last phase of training and will be explained later in this section.

Response training. Since the variable considered crucial in the treatment package was the teaching of discrimination skills in the second phase of training, the control groups received exactly the same training as the treatment group at the first session of the workshop. Providing the same learning experience for all trainees at the first session had the added benefit of lessening the "research" aspect of the workshop by giving all trainees an identical initial training experience.

As in the treatment group, trainees in the control groups spent the last 90 minutes of the first session responding to the three pretest measures and filling out an evaluation form pertaining to the activities of the first session.

Control training. Training in formulating learning objectives took place during the second workshop session. Since the Systematic Counseling model stresses the importance of translating client goals into well-defined learning objectives, the trainees in the two control groups were given instruction and exercises in developing learning objectives for client concerns which are not easily operationalized in such form.

During the first 90 minutes of the session, trainees in the control groups viewed a videotape presentation in which cognitive material related to the structure of learning objectives and written exercises related to formulating such objectives were presented (Mager, 1962; Stewart et.al, 1978). A narrator defined the three structural components of a learning objective and then introduced written exercises related to the three components. The videotape was turned off for the three minutes while the counselor trainees responded on worksheets provided for this purpose (see Appendix P).

The narrator then introduced a second exercise in which three short roleplay situations were presented. In each roleplay situation a counselor worked with a client in setting an appropriate learning objective. Trainees were required to listen to the objective formulated in the roleplay and improve one of the structural components of the objective. The worksheets listed each poorly constructed objective and provided ample space for trainee responses.

The intent of the written exercises was to maintain subject interest in the videotape presentation and to provide a parallel experience to the subjects in the treatment group. As in the treatment condition,

discussion and questions during the videotape presentation were discouraged in order to maintain independence between subjects. Trainees were informed that they would receive individual attention from a lab instructor who would answer questions and provide feedback on their written responses immediately following the videotape presentation.

During the next 90 minutes, trainees in the control group worked individually on written exercises related to formulating learning objectives (see Appendix Q). Trainees were given background information about five counseling cases and instructed to formulate an appropriate learning objective for each client problem. After working for 30 minutes, subjects received intermittent feedback from a trainer who alternated between two counselor trainees and provided feedback on both the written exercises from the videotape session and the exercises on formulating learning objectives. Trainers were given answers to the videotape exercises and model learning objectives for the five counseling situations (see Appendix R). This ensured uniform and accurate feedback across trainees.

For the final 60 minutes of the second workshop session, the control subjects were involved in a roleplay and self-evaluation exercise devised specifically as a control measure for the research study run simultaneously with this investigation (Taylor, 1978). All control subjects functioned as counselors in a ten-minute roleplay of the initial counseling interview. The roleplay was audiotaped. Trainers served as clients and were given a standard role to follow during the roleplay (see Appendix S). After the roleplay, trainers gave the subjects

feedback on their reactions as clients based on specific guidelines provided beforehand (see Appendix T).

Each trainer worked with two trainees, one in each of the control conditions. The difference in procedure between the two control groups occurred after the roleplay. At that point, all control subjects were instructed to listen to the tape of the role-play interview and evaluate their performance using forms provided for this purpose. The forms used by the two control groups for this procedure, however, were different.

Control group I performed a two-step process which involved (a) tallying types of responses made during the interview on a form provided for this purpose, and (b) rating their counseling skills along ten dimensions of counselor performance and selecting steps to improve their counseling performance (see Appendix U). Control group II performed only the first of the two steps, the tallying of response types on the same tally form used by control group I. After the role-play and self-evaluation process was completed, all control subjects returned the written materials and filled out an evaluation form pertaining to the second workshop session.

Cognitive material presented to the control groups during the second workshop session did not overlap the cognitive material presented to the treatment group. The format for the first two phases of training was almost identical to that of the treatment group (videotape presentation with written exercises and written exercises with feedback by one trainer to two subjects). During the last phase of roleplaying, however, trainers for the control groups provided feedback to two

trainees while trainers for the treatment group provided feedback to one trainee. Subjects in the treatment group, therefore, received slightly more individual trainer time than subjects in the control groups.

During the first 90 minutes of the third workshop session, subjects in the control groups again participated in the roleplay and self-evaluation process using the same evaluation forms that they had used during the second session. The roleplayers for this session, however, were undergraduate students hired to play standard roles (see Appendix V). As in the second session, the roleplayers provided feedback on their reactions as clients based on guidelines provided beforehand (see Appendix T). The roleplay and self-evaluation process was repeated twice.

During the last 90 minutes of the workshop session, trainees in the control groups responded to the three posttest measures and filled out an evaluation form pertaining to the third workshop session and the workshop in general. They were also requested to sign a release form granting permission to the researcher to use the workshop materials in the research study (see Appendix O).

In summary, the training format during the first part of the third session was different for the treatment and control groups. Subjects in the treatment group worked on a programmed learning-type exercise with no individual attention, while subjects in the control groups worked partly on their own and partly with a roleplayer. For both treatment and control groups, however, no new cognitive material was introduced and the session functioned as a review session for material that had been previously presented.

### Followup

During the eighth week of winter quarter, the counselor trainees were given a form asking for their agreement to participate in a follow-up study at the beginning of spring quarter, 1977. Because many of the trainees did not respond (either positively or negatively), all the counselor trainees were contacted during the first two weeks of spring quarter through either their practicum course or by telephone. Students agreeing to participate signed up for 90-minute time segments during the next two weeks in order to take the three followup measures. At the time of the followup testing, subjects signed a research release form giving the researcher permission to use the followup data (see Appendix W).

### Trainers

The 24 trainers used in the lab sessions to provide feedback to subjects and to engage in roleplay situations had earned at least a master's degree in the field of counseling and had practical experience in counseling. Twenty-one of the trainers were graduate students enrolled in the doctoral program in counselor education, urban counseling, or rehabilitation counseling at Michigan State University. Trainers included nine females and 13 males.

Trainers were randomly assigned to subjects, and each trainer trained at least one subject in each of the treatment and control conditions. This ensured that systematic differences did not occur between the treatment and control groups because of individual differences between trainers.

Trainers received four hours of training provided in two two-hour sessions prior to the first day of the workshop. Training centered on providing full explanations of the duties required of the trainers including acquainting them with the logistics of running the workshop and teaching and reviewing the cognitive material they were required to teach the subjects. Trainers were provided with a seven-page summary of discrimination training which included an explanation of the purpose of the training, the cognitive material included in the training, an outline of the workshop format, and descriptions of the written exercises (see Appendix X).

A test of counselor response types was included in the training to ensure that all trainers had a parallel knowledge and understanding of the basic information involved in response training. Consistent information provided by the trainers ensured that all subjects were exposed to the same common core of cognitive material. Results from the trainer test are reported in chapter III.

Trainers were given an agenda for each workshop session which included a time schedule, training room locations, and trainee names. Printed materials were provided covering all the cognitive material trainers were required to teach including sample answers to all lab exercises. In this manner, it was ensured that all subjects received parallel and accurate feedback regardless of trainer. Adequate time was provided so that trainers could review materials prior to working with the trainees. The researcher was available to trainers during the workshop sessions to answer questions regarding the administration of the treatment and control packages.

### Instrumentation and Data Collection and Analysis

The purpose of the treatment was to increase counselor trainees' effectiveness in using counselor responses. The dependent measures, therefore, were developed to measure this effectiveness along the three dimensions of (a) identification, (b) performance, and (c) evaluation. Three instruments were developed and administered to the subjects at three points in time (pretest, posttest, followup test). Three forms of each instrument were developed in order to minimize memory effects of previous testing. The three instruments were individually administered to all subjects and included the Response Exercise, Free Response Exercise, and Rating Exercise. Reliability coefficients for the three forms of each instrument are reported in chapter III.

#### Response Exercise

The Response Exercise is a 25-item multiple-choice instrument. Each item consists of a description of the current status of a counseling relationship, a client statement, and four possible counselor responses (see Appendix Y). Trainees were required to choose the most appropriate response for each client statement. The purpose of the instrument was to assess whether a trainee could determine which response was most appropriate in a particular counseling situation.

A large pool of items was developed covering the three stages of the counseling process included in discrimination training. The items were pilot-tested to identify items on which (a) expert judges agreed as to the most appropriate counselor response (high expert agreement) and (b) a naive group of counselor trainees who had not received discrimination training disagreed as to the most appropriate response (low trainee agreement).

The expert judges were ten doctoral students in counselor education, rehabilitation counseling, and urban counseling at Michigan State University who were experienced in the field of counseling. They had read a summary of discrimination training and had attended one training session related to discrimination training. The group of naive counselor trainees were 16 master's students enrolled in the same counseling program as the subjects in the study. However, they were off-campus students in Grand Rapids, Michigan, and in the fifth quarter of their counseling program.

From the results of the pilot testing, 25 items were chosen for the pretest and 25 items for the posttest. Since the purpose of the pretest was to serve as a check on whether the treatment and control groups were initially equivalent, the less difficult and least discriminating items were chosen for the pretest measure, i.e., those on which there was high expert agreement and high trainee agreement. Since the naive subjects were more highly trained than the subjects in the study (they had completed the counseling process course and their first practicum), these items might have been easier for them than they would be for the subjects in the study.

Items on which there was high expert agreement and low trainee agreement were used to develop the 25-item posttest. These 25 items were modified to form 25 parallel items for the followup test. Slight changes were made in the details of the counseling situations and response alternatives so that the items appeared different. The general counseling situation, the stage of the counseling relationship, and the most appropriate response type, however, remained the same.

Items on the three tests were scored in a manner consistent with the cognitive material presented in discrimination training. Three points were given for choosing a response type identified as facilitative during the stage of the counseling process represented in the item, zero points were given for choosing a response type identified as nonfacilitative during that stage of the counseling process, and one point was given for choosing a neutral response (one not discussed as having particular significance at the stage of the counseling process).

#### Free Response Exercise

The Free Response Exercise is a 25-item audiotaped instrument. Each item consists of a description of the status of the counseling relationship and a client statement (see Appendix Z). Counselor trainees were required to tape a counselor response to each of the 25 situations on a blank audiotape. The purpose of the instrument was to assess whether a trainee could produce an appropriate counselor response in a particular counseling situation.

Twenty-five basic counseling situations and client statements were developed covering the three stages of the counseling process included in discrimination training. Two sets of parallel items were developed to form three equivalent forms for the pretest, posttest, and followup measures. Each set of items was recorded on an audiotape. Three roleplayers served as a narrator to introduce the counseling situations and a male and a female client.

Items on the three forms of the test were scored in the same manner as items on the Response Exercise. Three points were given for

a response type identified as facilitative during the stage of the counseling process represented in the item, zero points were given for a response type identified as nonfacilitative during that stage of the counseling process, and one point was given for a neutral response type (one not discussed as having particular significance at that stage of the counseling process).

Three raters were employed to listen to the pretest, posttest, and followup test audiotapes and categorize the counselor trainees responses into the ten response type categories. The three raters were first-year doctoral students in the counselor education program at Michigan State University. Two held master's degrees and the third held a specialist degree in the counseling field. All had practical experience as counselors.

The raters received two hours of training in identifying response types and specific guidelines for rating the tapes (see Appendix AA). A sample tape was rated and discussed to ensure that the three raters were rating consistently, i.e., that they were using the same criteria for categorizing a response into a particular response category. Results from the sample tape indicated that there was a high level of agreement among raters as to the categorization of responses. Interrater agreement is reported in chapter III.

For purpose of scoring the instrument, a response was labeled as a particular response type if at least two of the three raters had placed it in the same response category. Items on which no two raters agreed were judged by a fourth rater. In all cases, the response category assigned by the fourth rater was consistent with that of one

of the original raters, and the response was placed in that category. The percent of items on which a fourth rater was necessary was very small (3.25 percent of the items on the pretest, 4.13 percent of the items on the posttest, and 2.78 percent of the items on the followup test).

When a counselor trainee response to an item included more than one response type, it was scored in one of two ways. If the correct response to the item was a passive response-type and the trainee's response included a passive and an active response-type, the item was scored as incorrect. If the correct response to the item was an active response-type and the trainee's response included a passive plus an active response-type, the item was scored as correct.

### Rating Exercise

The Rating Exercise is a ten-minute audiotaped counseling interview between a male client and a female counselor with an accompanying rating form (see Appendix BB). Counselor trainees listened to the interview and rated the counselor's skills along various dimensions of counselor performance listed on the rating form. The purpose of the instrument was to assess whether, in a simulation of an actual counseling situation, the trainee could judge what types of counselor responses facilitated and what types of counselor responses impeded the progress of the interview.

Dimensions of counselor performance were divided into three general areas of competence related to: (a) general counseling behaviors (seven items), (b) counselor responses (eleven items), and

(c) implementation of the counseling process (ten items). For all three areas, counselor trainees rated how well the counselor had performed each particular skill along a six-point continuum ranging from zero (no attempt) to five (exceptionally well). For the area related to counselor responses, trainees also rated how often the counselor had performed each particular skill on a five-point continuum ranging from one (seldom or never) to five (excessively). The area related to counseling process was omitted on the pretest measure because of time constraints and because the pretest measures were used as a check on equivalence between the treatment and control groups and not as a measure of learning.

The Rating Exercise was scored by comparing trainees' ratings on each item to the ratings of a panel of experts. The seven expert raters were doctoral students in the counselor education and rehabilitation counseling program at Michigan State University. They held at least a master's degree in counseling and had practical experience as counselors. The experts rated the pre-, post-, and followup Rating Exercise interviews using the same instructions and rating forms as the counselor trainees.

All items were rated on a five or six point scale. Items on which expert ratings showed a discrepancy of three or more points (e.g., an item receiving both a "one" and a "four" rating) were discarded. The seven expert ratings on the remaining items were averaged and rounded off to the nearest whole number. Averages that fell at the midpoint between two ratings were rounded toward the middle rank of three. These scores were used as expert ratings.

Trainee ratings were compared to the expert ratings to get a measure of agreement between expert and trainee. The expert ratings were subtracted from the subjects' ratings to get a score for each item which measured the amount of deviation from the expert rating. Deviations were summed to get a positive and negative deviation score. As such, the scores reflect the subjects' tendency to rate either above or below the expert ratings. The larger the absolute value of either score, the greater the subjects' discrepancy from the expert ratings.

#### Data Collection

During the first workshop session, all subjects responded to the three pretest measures. After two sessions of training related to their particular treatment group, subjects responded to the three posttest measures. Those subjects who agreed to participate responded to the three followup measures six weeks after the completion of treatment.

#### Data Analysis

Statistical analyses were computed on a Control Data 6500 computer available at Michigan State University. The multivariate analysis of variance computer program developed by Finn and adapted for use at Michigan State University by Scheifley and Schmidt (1973) was used to compute the primary analyses.

A multivariate analysis of variance was computed to assess immediate treatment effects. Helmert contrasts were utilized to detect differences between the treatment and control groups and between the

two control groups. Pretest scores were not sufficiently related to the posttest scores to warrant being used as covariates in the analysis. The three posttest scores were employed as the multiple dependent measures.

To assess the maintenance of treatment effects over time, a repeated measures multivariate analysis of variance using Helmert contrasts was conducted. Again, pretest scores were not sufficiently related to the dependent measures to warrant being used as covariates in the analysis. The sum and difference scores formed by combining the posttest and followup scores were used as the multiple dependent measures.

The alpha level for the multivariate tests relating to the six hypotheses of interest was set at .05. The ordering of the dependent variables was based upon logical sequencing according to how specifically the instruments appeared to measure the skills which the treatment package had been designed to teach. The Response Exercise and Free Response Exercise were placed before the Rating Exercise in the ordering since these two instruments appeared to measure the skills taught during the treatment program more specifically than the rating task. The Rating Exercise was developed primarily as a measure for the research study run simultaneously with this investigation and, as such, focused only generally on the skills addressed by the hypotheses of this investigation (Taylor, 1978).

The Response Exercise was placed before the Free Response Exercise in the ordering since it appears to measure a lower level skill than the Free Response Exercise, and therefore one which might

have been more easily acquired in a three-session workshop. The Free Response Exercise requires that counselor trainees produce an appropriate response, whereas the Response Exercise requires only that counselor trainees be able to choose an appropriate response from a given list of four. It seems logical that subjects will learn the discrimination task first and the more difficult production task second. Thus, the greatest differentiation between the treatment and control groups was expected on the Response Exercise.

Reliability coefficients were computed to assess the internal consistency of the dependent measures and the degree of trainer consistency in identifying response types. Interrater agreement was computed for the Free Response Exercise.

The results from these analyses are reported in chapter III.

## CHAPTER III

### RESULTS

Primary analyses related to the research hypotheses plus supplementary analyses dictated by the nature of the investigation are reported in this chapter. The primary analyses, being of greatest interest, are reported first.

The results of the primary analyses are based upon measures of the subjects' ability to identify, produce, and evaluate counselor responses which are judged to be appropriate in a particular counseling situation. The measures were a multiple choice paper-and-pencil test in which subjects chose the most appropriate response from among four possible counselor responses to a client statement (Response Exercise), an audiotaped test in which subjects recorded their responses to audiotaped client statements (Free Response Exercise), and a paper-and-pencil instrument in which subjects listened to a short audiotaped counseling interview and then rated the counselor along various dimensions related to counselor performance (Rating Exercise). Three forms of each of the measures were developed and administered during the pretest, posttest, and followup periods. Total scores were computed for the Response Exercise and Free Response Exercise. Two subscale scores were computed for the Rating Exercise which were measures of the subjects' positive and negative deviations from the expert ratings.

In order to test for the main effect of treatment immediately

following the conclusion of training, a one-way multivariate analysis of variance with Helmert contrasts was computed. A one-way multivariate analysis of variance with repeated measures involving only those subjects who had participated in the followup study was then computed to test for the maintenance of treatment effects over time. Again, Helmert contrasts were utilized to assess treatment effects.

The results of the supplementary analyses are reported after the examination of the main hypotheses. These include trainer reliability, interrater reliability for the Free Response Exercise, and internal consistency reliability estimates for the three forms of the Response Exercise, Free Response Exercise, and Rating Exercise.

#### Immediate Posttesting

The first statistical analysis was performed using the 32 subjects who completed the pretest and posttest measures. The means and standard deviations for the treatment and control groups on the pretest and posttest measures are reported in Tables 1 and 2. As mentioned previously, two subscores are given for the Rating Exercise which reflect the magnitude of positive and negative deviations from the expert ratings.

Intercorrelations for the posttest forms of the Response Exercise, Free Response Exercise, and Positive and Negative Deviation Scales of the Rating Exercise are reported in Table 3. The highest correlation was a negative relationship between the Positive and Negative Deviation Scales of the Rating Exercise ( $-.60$ ). This correlation suggests that trainees who had a tendency to overrate certain aspects of the counselor's performance on the Rating Exercise had a corresponding

Table 1  
Cell Means and Standard Deviations for the Treatment and Control Groups on the  
Pretest Response Exercise, Free Response Exercise, and Positive  
and Negative Deviation Scales of the Rating Exercise

Dependent Measure	Treatment ( $\underline{n} = 16$ )		Control I ( $\underline{n} = 8$ )		Control II ( $\underline{n} = 8$ )	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Response Exercise	49.63	8.81	47.63	11.89	45.75	7.74
Free Response Exercise	49.06	7.04	48.13	10.59	39.63	22.17
Rating Exercise						
Positive Deviation Scale	19.56	10.17	19.88	6.51	19.00	7.37
Negative Deviation Scale	5.25	5.57	3.13	1.46	6.63	6.41

Table 2  
Cell Means and Standard Deviations for the Treatment and Control Groups on the  
Posttest Response Exercise, Free Response Exercise, and Positive  
and Negative Deviation Scales of the Rating Exercise

Dependent Measure	Treatment ( <u>n</u> = 16)		Control I ( <u>n</u> = 8)		Control II ( <u>n</u> = 8)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Response Exercise	51.38	2.99	37.38	7.19	39.88	5.19
Free Response Exercise	64.75	4.71	52.38	7.25	54.50	7.27
Rating Exercise						
Positive Deviation Scale	29.94	13.48	20.63	13.61	19.00	11.29
Negative Deviation Scale	6.31	11.26	2.75	3.11	6.00	3.12

Table 3

## Intercorrelations for the Dependent Measures

Posttest Correlation Matrix for the Response Exercise,  
Free Response Exercise, and Positive and Negative  
Deviation Scales of the Rating Exercise

	Response Exercise	Free Response Exercise	Rating Exercise Positive Deviation Scale
Free Response Exercise	.31		
Rating Exercise			
Positive Deviation Scale	-.11	.25	
Negative Deviation Scale	.03	-.29	-.60

tendency not to underrate other aspects of the counselor's performance, and vice versa.

All other correlations between the measures were relatively low suggesting that the three instruments used as dependent measures were measuring different, albeit moderately related, counseling skills. Examination of the correlation matrix reveals that being able to identify an appropriate counselor response (Response Exercise), produce an appropriate counselor response (Free Response Exercise), and evaluate a counselor's performance (Positive and Negative Deviation Scales of the Rating Exercise) are only moderately related and appear to be essentially different skills.

As an initial step in the first analysis, a test was performed to determine whether the pretest measures were useful covariates in the analysis. Campbell and Stanley (1963) state that even when random assignment has occurred, covariates may be useful in increasing precision in an experimental study. The test for association between the pretest measures and posttest measures was not significant at the .05 level,  $F(16, 67.85) = 1.00$ ,  $p < .466$ , and indicated that the pretest measures should not be used as covariates. Therefore, a multivariate analysis of variance (MANOVA) was computed on the posttest scores in order to test Hypotheses 1 and 2 with an alpha level of .05.

#### Hypothesis 1:

Counselor trainees in the treatment group who receive discrimination training will score significantly better on the Response Exercise, Free Response Exercise, and Rating Exercise at the end of the training period than counselor trainees in the control treatments who do not receive discrimination training.

This hypothesis was supported. The multivariate test of the first Helmert contrast comparing the treatment group against the two control groups was significant at the .05 level,  $F(4, 26) = 18.01$ ,  $p < .0001$ .

In examining the univariate  $F$  tests for each of the dependent measures, the .05 alpha level was partitioned to control for the overall Type I error. Thus, each dependent measure was tested at the .0125 level.

The univariate  $F$  tests for the Response Exercise and Free Response Exercise indicated that there was a significant difference between the treatment and control groups on each of these measures when tested independently. There was no significant difference between the treatment and control groups on either the positive or the negative deviation score of the Rating Exercise.

Examination of the stepdown  $F$  probabilities to assess the contribution of each dependent measure to the overall treatment effect suggests that the Response Exercise was the most important variable contributing to differences between the treatment and control groups. Although the Free Response Exercise was significant at the .0001 level when tested independently, the significance level dropped to .083 when it was tested conditionally and placed second in the ordering to the Response Exercise. This suggests that whatever contribution the Free Response Exercise made to differentiating between the treatment and control groups was largely redundant to that of the Response Exercise. The Rating Exercise appears to have contributed very little to overall treatment differences. These results are reported in Table 4.

Table 4

Multivariate and Univariate Analysis of Variance F and Stepdown F  
 Statistics for Posttest Response Exercise, Free Response  
 Exercise, and Positive and Negative Deviation Scales  
 of the Rating Exercise  
 Treatment (n = 16) vs. Control I (n = 8)  
 and Control II (n = 8) Comparison

Dependent Measure	Multivariate <u>F</u> 18.01 with 4, 26 <u>df</u> , <u>p</u> < .001				
	Mean Square Between	Univariate <u>F</u> 1, 29 <u>df</u>	<u>p</u> <	Stepdown <u>F</u>	<u>p</u> <
Response Exercise	1300.50	55.10	.0001	55.10	.0001
Free Response Exercise	1023.78	27.72	.0001	3.23	.083
Rating Exercise					
Positive Deviation Scale	820.13	4.84	.036	1.35	.256
Negative Deviation Scale	30.03	0.43	.519	2.87	.102

The mean scores on the posttest measures reported in Table 2 indicate that the treatment group scored significantly higher on the Response Exercise and Free Response Exercise. Results on the Rating Exercise indicate that subjects in the treatment group were more inclined to differ in a positive direction from the expert ratings than subjects in the control groups.

To assess the strength of the treatment effect and to determine whether the statistical significance of Hypothesis 1 was meaningful in terms of the actual amount of difference between the treatment and control groups, the least square estimates of the treatment effects were examined. A 95 percent confidence interval using the least square estimates and corresponding standard errors was constructed for each dependent variable. The values for each confidence interval were then divided by the standard deviation of each dependent measure in order to translate the estimates of treatment effect into standard deviation units. These results are reported in Table 5.

The least square estimates provide estimates of the population differences between the treatment and control groups on the dependent measures based on the sample data. With infinite replications of this research investigation, it is expected that the generated confidence intervals will cover the true (population) value of the difference between the treatment and control groups 95 percent of the time. The confidence intervals for the Response Exercise, Free Response Exercise, and Positive Deviation Scale of the Rating Exercise do not span zero which indicates that there was a significant difference between the treatment and control groups on these three measures at

Table 5

Least Square Estimates, Standard Errors of Least Square Estimates, 95 Percent Confidence Intervals for the Least Square Estimates, Standard Deviations of the Posttest Measures, and 95 Percent Confidence Intervals for the Least Square Estimates in Standard Deviation Units for the Response Exercise, Free Response

Exercise, and Positive and Negative Deviation Scales

of the Rating Exercise

Treatment ( $\bar{n} = 16$ ) vs. Control I ( $\bar{n} = 8$ ) and Control II ( $\bar{n} = 8$ ) Comparison

Dependent Measure	Least Square Estimate	Standard Error of Least Square Estimate	Confidence Interval	Standard Deviation	Confidence Interval in Standard Deviation Units
Response Exercise	12.750	1.718	9.383 - 16.117	4.895	1.917 - 3.233
Free Response Exercise	11.313	2.148	7.103 - 15.523	6.082	1.168 - 2.552
Rating Exercise .					
Positive Deviation Scale	10.125	4.603	7.103 - 13.147	11.814	.601 - 1.113
Negative Deviation Scale	1.938	2.965	-3.873 - 7.749	8.552	-.453 - .906

the .05 level. These results are consistent with those from the univariate F tests reported in Table 4. The confidence intervals in standard deviation units for the Response Exercise and Free Response Exercise indicate a strong and meaningful treatment effect. Subjects in the treatment group scored approximately two to three standard deviations higher on the Response Exercise and one to two-and-a-half standard deviations higher on the Free Response Exercise than subjects in the control groups.

#### Hypothesis 2 :

There will be no significant difference in level of performance between the two control groups on the Response Exercise, Free Response Exercise, and Rating Exercise at the end of the training period.

This hypothesis was supported. The multivariate test of the second Helmert contrast comparing the two control groups was not significant,  $F(4, 26) = .484, p < .748$ . In addition, none of the univariate F tests for the dependent measures was significant at the .0125 level. Examination of the Stepdown F statistics indicated that none of the measures were significant when tested conditionally. These results are reported in Table 6.

The mean scores on the posttest measures reported in Table 2 indicate that the two control groups exhibited minimal differences in level of performance after the treatment period.

#### Followup Testing

A second and separate analysis was performed using the 23 subjects who participated in the followup portion of the study in

Table 6

Multivariate and Univariate Analysis of Variance  $\underline{F}$  and Stepdown  $\underline{F}$  Statistics  
for Posttest Response Exercise, Free Response Exercise, and Positive  
and Negative Deviation Scales of the Rating Exercise

Control I ( $\underline{n} = 8$ ) vs. Control II ( $\underline{n} = 8$ )

Dependent Measure	Multivariate $\underline{F} = .484$ with 4, 26 df, $\underline{p} < .748$			
	Mean Square Between	Univariate $\underline{F}$ 1, 29 df	$\underline{p} <$	Stepdown $\underline{F}$
Response Exercise	25.00	1.06	.312	1.06
Free Response Exercise	18.06	0.49	.490	.15
Rating Exercise				
Positive Deviation Scale	10.56	0.06	.805	.07
Negative Deviation Scale	42.25	0.60	.445	.74

order to test for maintenance of treatment effects from the time of the posttesting to the time of the followup testing. The means and standard deviations on the pretest, posttest, and followup measures for the treatment and control groups are reported in Tables 7, 8, and 9. For the Rating Exercise, two subscale scores are again given to reflect the magnitude of positive and negative deviations from the expert ratings.

In order to test for the maintenance of treatment effects over time, a repeated measures design was used which required that sum and difference variables (over time) be calculated for each of the dependent measures. The means for the treatment and control groups on these variables are reported in Tables 10 and 11. The sum variables were used to test for treatment effects, and the difference variables were used to test for the maintenance of treatment effects over time (measures effect) and the treatment by measures interaction.

As an initial step in the analysis of treatment effects, a test was performed to determine whether the pretest scores were useful covariates in testing for the main effect of treatment. The test for association between the pretest measures and sum variables was not significant at the .05 level,  $F(16, 40.35) = 1.59$ ,  $p < .117$ , and indicated that the pretest measures should not be used as covariates when testing for the main effect of treatment. Therefore, a multivariate analysis of variance was computed on the dependent measures in order to test Hypotheses 3 and 4.

Table 7

Cell Means and Standard Deviations for the Treatment and Control Groups on the  
 Pretest Response Exercise, Free Response Exercise, and Positive  
 and Negative Deviation Scales of the Rating Exercise

Dependent Measure	Treatment ( $\underline{n} = 13$ )		Control I ( $\underline{n} = 4$ )		Control II ( $\underline{n} = 6$ )	
	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$
Response Exercise	50.08	9.40	53.25	14.17	47.50	7.82
Free Response Exercise	49.00	6.01	49.75	11.18	34.17	23.32
Rating Exercise						
Positive Deviation Scale	19.15	9.99	21.00	8.83	16.00	5.69
Negative Deviation Scale	5.23	6.09	3.25	1.71	8.50	6.35

Table 8

Cell Means and Standard Deviations for the Treatment and Control Groups on the  
Posttest Response Exercise, Free Response Exercise, and Positive  
and Negative Deviation Scales of the Rating Exercise

Dependent Measure	Treatment ( $\underline{n} = 13$ )		Control I ( $\underline{n} = 4$ )		Control II ( $\underline{n} = 6$ )	
	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$
Response Exercise	51.38	2.90	38.25	4.33	38.50	5.01
Free Response Exercise	64.00	4.62	52.50	8.35	55.00	5.73
Rating Exercise						
Positive Deviation Scale	30.00	14.82	22.00	17.72	18.50	7.39
Negative Deviation Scale	7.08	12.45	3.75	4.19	4.83	1.47

Table 9

Cell Means and Standard Deviations for the Treatment and Control Groups on the  
 Followup Response Exercise, Free Response Exercise, and Positive  
 and Negative Deviation Scales of the Rating Exercise

Dependent Measure	Treatment ( $\underline{n} = 13$ )		Control I ( $\underline{n} = 4$ )		Control II ( $\underline{n} = 6$ )	
	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$	$\underline{M}$	$\underline{SD}$
Response Exercise	47.69	7.08	34.75	10.90	38.17	5.23
Free Response Exercise	59.38	6.70	54.50	10.08	46.00	10.08
Rating Exercise						
Positive Deviation Scale	31.38	19.05	13.25	15.95	11.00	18.65
Negative Deviation Scale	4.08	4.96	7.50	11.90	1.00	2.45

Table 10

Cell Means for the Treatment and Control Groups on the Sum Scores for the  
Response Exercise, Free Response Exercise, and Positive and Negative  
Deviation Scales of the Rating Exercise across

## Post and Followup Testing

Dependent Measure	Treatment ( $\underline{n} = 13$ )	Control I ( $\underline{n} = 4$ )	Control II ( $\underline{n} = 6$ )
Response Exercise	99.08	73.00	76.67
Free Response Exercise	123.38	107.00	101.00
Rating Exercise			
Positive Deviation Scale	61.38	40.25	55.50
Negative Deviation Scale	11.15	12.00	7.17

Table 11

Cell Means for the Treatment and Control Groups on the Difference Scores for the  
Response Exercise, Free Response Exercise, and Positive and Negative  
Deviation Scales of the Rating Exercise across  
Post and Followup Testing

Dependent Measure	Treatment ( $\bar{n} = 13$ )	Control I ( $\bar{n} = 4$ )	Control II ( $\bar{n} = 6$ )
Response Exercise	3.69	3.50	.33
Free Response Exercise	4.62	-2.00	9.00
Rating Exercise			
Positive Deviation Scale	-1.38	3.75	-18.50
Negative Deviation Scale	3.00	-4.50	2.50

Hypothesis 3:

Counselor trainees in the treatment group who receive discrimination training will score significantly better on the Response Exercise, Free Response Exercise, and Rating Exercise at the time of the followup than counselor trainees in the control treatments who do not receive discrimination training.

This hypothesis was supported. The multivariate test of the first Helmert contrast comparing the treatment group against the two control groups was significant at the .05 level,  $F(4, 17) = 13.87$ ,  $p < .0001$ ).

The univariate  $F$  tests for the Response Exercise and Free Response Exercise indicated that there was a significant difference between the treatment and control groups on these two measures when tested at the .0125 level. There was no significant difference between the treatment and control groups on either the positive or negative deviation score of the Rating Exercise. Examination of the stepdown  $F$  probabilities suggests that the Response Exercise was the most significant variable contributing to differences between the treatment and control groups. The other three measures appeared to be largely redundant and did not contribute greatly to overall treatment differences. These results are reported in Table 12.

The means of the sum scores for the dependent measures reported in Table 10 indicate that the treatment group scored significantly higher on the Response Exercise and Free Response Exercise than the control groups. Performance on the Rating Exercise was approximately equal.

Table 12

Multivariate and Univariate Analysis of Variance  $\underline{F}$  and Stepdown  $\underline{F}$  Statistics  
for the Response Exercise, Free Response Exercise, and Positive  
and Negative Deviation Scales of the Rating Exercise  
across Post and Followup Testing

Treatment ( $\underline{n} = 13$ ) vs. Control I ( $\underline{n} = 4$ ) and Control II ( $\underline{n} = 6$ )

Dependent Measure	Multivariate $\underline{F} = 13.87$ with 4, 17 df, $\underline{p} < .0001$			
	Mean Square Between	Univariate $\underline{F}$ 1, 20 df	$\underline{p} <$	Stepdown $\underline{F}$ $\underline{p} <$
Response Exercise	3222.35	36.32	.0001	36.32 .0001
Free Response Exercise	2257.39	17.19	.0005	3.36 .083
Rating Exercise				
Positive Deviation Scale	811.83	1.11	.305	.85 .369
Negative Deviation Scale	23.84	0.13	.720	3.89 .065

Hypothesis 4:

There will be no significant difference in level of performance between the two control groups on the Response Exercise, Free Response Exercise, and Rating Exercise at the time of the followup.

This hypothesis was supported. The multivariate test of the second Helmert contrast comparing the two control groups was not significant at the .05 level,  $F(4, 17) = .469$ ,  $p < .758$ . In addition, none of the univariate  $F$  tests for the dependent measures was significant at the .0125 level. Examination of the stepdown  $F$  statistics indicated that none of the measures were significant when tested conditionally. The results are reported in Table 13.

The sum score means reported in Table 10 indicate that the two control groups performed similarly on the Response Exercise, Free Response Exercise, and positive and negative deviation scores of the Rating Exercise.

As an initial step in the analysis of the repeated measures effect and the treatment by measures interaction, a test was computed to determine whether the pretest measures were useful as covariates. The test for association between the pretest measures and difference scores was not significant at the .05 level,  $F(16, 40.35) = 870$ ,  $p < .605$ , and indicated that the pretest measures should not be used as covariates when testing the repeated measures factor and interaction factor. Therefore, a multivariate analysis of variance was computed on the dependent measures in order to test Hypotheses 5 and 6.

Table 13

Multivariate and Univariate Analysis of Variance  $\underline{F}$  and Stepdown  $\underline{F}$  Statistics  
for the Response Exercise, Free Response Exercise, and Positive  
and Negative Deviation Scales of the Rating Exercise  
across Post and Followup Testing

Control I ( $\underline{n} = 4$ ) vs. Control II ( $\underline{n} = 6$ )

Dependent Measure	Multivariate $\underline{F} = .469$ with 4, 17 df, $\underline{p} < .758$			
	Mean Square Between	Univariate $\underline{F}$ 1, 20 df	$\underline{p} <$	Stepdown $\underline{F}$ $\underline{p} <$
Response Exercise	32.27	0.36	.553	.36 .553
Free Response Exercise	86.40	0.66	.427	.81 .381
Rating Exercise				
Positive Deviation Scale	558.15	0.76	.393	.82 .376
Negative Deviation Scale	56.07	0.31	.583	.004 .950

Hypothesis 5:

There will be no significant decrease in level of performance on the Response Exercise, Free Response Exercise, and Rating Exercise for all counselor trainees from the time of the administration of the followup measures.

This hypothesis was supported. The multivariate test of repeated measures comparing the posttest period to followup period was not significant at the .05 level,  $F(14, 17) = 2.53$ ,  $p < .079$ .

In addition, none of the univariate  $F$  tests for the dependent measures was significant at the .0125 level indicating that there was no significant change in level of performance between the posttest and followup period. The univariate test for change in level of performance on the Free Response Exercise, however, bordered on significance ( $F = 7.31$ ,  $p < .014$ ). Examination of the stepdown  $F$  statistics indicated that none of the measures produced significant results when tested conditionally. The Free Response Exercise, however, would have bordered on significance if it had been placed first in the ordering. These results are reported in Table 14.

Because all subjects in the original posttest group did not participate in the followup testing, small and unequal cell sizes were used in the repeated measures analysis. The decrease in power due to this decrease in sample size might have been responsible for the failure to detect a measures effect. To explore this possibility posttest means and standard deviations on the dependent measures for all subjects who participated in the posttesting were compared to the posttest means and standard deviations on the dependent measures for that subset of subjects who participated in the followup testing.

Table 14

Multivariate and Univariate Analysis of Variance  $\underline{F}$  and Stepdown  $\underline{F}$  Statistics  
for the Response Exercise, Free Response Exercise, and Positive  
and Negative Deviation Scales of the Rating Exercise  
across Treatment Groups

Post vs. Followup Testing (Measures Effect)

Dependent Measure	Multivariate $\underline{F}$ = 2.53 with 4, 17 df, $\underline{p} < .079$			
	Mean Square Between	Univariate $\underline{F}$ 1, 20 df	$\underline{p} <$	Stepdown $\underline{F}$ $\underline{p} <$
Response Exercise	178.09	3.63	.071	3.63 .071
Free Response Exercise	488.52	7.31	.014	4.88 .040
Rating Exercise				
Positive Deviation Scale	565.04	2.06	.167	.62 .440
Negative Deviation Scale	56.35	0.67	.424	.65 .433

These results are reported in Table 15.

Visual inspection of the means and standard deviations indicated that the two groups were essentially equivalent at the time of the post-testing. It was concluded, therefore, that the subset of subjects who participated in the followup testing were representative of the total group of subjects.

To get a clearer idea of the amount of change on the dependent variables from the posttesting to followup testing, means for each group on each dependent measure at both points in time were plotted graphically. These results are represented in Figures 4, 5, 6, and 7. The figures are included to show change in performance level on the dependent measures over time and not to suggest the presence of significant interactions.

On the Response Exercise (Figure 4), the level of performance of the treatment group showed the greatest tendency to decrease while the performance level of the two control groups remained about the same. The treatment group and control group II showed some tendency to decrease in level of performance on the Free Response Exercise while the performance level of control group I remained about the same (Figure 5).

On the Positive Deviation Scale of the Rating Exercise (Figure 6), the level of performance of the treatment group remained approximately the same while the performance level of both control groups showed a tendency to decrease. Finally, the performance level of the treatment group and control group II showed a tendency to decrease on the Negative

Table 15

Posttest Means and Standard Deviations for the Treatment  
and Control Groups across the Response Exercise,  
Free Response Exercise, and Positive and  
Negative Deviation Scales of the  
Rating Exercise

Dependent Variable	Total Group (N = 32)		Followup Group (N = 23)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Response Exercise				
Treatment	51.38	2.99	51.38	2.90
Control I	37.38	7.19	38.25	4.35
Control II	39.88	5.19	38.50	5.01
Free Response Exercise				
Treatment	64.75	4.71	64.00	4.62
Control I	52.38	7.25	52.50	8.35
Control II	54.50	7.27	55.00	5.73
Rating Exercise				
Positive Deviation Scale				
Treatment	29.94	13.48	30.00	14.82
Control I	20.63	13.61	22.00	17.72
Control II	19.00	11.29	18.50	7.40
Negative Deviation Scale				
Treatment	6.31	11.26	7.08	12.45
Control I	2.75	3.11	3.75	4.19
Control II	6.00	3.12	4.83	1.47

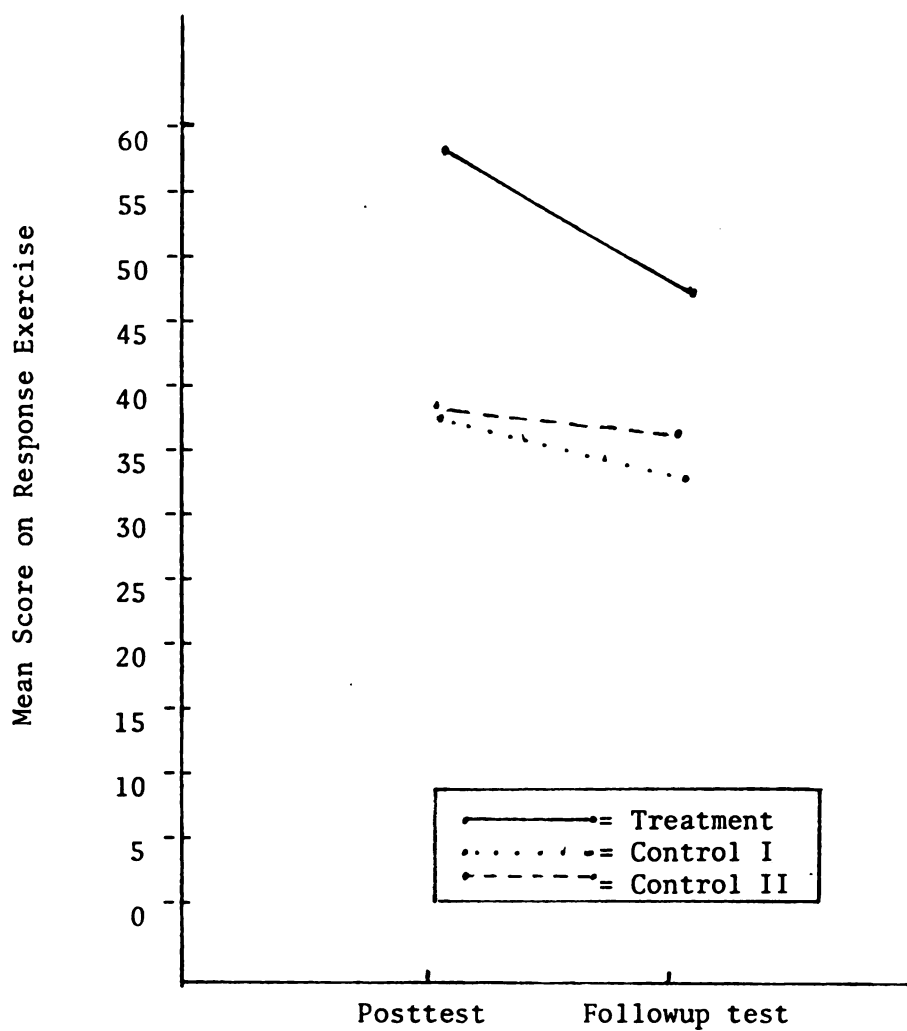


Figure 4. Comparison of mean scores on the Response Exercise between post and followup tests.

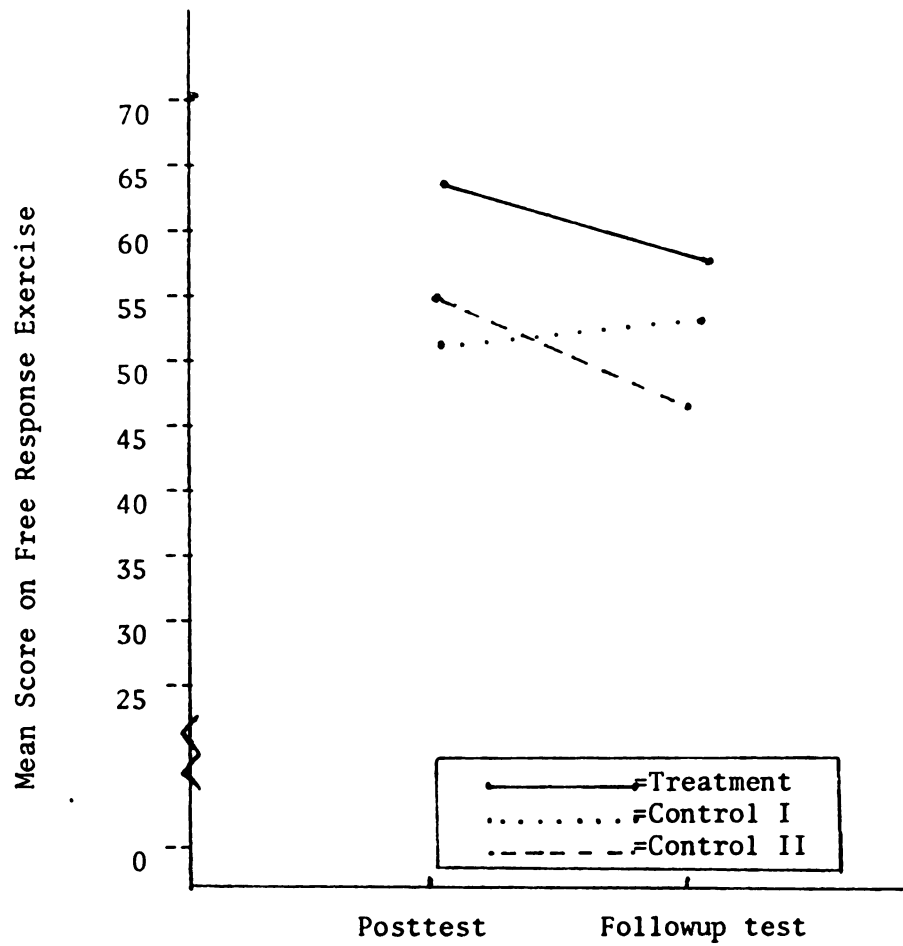


Figure 5. Comparison of mean scores on the Free Response Exercise between post and followup tests.

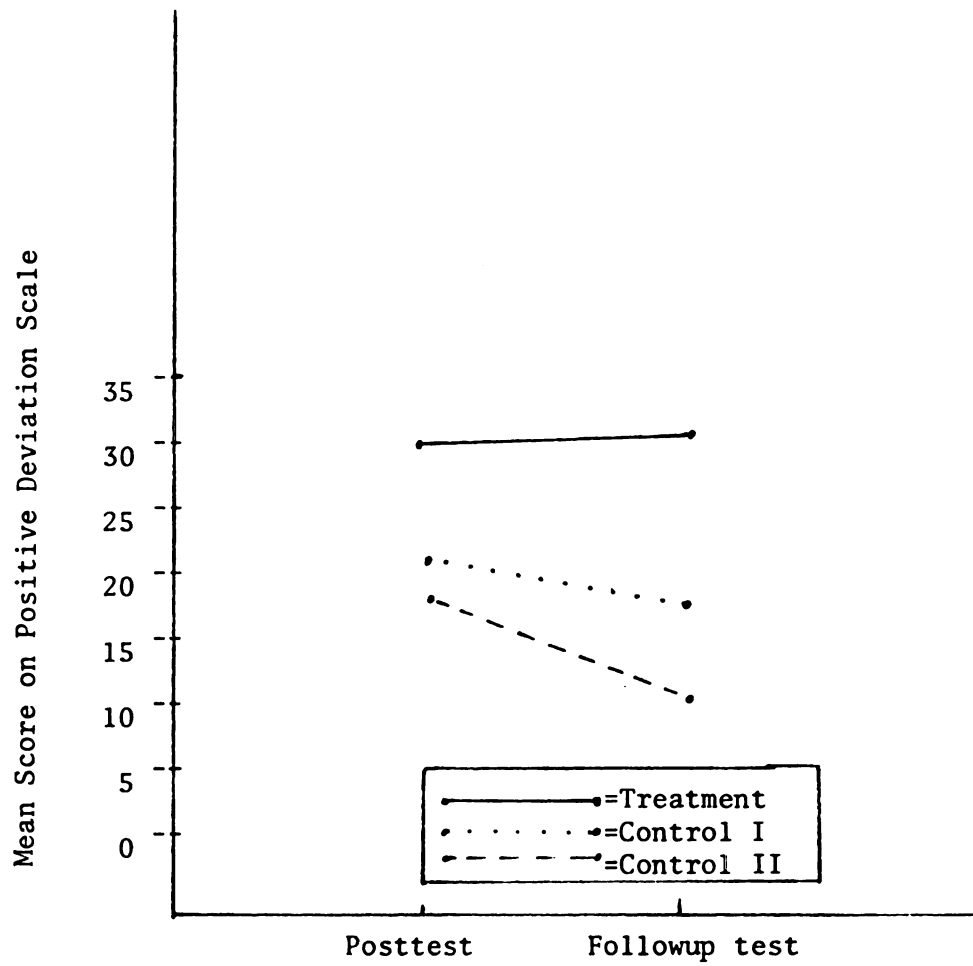


Figure 6. Comparison of mean scores on the Positive Deviation Scale of the Rating Exercise between post and followup tests

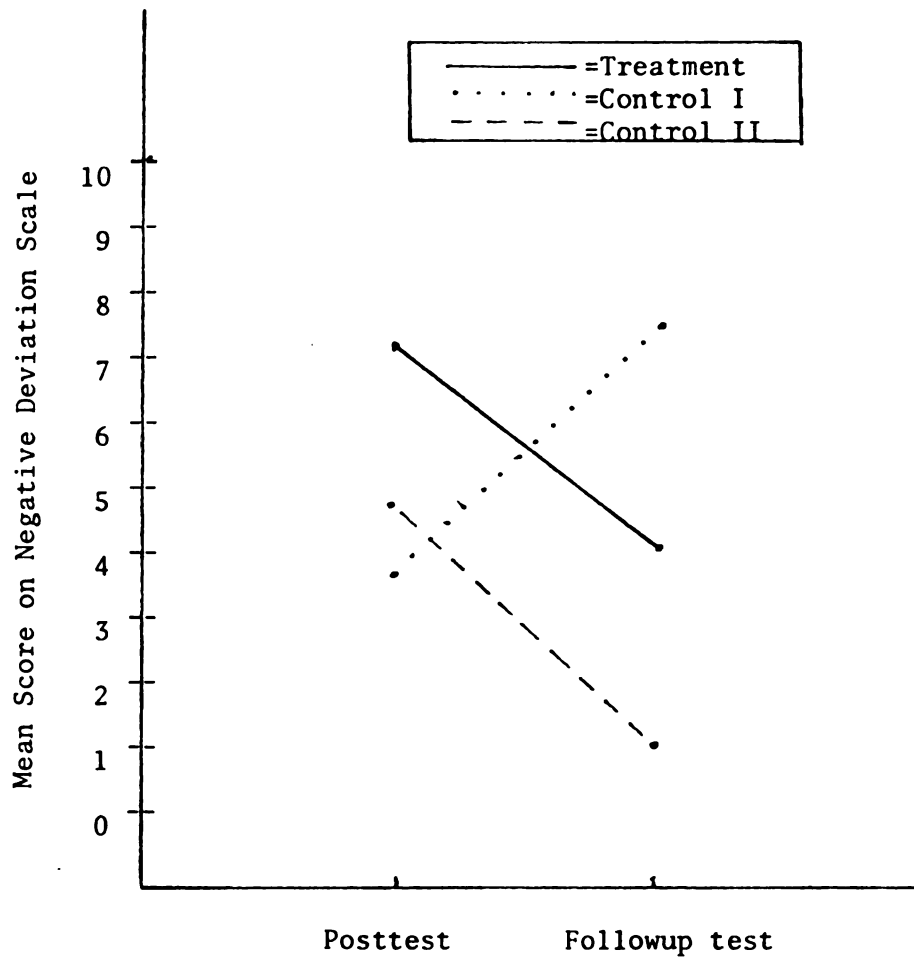


Figure 7. Comparison of mean scores on the Negative Deviaion Scale of the Rating Exercise between post and followup tests.

Deviation Scale of the Rating Exercise while the performance level of control group I showed a tendency to increase (Figure 7).

#### Hypothesis 6:

There will be no significant interaction between trainee group (treatment, control I, control II) and time of administration of the dependent measures (post, followup).

This hypothesis was supported. The multivariate test of interaction was not significant at the .05 level,  $F(8, 34) = 1.45, p < .211$ . In addition, none of the univariate  $F$  tests for the dependent measures was significant at the .0125 level. These results are reported in Table 16.

#### Supplementary Analyses

The following supplementary analyses were performed in order to obtain reliability estimates for the consistency with which trainers categorized response types and the internal consistency of the pretest, posttest, and followup forms of the Response Exercise, Free Response Exercise, and Rating Exercise. Interrater agreement was computed for the Free Response Exercise.

#### Trainer Reliability

In order to assess the trainers' understanding of the ten counselor response types and therefore, their ability to impart a common body of information regarding the meaning of the response types to the counselor trainees, the trainers were tested on their ability to identify the ten response types. After the first training session covering definitions and examples of the response types, trainers were given a 15-item test which consisted of 15 audiotaped client statements

Table 16

Multivariate and Univariate Analysis of Variance  $F$  and Stepdown  $F$  Statistics  
for the Response Exercise, Free Response Exercise, and Positive  
and Negative Deviation Scales of the Rating Exercise  
across Treatment Groups

## Treatment by Measures Interaction

Dependent Measure	Multivariate $F = 1.45$ with 8, 34 df, $p < .211$			
	Mean Square Between	Univariate $F$ 2, 20 df	$p <$	Stepdown $F$ $p <$
Response Exercise	24.41	0.49	.615	0.49 .615
Free Response Exercise	145.20	2.17	.140	2.25 .133
Rating Exercise				
Positive Deviation Scale	784.81	2.86	.081	1.37 .280
Negative Deviation Scale	89.58	1.06	.366	1.73 .207

and counselor responses. Trainers were required to label the counselor responses according to the ten response type categories.

A reliability coefficient was calculated for each of the ten response types in order to measure the degree of consistency with which the group of trainers judged the 15 counselor responses as belonging in each particular response category. The reliability coefficients for the ten response types were averaged, and a mean reliability rating of .69 was found across the ten response types. The individual reliability estimates for the ten response types are reported in Table 17.

#### Interrater Agreement for the Free Response Exercise

Three raters (A, B, and C) listened to and labeled all counselor trainee responses to the Free Response Exercise pretest, posttest, and followup test according to the ten counselor response type categories. Ten sets of sample ratings (ten tests each having 25 items or a total of 250 items) were randomly selected from the entire group of ratings in order to determine the percentage of agreement between raters in categorizing responses. Raters A and B agreed on 205 or 82 percent of the items; raters A and C agreed on 214 or 85.6 percent of the items; raters B and C agreed on 218 or 87.2 percent of the items. All three raters agreed on 185 or 74 percent of the items.

Table 17  
Reliability of Trainer Ratings for the  
Ten Counselor Response Types

<u>Counselor Response Type</u>	<u>Reliability</u>
Restatement	.74
Questioning	.86
Informative statements	1.00
Suggestion	.86
Reinforcement	.43
Evaluative statements	.58
Confrontation	.73
Reflection	.63
Clarification	.23
Interpretation	.43
Average Reliability Rating across Response Types	.69

### Reliability of the Dependent Measures

In order to assess the reliability of the dependent measures, a measure of internal consistency, Cronbach's alpha, was computed for each of the pretest, posttest, and followup measures. Reliability coefficients for the Response Exercise were .60 for the pretest, .55 for the posttest, and .63 for the followup test. Reliability coefficients for the Free Response Exercise were .75 for the pretest, .81 for the posttest, and .73 for the followup test. Reliability coefficients for the Rating Exercise were .88 for the pretest, .96 for the posttest, and .95 for the followup test. These results are summarized in Table 18.

### Summary

The primary analysis in this investigation, a comparison of the treatment and control conditions immediately following treatment, yielded significant results at the .0001 level which indicated that subjects in the treatment group scored significantly better on the set of dependent variables than subjects in the control group. A one-way multivariate analysis of variance indicated that counselor trainees who received discrimination training scored significantly higher on the Response Exercise, Free Response Exercise, and Rating Exercise than counselor trainees who received an unrelated type of training. In addition, as hypothesized, there was no significant difference between the two control groups who had received only slight variations in their training programs ( $p < .748$ ). The main hypotheses of interest, therefore, were supported.

Table 18  
 Internal Consistency Reliability Coefficients for the  
 Pretest, Posttest, and Followup Forms of the  
 Response Exercise, Free Response  
 Exercise, and Rating Exercise

<u>Dependent Measure</u>	<u>Reliability</u>		
	<u>Pretest</u>	<u>Posttest</u>	<u>Followup</u>
Response Exercise	.60	.55	.63
Free Response Exercise	.75	.81	.73
Rating Exercise	.88	.96	.95

A second analysis utilizing a repeated measures design with those subjects who participated in a followup study indicated that differences between the treatment and control groups persisted over time. After a six-week period, trainees in the treatment group scored significantly higher than their counterparts in the control groups ( $p < .0001$ ). There was still no difference in level of performance between the two control groups ( $p < .758$ ).

Results from this analysis also indicated that, on the whole, there was no significant decrease in level of performance from the time of the posttesting to the time of the followup testing ( $p < .079$ ). There was also no treatment by measures interaction ( $p < .211$ ). All hypotheses of interest, therefore, were supported.

Supplementary analyses dealing with the questions of reliability in this study were also performed. Reliability coefficients were computed for the consistency with which trainers categorized response types and the internal consistency of the pretest, posttest, and followup forms of the Response Exercise, Free Response Exercise, and Rating Exercise. Interrater agreement was computed for the Free Response Exercise.

## CHAPTER IV

### SUMMARY, DISCUSSION, AND IMPLICATIONS

#### Summary

The purpose of the study was to determine whether counselor trainees who receive training designed to teach them when to use different counselor response types during the counseling process will use those response types more effectively than counselor trainees who do not receive training which emphasizes this integration of counselor response types and counseling process. Specifically, the investigation sought to answer the following questions:

1. Will adding the dimension of discrimination training to training in counselor response types increase counselor trainees' ability to (a) identify the most appropriate counselor response in a particular counseling situation, (b) make more appropriate responses at different stages of the counseling process, and (c) evaluate what types of counselor responses facilitate and what types of counselor responses impede counseling progress at different stages of the counseling process?
2. Will levels of performance on the dimensions of identification, production, and evaluation be maintained over time?

To answer these questions, a treatment program was developed to compare a group of counselor trainees who received discrimination training to two groups of counselor trainees who received unrelated types of training. Training for the treatment and control groups was

comparable in format, duration, and cognitive material presented regarding counselor response types except for emphasis in the treatment group on integrating response types with counseling process. In lieu of this emphasis, the control groups received training in writing learning objectives for difficult-to-define client problems followed by roleplaying and self-evaluation of the initial counseling interview.

The experimental design employed to test for treatment effects was the pretest-posttest design described and recommended by Campbell and Stanley (1963). Masters level counselor trainees enrolled in a core curriculum course on the counseling process were randomly assigned to the treatment ( $n = 16$ ) and control groups ( $n_{CI} = 8$ ,  $n_{CII} = 8$ ). All subjects participated in the three-session workshop. The three pretest measures were administered at the end of the first session after all subjects had received training in the ten counselor response types. The posttest measures were administered at the end of the third session.

To assess whether treatment effects were maintained over time, the dependent measures were administered six weeks after the end of training to subjects who agreed to participate in the followup testing. The design used to test for maintenance effects was a 2 X 3 repeated measures design in which the effect of time (from posttest to followup) was examined across the three treatment groups. Twenty-three of the original 32 subjects participated in the followup testing and were disproportionately distributed across treatment groups, creating unequal cell sizes ( $n_T = 13$ ,  $n_{CI} = 4$ ,  $n_{CII} = 6$ ).

Three instruments were developed as dependent measures to test counselor trainees' ability to identify, produce, and evaluate appropriate counselor response types. Three forms of each instrument were

developed for use as the pretest, posttest, and followup measures. The instruments were pilot-tested and refined before being used in the investigation.

The Response Exercise is a multiple-choice paper-and-pencil instrument developed to assess whether counselor trainees were able to determine which of four counselor responses was most appropriate in a particular counseling situation. Each multiple choice response was assigned a point value depending upon how appropriate the response was to the client statement. The instrument was scored by summing the points across items to get a total score. Internal consistency estimates for the three forms of the Response Exercise were pretest = .60, posttest = .55, and followup test = .63.

The Free Response Exercise is a series of 25 audiotaped counseling situations developed to measure whether counselor trainees were able to produce an appropriate counselor response to a client statement based upon information presented in each situation. Counselor trainees' responses were audiotaped and evaluated by three raters who categorized them according to counselor response type. Responses were assigned differing point values depending upon appropriateness of response type. Points were summed across items to get a total score. Internal consistency reliability estimates for the three forms of the Free Response Exercise were pretest = .75, posttest = .81, and followup test = .73.

The Rating Exercise is a short audiotaped counseling interview and corresponding rating form developed to assess how accurately counselor trainees could evaluate a counselor's performance by rating

general dimensions of counseling behavior along a continuum of performance. The instrument was scored by comparing trainee ratings to expert ratings and computing the degree to which trainees had over- or underestimated the counselor's performance. Two subscores, a positive and negative deviation score, were calculated to reflect the degree of deviation from the expert ratings. Internal consistency reliability estimates for the three forms of the Rating Exercise were pretest = .88, posttest = .96, and followup test = .95.

For the immediate effects of treatment, it was hypothesized that the treatment group would perform better on the Response Exercise, Free Response Exercise, and Rating Exercise than the control groups. It was further hypothesized that there would be no difference in level of performance for the two control groups on these three measures.

With regard to the followup investigation, the same two hypotheses regarding treatment effects were formulated. In addition, it was hypothesized that treatment effects would be maintained at the time of followup, and, furthermore, that there would be no interaction between treatment and time of testing.

Data collected immediately following treatment was analyzed using a one-way multivariate analysis of variance procedure. A preliminary analysis indicated that pretest scores were not sufficiently related to the dependent variables to warrant using multivariate analysis of covariance. Data from the posttests and followup tests was compared using a repeated measures multivariate analysis of variance procedure. Again, a preliminary analysis indicated that pretest scores were not sufficiently related to the dependent measures to

warrant using multivariate analysis of covariance.

Analysis of posttest data only using Helmert contrasts indicated a statistically significant treatment effect but no statistically significant difference between the two control groups. Thus the hypotheses related to immediate treatment effects were supported.

Analysis of the data collected at the followup testing offered further evidence of a treatment effect. Comparison of the posttest and followup data indicated that treatment effects had been maintained over time. There was no treatment by time-of-testing interaction.

#### Limitations

Limitations of the investigation will be discussed prior to considering conclusions that can be drawn from the findings and implications for counselor training. A thorough discussion of the limitations will place conclusions in proper perspective and, in addition, suggest directions for future research.

As employed in this study, the pretest-posttest-followup design with random assignment of subjects to the treatment groups is generally a sound design which controls for all threats to internal validity (Campbell & Stanley, 1963). Questions dealing with external validity are not as clearcut, however, and will be dealt with individually.

#### Reactive Effect of Experimental Setting

The workshop format of the study was planned and run with great consideration given to producing a tightly controlled research design. Counselor trainees who participated in the workshop were

informed that they were involved in a research study and were aware, to a certain extent, that the exercises they participated in were being used as a measure of learning. Despite these conditions, however, the cognitive content of the material had relevance for and was integrated into the counseling process course in which they were enrolled. Since the workshop was offered in lieu of two sessions of that course and since the physical setting and fellow participants were identical to what they would have experienced in the class, it can be argued that the experimental conditions were not dissimilar to those of a traditional counseling course with a component involving skills practice and role-play.

Instructional methods used to convey information and develop counseling skills (videotape presentations, written exercises, lab exercises, and programmed instruction) are methods commonly used in counselor training programs. From students' comments, it was clear that at least part of their impetus to learn was based on feelings that their performance would influence their course grade. It seems apparent, therefore, that the learning which took place in this study would be replicated in a regular classroom situation.

#### Testing by Treatment Interaction

Campbell and Stanley (1963) point out that the administration of dependent measures in the course of a research study can be artificial since the testing component of a research study is often not transferred to the in vivo setting. If the testing itself is a critical component of the research package, the effectiveness of the treatment could be diminished without it.

This argument does not apply to the testing in this study for two reasons: (a) pre- and post-assessment of knowledge and ability to perform counseling skills is an integral part of counselor training and therefore, the pre-, post-, and followup assessments in this study would remain a component of the training package when it is transferred to an actual counselor training program, and (b) the dependent measures were purposefully constructed to appear as "un-test-like" as possible and offered the counselor trainees a variety of tasks to perform which they could find inherently interesting. It can be argued, then, that the tests are an integral part of the training program and do not become a source of external invalidity.

#### Selection-by-Treatment Interaction

The subjects in the study were not randomly selected from a larger population of counselor trainees, and, therefore, it cannot be argued that the results from this study can be statistically generalized beyond the subjects themselves. Because no type of statistical control was exercised in selecting the subjects, it is possible that an unidentified selection factor or factors may have been operating in this particular group which interacted with the treatment in such a way as to produce results peculiar to this particular group. It is not known whether such a factor was influential. Care, therefore, must be exercised in logically generalizing the results beyond this particular group.

### Time Factor

Although the training program proved effective enough to produce significant treatment effects, comments made by subjects during the course of the study indicated that they were often rushed in completing written and roleplay exercises and, in particular, the dependent measures. It is unclear how this factor might have influenced treatment results or whether allowing more time for the completion of the dependent measures would have differentially effected the treatment or control groups.

### Dependent Measures

The three exercises used in this study as dependent measures had specific limitations which are common to research in counseling training. The greatest limitation was the lack of a measure of performance in an actual counseling situation to determine whether skills learned during treatment had an effect on counselor behavior and, as a consequence, on client change.

The measures used did not assess actual performance for two reasons: (a) Although presenting counseling situations through written and audiotaped means was artificial, it offered a means of providing a uniform experience across subjects, thus controlling for extraneous factors such as type of client, type of problem, and type of affect displayed. With actual clients or even roleplay clients, this uniform control could not have been achieved, thus introducing the possibility of confounding variables offering alternative explanations for treatment differences, and (b) Although an actual performance measure would have

been useful in addition to the standardized measures, the most practical vehicle for obtaining this measure was to collect data on actual counseling performance soon after the subjects enrolled in their first practicum. This, however, was not possible since many of the subjects did not enroll in practicum the quarter following training. In addition, the time span between the end of training and the practicum experience offered a substantial amount of time for other learning experiences to mask the effect of treatment. This failure to show transfer of learning from the classroom to the actual counseling situation is probably the greatest weakness in this study.

A limitation specific to the Free Response Exercise was the emphasis on type of response rather than quality of response. Subjects received full point value for a response which was correct according to the information outlined in the treatment package. No additional judgment was made as to the quality of the response, however, and a subject could receive full credit for a response which was poorly phrased or where the content was inaccurate. Because the treatment did not focus on quality of response, however, that criteria was not considered in scoring.

The Rating Exercise appeared to be too global an instrument to measure the specific counseling skills taught in the treatment package. Individual items were general and did not focus on specific responses made by the counselor in the interview situation so that trainees could evaluate the responses according to the guidelines learned during training. In addition, all three Rating Exercise interviews dealt narrowly with the initial counseling situation, whereas the training

package focused on three different phases of the counseling process. For purposes of the study, it would have been more relevant for trainees to rate excerpts from interviews representing different stages of the counseling process along more specifically defined dimensions having more relevance to the training package. Results of the analysis on the Rating Exercise bear this out. No significant differences were found between the treatment and control groups on this measure.

#### Reliability of the Response Exercise and Free Response Exercise

Internal consistency reliability coefficients for the three forms of the three dependent measures were reported in Chapter III. Although the reliability coefficients for the three forms of the Rating Exercise were high (pretest = .88, posttest = .96, followup = .95), the same was not true of the Response Exercise (pretest = .60, posttest = .55, followup = .63) and Free Response Exercise (pretest = .75, posttest = .81, followup = .73). The reliability coefficients for these two instruments were probably adversely affected by the small number of items on the instruments, the small range of possible response choices, and the poor discriminating ability of some of the items (Nunnally, 1967).

The Rating Exercise was the easiest instrument to construct and dealt very globally with general counseling behaviors. The instrument probably measures a general ability to evaluate counseling skills in a nonspecific manner not highly related to the particular skills of interest in this study. Also, the reliability coefficients are probably inflated because of a response set, i.e., the tendency for

individuals to rate (in this particular case, assign ratings to a counselor) in a consistent pattern of high, low, or somewhere in between (Mehrens & Lehman, 1973).

The Response Exercise and Free Response Exercise were more difficult to construct since the items were aimed at assessing the specific abilities to identify and produce an appropriate response. Although some items on the instruments performed this function well, others did not. Examination of the item analyses for these scales sheds light on the question of which items did not discriminate between treatment groups and, therefore, lowered the reliability of the instruments.

Most of the nondiscriminating items were counseling situations illustrating the problem identification stage of the counseling process. It appears that either these items were too easy and/or most subjects, regardless of treatment group, possessed the knowledge to identify and produce an appropriate response when dealing with problem identification. Since identifying a model of the client's concern had been stressed in the counseling process course in which these counselor trainees were enrolled, this second alternative seems highly probable. In addition, questioning was considered to be an appropriate response type during problem identification. Since questioning is the most common response type used by beginning counselor trainees, it is logical that most subjects would answer items correctly for which questioning was an appropriate response type.

### Validity Data for the Dependent Measures

Although reliability coefficients were calculated for the dependent measures, the lack of evidence regarding the validity of the instrumentation is a serious limitation of this study. The instruments were reviewed by experienced counselors and judged to have content validity. The counseling situations portrayed in the instruments and the responses which counselor trainees were required to make appeared to measure the skills that trainees were expected to learn in the treatment program. However, when the purpose of training is to produce skills which will transfer to the actual counseling situation, it is a serious drawback to lack data indicating that such skills are positively correlated with the ability to produce positive client change in an actual counseling situation. This lack of criterion-related validity is a major weakness of the study.

### Use of Raters

The use of human raters in an experimental study has inherent weaknesses. Human raters are subject to a number of errors which have been extensively documented in the literature (Guilford, 1954). Although rating errors can never be fully eliminated in a research study, they can be controlled to a great extent through the careful selection and training of raters.

Raters were employed in this study to categorize counselor trainee responses on the Free Response Exercise. An attempt was made to eliminate as much rater bias as possible by choosing experienced counselors as raters and by providing training for the raters and specific guidelines for categorization of response types.

In addition, the rating task in this study was simpler than the rating task in many studies since it involved placing a counselor response into a discrete response category rather than the more typical task of rating along some qualitative dimension. Because placing a response into a discrete category is a more definitive type of task involving less subjective judgment on the part of the raters, it can be argued that the raters were prone to less error in placing responses into categories than they would have been if the task had been to rate along a qualitative continuum.

#### Inter-Trainer Reliability

As reported in chapter III, a reliability coefficient was computed to assess the consistency with which the group of trainers categorized counselor responses into the ten response type categories. The overall reliability estimate across the ten response categories was .69 which indicates that the trainers were having difficulty in agreeing on response categorization.

From discussion during the training sessions and from the reliability coefficients for the individual response types reported in Table 17 in chapter III, it appears that the low overall reliability is indicative of problems in categorizing only certain types of responses. For example, trainers often had difficulty in deciding whether a response was a clarification by the counselor or whether the counselor had moved a step further into interpretation. Trainers also had difficulty in deciding whether a counselor response contained enough affective content to be classified as reflection or whether it remained a restatement of cognitive content.

The nature of these errors seems to indicate that the overall effect of this difference in categorization by the trainers was not as negative as the low reliabilities would suggest. The basic import of the treatment was that counselor trainees should focus on making more "passive-responsive" statements (Carkhuff, 1969b) during the relationship building and problem identification stages of the counseling process and more "action-oriented" statements during the problem-solving stage of the counseling process. When viewed along this dimension of passive-responsive vs. action-oriented statements, the trainers were much more likely to agree among themselves. Disagreement, as explained above, was more likely to occur between two passive-responsive or two action-oriented response types than between a passive-responsive vs. an action-oriented response type.

Additional and stronger evidence that the trainer disagreement can be minimized is the fact that treatment differences did occur. Counselor trainees in the treatment group were able to distinguish between response types well enough to categorize them and then use them accurately on the dependent measures. Since the design specified that trainers be completely crossed with treatment groups, a concentration of trainers with high agreement in the treatment group cannot be advanced as a possible explanation for the treatment difference. In summary, it appears that even though trainers did not attain a high level of reliability in their categorization of response types on the trainer test, the low reliability did not have a negative impact on treatment.

### Discussion and Implications

The discussion and implications for counselor training derived from this investigation must be interpreted with due consideration to the limitations and weaknesses delineated above. In addition, the degree to which generalizations are made to other populations, settings, procedures, and instrumentation is defined by the description of population, setting, procedures, and instrumentation described in this research study.

### Subject Variable

Subjects were chosen for inclusion in the study on the basis of availability. They were master's students in counseling currently enrolled in a counseling process course through which the training program was offered. Because participation in the training program was a course requirement, subjects were not volunteers. The sample involved the entire range of students enrolled in the course which included both male and female, and black and white counselor trainees enrolled in programs in school counseling, rehabilitation counseling, and urban counseling at Michigan State University. Subjective impressions of the investigator and pretest scores indicate that the subjects were a diverse group who differed widely in level of entry counseling skills into the training program. Random assignment to treatment groups should have distributed these differences equally across the treatment groups.

In future investigations, subjects could be placed into groups based upon the pretest assessment of skill level in order to determine

whether different lengths of training and/or different emphasis on cognitive content and training format are more appropriate for trainees with different pre-training skill levels. Other factors such as past counseling experience or past coursework in counseling might also be investigated. It seems probable that these variables have an influence on how much time is needed for training and what types of learning experiences are effective in increasing skill level. For example, beginning-level students may benefit more from videotape presentations of cognitive content and simple modeling of responses than advanced-level students who have basic knowledge but need roleplay practice of appropriate responses.

Demographic variables such as sex of counselor trainee, race of counselor trainee, and type of counseling program in which the trainee is enrolled do not appear to be variables which have a significant influence on success in the training program, although these questions could be investigated.

### Dependent Measures

As explained previously, the dependent measures assessed the degree to which counselor trainees were able to identify the most appropriate counselor response on a multiple-choice instrument, produce an appropriate response to an audiotaped client, and evaluate the performance of a counselor in a simulated audiotaped interview. Although these instruments measure the trainees' ability to perform these three skills, it is not known whether the ability to perform on these simulation tasks will transfer in a meaningful way to the actual counseling situation.

Performance level on the three skills was assessed based on the assumption that each measure contributed relevant information about the ability to respond appropriately to a client in an actual counseling interview. The predictive validity of these three instruments, however, has not been demonstrated since level of performance on the dependent measures has not been linked to actual counseling performance. Future research, therefore, might focus on the development of an instrument which would assess trainees' level of effectiveness in an actual counseling situation, thereby providing evidence of the predictive validity of the instrumentation used in this study.

Another issue related to the dependent measures in this study is their degree of interrelatedness. Intercorrelations between the Response Exercise, Free Response Exercise, and Positive and Negative Deviation Scales of the Rating Exercise indicate that none of the measures is highly related to any of the others. Since the Response Exercise and Free Response Exercise are the two instruments which differentiated consistently between the treatment and control groups, their moderate degree of intercorrelation is of primary interest.

The correlations of .31 between the posttest Response Exercise and Free Response Exercise for all subjects and of .11 between the followup Response Exercise and Free Response Exercise for subjects who participated in the followup indicate that there is very little common variance between the two instruments, and, therefore, very little redundancy or overlap in what they measure.

It appears, therefore, that these two instruments are assessing two essentially different skills which contribute to the trainees'

overall ability to produce appropriate responses. The Response Exercise is a recognition-type task in which the subject is required to identify an appropriate counselor response from among four possible choices. The Free Response Exercise, on the other hand, is an open-ended task in which the subject is required to produce an appropriate response. It appears, therefore, that the Free Response Exercise measures a higher-level skill than the Response Exercise.

As mentioned previously, the Rating Exercise did not contribute significantly to the difference found between the treatment and control conditions. Logically, the skill involved in accurately evaluating a counseling interview should be related to the skills involved in assessing appropriate counselor responses. This, however, was not demonstrated in the investigation. A plausible explanation advanced earlier was that the items on the Rating Exercise were too general to assess the specific skill of evaluating appropriate response types. If the Rating Scale is used as a dependent measure in future investigations, the items should be revised to specifically reflect evaluation of the counselor's use of different response types at different phases of the counseling process.

The counseling situations presented in the Response Exercise and Free Response Exercise dealt with a single client-counselor interaction. Although each situation presented background information on the state of the counseling relationship so that the situations did not appear to be isolated and unmeaningful interactions, it might be useful in future investigations to deal with entire sections of counseling interviews. In this way, a counselor response could be viewed in

relation to other responses in the interview in order to assess how particular responses or groups of responses influence the flow of the interview. Dealing with an entire section of an interview would also provide a more realistic simulation of the counseling process than a single client statement-counselor response.

### Treatment Effects

The results from the primary question of interest in this study indicated that master's level counselor trainees enrolled in the counseling process course at Michigan State University can be trained, through a program emphasizing the use of particular counselor response types at different stages of the counseling process, to both identify and produce appropriate counselor responses in a low-level simulation of the counseling situation. Effective training was instituted through a combination of videotape presentations, written exercises, roleplay situations, and programmed-instruction review.

Although this treatment package was shown to be effective both immediately and six weeks following training, it is not known whether certain components or combination of components of the treatment package were more instrumental than others in producing the treatment effect. The components will have to be assessed singly and in different combinations to determine the most effective and economical way in which to present the training program. Alternative media modes of presenting the components might also be explored. For example, it might be found that inexpensive printed materials or audiotapes can be as effective as videotape presentations in presenting cognitive material.

Immediate and followup results also indicated that there was no difference in level of performance between the two control groups. As explained in chapter II, the division of the control subjects into two groups was done to accommodate another research study being run simultaneously (Taylor, 1978) and had no practical consideration for this investigation. Therefore, replication of the study need only include one control group.

Systematic differences between the treatment and control groups at both the post- and followup testing occurred on both the Response Exercise and Free Response Exercise, the two measures which related most directly to the material presented in the treatment program. Examining responses to the items on these exercises gives a clearer idea of why differences between the treatment and control groups were found. Because no statistically significant differences in performance were found between the two control groups, they will be combined for purposes of simplicity when looking at the individual test items.

Response Exercise. For the Response Exercise, subjects chose the multiple-choice counselor response they judged as most appropriate in a particular counseling situation. Tables 19 and 20 give the frequency and percent each response type was chosen summed across post-test and followup test items for both the treatment and combined control groups.

On the posttest, subjects in the treatment group chose fewer evaluative statements, reflections, and clarifications and more questions and interpretations than subjects in the control groups. On

the followup test, subjects in the treatment group chose fewer reflections and clarifications and more questions, confrontations, and interpretations. Generally, it appears that the treatment affected the degree to which counselor trainees were likely to choose action-oriented over passive-responsive counselor statements.

A cross-tabulation of types of responses chosen by treatment group for each item on the post- and followup Response Exercises indicated that the treatment and control groups were most likely to differ in choice of responses on items involving the strategy implementation substage of the counseling process. For these items, subjects in the treatment group chose more confrontive and interpretive responses than subjects in the control groups, who chose more reflections and clarifications. This difference in response choice is consistent with material presented in the treatment package. Subjects in the treatment group were encouraged to use confrontations and interpretations during the problem-solving stage of the counseling process.

There were also differences in how the treatment and control groups responded to items dealing with the problem identification stage of the counseling process. For these items, subjects in the treatment group chose more questioning responses than subjects in the control groups whose choices were split between questions and clarifications. Subjects in the treatment group had learned that questioning was a particularly useful response during problem identification so the more frequent choice of a questioning response was consistent with what they had learned during training.

Table 19  
Frequency and Percent of Response Type Choices for the Treatment and Combined  
Control Groups on the Posttest Response Exercise

Counselor Response Type	Treatment		Combined Control	
	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Restatement	14	3.98	21	6.02
Questioning	110	31.25	89	25.50
Informative Statements	19	5.40	14	4.01
Suggestions	28	7.95	24	6.88
Reinforcement	0	0.00	0	0.00
Evaluative Statements	7	1.99	19	5.44
Confrontation	24	6.82	19	5.44
Reflection	13	3.69	26	7.45
Clarification	63	17.90	91	26.07
Interpretation	74	21.02	46	13.18

Table 20

Frequency and Percent of Response Type Choices for the Treatment and Combined  
Control Groups on the Followup Test Response Exercise

Counselor Response Type	Treatment		Combined Control	
	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Restatement	15	5.26	16	7.27
Questioning	70	24.56	46	20.91
Informative Statements	15	5.26	8	3.64
Suggestions	30	10.53	22	10.00
Reinforcement	0	0.00	0	0.00
Evaluative Statements	11	3.86	12	5.45
Confrontation	17	5.96	8	3.64
Reflection	10	3.51	15	6.82
Clarification	57	20.00	63	28.64
Interpretation	60	21.05	18	13.64

Free Response Exercise. Since subjects formulated their own counselor responses to the items on the Free Response Exercise, it is interesting to look at how the treatment and control groups compared on both the types of responses produced and the extent to which each response type was utilized. Tables 21 and 22 give the frequency and percent of utilization of each response type summed across posttest and followup test items for the treatment and combined control groups.

On the posttest, subjects in the treatment group used fewer informative and evaluative statements and more confrontations and interpretations than subjects in the control groups. On the followup test, subjects in the treatment group used fewer questions and evaluative statements and more confrontations, clarifications, and interpretations. Generally, it appears that the treatment decreased the extent to which counselor trainees were apt to question the client and to express their own personal opinions and values in their counseling interviews and increased the extent to which trainees were apt to use action-oriented statements aimed at encouraging the client to actively work on problem solving.

A cross-tabulation of types of responses produced by treatment group for each item on the post- and followup Free Response Exercise indicated that the treatment and control groups were more likely to differ in their responses on items involving the strategy implementation stage of the counseling process. Subjects in the treatment group had learned that action-oriented problem-solving response types such as confrontation and interpretation are appropriate response types to use during this stage of the counseling process. The cross-tabulation

Table 21  
Frequency and Percent of Response Type Choices for the Treatment and Combined  
Control Groups on the Posttest Free Response Exercise

Counselor Response Type	Treatment		Combined Control	
	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Restatement	25	6.38	20	5.10
Questioning	61	15.56	60	15.31
Informative Statements	33	8.42	56	14.29
Suggestions	20	5.10	19	4.85
Reinforcement	15	3.83	16	4.08
Evaluative Statements	0	0.00	13	3.32
Confrontation	54	13.78	39	9.95
Reflection	49	12.50	54	13.78
Clarification	81	20.66	80	20.41
Interpretation	54	13.78	35	8.93

Table 22  
Frequency and Percent of Response Type Choices for the Treatment and Combined  
Control Groups on the Followup Test Free Response Exercise

Counselor Response Type	Treatment		Combined Control	
	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Restatement	19	5.85	12	4.82
Questioning	30	9.23	53	21.29
Informative Statements	13	4.00	13	5.22
Suggestions	14	4.31	15	6.02
Reinforcement	24	7.38	15	6.02
Evaluative Statements	9	2.77	13	5.22
Confrontation	43	13.23	16	6.43
Reflection	44	13.54	39	15.66
Clarification	99	30.46	62	24.90
Interpretation	30	9.23	11	4.42

shows that subjects in the treatment group were more likely to try out confrontive and interpretive responses in a systematic manner than subjects in the control groups who showed no consistent type of response pattern in the strategy-implementation situations.

Treatment and control group responses were similar on items related to other stages of the counseling process. It appears, therefore, that what subjects in the treatment group learned was a more systematic and effective manner of using difficult counselor response types which are typically not dealt with as extensively in counselor training programs as the more basic response types such as restatement and reflection.

#### Measures Effect

The second general question of interest in this investigation related to the maintenance of treatment effects over time. The hypothesis was not significant at the .05 level, indicating that treatment effects had not decreased over time. The specific probability level of the test, however, was .0790, indicating that the hypothesis bordered on significance and that the measures effect should be examined. Inspection of both the univariate  $F$  statistics reported in Table 14 and Figures 4 and 5 in chapter III illustrating the change in group means on the Response Exercise and Free Response Exercise over time indicates that there was a general decrease in level of performance for the treatment group on both measures. Since it is logical that subjects would perform best immediately following treatment, this decrease in general level of performance at the time of the followup testing was

expected. Although performance level on the two instruments decreased, it remained higher than the performance level of the two control groups.

Figure 5 also indicates a decrease in level of performance for control group II on the Free Response Exercise while the performance level of control group I remained approximately the same. It is unclear what factor or factors caused this differential decrease in level of performance over time. Control group level of performance would be expected to remain about the same unless the control group subjects were exposed to the treatment material sometime following the administration of the posttest measures but prior to the administration of the followup measures. In that case, control group means would be expected to increase. This did not occur.

Examination of posttest and followup test scores for the six subjects in control group II indicated that two subjects showed a decrease of 18 and 23 points on the Free Response Exercise. Because of the small number of subjects in the group, the decrease in level of performance for these two subjects deflated the group mean. It is not known why the performance of these subjects changed so drastically. One of the two also decreased in level of performance on the Response Exercise. However, the other subject's level of performance increased. Therefore, the low scores do not seem to reflect a deliberate attempt to perform poorly, but rather the effect of some unknown variable or variables unrelated to treatment.

### Implications for Counselor Training

The basic purpose of the treatment was to encourage counselor trainees to integrate knowledge and use of counselor response types with knowledge and use of the counseling process. It was believed that such an integration would enable trainees to deal more effectively with clients at all stages of the counseling process. The treatment program had implications for counselor training with reference to both the cognitive material presented and the instructional modes used for training.

The study indicated that counselor trainees can be taught to use a wider repertoire of counselor response types and to do so in a systematic fashion. Since such counseling behavior has been identified as characteristic of more highly trained counselors (Campbell, 1962; Gormally, 1975; Ornston, Cicchetti, Levine & Fierman, 1968; Roark, 1969), it appears that the training program served to raise the response-skill level of the subjects above that of the typical counselor trainee about to enter practicum. Such being the case, counselor training programs can focus on providing more systematic training in both response types and counseling process to beginning trainees in order to better prepare them for actual practicum experience.

The training appeared to have greatest impact during later stages of counseling when the focus is on problem solving. Trainees showed a tendency to try out more complex response types such as confrontation and interpretation and to use them more frequently. This finding indicates that perhaps counseling programs need to focus more directly on developing counselor skills relevant to later stages of

the counseling process. Training programs and research in counselor training seem to deal predominantly with relationship-building skills and learning responses compatible with relationship building. Although these are important skills whose value should not be minimized, skills related to problem solving, particularly verbal techniques which aid in problem solving, should receive more emphasis.

Response identification and discrimination were learned in the study through the implementation of a systematic well-delineated training program. Cognitive material related to counselor response types and counseling process was defined and presented through both audio-visual and written modes. Training experiences were graduated to advance systematically from simple written exercises to more difficult roleplay situations. The presentation of training experiences in a clear, concise fashion enabled trainees to identify the behaviors they were required to learn and then produce those behaviors.

Unfortunately, counselor training programs do not always offer such clearcut training experiences. Palisi and Ruzicka (1976) state, ". . . the trainee is (often) confronted by a boggling array of stimuli with little or no time to consider a rationale for how to respond. One implication is that occasionally trainees might benefit from situations in which interview dynamics are more controlled. Trainees then would be afforded time to make considered judgments about what to say and why" (pp. 50-51).

The training program in this study offered such a learning experience. Single client-counselor interactions were examined and roleplayed so that counselor trainees could analyze their responses and

consider the reasons for responding as they did. Counselor training programs need to concentrate on developing such systematic training experiences which offer trainees an opportunity to examine, evaluate, and improve their counseling skills.

With greater numbers of counselors being trained at both the master's and undergraduate levels, learning experiences need to be developed which will provide valuable training experiences economically in terms of manpower, time, and financial considerations. This study illustrated that such experiences are feasible. Although the development of instructional materials required a large initial investment in terms of instructor time, the treatment package offered a means of training a large number of counselor trainees efficiently and effectively. Without the limitations placed upon the training program to produce a statistically sound research design, trainees themselves can function as roleplayers and provide feedback to their peers, thereby minimizing the role of lab instructors. The use of videotape presentations, written and performance exercises, and roleplay offers a myriad of opportunities to develop effective and stimulating training programs for would-be counselors.

### Conclusion

Results from examination of the questions of interest in this investigation and implications from those results with regard to research and counselor training were discussed. The value of systematic learning experiences for counselor trainees was emphasized.

Although literature in the counseling field has focused on

both counseling process and counselor response types, practical research integrating these two basic counseling functions for use in counselor training programs is almost nonexistent. This investigation attempted to help fill this void. Counselor trainees at Michigan State University participated in a training experience designed to increase effectiveness in using counselor response types by emphasizing the use of these response types in terms of stages of the counseling process. Results suggest that the training program was effective in achieving this objective. Future research would be aimed at increasing the potency of the training program and assessing the validity of the criterion instruments in predicting counseling effectiveness.

This research study has attempted to demonstrate that a systematic counselor training program can be developed and implemented which will provide counselor trainees with an effective and valuable learning experience. Further, the study sought to demonstrate that such a program could be offered within the context of a sound research design. Only by designing systematic training experiences and by assessing the effectiveness of such experiences through valid criterion measures can counselor training programs produce counselors who are capable of helping the clients they are trained to serve.

## APPENDICES

## APPENDIX A

### DEFINITIONS OF RESPONSE TYPES

## APPENDIX A

### DEFINITIONS OF RESPONSE TYPES

1. RESTATEMENT: A statement which repeats or restates all or selected portions of the cognitive content of the client's previous communication. There is no attempt to reflect feelings, to clarify, or interpret.
2. QUESTIONING: A statement in the form of a question which serves two general purposes: (1) to get the client talking, and (2) to elicit general information about feelings and content.
3. INFORMATIVE: A statement which introduces information useful or necessary to counseling (e.g., counseling procedural matters, educational-occupational information, testing information). It may be used when responding to client questioning by explaining or stating different courses of action. It is descriptive in character and neutral in tone.
4. SUGGESTION: A statement designed to give the client alternative courses of action and to give the client help in making a choice. They are the counselor's considered opinions and give the client leeway to accept, refuse, or propose new ideas. They are open rather than closed, and provisional rather than final.
5. REINFORCEMENT: A statement which praises or encourages the client's verbalizations or actions.
6. EVALUATIVE: A statement which expresses the counselor's own morals, values, or standards.
7. CONFRONTATION: A statement which emphasizes a discrepancy in the client's communication and/or behavior. There are three types of discrepancy: Between (1) what client says at one time and another, (2) what client says and what others say, and (3) what the client says and what the client does. The purpose is to help the client face the reality of a situation.
8. REFLECTION: A statement which expresses a feeling or emotion present in the client's previous communication. This can be a reflection of overtly or covertly expressed feelings. The purpose is to communicate understanding of the client's feelings. Reflection primarily addresses the affective content of the client's communication.
9. CLARIFICATION: A statement which is used to clarify what the client has said. It can be used for two purposes: (1) to clarify for the client

that which he has had difficulty expressing clearly, and (2) to clarify for the counselor so that he has an accurate understanding of what the client means.

10. INTERPRETATION: A statement in which the counselor states something which can be inferred from what the client has said or done, but which the client has not specifically discussed. The purpose is to provide the client with a new frame of reference from which to view his problem.

## **APPENDIX B**

### **VIDEOTAPE RESPONSE EXERCISES: RESPONSE TRAINING**

## APPENDIX B

### VIDEOTAPE RESPONSE EXERCISES: RESPONSE TRAINING

#### 1. RESTATEMENT

Client: People can say whatever they want, but as far as I'm concerned, my wife's place as a woman is in the home and my attitude on that is never going to change.

Your response: \_\_\_\_\_  
\_\_\_\_\_

#### 2. QUESTIONING

Client: I really don't know how to tell my roommate about the things he does that annoy me.

Your response: \_\_\_\_\_  
\_\_\_\_\_

#### 3. INFORMATIVE

Client: It doesn't seem fair to lay me off after all these years working with this company. Seems like I should be entitled to some sort of compensation.

Your response: \_\_\_\_\_  
\_\_\_\_\_

#### 4. SUGGESTION

Client: I know I should give up smoking. I have chronic bronchitis . . . but every time I've tried to stop it just doesn't work. I heard that you had some good suggestions that might help me out with this. Can you give me some ideas.

Your response: \_\_\_\_\_  
\_\_\_\_\_

### 5. REINFORCEMENT

Client: After all that work I got my test back--and there it was--an A!

Your response: \_\_\_\_\_

---

### 6. EVALUATION

Client: My father just gets really angry when I don't do well in school.  
I don't know . . . he's just so set on me going to college.

Your response: \_\_\_\_\_

---

### 7. CONFRONTATION

Client: I guess I just didn't have time to go to check on these job possibilities we talked about last week.

Your response: \_\_\_\_\_

---

### 8. REFLECTION

Client: My husband goes off in the morning without saying good-bye . . . it really makes me mad. I get up every morning, I make his breakfast. I pack his lunch for him. I do these things every day and he leaves and it seems that he doesn't notice me any more than the furniture.

Your response: \_\_\_\_\_

---

### 9. CLARIFICATION

Client: They've just moved me to another department and I can't figure out whether it's because I wasn't working well, or whether they thought I'd do better in the new place, or whether I wasn't getting along with my supervisor. I really don't know why they created all this commotion.

Your response: \_\_\_\_\_

---

10. INTERPRETATION

Client: I'm sorry I was late again, but I was having lunch with an old friend and we just got to talking and I just missed the bus.

Your response: \_\_\_\_\_  
\_\_\_\_\_

## APPENDIX C

### RESPONSE TRAINING EXAMPLES FOR TRAINERS

## APPENDIX C

### RESPONSE TRAINING EXAMPLES FOR TRAINERS

#### 1. RESTATEMENT

Client: I just don't know what to do. I try very hard in school, but nothing seems to sink in.

Counselor: You work really hard in school, but you don't seem to learn.

#### 2. QUESTIONING

Client: My parents sent me to live with my relatives, they didn't want me around.

Counselor: Why didn't they want you around?

#### 3. INFORMATIVE

Client: I wanted to get into one of these assertiveness training groups. Do you know where I can go?

Counselor: Yes - one of the counselors here at the center leads those assertive training groups. You can check with our secretary for the details.

#### 4. SUGGESTION

Client: I'd really like to keep track of my smoking but I think I would forget.

Counselor: One thing you could possibly try, is to keep a card inside the cellophane on the cigarette pack, and each time you took out a cigarette you would mark the card.

#### 5. REINFORCEMENT

Client: I'm so excited - I got the part in the school play, just like you thought I could.

Counselor: Great!

## 6. EVALUATIVE

Client: I skipped all my classes on Friday so I could go to Detroit with some friends . . . I just hope my parents don't find out.

Counselor: I think you should try to go to all your classes, especially since you might be flunking some of them.

## 7. CONFRONTATION

Client: I know I was supposed to work on getting along with my parents, but they told me I could not go out with Tom and that so annoyed me that I just went anyway.

Counselor: You say you want to improve your relationship with your parents, but you keep doing things that you know will irritate them.

Client: I left my kids with my mother again last week so that I could go out with some friends. It really was a relief to get away from them for a couple of days.

Counselor: We've been discussing in here how you'd like to be a better mother, but it's hard for you to do that if you keep handing them over to your mother.

## 8. REFLECTION

Client: I'm really worried about my little sister . . . I think she's been taking drugs . . . sometimes I think it's my fault, my influence.

Counselor: You're feeling really upset about the idea you're sister may be on drugs . . . and worried that it's your fault.

Client: Ron asked me to marry him! I was so surprised! I don't think I've ever been this happy before!

Counselor: You're really thrilled about Ron's proposal. . .

## 9. CLARIFICATION

Client: You know . . . I never seem to agree with the things you say . . . Sometimes I think you're the crazy one that needs help! Or else just plain stupid!

Counselor: I hadn't realized we were disagreeing on so many things.

Client: I tried the things we discussed last week to help me study. But when I sit down to study, I can't get my mind off all

the fighting and arguing my parents are doing. I'm afraid they'll break up.

Counselor: It sounds like you're really upset about your parents and that it's what is effecting your studies.

10. INTERPRETATION

Client: Sure, I do need to stop drinking and I plan to. But I think I'd make more progress with a different counselor. I've been here to see you eight times, and drink as much as ever.

Counselor: It seems like you're using me as a way out of dealing with your alcohol problem.

Client: I'm just so scared that he'll leave me . . . (crying) . . . I'd be so lost. . .

Counselor: It sound as if you've been hurt before by somebody leaving you.

APPENDIX D

EVALUATION FORM: FIRST WORKSHOP SESSION

# APPENDIX D

## EVALUATION FORM: FIRST WORKSHOP SESSION INTENSIVE SKILLS INTEGRATION WORKSHOP

Group \_\_\_\_\_

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	INFERIOR
1. Your interest in learning today's material.	4	3	2	1
2. Your general attentiveness during the videotape presentation.	4	3	2	1
3. Your general attentiveness during the lab session.	4	3	2	1
4. Your general attentiveness during the written exercises.	4	3	2	1
5. Improvement in your skills as the result of today's workshop.	4	3	2	1
6. The appropriateness of the amount of material covered today.	4	3	2	1
7. The appropriateness of the pace at which today's material was presented.	4	3	2	1
8. The overall organization of today's workshop.	4	3	2	1
9. Your satisfaction with the videotape presentation today.	4	3	2	1
10. Your satisfaction with the lab session today.	4	3	2	1

Comments: \_\_\_\_\_

## APPENDIX E

### SUMMARY REVIEW OF DISCRIMINATION TRAINING

## APPENDIX E

### SUMMARY REVIEW OF DISCRIMINATION TRAINING

Following is a summary of what was covered on the Discrimination Training videotape. Please read this short review and then begin Exercise I (the yellow sheets included in your folder).

You may refer to the summary when you are working on the Exercise.

In the videotape we covered two basic concepts: (1) Counselor Responses and (2) the Counseling Process, and looked at how the two can be integrated together. We examined how the different types of responses assume different degrees of importance at different points in the counseling process and pointed out how certain types of responses could be nonfacilitative or even harmful at certain points in the process.

The purpose of this training is to get you to look closely at the types of responses you make when working with a client and decide whether the way you are responding is helpful in reaching the goal of that particular stage of the counseling process.

#### Counselor Responses

The ten types of counselor responses which we examined are:

- |                  |                    |
|------------------|--------------------|
| 1. Restatement   | 6. Evaluative      |
| 2. Questioning   | 7. Confrontation   |
| 3. Informative   | 8. Reflection      |
| 4. Suggestion    | 9. Clarification   |
| 5. Reinforcement | 10. Interpretation |

The responses were covered at length in the first training session. A list of definitions has been included in your folder for use when you are working on the exercises.

#### Counseling Process

The three stages of the counseling process and the goals to be accomplished at each stage were identified as:

- I. Establishment of the Counseling Relationship--to build a solid trusting relationship with the client.

- II. Problem Identification--identifying the client's concern and gaining a full understanding of that concern.
- III. Problem Solving--
  - A. Strategy Identification--identifying and planning courses of action aimed at resolving the client's problem.
  - B. Strategy Implementation--trying out courses of action aimed at resolving the client's problem.

### Stage I--Establishment of the Counseling Relationship

For this stage, we identified four types of responses which are especially helpful to the counselor in building a trusting relationship with the client. They are:

- 1. Restatement--which lets the client know that the counselor is really listening to what he/she is saying.
- 2. Reflection--which lets the client know that the counselor is not only listening, but can understand and empathize with what he/she is feeling.
- 3. Reinforcement--of the client's words indicates that the counselor is listening attentively and wants the client to continue with what he/she is saying.
- 4. Clarification--by the counselor regarding something he/she is not clear about indicates to the client that the counselor wants to accurately understand what the client is saying.

The three types of responses that the counselor must be careful about using during relationship building are:

- 1. Confrontation--of the client on discrepancies in his/her communications at the beginning of a relationship can be inaccurate and/or threatening to the client and may cause premature termination of the counseling relationship.
- 2. Interpretation--can have the same effect as confrontation. At the beginning of the counseling relationship, the counselor does not have enough information to formulate interpretations.
- 3. Evaluative Statements--are rarely appropriate in counseling. They are counselor-centered and put forth the counselor's beliefs, values, and opinions. Attention in counseling should be focused on what the client thinks and believes--not the counselor.

### Stage II--Problem Identification

For this second stage, we identified four types of responses which are especially helpful to the counselor in identifying and exploring the client's concern. They are:

1. Clarification--by the counselor allows the counselor to accurately understand the client's problem and to make clear that which is causing the client's concern.
2. Questioning--allows the counselor to more fully understand the concrete aspects of the problem. Questions elicit information which the counselor needs in order to understand the client's problem.
3. Restatement--of information accurately enables the counselor to help the client focus on that which is causing the concern.
4. Reflection--of feeling accurately enables the counselor to help the client focus in on that which is causing the concern.

The four types of responses that the counselor should be wary of using during the second stage, Problem Identification, are:

1. Confrontation--based on incomplete information and without a full understanding of the problem can be inaccurate and threatening to the client.
2. Interpretation--same as Confrontation.
3. Suggestion--is premature at the Problem Identification stage. In suggesting a course of action to a client in dealing with a problem, the counselor must have established a good relationship with the client and obtained an adequate understanding of the problem so that he knows whether the client has tried what is being suggested before and/or whether the suggestion is appropriate for this particular client.
4. Evaluative Statements--same as under Establishment of the Counseling Relationship.

### Stage III--Problem Solving

For this third and last stage, we identified six types of responses which are especially helpful to the counselor in helping the client resolve his or her concern. They are:

During Strategy Development:

1. Clarification--used by the counselor to clarify points to the client, can clear up the client's thinking on issues related to the client's problem.

2. Informative Statements--can be useful at this stage when the client requests or needs concrete information which the counselor has available (e.g., vocational-occupational information, referral services, etc.). It is useful at early stages of strategy development where the client may need information.
3. Suggestion--in a mild form at this stage may be helpful to the client in working toward resolution of the problem, although the counselor must be wary of using this type of response which is counselor-centered rather than client-centered. At this point, the counselor is aware of all aspects of the client's concern and, therefore, can make some valid and helpful suggestions without being overbearing.

During Strategy Implementation:

4. Confrontation--points out discrepancies between what the client says and does. At this point in the counseling process, when the client is ready for forward growth, confrontation serves more as an impetus to the client to examine his or her behavior and change, rather than as a threat. Confrontation can serve to stimulate or jolt the client into action when the counselor perceives that progress toward resolving the concern has come to a halt.
5. Interpretation--at this stage of counseling where the client is willing to work on his or her problems, can serve to give the client new insights into his or her problem and perhaps a new frame of reference from which to view his or her problem. This insight may stimulate client change.
6. Reinforcement--from the counselor in the form of encouragement and praise can reinforce client growth and encourage behaviors which contribute toward resolution of the client's concern.

The three types of responses that the counselor should be careful using during the third stage, Problem Solving, are:

1. Reflection--although generally an effective type of response, can impede client growth if relied upon too heavily. To keep reflecting the same feelings over and over reinforces those feelings and gets in the way of moving forward and doing something about those feelings. In this phase of the counseling process, reflection should be interspersed with more active-oriented responses which encourage the client to examine the feelings. General reflection of all feelings tends to open new issues rather than continuing the focus on existing ones.

2. Restatement--same as Reflection above. Repetition of the same content does not facilitate problem-solving.
3. Evaluative Statements--same as under Establishment of the Counseling Relationship.

Summarized, then, the facilitative and nonfacilitative types of counselor responses at each stage of the counseling process are:

Stage I--Establishment of the Counseling Relationship

Facilitative

1. Restatement
2. Reflection
3. Reinforcement
4. Clarification

Nonfacilitative

1. Confrontation
2. Interpretation
3. Evaluative Statements

Stage II--Problem Identification

Facilitative

1. Clarification
2. Questioning
3. Restatement
4. Reflection

Nonfacilitative

1. Confrontation
2. Interpretation
3. Suggestion
4. Evaluative Statements

Stage III--Problem Solving

Facilitative

1. Clarification
2. Informative Statements
3. Suggestion
4. Confrontation
5. Interpretation
6. Reinforcement

Nonfacilitative

1. Restatement
2. Reflection
3. Evaluative Statements

## APPENDIX F

### VIDEOTAPE RESPONSE EXERCISES: DISCRIMINATION TRAINING

## APPENDIX F

### VIDEOTAPE RESPONSE EXERCISES: DISCRIMINATION TRAINING

#### Stage I--Establishment of the Counseling Relationship

Client: Look, Mrs. Jenkins sent me down here to see you. I really don't understand what I did that was so wrong.

Appropriate response: \_\_\_\_\_

Inappropriate response: \_\_\_\_\_

#### Stage II--Problem Identification

Client: My parents are just really driving me crazy. I just moved out to my own apartment. The first time out on my own and they're just always checking on me.

Appropriate response: \_\_\_\_\_

Inappropriate response: \_\_\_\_\_

#### Stage III--Problem Solving

Client: Look, I . . . as you remember I . . . I was supposed to try cutting down last week. But, uh, it was a pretty bad week. Things went really badly at work and I thought maybe it'd be a good idea to just set it aside for awhile . . . maybe a couple of weeks.

Appropriate response: \_\_\_\_\_

Inappropriate response: \_\_\_\_\_

## APPENDIX G

### EXERCISE I

## APPENDIX G

### EXERCISE I

Following are fifteen counseling situations which deal with the three stages of the counseling process:

- I. Establishment of the Counseling Relationship--5 Situations
- II. Problem Identification--5 Situations
- III. Problem Solving--5 Situations

For each situation, the following information is provided:

- 1. Background information about the client.
- 2. A brief statement about the present status of the counseling process.
- 3. A client statement.
- 4. Four possible counselor responses to the client's statement.

For each client statement:

- a) Label each of the four possible counselor statements according to the ten types.
- b) Circle the number of the response which you think is most appropriate for that particular situation.
- c) In the space provided after each of the four alternative responses, write an explanation of why you chose/did not choose that response.

You will receive feedback on your answers from a lab instructor as you work.

## Stage I--Establishment of the Counseling Relationship

Situation: The client is a 21 year-old female who has gone to the college counseling center to talk to a counselor about some things that are troubling her. It is the first interview.

Client: I guess I don't really feel safe . . . you know, comfortable . . . talking to you about the things on my mind . . . what do I know about you?

- a) You're really feeling apprehensive about telling me . . . a total stranger . . . about your problems.

Type of response: \_\_\_\_\_

Reason for choosing/not choosing: \_\_\_\_\_

- b) I'm wondering if you've had trouble trusting people in the past . . . so now you're wary of me.

Type of response: \_\_\_\_\_

Reason for choosing/not choosing: \_\_\_\_\_

- c) You did come in here which means you'd like some help . . . but now you're reluctant to tell me about your problem.

Type of response: \_\_\_\_\_

Reason for choosing/not choosing: \_\_\_\_\_

- d) Why don't you tell me what you're so uncomfortable about . . .

Type of response: \_\_\_\_\_

Reason for choosing/not choosing: \_\_\_\_\_

Situation: The client is a 19 year-old college student who is having some problems adjusting to a large university. It is the first interview.

Client: It's really a relief to come in here to talk about this . . . to finally be able to just tell someone what's bothering me . . . Should I just go ahead?

- a) What has been bothering you?

- b) Mm-hm.
- c) Why did you wait so long . . . before coming here?
- d) I think it's good that you came in then . . . I hope I can help you.

Situation: The client is a 15 year-old female high school student talking to her school counselor. This is her second interview and she seems very nervous and upset. At the first interview she talked very little and only hinted at family problems.

Client: I've been thinking . . . maybe it's not such a great idea that I come to see you. I really have a hard time talking . . . saying how I feel . . . maybe I just don't have anything to talk about . . . I think I should go back to class.

- a) Mm-hm.
- b) Maybe it would help if we talked about some of the things you brought up last week.
- c) You're really having a hard time putting your thoughts and feelings into words.
- d) I'm wondering if you're afraid to talk to me because you're upset about things being so bad at home.

Situation: The client is a 40 year-old female who has gone to a private clinic to talk to a counselor about some things that have been upsetting her. It is the first interview.

Client: It seem like all of a sudden I'm just totally miserable . . . so a friend suggested I try coming in here. She was worried about me being depressed all the time . . . I think she was afraid I'd kill myself.

- a) Had your friend come in her herself?
- b) Maybe just talking about it in here will help you . . .
- c) You've been feeling really upset and depressed . . . so much so that your friend was worried about you.
- d) Your friend was really feeling worried about you.

Situation: A client has come into a mental health agency for the first time. He appears nervous and starts talking immediately.

Client: I don't know about coming in here. I saw a counselor once before for a couple months. It didn't help . . . sometimes I think it made things worse . . . It might be worth a try.

- a) You say the last time you saw a counselor it was pretty much of a failure . . . yet you've come in to talk to me. That seems inconsistent.
- b) Why don't I tell you something about counseling here and then you can decide whether you want to continue.
- c) Your last counseling experience left you more confused than when you started . . . so you're wondering whether the same thing will happen here?
- d) Why did you see a counselor before?

#### Stage II--Problem Identification

Situation: A 17 year-old high school senior is talking to her school counselor about family problems. It is the second interview and the client appears anxious and upset.

Client: My parents are splitting up . . . or at least that's what they're saying for the hundredth time. They make me sick--the way they're always fighting--and they drag my sister and me into it--I hate them!

- a) You're really angry at your parents for putting you and your sister through this.
- b) I wonder if you're so intent on blaming your parents because you're really afraid you and your sister might be the reason for the split up . . .
- c) You're parents probably don't mean to involve you in their problems . . . They're having a hard time.
- d) Do you have any idea why they're considering a divorce?

Situation: The client is a 32 year-old male who is talking to a community agency counselor about his problem in getting along with his job supervisor. This is the third interview.

Client: Well, it's kind of hard to explain how I get into these arguments with Mr. Davis unless you know a little about how the office runs . . .

- a) You don't think I'll be able to understand your problem with Mr. Davis because I don't know how your office runs.

- b) Can you explain a little, then, about how the office operates?
- c) Your're having a difficult time explaining just why you argue with your supervisor because I don't know how your office operates.
- d) You say you want me to understand your problem with your supervisor, but you don't give me enough information so that I can.

Situation: The client is a 47 year-old male who is seeing a counselor at a community mental health agency about an alcoholism problem. This is the third interview.

Client: I guess I'm not really clear about what you're asking about why I drink . . .

- a) Well, I was wondering if there was any particular way you felt when you start drinking . . . you know, like being upset about something or maybe depressed . . .
- b) You don't really understand what I'm trying to get at . . . about your drinking.
- c) I wonder if the reason you don't understand the question is that maybe you're scared about facing the reasons why you drink.
- d) What are the reasons that you drink?

Situation: The client is a 15 year-old high school sophomore who has been seeing the school counselor about academic problems. This is the third interview and he's brought in some charts he has been keeping concerning his problem.

Client: Here's those charts you asked me to keep . . . (looking at charts) . . . See now . . . here's the class that's causing all the trouble.

- a) I thought it was probably only one class that was behind the problem.
- b) What class is that, Brian?
- c) Sounds like you're blaming the class for the trouble instead of how you're acting in there.
- d) Charts like these are used fairly often in counseling to find out things like you just found out.

Situation: The client is a 37 year-old woman who is seeing a counselor at a private clinic. It is the third interview and she is talking about the hardships of being an unmarried middle-aged woman.

Client: It's really hard to be a 37 year-old single woman . . . People act like you're really strange . . . Sometimes I think I'd marry anyone just so people would leave me alone!!

- a) It sounds like maybe you'd like to get married . . . and feel like maybe you are strange because you're not.
- b) But I guess marriage isn't necessarily right for everyone.
- c) You're fed up with the way people treat you because you're not married.
- d) You're feeling really upset about not being married.

### Stage III--Problem Solving

Situation: The client is a college freshman who is working with a community college counselor on improving her study habits. This is the fifth interview.

Client: It seems like a little thing . . . but I actually stuck to that study schedule everyday but Wednesday . . . and I finally went to an exam feeling like I knew what was going on!!

- a) What happened on Wednesday, Kathy?
- b) Good work, Kathy!
- c) You're feeling really good about getting your studying done.
- d) That is a switch!

Situation: The client is an 18 year-old high school senior who is talking to the school counselor about plans after graduation. It is the sixth interview.

Client: Remember . . . we talked last week about me writing to some trade schools in this area for information . . . Well, I came up with this list and wondered if you knew the contact person at each place . . . so I could write . . . (shows the list).

- a) You want me to give you the names of the people you should contact at the trade schools?

- b) You've come up with a list of trade schools and want me to give you some contact names.
- c) I think you should probably get the names yourself . . . you know, if you're really interested.
- d) Well . . . I only know this one . . . it's a Mr. Herb Brown . . . but one of the counselors here, George Marsh, should be able to give you the rest.

Situation: The client is a 45 year-old female who has been seeing a counselor about plans for going back to work or school. At the beginning of this session, the client informed the counselor that she had not had time to go to several job interviews that she had scheduled for that week. It is now halfway through the interview.

Client: You know, I told you how I once tried working before . . . while the kids were still in school . . . It was a total disaster . . . I couldn't keep house and work too. Jack tried to help but it was too much for me to handle.

- a) Do you think that things have changed since then?
- b) I wonder if that bad experience is kind of scaring you out of really trying to find a job now.
- c) You really feel disappointed about how your first job experience turned out.
- d) That doesn't mean that the same kind of thing is going to happen again.

Situation: The client is a 23 year-old college student who has been working with a counseling center counselor about career plans. He has consistently avoided taking responsibility for the problem. It is the sixth interview.

Client: I think the world's really messed up . . . Everything's always going wrong. . . People don't care about anyone but themselves. . . I'm tired of it . . . tired of being a part of it. What's the sense of me trying to work out my problems when the rest of the world is crazy?

- a) Things in general are getting you down so much that it seems like a waste of energy to even try to work on your own problems.
- b) Jeff, you talk a lot about what other people are doing wrong . . . what they're responsible for . . . but you avoid doing that for yourself . . . you know . . . taking part of the blame and responsibility.

- c) I think . . . well, it's kind of the coward's way out to blame other people for your problems so you don't have to take responsibility for them yourself.
- d) You're really upset about the world in general and it doesn't seem worth it to try to solve your own problems.

Situation: The client is a 16 year-old female who is seeing a community agency counselor about problems in getting along with her mother. They have discussed several things that she could do at home to try to improve the situation. This is the seventh interview.

Client: I was thinking about what we talked about last week . . . about how you said maybe I was trying to get back at my mother for not wanting me when I was little. . . I know I sort of agreed . . . but I decided that it was silly . . . I love my mother.

- a) I think you can love your mother and still want to hurt her.
- b) You've decided we were on the wrong track last week--when we were talking about your mom.
- c) I'm wondering if admitting those things about your mom kind of scared you so now you're back where it's safe . . . where you don't have to think about those years when you were little.
- d) What made you change your mind like that?

## APPENDIX H

### EXERCISE I: INSTRUCTIONS AND GUIDELINES FOR TRAINERS

## APPENDIX H

### DISCRIMINATION TRAINING

#### EXERCISE I Instructions for Trainers

During this one hour you will be providing feedback to two trainers.

The trainers will have responses they made during the videotape presentation and may want you to give them feedback on them. They will have made one appropriate and one inappropriate counselor response for each of the three stages of the counseling process (6 in total). Use the information in the Summary Review of Discrimination Training provided in your folder (green sheets) for giving feedback.

Most of the hour they will be working on 15 written exercises where they are required to:

- STEP 1: Read a counseling situation and client statement.
- STEP 2: Label each of the four possible counselor responses to the ten types.
- STEP 3: Choose the most appropriate of the four possible counselor responses.
- STEP 4: Give a written explanation of why they chose/did not choose each response.

Your job will be to move back and forth between your two trainees and give them feedback on how they are doing.

THIS INCLUDES HELPING THEM WITH STEPS 2, 3, AND 4 LISTED ABOVE.

In your folder you will find the following materials to help you.

1. Trainee Instructions for Exercise I (Yellow Sheet).
2. Copies of the 15 exercises (Yellow Sheets).
3. GUIDELINES FOR PROVIDING FEEDBACK ON EACH OF THE 15 EXERCISES (Blue Sheets) INCLUDING:
  - a) Labeling of the four responses by types.

- b) The appropriate response.
- c) Reasons why each response is appropriate/not appropriate.

LOOK THESE OVER VERY CAREFULLY BEFORE YOU BEGIN.

- 4. A Summary Review of Discrimination Training (Green Sheets) - the trainees also have a copy of this and can use it when working on the exercise.
- 5. A list of definitions of the 10 response types (White Sheet).

REMEMBER: Your feedback should be consistent with the cognitive material presented in the Summary Review of Discrimination Training and in the Guidelines for Trainers.

## EXERCISE I

### GUIDELINES FOR TRAINERS

#### SITUATION 1

- a. Reflection.

This is the appropriate response. The client is feeling very uncomfortable about telling her problems to someone she doesn't know. The counselor's reflective response indicates that he/she understands that feeling.

- b. Interpretation.

This is not appropriate since the counselor has just met the client and has no background on which to base this interpretation. The client statement in no way indicates that the client has problems in general trusting people--but just that she is anxious about this particular situation.

- c. Confrontation.

This is not appropriate. It is harsh and detrimental in establishing trust in the counseling relationship, and does not recognize the client's feelings of uneasiness being in an unknown situation. It does nothing to encourage the client to talk about her problem.

- d. Suggestion.

Although this response is not as inappropriate as b and c, it does nothing to indicate to the client that the counselor understands her feelings other than by use of the word "uncomfortable."

EXERCISE I  
GUIDELINES FOR TRAINERS  
SITUATION 2

a. Question.

This response is inappropriate. The counselor is asking an unnecessary question since the client is quite ready to continue without this great of a prompt by the counselor. Also, the counselor is not responding to the client's inquiry as to whether he should continue.

b. Reinforcement of the client's verbalization.

This is the appropriate response. The client is talking freely and willing to begin exploring his concern with the counselor if the counselor gives the signal that that is appropriate. A simple "Mm-hm" by the counselor is a sufficient signal and does not interrupt the client's train of thought.

c. Question.

This response is inappropriate. It addresses an issue which is irrelevant at this point and gets the client off the track of explaining his concern to the counselor. It could also sound confrontive and judgmental indicating that the client should have come in sooner.

d. Evaluative.

This response is inappropriate. It expresses the counselor's opinion and focuses on the feelings of the counselor instead of the client. It also interferes with the client's willingness to continue talking about what's bothering him.

SITUATION 3

a. Reinforcement.

This response is inappropriate. Reinforcement at this point with a "Mm-hm" may indicate to the client that the counselor thinks that she should return to her class. She is not at a point where this simple reinforcement by the counselor will encourage her to continue to talk.

b. Suggestion.

This response is inappropriate. Although this response may help to get the client talking, it does nothing to convey that the counselor recognizes the client's feelings of uneasiness at being

there. Starting off by jumping into the client's problem area, something which she has been reluctant to discuss, might also seem threatening to her.

c. Restatement.

This is the appropriate response. With this response, the counselor conveys to the client that he/she understands what she is saying--that she is having a difficult time knowing what to say. It leaves it open to the client to further explore these feelings of uneasiness or perhaps to start exploring the problem area.

d. Interpretation.

This response is inappropriate. The counselor is linking two things together here in a cause and effect relationship without evidence to make such a connection. The client's uneasiness may simply be due to the newness of the counseling situation and nothing to do with the situation at home. OR even if the interpretation is correct, approaching the client's problem in such a direct manner may be very frightening and threatening to this meek client.

#### SITUATION 4

a. Question.

This response is inappropriate. This question is irrelevant at this point and leads the client off the track. It does nothing to show the client that the counselor recognizes that she has a problem that she would like to talk about.

b. Evaluative.

This response is inappropriate. It expresses the counselor's opinion and does nothing to show that the counselor understands what the client is feeling--and strong feelings have been expressed here.

c. Reflection.

This response is appropriate. It reflects the feelings that the client was expressing to the counselor--which was the main message that she was trying to put across--that she is so miserable that her friends are worried about her.

d. Restatement.

This response is inappropriate. Although restatement in general is not an inappropriate response at this point, this one is. It is a selective restatement, and the content that the counselor has chosen

to restate does not convey the main message that the client was trying to put across-that she is miserable. This restatement focuses on the client's friend rather than the client.

#### SITUATION 5

a. Confrontation.

This response is inappropriate. This confrontation can be threatening to the client who is merely expressing some doubts and confusions about whether counseling is able to help him since he had a negative experience with counseling in the past. The counselor does nothing to indicate to the client that he understands those feelings.

b. Suggestion.

This response is inappropriate. Although this response is not a bad one, it is not the best one. It does not indicate to the client that the counselor understands the confusion and reluctance he is feeling because of the previous bad experience. It will, however, possibly lead into giving the client some useful information about whether counseling may be helpful to him.

c. Clarification.

This is the appropriate response. It ties together what the client was saying and indicates that the counselor is attempting to understand what the client is saying. By phrasing the clarification in the form of a question, the counselor indicates to the client that it is important for the counselor to be sure he/she understands what the client means.

d. Question.

This response is inappropriate. It is an irrelevant question at this point because it does nothing to indicate that the counselor is concerned with how the client is feeling and instead, focuses on an issue which is not important at this point. It sidetracks the exploration of the client's feelings about being in counseling at this particular time.

#### SITUATION 6

a. Reflection.

This is the appropriate response. It reflects the main feelings that the client is expressing toward her parents--anger.

## b. Interpretation.

This response is inappropriate. The counselor has no background information about the client to support this interpretation--therefore, it may be incorrect. In addition, an interpretation like this at the second interview can be very threatening to the client if the counselor is hitting on something which she has a difficult time dealing with.

## c. Evaluative.

This response is inappropriate. This statement expresses the counselor's opinion--one for which the counselor has no base. It also carries the message that the client is wrong to be angry at her parents. The client's feelings have been disregarded.

## c. Question.

This response is inappropriate. It ignores the affective content of the client's message and focuses attention on a point that is of very little importance at this time.

## SITUATION 7

## a. Clarification.

This response is inappropriate. This statement need not be made unless the counselor is confused about what the client said--and the client's statement is so simple that such confusion would not take place. It sounds rather stupid to the client for the counselor to clarify such a simple point.

## b. Question.

This response is appropriate. It gets right to the point--if the counselor is going to understand the client's problem with the boss then he/she better find out how the office runs.

## c. Restatement.

This response is inappropriate. The same explanation applies as under Clarification above.

## d. Confrontation.

This response is inappropriate. The client has not said that he will not give the information to the counselor, but only that he hasn't up to this point.

## SITUATION 8

## a. Clarification.

This is the appropriate response. The client has asked a question about something the counselor had said to him--something he would like the counselor to make clear. The counselor clarifies what had previously been asked with this statement.

## b. Restatement.

This response is inappropriate. It is clear from what the client has said that he does not understand what the counselor wants. By restating, the counselor has merely forced the client to ask again.

## c. Interpretation.

This response is inappropriate. The counselor, at this stage, does not have enough information to formulate such an interpretation. This interpretation may also be threatening to the client since it may be something that he is not yet ready to acknowledge.

## d. Question.

This response is inappropriate. It is probably similar to the question that the counselor asked previously which had caused the client's confusion. By repeating the question, the counselor is forcing the client to say again that he does not understand what the counselor wants from him.

## SITUATION 9

## a. Evaluative.

This response is inappropriate. It expresses the opinion of the counselor and seems to be saying, "I knew I was right!" It does nothing to continue the movement of the counseling interview.

## b. Question.

This response is appropriate. It gets right to the point of examining the information that the client has brought with him and focuses on the problem class.

## c. Interpretation.

This response is inappropriate. The counselor has seemingly misinterpreted the client's words--he is not blaming the class, but merely pointing out what his data collection had indicated to him.

## d. Informative.

This response is inappropriate. The client is well aware of this fact already since he has gone through the data collection procedure and come up with some information that is useful to him.

## SITUATION 10

## a. Interpretation.

This response is inappropriate. The counselor does not have enough information to formulate this interpretation about the client and the client's statement certainly does not indicate that the statement is correct. An interpretation like this at this point would serve to alienate the client, rather than lead to further exploration of the problem area.

## b. Evaluative.

This response is inappropriate. It focuses on the counselor's personal beliefs rather than on the beliefs and feelings of the client.

## c. Clarification.

This is the appropriate response. It summarizes succinctly what the client has said and shows that the counselor is trying to understand what the client is saying.

## d. Reflection.

This response is inappropriate. Although reflection could be a good type of response at this time, this one is not. It is inaccurate since the client is not saying that she is upset about not being married--she is upset about how others treat her because she is not married.

## SITUATION 11

## a. Question.

This response is inappropriate. It focuses on what the client did not do rather than what she did do--which is a lot more significant at this point.

## b. Reinforcement.

This response is appropriate. The client followed the study schedule almost 100% and deserves some reinforcement. Reinforcement from

the counselor can encourage her to keep on trying and perhaps even improve.

c. Reflection.

This response is inappropriate. Although this is not a bad response, it is perhaps a too obvious one. It is actually serving the same purpose as a reinforcement since the feelings expressed here by the client are not ones which need to be explored in depth--which is one of the purposes of reflection.

d. Evaluative.

This response is inappropriate. It expresses the opinion of the counselor--and not a very positive one, at that. It seems to imply that the counselor didn't think that the client would actually be able to carry through with the study schedule.

## SITUATION 12

a. Clarification.

This response is inappropriate. It serves no useful function unless the counselor was not listening--since the content of the client's message is easy enough to understand. The response would probably indicate to the client that the counselor was not listening to what he was saying.

b. Restatement.

This response is inappropriate. It's effect would be the same as the Clarification above.

c. Evaluative.

This response is inappropriate. It expresses the opinion of the counselor and conveys the message that the client has not been showing sufficient interest in solving the problem, when actually he has done quite a bit of work on his own and would now merely like some simple assistance from the counselor.

d. Informative.

This response is appropriate. It gives the client exactly what he wanted--the necessary information so he can take the next step toward finding himself a trade school.

## SITUATION 13

## a. Question.

This response is inappropriate. The counselor should already have this information about the client if they are into problem solving. The counselor should be trying to get at why the client is not going to the job interviews.

## b. Interpretation.

This response is appropriate. The counselor is tying in some relevant information from the past and making a connection that will hopefully help the client understand why she is having such a difficult time getting herself out to the job interviews.

## c. Clarification.

This response is inappropriate. Although the counselor is indeed clarifying something that the client said, the clarification does not make clear the main message of what the client is saying--that maybe this is what's going to happen again . . . maybe she won't be able to handle another job.

## d. Evaluative.

This response is inappropriate. This expresses the opinion of the counselor instead of focusing on whether the client thinks the same thing is going to happen--what's important is what the client thinks!

## SITUATION 14

## a. Clarification.

This response is inappropriate. Although this is not a bad response, it just repeats the message of what the client said rather than address a main issue at this point--that the client has repeatedly refused to take any responsibility for solving his own problems and is inclined to blame others for what goes wrong.

## b. Confrontation.

This response is appropriate. It addresses the main issue of what has been going on in counseling for the last few sessions. The counselor has perceived that the client is not making much progress in dealing with his concern because of his tendency to blame and put off responsibility on others--the purpose of the counselor's confrontation is to get the client to take a look at that issue.

## c. Evaluative.

This response is inappropriate. The counselor is expressing his own opinion that the client is a coward--this is bound to alienate the client.

## d. Reflection.

This response is inappropriate. The counselor and client have been through this before--the counselor has undoubtedly reflected these same feelings in the past. To do so again now will only perpetuate the client's tendency to put responsibility off on others and blame others for his problems.

## SITUATION 15

## a. Evaluative.

This response is inappropriate. This statement expresses the value judgment of the counselor and seems to indicate to the client that this is what she too should feel.

## b. Clarification.

This response is inappropriate. Although this is not a bad response, it does not really address the main thrust of what the counselor should be attempting to find out at this point--why the client changed her mind. The client can give a "yes" response here and close the issue.

## c. Interpretation.

This response is appropriate. The counselor has pulled together pertinent background information about the client's problem, put it together with the way the client has responded to the threatening material they had covered the week before which the client is now denying, and come up with a plausible explanation of why the client is now changing her mind--the counselor has also phrased the interpretation in a nonthreatening way so that the client is apt to consider the interpretation rather than automatically reject it.

## d. Question.

This response is inappropriate. It is phrased in a rather blunt fashion and does not have enough content to stimulate the client to really look at why she changed her mind--it's apt to elicit the reasons the client had formulated in her mind during the week at home rather than stimulate her to look at the reasons she is denying the conclusion about her mother.

APPENDIX I

EXERCISE II

## APPENDIX I

### EXERCISE II

During this exercise, you will be roleplaying several single-response counseling situations with a lab instructor.

For each counseling situation, the lab instructor will give you information about the status of the counseling relationship and then roleplay a client statement.

You will respond as you would in a real counseling situation. The lab instructor will write down your response.

After each counseling situation, you and the lab instructor will analyze your response to determine how appropriate it was for that particular counseling situation.

Feedback forms for this analysis will be provided by the lab instructor.

## APPENDIX I

## EXERCISE II

Counseling Situation

Situation: The client is at a community mental health agency talking to the counselor about marital problems. It is the second interview and the client is crying.

Client: I just find it hard to believe that my husband (wife) really left me! I mean . . . he (she) really didn't have any reason to . . .

Counselor Response: \_\_\_\_\_  
\_\_\_\_\_

Situation: The client is a 17 year-old male (female) who is seeing a family counselor for the first time. His (Her) parents have been seeing the same counselor.

Client: My parents insisted that I come in here. . . The only reason I came was it seemed so important to my mother . . . as far as my dad is concerned . . . he can go to hell.

Counselor Response: \_\_\_\_\_  
\_\_\_\_\_

Situation: The client is a 35 year-old male (female) who is seeing a community mental health counselor for the first time. The client seems generally depressed.

Client: Basically, I'm a person who can take care of him(her)self but lately some things have been on my mind so much . . . I've been so worried and upset that I feel like I can't handle things alone. . . For 35 years I've been taking care of myself and now all of a sudden--I desperately need someone's help.

Counselor Response: \_\_\_\_\_  
\_\_\_\_\_

Situation: The client is a 29 year-old male (female) who has been seeing a counselor about marital concerns. He (She) and his (her) wife (husband) have worked on some things to try to improve the marriage. It is the eighth interview.

Client: Barbara (Bill) has really been trying hard to get along better. All of the old complaints I had about her (him) . . . well . . . I really can't complain anymore. But something is gone . . . changed about the relationship . . . I wonder if it's worth the trouble. . .

Counselor Response: \_\_\_\_\_

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Situation: The client is a 40 year-old male (female) who has problems relating to other people. He (She) and the counselor have been trying to work on ways to improve his (her) interpersonal skills. The client has been waivering back and forth about whether he (she) actually wants to change. This is the eighth interview.

Client: I said to myself this week . . . "Is this really so important?" . . . you know what I mean . . . is it worth all the effort . . . and I decided that it wasn't . . . that I'm really pretty happy the way I am.

Counselor Response: \_\_\_\_\_

---

Situation: The client is a high school senior who has been seeing the school counselor about choosing a college. It is the fourth interview.

Client: After we talked last week, I went and looked through those college catalogs . . . they were really interesting . . . and I picked out three places that sounded pretty good. The catalogs were old though . . . and I wondered if you knew how I could get more recent mailing addresses . . . you know, so I could write them?

Counselor Response: \_\_\_\_\_

---

Situation: The client is a 30 year-old male (female) who is seeing a community agency counselor about a smoking problem that is having a bad effect on his (her) health. The client is describing his (her) smoking habits to the counselor at the second interview.

Situation: The client is a 32 year-old male (female) who had begun seeing a counselor at a private clinic to discuss problems he (she) was having in dealing with the relationship between his (her) parents and his (her) wife (husband). The client and counselor have been working on ways to help improve their relationship. It is the seventh interview.

Client: All my life my mother's watched over me like I'm a child. . . I keep telling myself "You can't hate your own mother." but I'm actually beginning to believe that I do.

Counselor Response: \_\_\_\_\_

---

Situation: A 16 year-old high school dropout is talking to a community agency counselor about his (her) problems since dropping out of school. It is the fifth interview.

Client: OK . . . we sort of decided I should find at least a part-time job . . . and it's a good idea . . . but I never had a job before and wondered if you could give me some ideas about how to get started.

Counselor Response: \_\_\_\_\_

---

Situation: The client is a 46 year-old male (female) who has requested counseling at a community agency. He (She) is very dissatisfied with his (her) present job situation but is apprehensive about changing so late in life. This is the first interview and he (she) is talking freely.

Client: I've been at this same job for ten years. At first, I was happy just to get a steady paycheck . . . now I'm wondering whether the money is worth it. . .

Counselor Response: \_\_\_\_\_

---

## APPENDIX J

### EXERCISE II FEEDBACK FORM

APPENDIX J

EXERCISE II FEEDBACK FORM

1. What stage of the counseling process is it? \_\_\_\_\_  
\_\_\_\_\_
2. What type of response did you make? \_\_\_\_\_  
\_\_\_\_\_
3. How did you decide what type of response was appropriate? \_\_\_\_\_  
\_\_\_\_\_
4. Was your response appropriate? Why? \_\_\_\_\_  
\_\_\_\_\_
5. How would you change your response to make it better? \_\_\_\_\_  
\_\_\_\_\_
6. Roleplay your revised response.

## APPENDIX K

### EXERCISE II: INSTRUCTIONS AND GUIDELINES FOR TRAINERS

## APPENDIX K

### EXERCISE II: INSTRUCTIONS AND GUIDELINES FOR TRAINERS

During this one hour you will be providing feedback to one trainee.

Your job is to:

1. Give the trainee a copy of the Instructions for Exercise II (White Sheet in your folder).
2. Roleplay a short counseling segment with the trainee by:
  - a) Reading him/her a counseling situation.
  - b) Roleplaying the client statement as though you were the client.
  - c) Writing down the trainee's counselor response that he/she roleplays back to you.
3. For each example, go through the Feedback Form with the trainee to determine:
  - a) What stage of the counseling process it is.
  - b) What type of response the trainer made.
  - c) How the trainee decided what type of response was appropriate.
  - d) How the trainee would change the response to make it better.
  - e) Then roleplay the revised response.

There are ten examples in your folder. Do as many as you and the trainee feel comfortable doing in an hour.

4. Summarize the main points of discrimination training for the trainee and answer any questions he/she might have about this exercise or the training in general.

In your folder you will find the following materials to help you:

1. Two copies of Trainee Instructions for Exercise II (White Sheets).

2. Copies of the 10 counseling situations (White Sheets).
3. Model answers for the 10 counseling situations (Yellow Sheets).
4. Feedback Forms for each situation (Goldenrod Sheets).
5. A Summary Review of Discrimination Training (Green Sheets).
6. A list of definitions of the ten types of counselor responses (White Sheet).

REMEMBER: Your feedback should be consistent with the cognitive material presented in the Summary Review of Discrimination Training and in the Guidelines for Trainers.

#### GUIDELINES FOR TRAINERS

These guidelines provide you with:

1. Identification of the Stage of the Counseling Process for each of the 10 counseling situations.
2. A list of the most appropriate types of responses for each of the 10 counseling situations. Your trainee should have responded to the 10 situations with one of the types of responses listed.
3. One POSSIBLE model response for each of the 10 situations.

THIS RESPONSE IS NOT THE ONLY RIGHT ANSWER.

FEEL FREE TO MAKE UP YOUR OWN EXAMPLES OF MODEL RESPONSES AS LONG AS THEY CONFORM TO THE TYPES OF RESPONSES LISTED AS APPROPRIATE FOR EACH PARTICULAR SITUATION.

SITUATION 1

## Stage II--Problem Identification

A good response by the counselor could be any of the facilitative responses under Problem Solving. Because of the affect involved (crying), a REFLECTION would probably be the most appropriate.

MODEL COUNSELOR RESPONSE: You're really upset and confused about him (her) leaving you. . . REFLECTION

SITUATION 2

## Stage I--Establishment of the Counseling Relationship

A good response by the counselor could be a RESTATEMENT, REFLECTION or CLARIFICATION. Because of the affect involved a REFLECTION would probably be the most appropriate.

MODEL COUNSELOR RESPONSE: You're really feeling irritated about having to come in here . . . especially since you see no reason for it.  
REFLECTION

SITUATION 3

## Stage I--Establishment of the Counseling Relationship

A good response by the counselor could include a RESTATEMENT, REFLECTION, or CLARIFICATION.

MODEL COUNSELOR RESPONSE: You're usually able to take care of yourself pretty well . . . but lately things have been so bad you really feel like you'd like someone's help . . . CLARIFICATION

SITUATION 4

## Stage III--Problem Solving - Strategy Implementation

A good response by the trainee could be an INTERPRETATION or CLARIFICATION.

MODEL COUNSELOR RESPONSE: You're feeling that your marriage has been hurt by things that happened before . . . things you blame Barbara (Bill) for . . . that whatever you two try really isn't going to make any difference. CLARIFICATION

SITUATION 5

## Stage III--Problem Solving - Strategy Implementation

A good response by the counselor could be a CONFRONTATION or an INTERPRETATION since the client is at a point where little progress is being made in counseling and something needs to be done to stimulate client change.

MODEL COUNSELOR RESPONSE: You're telling me this week that you're happy the way you are and you're acting like you don't care, but last week you said you were miserable and really wanted to do something about your problems getting along with people.  
CONFRONTATION

SITUATION 6

## Stage III--Problem Solving - Strategy Implementation

A good response by the counselor could be an INFORMATIVE RESPONSE giving the client the information he needs or a SUGGESTION telling the client where he might get the information.

MODEL COUNSELOR RESPONSE: The secretary out at the desk . . . you know Judy, who makes the appointments . . . can give you a recent listing for those schools. INFORMATIVE STATEMENT

SITUATION 7

## Stage II--Problem Identification

A good response by the counselor could be a QUESTION or a CLARIFICATION to get more specific information about the client's smoking habit.

MODEL COUNSELOR RESPONSE: Could you be more specific about how much you do smoke . . . you know, about how many cigarettes a day.  
QUESTION

SITUATION 8

## Stage II--Problem Identification

A good counselor response at this point could be a CLARIFICATION, a QUESTION, a RESTATEMENT, or a REFLECTION.

MODEL COUNSELOR RESPONSE: You wonder whether the money you earn is worth what you have to go through to get it. RESTATEMENT

SITUATION 9

## Stage III--Problem Solving - Strategy Implementation

A good response by the counselor could be a CONFRONTATION or an INTERPRETATION, since this is a point where the client needs to look at his/her relationship with his/her mother closer.

MODEL COUNSELOR RESPONSE: I wonder if the reason you think you hate your mother is that you feel that she took SUCH good care of you when you were growing up, that now it's hard for you to take care of yourself . . . you know, be independent . . . and your resentment toward her is covering the disappointment you feel for yourself. . . INTERPRETATION

SITUATION 10

## Stage III--Problem Solving - Strategy Development

A good response by the counselor could be an INFORMATIVE STATEMENT which would give the client some information about how to go about finding a job, or a SUGGESTION of where he might start.

MODEL COUNSELOR RESPONSE: Yeah . . . well, maybe a good place to start would be to talk to someone at the Youth Development Corps since they have pretty good success finding jobs for people in your position. SUGGESTION

**APPENDIX L**

**EVALUATION FORM: SECOND WORKSHOP SESSION**

# APPENDIX L

## EVALUATION FORM: SECOND WORKSHOP SESSION INTENSIVE SKILLS INTEGRATION WORKSHOP

Group \_\_\_\_\_

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	INFERIOR
1. The supervisor's interest in presenting material.	4	3	2	1
2. The supervisor's concern with whether you learned the material.	4	3	2	1
3. Your interest in learning the workshop material.	4	3	2	1
4. Your general attentiveness during the videotape presentation.	4	3	2	1
5. Your general attentiveness during the lab session.	4	3	2	1
6. Improvement in your competence in this area due to this workshop.	4	3	2	1
7. Your opportunity to ask questions during the lab session.	4	3	2	1
8. The appropriateness of the amount of material covered today.	4	3	2	1
9. The appropriateness of the pace at which the material was presented today.	4	3	2	1
10. The overall organization of today's workshop.	4	3	2	1
11. Your satisfaction with the videotape presentation today.	4	3	2	1
12. Your satisfaction with the lab session today.	4	3	2	1

Comments: \_\_\_\_\_

APPENDIX M

SUMMARY REVIEW WORKSHEET FOR DISCRIMINATION TRAINING

## APPENDIX M

### SUMMARY REVIEW WORKSHEET FOR DISCRIMINATION TRAINING

This audiotape and worksheet are a general review of what you learned at the workshop on Tuesday and Saturday, and offer you an opportunity to quiz yourself on what you learned and receive immediate feedback on your answers.

At various points on the tape, you will be asked to make written responses to questions or client statements. Your answers should be written on the Summary Review Worksheet which is stapled to these instructions.

Turn the tape recorder off before making each written response. After you have completed your answer, turn the recorder back on and you will receive immediate feedback so you can determine whether your answers are correct.

This exercise is NOT a test. It is merely a device designed to help you review the material you learned at the first two sessions--and to give you feedback on how well you understand the basic concepts of Discrimination Training.

Please do not read the review material (in the envelopes) until you are asked to do so.

If you wish, you may take a short break (5-10 minutes) at any one point during the tape.

You should complete the exercise by \_\_\_\_\_.

SUMMARY REVIEW WORKSHEETI. Identification of Types of Counselor Responses

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

II. Stages of the Counseling Process

- I. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_
- A. \_\_\_\_\_
- B. \_\_\_\_\_

III. Goal of Stage I

\_\_\_\_\_

IV. Stage I: Facilitative Types of Responses

- |          |          |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

V. Stage I: Nonfacilitative Types of Responses

- |          |          |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ |          |

VI. Goal of Stage II

\_\_\_\_\_

VII. Stage II: Facilitative Types of Responses

- |          |          |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

VIII. Stage II: Nonfacilitative Types of Responses

- |          |          |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

IX. Goals of Stage III

- Substage A: \_\_\_\_\_
- Substage B: \_\_\_\_\_

X. Stage III: Facilitative Types of Responses

- A. 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 B. 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

XI. Stage III: Nonfacilitative Types of Responses

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

EXERCISE WORKSHEET

EXERCISE 1

- A. Your Response: \_\_\_\_\_  
 B. Stage of the Counseling Process: \_\_\_\_\_  
 C. Type of Response: \_\_\_\_\_

EXERCISE 2

- A. Your Response: \_\_\_\_\_  
 B. Stage of the Counseling Process: \_\_\_\_\_  
 C. Type of Response: \_\_\_\_\_

EXERCISE 3

- A. Your Response: \_\_\_\_\_  
 B. Stage of the Counseling Process: \_\_\_\_\_  
 C. Type of Response: \_\_\_\_\_

EXERCISE 4

- A. Your Response: \_\_\_\_\_  
 B. Stage of the Counseling Process: \_\_\_\_\_  
 C. Type of Response: \_\_\_\_\_

EXERCISE 5

- A. Your Response: \_\_\_\_\_  
 B. Stage of the Counseling Process: \_\_\_\_\_  
 C. Type of Response: \_\_\_\_\_

EXERCISE 6

- A. Your Response: \_\_\_\_\_  
 B. Stage of the Counseling Process: \_\_\_\_\_  
 C. Type of Response: \_\_\_\_\_

EXERCISE 7

- A. Your Response: \_\_\_\_\_
- B. Stage of the Counseling Process: \_\_\_\_\_
- C. Type of Response: \_\_\_\_\_

EXERCISE 8

- A. Your Response: \_\_\_\_\_
- B. Stage of the Counseling Process: \_\_\_\_\_
- C. Type of Response: \_\_\_\_\_

EXERCISE 9

- A. Your Response: \_\_\_\_\_
- B. Stage of the Counseling Process: \_\_\_\_\_
- C. Type of Response: \_\_\_\_\_

EXERCISE 10

- A. Your Response: \_\_\_\_\_
- B. Stage of the Counseling Process: \_\_\_\_\_
- C. Type of Response: \_\_\_\_\_

**APPENDIX N**

**EVALUATION FORM: THIRD WORKSHOP SESSION**

# APPENDIX N

## EVALUATION FORM: THIRD WORKSHOP SESSION INTENSIVE SKILLS INTEGRATION WORKSHOP

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	INFERIOR	Group
1. Your interest in learning today's material.	4	3	2	1	
2. Your general attentiveness during the videotape presentation.	4	3	2	1	
3. Your general attentiveness during the lab session.	4	3	2	1	
4. Your general attentiveness during the written exercises.	4	3	2	1	
5. Improvement in your skills as the result of today's workshop.	4	3	2	1	
6. The appropriateness of the amount of material covered today.	4	3	2	1	
7. The appropriateness of the pace at which today's material was presented.	4	3	2	1	
8. The overall organization of today's workshop.	4	3	2	1	
9. Your assessment of the entire workshop (all three days).	4	3	2	1	

Comments: \_\_\_\_\_

APPENDIX O

RESEARCH RELEASE FORM: WORKSHOP DATA

## APPENDIX O

### RESEARCH RELEASE FORM: WORKSHOP DATA

I understand that by my signature below, I give my permission for Norman R. Stewart and his two doctoral candidates, Nancy Martin and Judith Taylor to keep and to use as data for preparing research reports and articles, the audiotape recordings made during the activities in which I participated and the written exercises I completed during the course of the workshop.

Dr. Stewart, Nancy Martin, and Judith Taylor have offered me the assurance that in no way will my name or other personally identifying information be linked with the audiotaped material. I recognize that insomuch as my voice will be part of the recording, there is a possibility that I may be recognized by those to whom the recorded material is played. However, I am assured that no one will have access to this information other than the three people mentioned and others under their direction who will assist in the task of data analysis. My performance will in no way influence my course grade in ED 819D.

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## APPENDIX P

### VIDEOTAPE EXERCISES: LEARNING OBJECTIVES

## APPENDIX P

SKILL INTEGRATION WORKSHOP ED 819D  
Saturday February 19, 1977

### VIDEOTAPE EXERCISES

#### TERMINAL BEHAVIOR

Determine which of the following examples of the behavioral component of a learning objective are stated in behavioral or performance terms. Circle the numbers of acceptable terminal behaviors.

1. To use my anger more appropriately.
2. To understand my feelings better.
3. To change my self-concept.
4. Turn in homework assignments.
5. To be more self-confident.
6. Decrease the number of times I am late for school.
7. To reduce my anxiety.
8. To increase the number of times that I speak to a girl.

Following are examples of learning objectives where the terminal behavior is missing. Fill in a suitable behavior, making sure that it is in performance terms.

1. Conditions By the end of 5 weeks. . .

Behavior \_\_\_\_\_

Criteria . . . to five cigarettes per day.

2. Conditions By the end of three weeks. . .

Behavior \_\_\_\_\_

Criteria . . . at least three job interviews.

3. Conditions When you are out on the playground at recess times and someone does something that makes you mad. . .

Behavior \_\_\_\_\_

Criteria . . .without calling them names, yelling at them, or hitting them. You'll do this for two weeks.

4. Conditions Given a list of colleges where you meet the entrance requirements. . .

Behavior \_\_\_\_\_

Criteria . . . to at least five colleges.

5. Conditions When the boss approaches you with extra work for the weekend. . .

Behavior \_\_\_\_\_

Criteria . . . without your voice shaking.

#### CONDITIONS

Determine which of the following examples of the conditions component of a learning objective are appropriate conditions.

1. Given a list of colleges.
2. Given the chance.
3. When you have the time.
4. By the end of counseling.
5. By the end of two months.
6. When asked a question.

Following are examples of learning objectives where the conditions component is missing. Fill in a suitable condition under which the terminal behavior is to be demonstrated.

1. Conditions \_\_\_\_\_

Behavior . . . will raise your GPA.

Criteria . . . to 2.5.

2. Conditions \_\_\_\_\_

Behavior . . . you will raise your hand to volunteer to answer. . .

Criteria . . . at least three times per day for three consecutive weeks.

3. Conditions \_\_\_\_\_  
 \_\_\_\_\_  
Behavior . . . you will approach and talk to . . .  
Criteria . . . at least two people for at least three minutes each.

4. Conditions \_\_\_\_\_  
 \_\_\_\_\_  
Behavior . . . you will read your school textbooks or complete your written assignments. . .  
Criteria . . . for at least 1 ½ hours Monday through Thursday.

5. Conditions \_\_\_\_\_  
 \_\_\_\_\_  
Behavior . . . you will have sexual intercourse with your husband. . .  
Criteria . . . at least twice a week for two months.

#### CRITERIA

Determine which of the following examples of the criteria component of a learning objective are suitable for counseling objectives.

1. At least once.
2. Until I feel calm.
3. Get an A on seven homework assignments.
4. Occasionally.
5. For 30 times.
6. Overcome his anxiety.
7. Objective will be attained when the client terminates counseling.
8. Objective will be attained when client reports to the counselor that he was successful for ten consecutive days.

Following are examples of learning objectives where the criteria component is missing. Fill in a criteria that you consider would be an appropriate minimum acceptable performance for the stated terminal behavior.

1. Conditions By the end of two months. . .

Behavior . . . you will have lost. . .

Criteria \_\_\_\_\_  
 \_\_\_\_\_

2. Conditions When you feel yourself getting angry at Timmy. . .  
Behavior . . . you will explain to him why you are angry. . .  
Criteria \_\_\_\_\_  
 \_\_\_\_\_
3. Conditions Within three weeks. . .  
Behavior . . . you will make a decision about staying here with your boyfriend or going to drama school in New York. . .  
Criteria \_\_\_\_\_  
 \_\_\_\_\_
4. Conditions In the evening after the children have gone to bed. . .  
Behavior . . . you will talk with your wife about what the two of you did that day. . .  
Criteria \_\_\_\_\_  
 \_\_\_\_\_
5. Conditions When your roommate refuses to do his assigned chores. . .  
Behavior . . . you will tell him that you are not going to do them for him, and you will not do them.  
Criteria \_\_\_\_\_  
 \_\_\_\_\_

#### EXERCISE ON IMPROVING LEARNING OBJECTIVES

##### EXAMPLE 1

In this first example we want you to focus on only the conditions and see if you can improve on what the counselor comes up with.

Objective: You will no longer be depressed.

Improved Conditions: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EXAMPLE 2**

In this second example look closely at the terminal behavior identified by the counselor. Write down how you might improve on it, keeping in mind that the client's depressed behavior should be replaced by a behavior that the client finds possible.

**Objective:** When you feel so depressed that you can't carry on your normal routine. . .  
 . . .you will think of something that makes you happy.

**Improved Behavior:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EXAMPLE 3**

In this third example focus on the criteria component and write down how you think the stated criteria of minimum performance could be improved.

**Objective:** When you feel so depressed that you can't carry out your normal routine. . .  
 . . . you will engage in one of the behaviors selected from your list of enjoyable activities. . .  
 . . .you will do this until you feel better.

**Improved Criteria:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## APPENDIX Q

### LEARNING OBJECTIVES LAB EXERCISES

## APPENDIX Q

SKILL INTEGRATION WORKSHOP ED 819D  
Saturday, February 19, 1977

### LAB EXERCISES

#### Overview

The purpose of this phase of today's activities is to give you further practice in formulating learning objectives. As was mentioned in the videotape, clarification of the client's concern is the necessary groundwork for setting a goal and specifying an appropriate learning objective. Only if you, the counselor, have a good understanding of the client's concern, can you together with the client formulate an appropriate objective.

This involves being able to clearly specify the problem behavior in performance terms. Once the response or behavioral component of the concern has been identified and specified, it is much easier to come up with an appropriate terminal behavior (also to be specified in performance or measurable terms).

Thus, in each exercise you will start from a general model of the concern and work toward formulating an appropriate learning objective.

#### Instructions

For each of the following exercises:

- (1) Read the information given about the client's concern.
- (2) Clarify the model in your own mind and identify the main problem.
- (3) Specify clearly, in behavioral terms, the response component of the problem. That is, write down a statement of the problem behavior in observable performance terms.
- (4) Read the statement of the client's goal.
- (5) Formulate an appropriate learning objective incorporating all three components:
  - a) conditions
  - b) terminal behavior
  - c) criteria

For this step use the statement of the problem response component to help you formulate an appropriate terminal behavior. Then use the information about the client that has been provided, and your own creativity to formulate appropriate conditions and criteria.

A trainer will be available to provide you with feedback on both your statement of the response component and also your learning objective.

## EXERCISE 1

The client is an 8 year-old boy with a severe facial tic. He has been sent to see the school counselor by his teacher because other children make fun of him.

The counselor has gathered the following information about Jim.

From his teacher:

1. Jim is immature and babyish in the classroom.
2. He cries readily when other children tease him, when he can't do his work, when he gets hurt, etc.
3. He is intelligent but does not do well unless given a lot of attention.

From his mother:

1. The facial tic started when Jim began going to school, but seems to have gotten much worse in the last school year.
2. Jim always seemed to be a nervous child.
3. He was afraid of going to school so she let him stay home a lot until the school got after her.
4. He does not have any friends.

From Jim:

1. The other kids don't like him, pick on him, and call him names.
2. He doesn't like school but his mother forces him to go.
3. His parents are always arguing about him. His dad says his mother treats him like a baby and is making a sissy out of him.

Jim's goal in counseling: "To get the other kids to like me."

## WORKSHEET

1. Identify the main concern:

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2. State the problem behavior:

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3. State an appropriate learning objective:

A. Conditions: \_\_\_\_\_

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B. Terminal Behavior: \_\_\_\_\_

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C. Criteria: \_\_\_\_\_

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## EXERCISE 2

The client is a 24 year-old female who has gone to see a counselor at a community mental health agency about her problem of establishing relationships with men.

The counselor has gathered the following information about Mary:

1. Mary has never had a steady boyfriend. She has dated but usually only goes out with one person for a couple of times.
2. She has avoided getting involved with a male in the past because she is afraid of what that type of relationship may involve.
3. She gets very anxious when she is touched by a male, turns red, gets embarrassed, and backs off. She has done some hugging and kissing with the men she has dated but nothing more. She says she enjoyed it, but was afraid to go further.
4. Her parents never talked about sex around her or to her, and her mother acted like it was something to keep hidden.
5. She was very embarrassed during her teenage years both by information gleaned in classes and from friends and by physical changes in her body.
6. She is embarrassed when her friends talk to her about their sexual relationships with their friends and husbands, but she sometimes wishes she had something to share with them.

Mary's goal in counseling: "I'd like to have a long-term relationship with a man. . .and feel comfortable with the sexual part of that kind of relationship."

## EXERCISE 3

The client is a 20 year-old male college student who has gone to see a counselor at the college counseling center because of general feelings of unhappiness and dissatisfaction with himself.

The counselor has gathered the following information about Fred:

1. Fred explained that whatever he does, he is not pleased with himself. He thinks there is always someone who can do it better than he can, especially his older brother, Brad.
2. Fred said that he has settled into doing things in a half-hearted way since he thinks that he can't succeed.
3. He is always putting himself down in front of other people and this irritates his friends who are tired of telling him that he's OK.
4. His manner is generally shy and retiring since he generally feels that he has nothing worthwhile to contribute.
5. He tends to rehearse the things he wants to say before he says them because he's afraid he is going to make a fool of himself. This usually winds up with him saying nothing since the thinking causes him to miss the opportunity to say what he wants to say. He responds with a lot of "I don't know." when people talk to him rather than take the risk of saying something.
6. His parents always treated him as the "baby" of the family, making decisions for him, answering for him, and comparing him unfavorably to his older brother.
7. Fred expressed that he was doomed to be a failure in life since he didn't have the brains or nerve to do anything useful.

Fred's goal in counseling: "I wish I could feel good about myself. . . like I was a person someone would like to get to know. . ."

## EXERCISE 4

The client is a 14 year-old girl who was referred to the school counselor by her homeroom teacher because her grades have been dropping in the past few months.

The counselor has gathered the following information about Karen:

1. She has been feeling generally unhappy and depressed. She doesn't care much about school anymore since it doesn't seem very important.
2. Her parents are finally getting a divorce after talking about it for two years. They have been arguing constantly for the past two months and have been trying to drag Karen and her sister in to choose sides. They have been told to decide who they want to live with.
3. Karen tries to stay out of her parents' arguments by hiding in her bedroom and watching television or listening to her stereo. She has tried to study but can't concentrate because she's so worried about her parents.
4. Her older sister spends alot of time with her boyfriend so Karen is home alone a great deal of the time. She is avoiding being with her friends because they are always asking her what's wrong and she's embarrassed to tell them about her parents.
5. She thinks alot about how nice things were when she was younger and how things will never be the same again.

Karen's goal in counseling: "I know my parents are going to get the divorce. . .I just wish I didn't feel so bad about it."

## EXERCISE 5

The client is a 48 year-old who has gone to see a counselor at a private clinic because of the grief she feels over the death of her 16 year-old son in an automobile accident two months before.

The counselor has gathered the following information about Janet:

1. She has found it impossible to deal with the pain and grief she feels over the loss of her son.
2. She has very strong feelings of guilt about the accident since she let her son take the car after her husband had said no. She feels that her husband and her 14 year-old daughter both blame her.
3. There has been constant tension and arguing in the family since the time of the accident -- the death did not serve to draw the family closer together.
4. Her relationship with her husband has deteriorated. There is no intimacy between them, no affection expressed, and no sexual relationship.
5. Her husband does not come home directly after work, and has sometimes come in drunk at a very late hour. She now worries a lot about him driving home in that condition.
6. She, herself, is very nervous when driving a car or riding with anyone else.
7. She sometimes imagines that she hears her son somewhere in the house or waits for him to come home, and then realizes that he is not going to.
8. She spends a great deal of her time home alone thinking about her son and finds it very difficult to get any work done.
9. She finds it hard to be with her friends because she has no desire to be sociable. Her friends have tried to console her, but it hasn't helped.

Janet's goal in counseling: "I'd like to try to get my life back together again. . .try to cope with Ron's death. . .and see if I can work things out with my husband."

## **APPENDIX R**

### **LEARNING OBJECTIVES LAB EXERCISES: INSTRUCTIONS AND GUIDELINES FOR TRAINERS**

## APPENDIX R

### GENERAL INSTRUCTIONS FOR LAB TRAINERS -- LEARNING OBJECTIVES

You will be working with two trainees (names and rooms specified on your schedule) providing feedback on:

1. Exercises from the videotape.
2. Lab exercises.

In your folder you will find the following materials:

1. Copies of the videotape exercise.
2. Answers and explanation for the videotape exercises.
3. Copies of the lab exercises.
4. Model answers for the five lab exercises - that is, model learning objectives for the concerns stated.

Your role is to provide feedback on the trainees' answers and help them develop learning objectives when they are having difficulty. Float back and forth between the two trainees that you have been assigned to.

INFORMATION FOR LAB EXERCISES TRAINERS**ANSWERS TO VIDEOTAPE EXERCISES ON LEARNING OBJECTIVES**

On the videotape the trainees were asked to first identify inappropriate or inaccurate components, and then to fill in a missing component. Here are answers and explanations to help you provide them with feedback.

TERMINAL BEHAVIOR

Circle numbers of acceptable terminal behaviors.

Acceptable ones: 4, 6, and 8.

Not Acceptable : 1, 2, 3, 5, and 7.

These are not appropriate since they do not specify an activity which is observable and which can be measured, or they are vague. For example:

1. To use my anger more appropriately - this is vague and not fully operational.
2. To understand my feelings better - "understand" is not a behavioral term.
3. To change my self-concept - does not specify what the client will be doing.
5. To be more self-confident - same as 3.
7. To reduce my anxiety - same as 3.

MISSING BEHAVIORAL COMPONENT

Possible answers for behavioral component:

1. . . .you will cut down smoking. . .
2. . . .you will get appointments for and go to. . .
3. . . .you will walk away from the boy(s) or girl(s). . .
4. . . .you will fill out and send in completed applications. . .
5. . . .you will turn him down by saying "No, I don't want to spend the weekend working" . . .

CONDITIONS

Acceptable conditions: 1, 4, 5, and 6.

Not acceptable: 2, 3

These are not appropriate conditions since they do not clearly specify a situation or state within the person. For example:

2. Given the chance. . .
3. When you have the time. . .

Under these sort of conditions the behavior might never occur.

MISSING CONDITIONS COMPONENT

Possible answers:

1. By the end of spring quarter. . .

2. When the teacher asks a question in class and you know the answer. . .
3. When you are on your coffee or lunch break at work. . .
4. After dinner, at your desk, in your bedroom with the stereo and radio turned off. . .
5. Given that your husband is in the mood. . .

#### CRITERIA

Acceptable criteria: 3, 5, and 8

Not acceptable: 1, 2, 4, 6, and 7

These are not appropriate because they are not specific enough and do not state a clearly defined level of minimum acceptable performance. For example:

1. At least once - this is inappropriate if the behavior is something which should be demonstrated on more than one occasion, such as being on time for class.
2. Until I feel calm again - this level may never be reached and it is not clearly defined as to when this level of performance is achieved.
4. Occasionally - this is not specific enough and would not ensure demonstration of the behavior at any consistent level.
6. Overcome his anxiety - like 2.
7. Objective will be attained when the client terminates counseling - means the client could stop whenever they wished regardless of the level of behavior then being demonstrated.

#### MISSING CRITERIA COMPONENT

Possible answers:

1. . . .10 pounds.
2. . . .without raising your voice or using physical punishment.
3. . . .this will be accomplished when you report to me that you have told your boyfriend about your decision.
4. . . .for at least 30 minutes for one month.
5. . . .without feeling guilty.

## MODEL ANSWERS FOR THE LAB EXERCISES

## EXERCISE 1--JIM

Before school and during recess periods, Jim will establish a friendship with a classmate so well that he eats lunch and walks home from school with a classmate on three or more occasions during a single week within the next month.

CONDITIONS: Before school and during recess period...

TERMINAL BEHAVIOR: Jim will establish a friendship with a classmate...

CRITERIA: So well that he eats lunch and walks home from school with a classmate on three or more occasions during a single week within the next month.

## EXERCISE 2--MARY

With two or more friends and without embarrassment, Mary will discuss sexual fantasies, experiences, and/or fears once per week for 20 minutes or more on each occasion for at least three consecutive weeks.

CONDITIONS: With two or more friends and without embarrassment...

TERMINAL BEHAVIOR: Discuss sexual fantasies, experiences, and/or fears...

CRITERIA: Once per week for 20 minutes or more on each occasion for at least three consecutive weeks.

## EXERCISE 3--FRED

For 30 minutes or more three or more times per week for four consecutive weeks, Fred will talk with one friend about thoughts, feelings, and ideas without making negative self-statements.

CONDITIONS: About thoughts, feelings, and ideas without making negative self-statements...

TERMINAL BEHAVIOR: Talk with one friend...

CRITERIA: For 30 minutes or more, three or more times per week for four consecutive weeks...

## EXERCISE 4--Karen

Karen will talk with friends concerning her thoughts and feelings so well that she can share her thoughts and feelings with

three or more friends for five or more minutes each day for two consecutive weeks.

CONDITIONS: Concerning her thoughts and feelings...

TERMINAL BEHAVIOR: Talk with friends...

CRITERIA: So well that she can share her thoughts and feelings with three or more friends for five or more minutes each day for two consecutive weeks.

#### EXERCISE 5--JANET

Within the next 30 days, Janet will communicate with her husband concerning the blaming and guilt feelings associated with her son's death for at least one-half hour each day after dinner so well that she has eliminated two of the six avoidance behaviors listed.

CONDITIONS: Within the next 30 days... (1)

Concerning the blaming and guilt feelings associated with her son's death... (2)

TERMINAL BEHAVIOR: Janet will communicate with her husband...

CRITERIA: For at least one-half hour each day after dinner so well that she has eliminated two of the six avoidance behaviors listed.

## APPENDIX S

### INSTRUCTIONS FOR ROLEPLAYERS:

#### SECOND WORKSHOP SESSION

## APPENDIX S

### INSTRUCTIONS FOR ROLEPLAYERS: SECOND WORKSHOP SESSION

You will be working with two trainees back to back (names, rooms, and times specified on your schedule).

- (a) You will roleplay a client at the beginning stages of counseling, that is, establishing relationship and tentative exploration of concerns. This will be audiotaped and should last about 10-15 minutes--guidelines for roleplay are attached.
- (b) You will provide feedback to the trainee on how you felt as a client--dimensions for feedback are attached.
- (c) You will instruct the trainee to listen to the audiotape and fill in the form that has been given to them. Then you leave before they start listening.
- (d) You will repeat (a), (b), and (c) with a second trainee. Use the same role.

**\*\*PLEASE NOTE:** The two trainees will be using different forms when they are listening back to their performance. PLEASE do not make any comment on this--just tell them to fill it in while listening to the tape, and then leave.

INSTRUCTIONS FOR ROLEPLAY

The stages of the counseling process that are to be addressed in the roleplay are essentially those at the beginning of counseling, that is, establishing a trusting, accepting relationship, exploration of concerns and tentative identification of the main concern.

The roleplay is to be audiotaped on the cassette tape provided which will have the trainees name on it. PLEASE check that the recorder records OK.

ROLE

You are a graduate student, somewhat anxious and ill at ease. You are not quite fully prepared to come straight out with your problem, thus, you start by talking about easier topics such as coping with school in general, and wondering if you are cut out for grad school. You are having some problems with your studies, parttime job, and strained relations between you and your girl/boy friend or wife/husband (whichever you feel most comfortable roleplaying).

The relationship is your main concern as it has emotionally disturbed you, is taking a lot of your energy, is interfering with your studies. The nature of the concern is that your "partner" is having difficulty realizing that you need to study, and expects you to be able to do the things you used to do before you went back to grad school. You're beginning to wonder if it is worth the effort to continue with grad school since it is causing such problems.

## APPENDIX T

### GUIDELINES FOR FEEDBACK

## APPENDIX T

### GUIDELINES FOR FEEDBACK

#### Dimensions for Feedback as a Client

1. Did the counselor make you feel comfortable?
2. Did the counselor move too fast or slow through the process?
3. Did the counselor identify the correct concern?
4. Did the counselor understand and reflect client's feelings?
5. Did the counselor understand the client's problem?
6. Did the counselor show interest in you?
7. Did the counselor interrupt or use inappropriate responses?
8. Did the counselor's nonverbal behavior indicate that he was listening and concerned?

## **APPENDIX U**

### **SELF-EVALUATION FORMS:**

**COUNSELOR RESPONSE PROFILE AND SELF-EVALUATION PACKAGE**

## APPENDIX U

### SKILL INTEGRATION WORKSHOP ED 819D

#### Instructions In The Use Of The Self-Evaluation Package

Read these instructions and then look briefly through the self-feedback package.

Then you will roleplay a counselor. The roleplay will address the initial stages of counseling, with primary emphasis on establishing a trusting counseling relationship, exploration of concerns, and tentative problem identification. This roleplay will be audiotaped and should last for about 10-15 minutes.

Listen to your performance and use the self-evaluation package to analyze and evaluate your own performance. Your trainer, who will roleplay the client, will also provide you with feedback on your performance.

## SELF-EVALUATION PACKAGE

### GENERAL INSTRUCTION

This self-evaluation feedback form is to be used to evaluate your own counseling performance that you have audiotape recorded. The procedures to be used are as follows:

1. While listening to an audiotape of a counseling session, record the frequencies of eleven counselor responses on the Counselor Response Profile. This will provide a detailed analysis of counselor activity during the counseling session.
2. Using the response profile and personal recall of the session, rate counselor performance on 10 behavioral dimensions and select appropriate action steps to modify behavior within that dimension.

### CHARTING COUNSELOR RESPONSES

#### Definitions

The counselor responses that will predominate during the beginning stages of the counselor relations, ie the stage of the process that we are concerned about today, are:

1. Informative: A statement which introduces information or data useful for the client and to counseling. It may be used in response to a client question by explaining or stating alternatives.
2. Reflection: A statement that expresses a feeling present in the client's previous communication.

Additive: Responses add deeper feeling and meaning to the expression of the client.

Interchangeable: Responses express essentially the same affect and meaning.

Subtractive: Responses subtract noticeable affect from the client's communication.

3. Questioning: A statement in the form of a question that gets the client talking generally or elicits specific information about feelings and content.

Open-ended/Probe: A question that requires more than a minimal one-word answer by the client.

Binary: A question that can be answered yes/no.

Multiple: Asking a string of questions.

4. Restatement of content: A statement that repeats or restates all or selected portions of the cognitive content of the client's communications. It deals with content involving people, events and things.
5. Reinforcement-Supportive: A statement that conveys the counselor's support and reinforces the client's words or actions.
6. Direction: A statement that could involve suggesting, leading, or interpreting.
7. Other: A statement that cannot be placed clearly in any of the above categories.

#### Instructions

While listening to an audiotape of a counseling session, the counselor will identify and record each counselor response. To aid the record-keeping, counselor responses have been grouped in columns of five responses. Having identified the type of response made, the counselor will place a hash mark against that category in an approximate position in the appropriate column to indicate which numbered response it was. Thus, each column will only contain five hash marks.

On the next page, you will find an example of the Counselor Response Profile in which the first 20 counselor responses have been recorded. The first five counselor responses, in order, were: Supportive, informative, informative, open-ended question, and interchangeable reflection. At the right hand side, there is a column to give the total frequencies of each response.

The response profile can be used to provide information on how the counselor used the counseling time and what response types were used, and the balance of response modes. It thus provides a detailed analysis of the counselor's behavior in a counseling session.

## COUNSELOR RESPONSE PROFILE

COUNSELOR..... SESSION..... CLIENT.....

RESPONSE TYPE	1	5	10	15	20	25	30	35	40	45	50	55	60	Total
1. Informative	1	1												3
2. Reflection				1										1
Additive														
Interchangeable	1	1	1	1	1									5
Subtractive				1										1
3. Questioning														
Open-ended	1			1	1									3
Binary					1									1
Multiple														0
4. Restatement of content		1	1	1	1									3
5. Reinforcement-Supportive	1													1
6. Directing*				1										1
7. Other		1												1

\* Directing - Suggesting, leading, interpreting

## SPECIFIC RATINGS

### Introduction

The purpose of this section of the self-evaluation package is to provide you with feedback on specific counseling behaviors and to determine alternative ways to improve these behaviors. The 10 behavioral dimensions to be used involve counselor behaviors that are particularly important during the first few counseling sessions.

The dimensions fall into two clusters:

#### I. Communicate core conditions for counseling.

1. How well did I establish rapport and put the client at ease?
2. How well did I communicate my desire to help, my interest, and respect for the client?
3. How well did I maintain focus on the client and time the interview pace and direction?
4. How well did I use my voice and language?
5. How well did I use verbal reinforcement?

#### II. Help the client explore problems, concerns, and feelings.

6. How well did I use open-ended questions?
7. How well did I encourage the client to talk about feelings?
8. How well did I help client explore concerns?
9. How well did I identify cognitive content of the interview?
10. How well did I obtain specific details of the client's concern?

## GENERAL INSTRUCTIONS FOR THE SPECIFIC RATINGS

Each behavioral dimension is to be addressed in two ways:

(1) Rating and (2) Action Steps.

(1) Rating Each dimension will be rated using a three-point scale: Exceptional - Adequate - Inadequate.

Assessments are to be made using the response profile and personal recall of the counseling session.

A rating of "Exceptional" indicates that most of the criteria behaviors considered exceptional were demonstrated.

A rating of "Adequate" indicates that not all of the behaviors considered exceptional were demonstrated and that none of the behaviors considered inadequate were demonstrated.

A rating of "Inadequate" indicates that at least one of the criteria behaviors listed as inadequate was demonstrated.

- (2) Action Steps After rating the behavioral dimension, action steps are to be selected that are appropriate for the counselor needs and level of performance, to modify behavior within that dimension.

**EXAMPLE**

6. How well did I use open-ended questions?

- Rating: ☐ a. Exceptional: Asked well-formulated questions that focused on the client and required a process type answer.
- ☒ b. Adequate : Used questions effectively to get the client talking.
- ☐ c. Inadequate : Asked binary or multiple questions. Questions did not focus on client. Asked poorly-formulated questions. Got into a question-answer format.

Action Steps:

- ☒ I need to ask more open-ended questions.
- ☒ I need to increase the clarity and precision of my questions.
- ☐ I need to ask questions that are simpler and briefer.
- ☐ I need to avoid binary/multiple questions.
- ☐ I need to ask questions that focus more on the client.
- ☐ I need to avoid a question-answer format.

## SKILL INTEGRATION WORKSHOP ED 819D

INSTRUCTIONS IN THE USE OF THE COUNSELOR RESPONSE PROFILE

Read these instructions on how to chart your counseling responses while listening to an audiotape of a counseling session.

Then you will roleplay a counselor. The roleplay will address the initial stages of counseling with primary emphasis on establishing a counseling relationship and exploration of concerns. This roleplay will be audiotaped and should last for about 10-15 minutes.

Listen to the audiotape and chart your responses on the Counselor Response Profile. This will provide you with feedback on the response types you used during the roleplay. Your trainer, who will roleplay the client, will also provide you with feedback on your performance.

### GENERAL INSTRUCTIONS

This response profile is to be used to help you identify the types of counselor responses that you have used during a counseling interview that you have audiotape recorded.

The procedure to be used is as follows:

While listening to an audiotape of a counseling roleplay interview, record the frequencies of certain counselor responses on the Counselor Response Profile.

### DEFINITIONS

Here are the definitions of the counselor responses that will be charted on the profile.

1. Informative: A statement which introduces information or data useful for the client and to counseling. It may be used in response to a client question by explaining or stating alternatives.
2. Reflection: A statement that expresses a feeling present in the client's previous communication.

Additive: Responses add deeper feeling and meaning to the expression of the client.

Interchangeable: Responses express essentially the same affect and meaning.

Subtractive: Responses subtract noticeable affect from the client's communication.

3. Questioning: A statement in the form of a question that gets the client talking generally or elicits specific information about feelings and content.

Open-ended/Probe: A question that requires more than a minimal one-word answer by the client.

Binary: A question that can be answered yes/no.

Multiple: Asking a string of questions.

4. Restatement of content: A statement that repeats or restates all or selected portions of the cognitive content of the client's communications. It deals with content involving people, events, and things.
5. Reinforcement-Supportive: A statement that conveys the counselor's support and reinforces the client's words or actions.
6. Direction: A statement that could involve suggesting, leading, or interpreting.
7. Other: A statement that cannot be placed clearly in any of the above categories.

SPECIFIC INSTRUCTIONS

While listening to an audiotape of the counseling roleplay that you have recorded, you are to identify and record each counselor response. To aid the record-keeping, counselor responses have been grouped in columns of five responses. Having identified the type of response made, the counselor will place a hash mark against that category in an approximate position in the appropriate column to indicate which number response it was. Thus, each column will only contain five hash marks.

On the next page, you will find an example of the Counselor Response Profile in which the first 20 counselor responses have been recorded. The first five counselor responses, in order, were: Supportive, Informative, Informative, Open-ended Question, and Interchangeable Reflection. At the right-hand side, there is a column to give the total frequencies of each response.

## COUNSELOR RESPONSE PROFILE

COUNSELOR. . . . . SESSION. . . . . CLIENT. . . . .

RESPONSE TYPE	COUNSELOR RESPONSES IN GROUPS OF FIVE												60, Total
	1	5	10	15	20	25	30	35	40	45	50	55	
1. Informative	1	1											3
2. Reflection				1									1
Additive													
Interchangeable	1	1	1	1									5
Subtractive				1									1
3. Questioning													
Open-ended	1			1	1								3
Binary					1								1
Multiple													0
4. Restatement of content		1	1										2
5. Reinforcement-Supportive	1												1
6. Directing*				1									1
7. Other		1											1

\* Directing = Suggesting, leading, interpreting

## APPENDIX V

INSTRUCTIONS FOR ROLEPLAYERS:

THIRD WORKSHOP SESSION

## APPENDIX V

### INSTRUCTIONS FOR ROLEPLAYERS: THIRD WORKSHOP SESSION

You will be working with various counselor trainees individually. You will be provided with a schedule of names of trainees, rooms, and times when you first arrive at Erickson Hall.

Please report to me, Judith Taylor, at Erickson Hall, Room \_\_\_\_\_ at the following time \_\_\_\_\_. You will then be handed your exact schedule.

You will be roleplaying a client in counseling. The roleplay covers the beginning stages of counseling, that is, establishing relationship, exploration of concerns, and tentative identification of the main problem. This roleplay will be audiotaped and should last about ten minutes.

You will make certain that the trainee has checked whether the recorder records properly before you start the roleplay.

At the end of the roleplay, you will spend a couple of minutes providing feedback to the trainee on how you felt as a client. Dimensions for feedback are attached.

You will then leave that trainee and move on to your next assignment. There may be a short break between assignments, or you may have to move immediately to your next roleplay.

## ROLE A

You are an undergraduate student who is having problems coping with school. You don't like the major you are in and are considering dropping out. You are falling behind in work and not doing well. You don't like the school, the people, or the classes. M.S.U. seems large and unfriendly since you came from a small town in Michigan. You are under pressure from your parents and they would be very disappointed and angry if you do poorly. You are worried about facing parents and friends back home and you are rather disappointed in yourself for not being as successful at school as you had hoped to be.

Generally, you just can't decide what is the best thing to do and, therefore, want to talk about it with somebody. There should be some underlying feelings of depression, loneliness, anxiety, and worry about your situation.

In your role, you should be talking fairly easily about your problems, but try not to dominate the conversation so that the counselor can't do anything.

## ROLE B

(Male Client)

You are about 21 years old--share a house with a group of friends. You work as a car mechanic but have a tendency to lose your job.

You are somewhat anxious and ill-at-ease. You are not quite fully prepared to come straight out with your main problem, thus, you start by talking about easier topics, such as having just lost a job working a repair shop, so you are somewhat concerned about financial matters. But the main concern deals with your relationship with your girlfriend, whom you have been going out with for about three years.

Recently things have become strained between you and your girlfriend. She does things that irritate you and you are getting into fights with her. Essentially, you are worried because she is putting pressure on you to get married, thus, she wants you to get a secure job and settle down. You are not certain if you are ready for this--you are nervous at the prospect of marriage. Thus, the underlying feelings are of anxiety about settling down and marrying this girl, general insecurity, and uncertainty, feeling somewhat trapped because the relationship has been a long one.

## ROLE B

(Female Client)

You are about 21 years old--share a house with a group of friends. You work as a secretary.

You are somewhat anxious and ill-at-ease. You are not quite fully prepared to come straight out with your main problem, thus, you start by talking about easier topics, such as briefly talking about the difficulty you are having working with your supervisor and afraid you may lose your job. And if you lost your job then that jeopardizes the possibility of getting married to the guy you have been going with for about three years. The main concern deals with this relationship.

Recently, things have become strained between you two, he does things that annoy you, he doesn't seem as attentive or concerned and you've been getting into more and more fights. You are worried that you may be pushing him into marriage. You are concerned, therefore, about maintaining the relationship but are afraid that it may be heading for a break-up and you are not certain if you can handle breaking up, especially since you've been going together for so long. You couldn't handle telling friends and parents. The underlying feelings are of anxiety, insecurity, and fear of losing him because of putting pressure on him to get married.

**APPENDIX W**

**RESEARCH RELEASE FORM: FOLLOWUP DATA**

APPENDIX W

RESEARCH RELEASE FORM: FOLLOWUP DATA

Intensive Skill Integration Workshop

I understand that by my signature below, I give my permission for Norman R. Stewart and his two doctoral candidates, Nancy Martin and Judith Taylor, to keep and to use as data for preparing research reports and articles, the audiotape recordings and the written exercises I completed during the workshop followup.

Dr. Stewart, Nancy Martin, and Judith Taylor have offered me the assurance that in no way will my name or other personally identifying information be linked with the audiotaped material. I recognize that insomuch as my voice will be part of the recording, there is a possibility that I may be recognized by those to whom the recorded material is played. However, I am assured that no one will have access to this information other than the three people mentioned and others under their direction who will assist in the task of data analysis.

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## **APPENDIX X**

### **DISCRIMINATION TRAINING:**

#### **GENERAL INFORMATION AND INSTRUCTIONS FOR TRAINERS**

## APPENDIX X

### DISCRIMINATION TRAINING:

#### GENERAL INFORMATION AND INSTRUCTIONS FOR TRAINERS

##### Purpose of the Training

The purpose of the discrimination training is to get the counselor trainees to look at the responses they make to clients in light of where they are in the counseling process.

The premise of the study is that certain types of responses are more appropriate or assume greater importance at certain points in the counseling process. And conversely, certain types of responses are of lesser importance, nonfacilitative, or even detrimental at certain points in the counseling relationship.

##### Stages of the Counseling Process

Three stages of the counseling process have been delineated by Carkhuff and are being used in the training. They are:

1. Establishment of the Counseling Relationship--referring to the initial phase of counseling where emphasis is placed on building a solid, trusting, accepting relationship with the client. In this phase, the counselor gets to know the client.
2. Problem Identification--refers to the phase of the counseling process where emphasis is placed on identifying the client's concerns and problems, and achieving a full understanding of those concerns.
3. Problem Solving--refers to that phase of the counseling process where emphasis is placed on searching out and implementing courses of action or strategies to resolve the client's problem. Therefore, this stage can be divided into two substages: 1) Strategy Development, and 2) Strategy Implementation.

### Types of Counselor Responses

The types of counselor responses used in the training are the same ten types which were defined in response training. They are:

- |                  |                    |
|------------------|--------------------|
| 1. restatement   | 6. evaluative      |
| 2. questioning   | 7. confrontation   |
| 3. informative   | 8. reflection      |
| 4. suggestion    | 9. clarification   |
| 5. reinforcement | 10. interpretation |

### Training Format

<u>ACTIVITY</u>	<u>TIME</u>	<u>YOUR ROLE</u>
1. Videotape	1 1/2 - 2 hours	None
2. Exercise I	1 hour	Provide feedback to 2 trainees
3. Exercise II	1 hour	Roleplay and provide feedback to 1 trainee

The didactic portion of training (videotape) will present the idea of integrating counselor responses with counseling process.

After the videotape, the trainees will work individually with a lab instructor (YOU) on exercises which illustrate the concepts taught on the tape.

You will be required to give the trainees feedback on how they respond to these exercises.

### Training Exercises

The exercises will be of two types:

1. Exercise I--written exercises where the trainee will read a counseling situation and client statement, and then choose the most appropriate of four multiple choice responses. The trainee will also be required to label each response according to the ten types and then write an explanation of why he/she chose that particular response.

Five exercises will be provided for each of the three stages of the counseling process (15 in total).

After each set of five exercises, YOU will give the trainee feedback on his/her responses. You will be provided with appropriate responses and reasons why those responses are appropriate.

During this phase of training, you will work with two trainees--moving back and forth between them to provide feedback.

2. Exercise II--roleplay exercises where you will read a counseling situation and client statement aloud to the trainee who will respond as he/she would in an actual counseling interview.

You will write down the trainee's response and then analyze the response with the trainee considering the following:

1. What stage of the counseling relationship is it?
2. What type of response did the trainee make (categorized by the ten types)?
3. What cued the trainee into what type of response was appropriate?
4. Does the trainee still think his response is appropriate?
5. How would the trainee change the response to make it better?

After you have gone through this process with the trainee, you should roleplay the same situation using the revised response.

There will be several roleplay situations. You will be provided with possible model answers and reasons why the model answers are appropriate.

After the exercises are completed, you will review with the trainee what he learned in the training and summarize the main points. You will be provided with a written summary to help you with this.

During this phase of the training, you will be working with only one trainee.

### Instructional Material

Following is the information which will be presented to the trainees on the videotape and which you will need to know in order to provide feedback to the trainees during the exercises.

#### I. Establishment of the Counseling Relationship

Important/Facilitative	Nonfacilitative/Detrimental
1. restatement	1. confrontation
2. reflection	2. interpretation
3. reinforcement	3. suggestion
4. clarification	4. evaluative

#### II. Problem Identification

Important/Facilitative	Nonfacilitative/Detrimental
1. clarification	1. confrontation
2. questioning	2. interpretation
3. reflection } to a lesser	3. suggestion
4. restatement } degree	4. evaluative

### III. Problem Solving

Important/Facilitative	Nonfacilitative/Detrimental
1. clarification	1. reflection
2. confrontation	2. restatement
3. interpretation	3. evaluative
4. informative	
5. suggestion	

Following is the rationale for considering certain types of responses either important or facilitative OR nonfacilitative or detrimental at certain stages of the counseling process:

#### I. Establishment of the Counseling Relationship

Responses which are considered important or facilitative:

1. restatement--lets the client know that the counselor is really listening to what he/she is saying.
2. reflection--lets the client know that the counselor is not only listening but can understand and empathize with what he/she is feeling.
3. reinforcement--for the client to continue with what he/she is saying indicates that the counselor is listening attentively and wants the client to continue with what he/she is saying. This can include verbal assurance or merely an mm-hm, often accompanied by approving gestures and visual cues that the counselor is following.
4. clarification--by the counselor regarding something he is not clear about indicates to the client that the counselor wants to accurately understand what the client is saying.

Responses which are considered nonfacilitative or possibly detrimental:

1. confrontation--confronting the client on discrepancies in his/her communications at the beginning of a relationship--before trust has been established and before the counselor has an adequate knowledge of the client's problems--can be:
  1. Inaccurate.
  2. Perceived as inaccurate by the client because he/she is not ready to accept it. He/She may not yet trust the counselor enough to be confronted. The confrontation may be threatening.
  3. Perceived as accurate by the client but threatening because he/she is not ready to accept it.

Confrontation can be a step backward in developing the counseling relationship and may cause the client to terminate prematurely.

2. interpretation--can have the same effect as confrontation. Interpretations are based upon knowledge about the client and the counselor's ability to put that information together in a way which is useful to the client. At the beginning of the counseling relationship, the counselor does not have enough information to formulate such interpretations.
3. suggestion--in suggesting a course of action to a client in dealing with a problem, the counselor must have established a good relationship with the client and obtained an adequate understanding of the problem so that he knows: (1) whether the client has tried what is being suggested before, and (2) whether the suggestion is appropriate for this particular client. Suggestion is premature at the relationship-building stage. Suggesting possible problem solutions prematurely is a common shortcoming of beginning counselors. At this point the counselor should be more intent on listening to the client and getting a full understanding of the problem--not formulating solutions.

Clients are inclined to disregard suggestions, even if valid, if they have not yet established a good relationship with the counselor. Dependent clients may accept suggestions, even if inappropriate.

4. evaluative--rarely is an evaluative-type response appropriate in counseling. It is counselor-centered ("I" rather than "You") and puts forth the counselor's beliefs, values, and opinions.

At the first stage of the counseling process, attention should be focused on what the client thinks and believes--not the counselor.

## II. Problem Identification

Responses which are considered important or facilitative:

1. clarification--by the counselor allows the counselor to accurately understand the client's problem and to make clear that which is causing the client's concern.
2. questioning--allows the counselor to more fully understand the concrete aspects of the problem. Questions elicit information which the counselor needs in order to understand the client's problem.

The counselor must be careful not to use too many questions as it will make the client feel he/she is being interrogated. Questions should be developed from the content of what the client says, rather than from a preset agenda of questions.

3. reflection--of feelings accurately enables the counselor to help the client focus in on that which is causing the concern.
4. restatement--of information accurately enables the counselor to help the client focus in on that which is causing the concern.

Responses which are considered nonfacilitative or possibly detrimental:

1. confrontation--the counselor must identify and understand the client's problem before confrontation is useful. Confrontation based on incomplete information and without a full understanding of the problem can be inaccurate and threatening to the client if premature.
2. interpretation--same as confrontation.
3. suggestion--same as under Establishment of the Counseling Relationship. Too many suggestions establishes the counselor as the "expert" whose job it is to tell the client what to do.
4. evaluative--same as under Establishment of the Counseling Relationship.

### III. Problem Solving

Responses which are considered important or facilitative:

#### A. Development of Strategy

1. clarification--used by the counselor to clarify points to the client can clear up the client's thinking on issues related to the client's problem.
2. informative--statements can be useful at this stage when the client requests or needs concrete information which the counselor has available to him/her (e.g., vocational-occupational information, referral services, etc.). It is useful at early stages of strategy development where the client may need information.
3. suggestion--although the counselor must be wary of using this type of response which is counselor-centered rather than client-centered, mild counselor suggestions at this point may be helpful to the client in working toward resolution of the problem. At this point, the counselor is aware of all aspects of the client's concern and, therefore, can make some valid and helpful suggestions without being overbearing.

#### B. Strategy Implementation

1. confrontation--points out discrepancies between what the client says and does. At this point in the counseling process, when

the client is ready for forward growth, confrontation serves more as an impetus to the client to examine his/her behavior and change rather than as a threat.

Confrontation can serve to stimulate or jolt the client into action when the counselor perceives that progress toward resolving the concern has come to a halt.

2. interpretation--at this stage of counseling where the client is willing to work on his/her problems, interpretation by the counselor can serve to give the client new insights into his/her problems and perhaps a new frame of reference from which to view his/her problems. This insight may stimulate client change.

Responses which are considered nonfacilitative or possibly detrimental:

1. reflection--although generally an effective type of response, over-reliance on reflection can impede client growth. To keep reflecting the same feelings over and over reinforces those feelings and gets in the way of moving forward and doing something about those feelings.

In this phase of the counseling process, reflection should be interspersed with more active-oriented responses which encourage the client to examine the feelings.

General reflection of all feelings tends to open new issues rather than continuing the focus on existing ones.

2. restatement--same as reflection above. Repetition of the same content does not facilitate problem-solving.
3. evaluative--same as under Establishment of the Counseling Relationship.

## APPENDIX Y

### RESPONSE EXERCISE:

PRETEST, POSTTEST, AND FOLLOWUP FORMS

APPENDIX Y

PRETEST

SKILL INTEGRATION WORKSHOP

ED 819D FEBRUARY 15, 1977

RESPONSE EXERCISE

**Instructions:** Please read each counseling situation and client statement.

For each client statement circle the counselor response which you consider to be most appropriate.

1. Situation: High school principal has referred a 16 year-old male student to the school counselor. He's a habitual truant and has been in trouble with the police on numerous occasions.

Client: There's nothing you can say to me that I wanna hear. Being here is better than math class but I'd rather be out in the street.

- (a) You don't want to be here or even in school at all.
- (b) You obviously don't want to be here but it seems you don't realize the seriousness of the situation.
- (c) Maybe this is a good point for me to tell you what counseling is all about.
- (d) You don't seem to care what happens to you.

2. Situation: An 18 year-old female who has recently graduated from high school and moved away from her family. First interview at a community mental health clinic.

Client: I told my parents that I'd need some money while I was looking for a job, but they haven't answered my letters. . .and I'm afraid to call them. They told me not to come to Chicago. They really wanted me to live at home for the next couple of years, you know, until I got older.

- (a) But how much longer can you stay in Chicago without money from home?
- (b) You feel that if you call your parents for money they'll say "I told you so."
- (c) It must be pretty frightening to be in a big city without any money.
- (d) You're feeling frightened and apprehensive now that you're here. . . Not sure you can make it and not sure you can count on your parents for support.

3. Situation: A female college freshman is talking to her dorm counselor about problems adjusting to college.

Client: I've always gotten along really well with my sister but since we've been roommates in the dorm, I can't stand her. She's always with John. She doesn't seem to mind that I'm home alone. . .you know, since I broke up with Bill.

- (a) I wonder if you're upset about seeing Karen having a good time with John when you're down in the dumps about breaking up with Bill.
- (b) Living in those close quarters with your sister must cause you to get on each other's nerves.
- (c) It's surprising to you that Karen doesn't realize you don't like being alone.
- (d) You're still very upset about breaking up with Bill.

4. Situation: This is the sixth session between a high school boy and the school counselor. They have been discussing his dating problems.

Client: Well. . .I did it. I finally called Jenny up and asked her for a date. . .she even accepted. . .and we had a really good time.

- (a) Where did you go?
- (b) I told you you could do it.
- (c) Great!
- (d) It must feel good to be successful after we worked on it for so long.

5. Situation: This is the third interview between a male community college student and a male counselor. The counselor has begun to question him about the concern they were exploring during the last session.

Client: Sure is a madhouse out there. . .everybody trying to register for classes. . .rushing around like crazy. . . hey, did you see the game last night?

- (a) Yes - it was a great game, especially the last quarter.
- (b) You avoided my question about what we were talking about last week.
- (c) Why don't you tell me how things have been going for the last week.
- (d) I think we should talk about your concern now.

6. Situation: It is the beginning of the first interview between a 19 year-old male college student and a male community college counselor.

Client: Before I say anything, I want you to know that I saw a counselor about a year ago and he was more messed up then I was. Do you have it together?

- (a) Sounds like you don't have much faith in counselors.
- (b) You saw a counselor before but he wasn't able to help you.
- (c) What made you seek help again?
- (d) Why don't you give me a try.

7. Situation: This is the fifth interview between a male college student and his dorm counselor. They have explored his relationship with his roommate and determined several things that he could do to handle the situation.

Client: I really need to do something about my roommate situation, but I just never seem to find the time. Whenever I set some time aside to tackle him on it, something else comes up.

- (a) Maybe you should pick a time to talk to him and definitely do it then regardless of what comes up.
- (b) I think the reason you can't do it, is that you're afraid to approach him.
- (c) You say you want to do something about it, but you never do.
- (d) Time commitments have kept you from talking about the problem with your roommate.

8. Situation: High school girl talking to counselor at a neighborhood drop-in center. Fourth interview.

Client: I'm not going back with my parents. Why do you think I keep running away!?! I told you before - I hate them!

- (a) Do you think you have some good reasons for hating them so much?
- (b) You think there's no way you can go back with your parents right now because of the way you feel about them.
- (c) You feel there's nothing your parents can do now to make you want to come home.
- (d) You're feeling so angry and upset with your parents right now that you feel there's no way you can live in the same house with them.

9. Situation: The client is a 30 year-old female at a women's counseling center. She has been explaining her problem with her male boss at work. It is the sixth session.

Client: I know I need to do something about my relationship with my boss. Things keep getting worse. What do you think I should do?

- (a) I think it would be helpful for you to just talk to him about it.
- (b) Maybe we could roleplay how you could talk to him about your relationship.
- (c) What have you thought about doing?
- (d) You are really beginning to feel very uncomfortable about the way things are going between you and Mr. Evans.

10. Situation: A teenage girl has gone to a family counseling center. It is the first session.

Client: I wouldn't be here except my parents made me come. They think I'm really messed up, but I think this is a waste of time.

- (a) It sounds like you don't think you have any reason for coming.
- (b) Sounds like you're really mad at your parents for thinking you need to see a counselor.
- (c) Why don't we talk for awhile, then you can decide whether you want to continue.
- (d) I'm sorry that you feel that you were forced to come and see me.

11. Situation: It is the first interview between a male high school student and his school counselor. The student was sent to the counselor by his homeroom teacher because he was being disruptive in class.

Client: I don't know why she sent me to see you - she's the one that should be seeing a shrink.

- (a) Let me tell you about what I do as a counselor. . .
- (b) You seem to be really angry at Mrs. Green for sending you to see me.
- (c) You don't know why Mrs. Green sent you down here.
- (d) You shouldn't really be annoyed with Mrs. Green. She's just trying to do what's best for you.

12. Situation: A 22 year-old female is talking to a marriage and family counselor. It is the seventh interview.

Client: I can't see why you can't tell me whether I should get a divorce or not. . . I've explained the whole situation clearly enough to you.

- (a) Sounds like you need more time before making that decision.
- (b) Do you have a lawyer who could explain your options?
- (c) It seems like you want me to make the decision for you.
- (d) It sounds like you're really bothered about making that decision.

13. Situation: A young, unmarried teenage mother is receiving counseling from a social service agency on how to cope with her child. It is the third session.

Client: I was so angry with that child I could have strangled her. I thought I would explode, I was so mad.

- (a) What did Margaret do to make you so angry?
- (b) It sounds like you were so angry with Margaret you thought you'd go completely out of control.
- (c) You were about as angry as you could possibly be.
- (d) Margaret must have done something terrible to make you so angry.

14. Situation: A high school senior has come in to see the career counselor. This is the first interview.

Client: I've looked everywhere for a job. What good does it do to graduate from high school when you can't find work?

- (a) You are fed up with everything at the moment.
- (b) You can't find work and are wondering why you bothered finishing high school.
- (c) Why don't you tell me what you have been doing to find a job.
- (d) Ma-hmm.

15. Situation: This is at the beginning of the fifth interview between a 7 year-old boy and a school counselor. Last time as a reinforcement for working on his problem, the boy was allowed to play in the counseling unit playroom.

Client: I had fun here last time. Can we go and play with the games now?

- (a) Let's see how well you did this week and then maybe we can go next door.
- (b) Timmy, remember we're here to work on your problem about fighting.
- (c) I'm glad you have a good time coming to see me.
- (d) Did you get along with the other boys on the playground this week?

16. Situation: The client is a 20 year-old male at a counseling center. This is the sixth interview. The client has not always done what was decided upon in the previous sessions.

Client: What do you mean by avoiding? I mean exactly what do you think I'm avoiding - I don't understand. I mean, I'm a very straight forward person.

- (a) By not doing what we decided upon, I meant you may be avoiding really dealing with your problem.
- (b) You say you are a straight forward person, but you have not been straight forward here.
- (c) Sounds like you don't think you're avoiding anything.
- (d) You are confused by my use of the word "avoiding."

17. Situation: A female college student is talking to her dorm counselor. It is midway through an impromptu conversation.

Client: On weekends I could stay here. . . I could probably get dates, but I don't stay here. I go home, or I go to my friends, 'cause I hate staying. . . just staying right here.

- (a) I think it would be a good idea to stick it out for a couple of weekends and just give it a try.
- (b) Dorm life is really getting to you.
- (c) Have you tried staying for a weekend?
- (d) You don't think you'll ever fit in at the dorm, so you don't want to be here.

18. Situation: Female college freshman at the college counseling center. They have been discussing how unhappy she is with college. Fourth interview.

Client: I'm really beginning to think the only way out is to kill myself. . . I just can't try anymore. . .

- (a) School and college life has you so overwhelmed that you can't face it anymore.
- (b) Is that something you really think you could do?
- (c) You think suicide is the only solution to your problem.
- (d) There are a lot of people who would be very upset if you did that.

19. Situation: The client is a 35 year-old male who has come in to see the factory personnel officer. It is midway through the first interview.

Client: I'm not sure exactly what is bothering me - sometimes I think it's my job, other times I think it's my relationship with my wife. Sometimes I just don't know what it is.

- (a) Why don't you tell me about your problems at work?
- (b) You are feeling really down about all your problems.
- (c) Perhaps I can help you figure out what exactly is bothering you.
- (d) You're mixed up about what's bothering you.

20. Situation: A middle-age man has been seeing a counselor at a rehabilitation agency. It is the fourth interview. The client who is usually quite talkative, is quiet and depressed.

Client: Mm. . . well. . . I don't seem to feel like talking today. . .

- (a) You don't feel like talking right now.
- (b) Maybe you'd like to sit here for awhile and get your thoughts together.
- (c) Things really seem to have upset you this week.
- (d) How have you been feeling this week?

21. Situation: The client is a 19 year-old male seeing a vocational counselor about getting a better job than the one he has. It is the middle of the first interview.

Client: . . .and now my wife's pregnant and we hadn't planned to start a family yet, so it really is vital that I get a good paying job.

- (a) There seems to be a lot of financial pressures on you right now.
- (b) You need a good job to pay for all the extra expenses.
- (c) You are feeling overwhelmed with all these financial pressures, particularly now you are expecting a baby.
- (d) What sort of jobs are you considering that would pay you enough to meet your expenses?

22. Situation: The client is a high school freshman talking with her counselor. She has been referred by her history teacher who thinks she is not doing as well in class as she could. It is the middle of the first session.

Client: We all like her class, but we seem to do the same thing everyday. Class would be more interesting if she would do something besides lecturing.

- (a) You don't find history class interesting since all Mrs. Thomas does is lecture.
- (b) So it's the way Mrs. Thomas teaches and not history that's causing the problem.
- (c) Have you talked with Mrs. Thomas about that?
- (d) You're not doing well in class because you think it's boring.

23. Situation: A middle-aged housewife is receiving counseling about her marriage at a private clinic. It is the seventh session. She blames her husband for their problems.

Client: I know we've mentioned this before, but don't you think that if Jack wouldn't tune me out so much I wouldn't complain as much as I do?

- (a) You feel that your complaining is a result of Jack ignoring you so much.
- (b) It sounds like you want me to tell you that Jack's at fault.
- (c) I thought that we talked about this before and concluded that neither of you alone was at fault.
- (d) We seem to deal with the same issue over and over but get nowhere with it.

24. Situation: The client is a high school student working with a counselor on improving his study habits and raising his grades. It is the end of the second interview.

Client: I understand how to keep this log about when I study and where I study. . .but what are we going to use it for when it's finished?

- (a) It seems like you don't think the log is a very good idea.
- (b) We'll look at what you've written down and see if we can figure out ways to improve your study habits.
- (c) You're wondering exactly what the purpose of the log is.
- (d) You think the log is a lot of work for the good it will do you.

25. Situation: A college junior honors student majoring in psychology. At the college counseling center. He's expressed some vague concerns about his social life. Fifth interview.

Client: I think that perhaps my lack of an adequate social life is simply a temporary reaction to an overload of academic work. When things return to normal, I should be engaging in more social activities.

- (a) You've been coming in here to see me for five weeks, but you still are not being very clear about what your concern is.
- (b) I'm wondering if you're using your school work to avoid dealing with your problems with your social life.
- (c) You think if you weren't so busy with school work your social life would be better.
- (d) Maybe you shouldn't worry so much about your school work since your grades are so good - and concentrate more on having fun.

POSTTEST

SKILL INTEGRATION WORKSHOP

ED 819D FEBRUARY 22, 1977

RESPONSE EXERCISE

**Instructions:** Please read each counseling situation and client statement.

For each client statement circle the counselor response which you consider to be most appropriate.

1. Situation: A 14 year-old boy is talking to his school counselor. This is the third interview. The client has yet to say what is really on his mind.

Client: (Hesitatingly). . . uh . . . my friends are always talking about girls. . . and things they do with them. . . I don't know what they are talking about. . .

- (a) You're feeling really confused about girls and sex.
- (b) Your friends are always talking about girls and you feel left out.
- (c) How can I help you exactly?
- (d) It sounds like you wish you had a girlfriend too.

2. Situation: Young mother of three is seeing a counselor at a women's counseling center. It is her fifth interview and she is discussing her problems with her children.

Client: I know we've talked about this many times before and I tried some of the things we talked about, but I really don't understand why my kids can't keep quiet while I'm studying!

- (a) Your difficulty understanding seems to indicate that you don't really go along with the explanation we've come up with several times before.
- (b) Your kids have really been bothering you again this week?
- (c) You're having difficulty in understanding why your kids behave that way.
- (d) Perhaps we can work out a way to keep them from bothering you.

3. Situation: The client is a housewife who is frustrated with raising her four children. This is the seventh interview. She and the counselor have been discussing ways to cope with her frustration.

Client: I'd really like you to tell me if I'm crazy or not.

- (a) It sounds like you are concerned about how I see you.
- (b) You want me to tell you if I think you are crazy.
- (c) You are worried that I think you are crazy.
- (d) You are asking me what I think, but maybe what you are telling me is that you think you may be crazy.

4. Situation: A 16 year-old girl talking to her high school counselor - fourth interview.

Client: I finally found a way to quit smoking - I'm just going to go "cold turkey."

- (a) That's a good idea.
- (b) You think you could do it?
- (c) I wonder if you realize how difficult it is to stop "cold turkey."
- (d) Would you like to talk about how to go ahead doing that?

5. Situation: The client is a middle-aged businessman at a private clinic. It is the middle of the fourth interview.

Client: I think the reason I'm not getting along with my wife right now is that I'm so wrapped up in things at the office. If I wasn't so busy at work there wouldn't be any problems.

- (a) Maybe you should take some time off the job, to work on things at home.
- (b) How does your wife feel about it?
- (c) You seem to be concerned enough about the problems to come here for help, but you avoid talking about the feelings involved.
- (d) You're really upset about having to work so hard at the office.

6. Situation: The client is a teenage high school dropout whose parents are putting pressure on him to go back to school. This is the sixth session. He and the counselor have been discussing job possibilities.

Client: I don't know what I want to do. . . and anyway, I can't do anything about it. . . my parents are always on my back, and I'm sick of it.

- (a) You feel that there's nothing that you can do to get your parents off your back.
- (b) You're saying you don't know what to do, but last week you wanted to be a car mechanic but thought your parents would never approve.
- (c) Let's run through the alternatives we've discussed before and see why you're discarding them.
- (d) But last week you were so excited about being a mechanic - what happened?

7. Situation: A 22 year-old male student seeing a college counselor about his social life - this is the third interview.

Client: Everybody else seems to be having fun and going out - I don't seem to get out at all - all I do is sit in my room and listen to my stereo.

- (a) Did you go out at all this week?
- (b) What have you tried to do before to meet new people?
- (c) You don't seem to get out at all and have fun like other people.
- (d) Why don't you try getting out of your room more.

8. Situation: The client is a middle-aged woman at a community mental health agency. This is her eighth interview with the counselor.

Client: We've talked about this problem over and over and I've tried all the things we've come up with in here, and none of them have really worked. . . I don't know what to do next. I've run out of energy.

- (a) You feel discouraged and unsatisfied because you've really tried hard to solve this problem and nothing seems to help.
- (b) Well, let's see if we can come up with something new for you to try this week.
- (c) I wonder if the reason you're having so much trouble with this is you really don't want to change.
- (d) What did you try this week that didn't work?

9. Situation: A 32 year-old male at a community mental health agency. It is the second interview and the client is noticeably upset.

Client: I find it hard to believe that my wife has really left me. I mean, she really didn't have any reason to. . .

- (a) You're still having a hard time accepting the fact that she really walked out on you.
- (b) You are still really hurt that she'd leave like that.
- (c) She gave you no reasons for leaving?
- (d) You're really unprepared to make it on your own.

10. Situation: A college female junior is talking to her dorm advisor for the first time.

Client: Maybe I'm just not cut out for college. Sometimes, I think it might just be better to be a salesperson or something like that and not worry about making something out of myself. . .

- (a) You are having difficulty with school and are thinking of dropping out.
- (b) Have you been having problems in your classes?
- (c) You're having doubts about the value of a college education.
- (d) You're really wondering about whether you can make it in college.

11. Situation: A high school dropout has come in to see a vocational placement counselor for the first time.

Client: I heard about some tests you can take to help you decide what job you'll like. Can I take them here? Are they any good? Some of my friends said they don't help, but I need to try something.

- (a) Let me tell you something about the vocational services we have here.
- (b) You are wondering whether the test information will help you decide about a job.
- (c) Have you taken any of these sort of tests before?
- (d) Tell me, what you have done to try and get a job.

12. Situation: A 20 year-old girl talking with a counselor at a mental health agency. It is the third interview and they have been discussing her fear of flying in a general fashion.

Client: I really want to do something about my problem about flying as I would like to go to my sister's wedding in California in the summer.

- (a) In order to work on this we need to find out more details about the problem. . . when did it start?
- (b) Have you thought of other ways to get out to California?
- (c) You are really motivated to do something about your problem.
- (d) It would be nice if we could help you enough so you could fly out there then.

13. Situation: A 12 year-old girl has been referred to the counselor for biting her nails. This is the second interview.

Client: I don't know. . . I guess I just do it when nothing much is going on. . . I'm not sure.

- (a) You're not certain exactly when you bite your nails.
- (b) What else do you do when you're bored?
- (c) Well, maybe you can keep track of when it happens - then we'll know more about your problem.
- (d) When people are bored or nothing much is happening, they quite often fiddle with things and bite their nails.

14. Situation: Third interview between a female college junior and her counselor. In the previous interview, they were just beginning to explore her relationship with her parents. This is about fifteen minutes into the interview.

Client: I had a good weekend. I saw a play - I'm an English major, you know - I really like Tennessee Williams - his characters are always so intense and interesting.

- (a) Shall we return to what we were discussing last week.
- (b) Have you thought anymore about what we discussed last time?
- (c) It sounds like you had a good weekend.
- (d) I wonder if talking about the weekend is a way to keep from discussing the problem of your parents.

15. Situation: First interview between a middle-aged woman and a community agency counselor.

Client: I'm not sure if you can help me - maybe I've come to the wrong place and I should talk with my doctor instead. Can you tell me what you do here?

- (a) Why don't you try telling me what is bothering you?
- (b) You are wondering if I can help you or whether your doctor would be the right person to see.
- (c) Well, we offer free counseling services to people in the community who want to talk about things that are bothering them.
- (d) You are feeling rather uncomfortable about being here.

16. Situation: A 17 year-old girl is having difficulty deciding which colleges to apply to. This is the fourth interview.

Client: I know we decided last week that I needed to find out about five colleges to help me decide, but I don't have any idea about how to go about getting that stuff. Do you have any suggestions?

- (a) You are uncertain about what to do next.
- (b) We have a list of colleges here and the addresses to write to for the catalogs. . . you could look at those.
- (c) What ideas do you have about how to get the information?
- (d) You were not able to get the information yet.

17. Situation: A 16 year-old girl is talking to her caseworker at the court about family-related problems. This is the fourth interview.

Client: I'm thinking about running away from home. Things have gotten worse. What do you think about that?

- (a) Things must be pretty bad at home right now for you to be considering getting out.
- (b) You're thinking of running away since things at home are impossible.
- (c) You're upset with things at home and just want to get out.
- (d) What's been happening that has made things so much worse that you want to run away.

18. Situation: The client is a young married woman who is seeing a community college counselor about a concern unrelated to her pregnancy. It is the fifth interview.

Client: The prospect of being a mother still amazes me. I don't feel ready for it. I hoped I'd be better prepared for everything. Could you tell me a good place to get information on prenatal care?

- (a) We have some brochures here from local agencies that offer that type of service.
- (b) It must be very exciting to be having your first child.
- (c) You're worried about the prospect of having a baby when you hadn't planned on one so soon.
- (d) I'm wondering if you'd like to talk about your pregnancy rather than the concern we've been discussing.

19. Situation: A factory worker is talking to a personnel officer at his plant about work-related problems. The counselor is trying to get a full understanding of the problem.

Client: I was late for work three times again this week. The boss doesn't mind us being a little late, but not as late as I'm getting to be.

- (a) How late have you been coming this week?
- (b) You think your boss is pretty reasonable about workers coming late.
- (c) The factory rules state that if you're late more than five minutes, you get docked 15 minutes pay.
- (d) I'd probably be more upset if I were your boss.

20. Situation: The client is a newly-married female talking to her counselor at a community mental health agency and it is the fifth interview.

Client: I just don't know why I can't get along with my mother-in-law. She's impossible. You're married. . . do you have the same problem?

- (a) It's funny how many jokes are made about mother-in-laws. They really are a problem sometimes.
- (b) You're wondering if others experience the same problems you're having.
- (c) I get along pretty well with my mother-in-law.
- (d) In what way is she impossible?

21. Situation: A 27 year-old mother of three who has family problems is seeing a community counselor. They have been discussing different ways she can handle her children. This is the seventh interview.

Client: I'm just so tired all of the time - I don't know what's wrong with me. Maybe I should go and see a doctor.

- (a) I'm wondering if you are using the fact that you're tired as an excuse for not trying to handle the situation at home.
- (b) You're run down and think there may be something physically wrong with you.
- (c) You are disturbed by being so tired and are concerned that you may have something wrong with you.
- (d) What exactly do you mean by being tired all of the time?

22. Situation: A 28 year-old male has come in to see the company counselor.

Client: I really feel like I need to talk to somebody. . . but I'd hate for something to get back to the boss. . . working here is pretty important to me.

- (a) You are concerned about your boss finding out some of the things you might say to me.
- (b) It is the company's and my policy that whatever you say here is confidential.
- (c) You are bothered by something that is happening here at the company.
- (d) This job is important to you.

23. Situation: The client is a college sophomore. It is the sixth interview. He and the counselor have been working on ways to improve his social life.

Client: I know now why things don't work out for me - I'm too stupid. I'm no good socially. I'm no genius at school. . . I'm not that good at anything.

- (a) Putting yourself down like that could be your way of not taking responsibility for dealing with your problem.
- (b) It sounds like you are feeling really inferior.
- (c) I'm beginning to think you may be getting something out of putting yourself down.
- (d) You are feeling unhappy and disillusioned with yourself.

24. Situation: A 16 year-old boy is flunking English and social studies. This is the second interview with the school counselor.

Client: I really don't want to flunk those classes - what can I do about it?

- (a) You want to work on passing these classes.
- (b) Why don't you tell me exactly what you are doing in these classes. Let's start with English.
- (c) How are your grades in those classes at the moment?
- (d) One thing that might really help is setting up a study schedule.

25. Situation: The client is a male college junior talking to one of the school counselors. It is the seventh interview.

Client: You really make me mad! We do all this talking in here and you suggest all these things for me to do, but you don't realize how hard it is for me to do them!

- (a) You're really angry at me for not understanding.
- (b) You think I don't understand how difficult it is for you to do these assignments.
- (c) Maybe we should take things a little slower.
- (d) You're really upset about how difficult it's been to do anything about solving your problem.

FOLLOWUP TEST

SKILL INTEGRATION WORKSHOP

APRIL FOLLOWUP

RESPONSE EXERCISE

Instructions: Please read each counseling situation and client statement.

For each client statement circle the counselor response which you consider to be most appropriate.

1. Situation: The client is a teenage high school dropout whose parents are encouraging her to go back to school although she doesn't want to. She is discussing job possibilities with the counselor at the sixth interview.

Client: What can I do about anything anyway? I don't know what I want to do . . . my parents pressure me all the time . . . I'm tired of it!

- (a) But last week you were so excited about being a beautician--what happened?
  - (b) You feel there's nothing you can do to get your parents off your back.
  - (c) You're saying you don't know what to do, but last week you said you'd really like to be a beautician but your parents would never approve.
  - (d) Let's run through the alternatives we talked about a couple of weeks ago and see why they don't appeal to you any more.
2. Situation: A 16 year-old boy has been referred to a private clinic because he has a habit for several years of pulling out his hair and his parents have been unable to stop him. It is the second interview.

Client: I don't know . . . I guess I just do it when nothing much is going on . . . I'm not sure. . .

- (a) Well, maybe you can try to keep track of when it happens so we'll know more about it.
  - (b) You're not certain exactly when you start pulling on your hair.
  - (c) When people are bored or nothing much is happening, they'll often do something like that . . . pull at their hair.
  - (d) What else do you do when you're bored?
3. Situation: The client is a 40 year-old woman at a private clinic. It is the seventh interview.

Client: You really get me angry! We talk, talk, talk in here . . . then you tell me what to do . . . you don't know how hard it is to do these things.

- (a) Maybe we should take things a little slower.
  - (b) You're really mad at me for not understanding.
  - (c) You don't think I understand how difficult it is for you to do these things.
  - (d) You're really upset about how difficult it's been to do anything about solving your problem.
4. Situation: A college freshman is talking to his dorm advisor for the first time.

Client: I just don't think I'm cut out for college. . . Sometimes I think I should just be a mechanic or something like that . . . and stop worrying about making something out of myself. . .

- (a) Have you been having problems in your classes?
- (b) You're having doubts about the value of a college education.
- (c) You're really wondering about whether you can make it in college.
- (d) You're having difficulty with school and are thinking of dropping out.

5. Situation: A high school senior is having difficulty deciding what college to attend. This is the fourth interview.

Client: Remember last week . . . how we decided that I would find out about five colleges so I could start deciding . . . but I don't have any idea how to get that information. Do you have any suggestions?

- (a) You weren't able to get the information yet.
- (b) What ideas do you have about getting the information?
- (c) We have a list of colleges here and addresses to write to for catalogs. . . You could start with those.
- (d) You seem to be unsure about what to do next.

6. Situation: A young married man is talking to a counselor at a private agency about problems getting along with his children. It is the fifth interview.

Client: I know we've talked about this several times before and I've tried some of the things we talked about, but I really don't understand why my kids can't keep quiet when I get home from work and I'm so worn out!

- (a) This trouble you have understanding seems to show that you don't really go along with the explanation we've come up with several times before.
- (b) You're having difficulty understanding why your kids behave that way.
- (c) Your kids have really been bothering you again this week?
- (d) Perhaps we can work out a way to keep them from bothering you.

7. Situation: The client is a young married woman at a private clinic. It is the middle of the fourth interview.

Client: I think the reason I'm not getting along with my husband right now is that I'm so wrapped up in things at work. If things weren't so busy there I don't think we'd have problems.

- (a) You're really upset about having to work so hard at your job.
- (b) You seem to be concerned enough to come here for help, but you avoid talking about the feelings involved.
- (c) How does your husband feel about it?
- (d) Maybe you should take some time off the job, to work on things at home.

8. Situation: A college freshman is flunking French and physics. This is the second interview with a counselor.

Client: I really want to pass those classes--what can I do?

- (a) How are your grades in French and physics right now?
- (b) You want to work on passing these classes.
- (c) Tell me what you're doing in those classes. Let's start with French.
- (d) One thing that might really help is to set up a regular study schedule.

9. Situation: The client is a 30 year-old male at a private clinic. This is his eighth interview with the counselor.

Client: We've talked about this problem over and over . . . and you know I've tried all the things we've come up with in here and none of them have really worked . . . I don't know what to do next. I'm really discouraged.

- (a) What did you try this week that didn't work?
- (b) I wonder if the reason you're having so much trouble is that you really don't want to change.
- (c) Well, let's see if we can come up with something new for you to try this week.
- (d) You're really feeling discouraged about trying so hard when nothing seems to help.

10. Situation: A teenage girl is talking to the school counselor about problems getting along with her mother. It is the fourth interview.

Client: There's nothing left for me to do but leave home . . . run away . . . things just keep getting worse. . . What do you think?

- (a) You're upset with things at home and just want to get out.
- (b) What's been happening that has made things so much worse with your mother?
- (c) You're thinking of running away because things at home are unbearable.
- (d) Things must be pretty bad at home right now for you to be thinking of getting out.

11. Situation: A 45 year-old married man is talking to a counselor about family-related problems. They have been discussing several ways he can handle these concerns. This is the seventh interview.

Client: I'm just tired all the time--I don't know what's wrong with me. Maybe I should go and see a doctor.

- (a) I'm wondering if you're using the fact that you're tired as an excuse for not trying to handle the situation at home.
- (b) You're run down and think there may be something physically wrong with you.

- (c) You're disturbed at being so tired and worried that you might have something wrong with you.
- (d) What exactly do you mean by being tired all the time?

12. Situation: A 30 year-old woman is talking to a counselor about her fear of large social gatherings. It is the third interview.

Client: I'd really like to do something about this. My husband has a job where he has to go to a lot of big parties. He always asks me to go but he's getting tired of all my excuses . . . or me demanding that we leave early.

- (a) In order to work on this we need to find out more details about the problem . . . like when did it start?
- (b) Have you thought of ways to handle the problem?
- (c) You're really motivated to do something about your problem.
- (d) It would be nice if I could help you enough so you'd feel comfortable at parties.

13. Situation: A young woman is talking to the personnel officer in her company about job-related problems. The counselor is trying to get a full understanding of the problem.

Client: I was late for work again three times this week. The boss doesn't mind us being a little late, but not as late as I'm getting to be.

- (a) How late were you this week?
- (b) According to office rules, you lose pay when you're late.
- (c) I'd probably be more upset if I were your boss.
- (d) You think your boss is pretty reasonable about workers being late.

14. Situation: A man is talking to a community counselor during the fourth interview.

Client: I finally decided the only way to quit smoking was just stop . . . no more cigarettes!

- (a) That's a good idea.
- (b) I wonder if you realize how hard it is to just totally stop like that.
- (c) Would you like to talk about how to go ahead doing that?
- (d) Do you think you could do it?

15. Situation: The client is a woman who has expressed extreme frustration over her job situation and her relationship with her husband. It is the seventh interview. She and the counselor have been discussing ways to cope with her frustration.

Client: I really wish you'd tell me . . . do you think I'm out of my mind?

- (a) You want me to tell you if I think you're out of your mind?
- (b) You're worried that I think you're out of your mind.
- (c) It sounds like you're concerned about how I see you.
- (d) You're asking me what I think, but maybe you're really telling me you think you're out of your mind.

16. Situation: A junior high school girl is talking to her school counselor. It is the third interview, but the client has not said what is really bothering her.

Client: (Hesitatingly). . .well. . .all of a sudden my friends. . . all they do is talk about guys. . .older guys too. . .about things they do with them. I don't know what they mean most of the time.

- (a) How can I help you exactly?
- (b) You're really confused about boys and sex.
- (c) It sounds like you wish you had a boyfriend too.
- (d) Your friends are always talking about guys and you feel left out.

17. Situation: The client is a young married male talking to a counselor at a community mental health agency. It is the fifth interview.

Client: I don't know why but I just can't get along with my mother-in-law. She's unbearable. You're married. . .do you have the same problem?

- (a) You're wondering if others experience the same problems you're having.
- (b) I get along pretty well with my mother-in-law.
- (c) It's funny how many jokes are made about mother-in-laws. They really are a problem sometimes.
- (d) In what way is she impossible?

18. Situation: The client is a high school senior who is talking to the school counselor about ways to improve her social life. It is the sixth interview.

Client: I'm really a nothing. . .Nothing ever turns out right for me. . . I'm dumb. . .I can't make friends. . .What's the use?

- (a) You're really feeling unhappy and disillusioned with yourself.
- (b) I'm beginning to think you may be getting something out of putting yourself down.
- (c) It sounds like you're feeling really down today.
- (d) Putting yourself down like that could be a way of not taking responsibility for dealing with your problem.

19. Situation: It is the third interview between a college freshman and his counselor. In the previous interview, they were just beginning to explore his relationship with his older brother. It is about 15 minutes into the interview.

Client: I had a great weekend. Went to the football game and then to a great party . . . I think we'll win the Big 10 this year.

- (a) Let's get back to what we were discussing last week.
- (b) It sounds like you had a good weekend.
- (c) Have you thought any more about what we discussed last time?
- (d) I wonder if talking about the weekend is a way to keep from discussing the problem with your brother.

20. Situation: The client is a young woman who is seeing a community college counselor about choosing a major. It is the fifth interview.

Client: The idea of getting married still amazes me. Sometimes I don't feel ready for it. I hoped I'd be better prepared for everything. What can I do to calm down about it?

- (a) We have some pre-marriage type groups here that you might like to join.
- (b) It must be very exciting to be getting married.
- (c) I wonder if you'd rather talk about your marriage than choosing a major.
- (d) You're worried about the prospect of being married.

21. Situation: The client is a 20 year-old female college student talking to a counselor at the counseling center. It is the second interview and the client is noticeably upset.

Client: I find it hard to believe that Jim really left me. I mean, he really didn't have any reason to. . .

- (a) You're really not ready to get along on your own.
- (b) Didn't he give you any reasons for leaving?
- (c) You're still having a hard time accepting the fact that he really walked out on you.
- (d) You're still really hurt that he'd leave you like that.

22. Situation: A 19 year-old college student is seeing a counselor about problems with her social life. It is the third interview.

Client: Everyone I know in the dorm seems to have such a great time all the time. . .and there I am. . .sitting in my room alone listening to the stereo. . .

- (a) Did you go out at all this week?
- (b) What have you tried to do to make friends.?
- (c) You don't seem to get out and have fun like other people.
- (d) Why don't you try getting out of your room more.

## APPENDIX Z

FREE RESPONSE EXERCISE:  
PRETEST, POSTTEST, AND FOLLOWUP FORMS

## APPENDIX Z

### FREE RESPONSE EXERCISE PRETEST

1. Situation: The client is a 29-year old male who has made an appointment at a private clinic. This is his first counseling interview.  
Client: Is this really confidential - can I trust you - I don't want anything to get back to my wife or where I work...it would be very awkward.
2. Situation: A 35-year old woman is talking to a marriage counselor about her fears about divorcing husband. 8th session  
Client: I really don't know about this divorce...I know last week I said my mind was made up...but I feel different about it today.
3. Situation: A high school senior who has been doing very poorly in most of his classes. He is talking to the school counselor. 6th interview  
Client: I promised to bring you those progress reports from my English and math teachers, didn't I? I guess I forgot again...
4. Situation: College sophomore at college counseling center to discuss a problem. 1st interview  
Client: My roommate said I couldn't come here to talk to someone unless I'm a full-time student--which I'm not. Is that right?
5. Situation: 17-year old male talking to high school counselor about his poor study habits. 6th interview  
Client: I know I should study now...but, you know, I get to watching TV...hey, did you see "Charlie's Angels" last night?
6. Situation: A young mother is talking to a community agency counselor about problems with her children. It is the 1st interview.  
Client: I try to be a good mother...but I get so impatient I just lose my temper and scream at them.
7. Situation: 19-year old college student talking to a counselor about her parents. 3rd interview  
Client: Why can't they accept the fact that I'm not a baby anymore. I'm 19 and I act responsible...I can take care of myself.

8. Situation: 35-year old male talking to a counselor at a private clinic about severe depression. It's the 4th interview.

Client: Things are as bad as ever...I've tried to explain to you how I feel but no one could ever understand how bad it really is.

9. Situation: 10-year old girl talking to school counselor about her problem of wandering in the hallway when she should be in class. 2nd interview

Client: After recess, I guess...I have to go to the bathroom and then I just don't go back to Mrs. Monroe's room.

10. Situation: A 22-year old female, recently divorced with a 4-year old son, is seeing a mental health agency counselor. This is the 4th interview.

Client: I'm sick of all this running around and all these phone calls trying to get my ADC check. Who's in charge of it--who should I be contacting?

11. Situation: 14-year old boy talking to his caseworker at the court. For the past 5 interviews, he's been talking about how much he despises his father because of the way his father has been treating the family.

Client: You really believed all that stuff about hating my Dad--he's not such a bad guy; it's just sometimes we don't get along.

12. Situation: 19-year old college student has been seeing a counselor about her problem of test anxiety.

Client: I did it! I stayed calm--well, pretty calm--during my math test and got a B+!

13. Situation: 15-year old boy talking with his school counselor. This is the 5th interview. In previous interviews they've been talking about how he could get along better with his parents and family.

Client: You know...I had a great time Friday night--my parents went out to a party, so I took my Mom's car--my parents would kill me if they knew, since I don't have a license. But what they don't know won't hurt them.

14. Situation: The client is a 29-year old female who has been seeing a mental health counselor for several weeks about her loneliness and depression.

Client: I just don't think I could handle this without you--I guess I feel kind of responsible to you for how well I'm doing, and that you'll get angry with me if I haven't done what we decided.

15. Situation: 16-year old male student has been sent to the school counselor by the homeroom teacher for being a general problem and disturbance in school.

Client: Look, man, I don't want to be here--you can't do anything for me; I just don't want to be in school and that's it. I can't wait to get out of here and out of this small town.

16. Situation: 15-year old girl has gone to the counselor because she has been failing two of her classes. At the last session they set up a study schedule for her to try for a week.

Client: I really do want to do better in school--really I do, but I just don't seem to be able to study in the way we decided--I keep being interrupted--things just seem to come up.

17. Situation: The client is a 33-year old housewife who has a weight problem. Her doctor referred her to a behavior counselor. This is the 2nd interview.

Client: Being a housewife with 4 kids to feed means I seem to be around food all day--so I guess I nibble a lot and eat up the leftovers, so I really am not sure exactly what I eat.

18. Situation: Male college freshman who is at the college counseling center for his 1st interview.

Client: I guess I don't know what it is...I've never been so unhappy before and it's all the time. I don't know anyone here; I'm alone all the time. But I can't quit and go home...

19. Situation: 40-year old female at community counseling agency. 2nd interview

Client: You know...I have to work so closely with him and it's driving me crazy. He's so inconsiderate. I just wish I could tell him how I feel.

20. Situation: 35-year old male at community mental health agency. 2nd interview

Client: Being an engineer is really hard work. Some of it's rewarding though...seeing what you've accomplished...it's a lot of hassles getting there though...sometimes I wonder if it's all worth it. Seems like I spend 75% of my life working.

21. Situation: Newly-married woman talking to a counselor about her problems with her husband. 2nd interview

Client: I get so frustrated with him when he doesn't pay attention to me...I know he's not used to having someone around all the time...but it's really getting me angry.

22. Situation: 45-year old male talking to counselor at private clinic. 7th interview. Client had cried at previous interview and been embarrassed about some things he'd revealed about himself.

Client: I'm in a hurry today...I'd like to beat the traffic... I always get stuck on Wednesdays when I come in here--takes me 45 minutes to get home...that car is so undependable too...always getting something fixed.

23. Situation: High school student talking to school counselor about academic problems. 3rd interview

Client: What's really bothering me? I'm not sure...it's school-- I just don't do well...then my parents get on my back. They act like they hate me. Sometimes things are so bad at home...like the place is ready to explode...but what about that English class...I wonder if I should drop it??

24. Situation: College student talking about his desire to quit smoking. 2nd interview

Client: I do smoke alot...especially when I'm in class or watching TV...

25. Situation: 35-year old male talking to marriage counselor. 8th interview

Client: I just keep arguing with her no matter how hard I try not to...I've tried all those things we talked about in here... we still fight! It's hopeless.

## FREE RESPONSE EXERCISE POSTTEST

1. Situation: The client is a 20 year-old male community college student. He made an appointment to see the counselor and this is the first interview. He seems to be on edge and sounds apologetic.

Client: I feel like I'm taking up your time and that someone may be waiting that really could use your help. This thing of mine seems silly - even to me.

2. Situation: A 20 year-old female college student has been discussing her fears about staying in school. She'd made up her mind to continue but now is wavering. It is the seventh interview.

Client: I know I said I was going to stay in school but I changed my mind. . .it's just too much work. . .

3. Situation: A 28 year-old male who is out of work is talking to a community agency counselor about needing to find a job. It is the eighth interview.

Client: No - I didn't go for those job interviews. I guess that's the third time I messed up. . .

4. Situation: A 40 year-old male is talking to a counselor at a private clinic during the first interview.

Client: Because of my job I have a really hard time getting here during the day. Do you have evening hours?

5. Situation: Sixteen year-old female client talking to a family counselor about problems getting along with her mother. In past weeks she has avoided talking with her mother about things she and the counselor decided she would discuss with her mother. It is the eighth interview.

Client: Yeah. . .I talked to my mother about it. Boy it's really cold in here. Is the heat on? Boy, isn't this weather awful!

6. Situation: Female high school girl talking to school counselor about problems getting along with her peers. This is the first interview.

Client: I don't understand why the other kids don't like me. . .why they think I'm so different. I don't even have one good friend.

7. Situation: Thirty year-old female talking to a community agency counselor. She is describing her relationship with her mother. This is the second interview.

Client: I really loathe my mother. She disgusts me. . .always prying into my life. But I can't leave her on her own. . .anyway, I don't have anywhere to go myself.

8. Situation: Forty-five year-old male client at community agency talking about his marriage. He has been having trouble acknowledging his feelings about his wife's intention to divorce him. It is the fifth interview.

Client: I don't really know what's wrong. I just feel depressed and anxious all the time. I don't know. . .maybe it's just been a bad week.

9. Situation: Twelve year-old boy talking to the school counselor about being late for school in the morning. It is the second interview.

Client: I'm not late all the time - just sometimes. . .something happens at home and I'm late.

10. Situation: Female college sophomore talking with her academic advisor - it is the third interview.

Client: You know. . .I've been thinking over what we talked about last week and I'd really like to find out more about horticulture - but do they offer that on this campus?

11. Situation: Fourteen year-old girl is talking to a caseworker at the court. It's the sixth interview. In previous interviews she had been talking about how unbearable things have been at home.

Client: I've been putting you on. I really don't want to run away from home, I like it most of the time.

12. Situation: The client is a 13 year-old girl who has a tardiness problem. She has been seeing the junior high counselor for three weeks - this is the fourth interview.

Client: Remember how we said I should try to get to school on time at least three times this week? Well, I made it all five days!

13. Situation: Sixteen year-old male high school student talking with his school counselor in the fourth interview. In previous interviews they have been talking about his home situation and how to get along better with his mother.

Client: I had a great weekend - stayed out all night. That really upset my Mom, but it was worth it.

14. Situation: The client is a 24 year-old mother of four young children. She has been seeing a mental health counselor about her depression and general inability to cope with things at home. This is the eighth interview. The client comes regularly to her counseling appointments, but things don't seem to be changing at home.

Client: I was thinking. . .maybe I should come in and see you more often. I really like talking with you and it makes me feel good and I leave her feeling great, but after a few days everything's back to its usual messed up state and I can't seem to cope with things.

15. Situation: Thirteen year-old boy has been sent down to see the junior high counselor by his math teacher for being a general nuisance in his classes - first interview.

Client: I'm confused - what am I doing here. Why have you asked to see me, I didn't do nothing wrong.

16. Situation: Thirteen year-old girl has been seeing the counselor about her tardiness problem.

Client: I'm sorry. . .I forgot to bring those sheets of paper again. You know, those ones where I'm supposed to keep track of how late I am for classes each day. I'm sorry. . .know it's the third time I've forgotten.

17. Situation: High school sophomore has come to see a counselor about his problem studying for school and his general slow reading - this is the second interview.

Client: How much I studied last week? - Well, I'm not sure. . .I do it in bits and pieces and it also seems to depend on my classes and the assignments.

18. Situation: The client's a male college freshman who came voluntarily to the counseling center. This is the first interview.

Client: I really feel I lonely - nobody cares about me or shows any interest in me - I could disappear and nobody would notice.

19. Situation: Newly employed male talking to company counselor. First interview.

Client: These people who do they think they are? I just can't stand mixing with them anymore. Just a bunch of phonies - I just wish I could be honest with them and tell them all to go to hell.

20. Situation: Thirty-two year old female at community mental health agency. Second interview.

Client: I love my children and my husband and doing things around the house - I guess they get boring at times but I really don't mind, I don't miss working - going to the office everyday was a bore. A lot of women complain of just being a housewife. . .but, well, I wonder if there is more for me than this stuff.

21. Situation: Young mother talking to a counselor about her problems with her child. Second interview.

Client: I get so frustrated with my son - I just don't know what to do with him - I feel myself getting more and more angry. He just won't do what I tell him to do.

22. Situation: Fifty-two year-old male talking to a counselor about family-related problems. Seventh interview. The client had left the last interview upset over some things he'd revealed.

Client: I guess I'm not really in the mood to talk today. . .I'm kind of tired. Did you see the game last night? Our TV went out so I had to listen to it on the radio. My wife was glad - she's tired of football. . . Boy - that woman can really complain!

23. Situation: Nineteen year-old woman at community counseling agency. Third interview.

Client: I just seem to be depressed all the time - most of the time I don't even know why. . .my job's getting boring now that I'm getting used to it. . .and Jim keeps saying "Well, then quit." I thought I loved him but when he bugs me like that - I just don't know. . . But he's probably right. . .and my parents, too. I should have tried college. Anyway, do you have those test things we were going to look at?

24. Situation: Junior high student talking to school counselor re: problem of missing class. Second interview.

Client: Well. . .maybe I skip class a couple of times a week. . .but only classes I don't like.

25. Situation: Thirty-five year old man talking to a counselor about some problems with his marriage that he blames on his wife. This is the eighth interview.

Client: Why can't we get along? I've tried and tried and nothing seems to work. Is divorce the only thing left?

## FREE RESPONSE EXERCISE FOLLOWUP TEST

1. Situation: The client is a 20-year old male college student. He made an appointment to see the counselor, and this is the first interview. The client seems to be nervous and uncomfortable.

Client: I don't know where to begin; it's all very difficult... I don't know if anybody can really help me.

2. Situation: A female college student is talking to her dorm counselor. In previous interviews they have explored her relationship with her roommate and determined several things she could do to handle the situation. It is the 6th interview.

Client: I know I really need to do something about the situation with her, but I just never seem to find the time. Whenever I get some time aside to talk to her about it all, something else comes up. Anyway, things seem to be much better now.

3. Situation: A high school senior who is undecided about whether to go to college is talking to his school counselor. In previous interviews they have been considering various options. It is the 6th interview.

Client: I know I said I would try to talk to my parents about the possibility of not going to college...but I didn't get around to it.

4. Situation: A 24-year old married female is seeing a community counselor. It is the first interview.

Client: You know, I was wondering if my husband could come to these sessions with me, after all, it's both of ours problem really.

5. Situation: This is the 6th interview between a male community college student and a counselor. In past weeks they have been exploring his relationships with people and his difficulty in making friends.

Client: I know we decided I should ask one person to go for coffee after class...but you know, there is no where to go really. This town is so dull...look, it doesn't even have a theatre or anywhere that has decent concerts. How can you stand to live here?

6. Situation: A female junior high school girl is talking to the counselor about school problems. This is the first interview.

Client: I realize I'm flunking the course but I just want someone to know that I'm actually trying very hard. It seems like the harder I try the lower my grades get. What should I do?

7. Situation: A 24-year old, recently married male is talking to a community college counselor about problems he's having with his parents.

Client: Why can't they accept the fact that I'm no longer their little baby boy. I thought getting married would make a difference and they would at last realize that I'm an adult. My mother,... she just keeps on checking up on me.

8. Situation: A female college freshman is seeing a counselor at the college counseling center. They have been discussing how unhappy she is with college. It is the 4th interview.

Client: I just feel so depressed I'm really beginning to think the only way out is to kill myself...I just can't take anymore... I just can't try again.

9. Situation: 40-year old male is seeing a private counselor about a weight control problem. It is the 2nd interview.

Client: I know I eat too much, especially in the evenings... it is around and I eat and drink...I know I don't need it, but...

10. Situation: A female high school student is talking to her school counselor about her future plans and her relationship with her parents. It is the 3rd interview.

Client: I know my parents really want me to become a doctor, but I don't know what I want to do yet. You know, I don't even know what is involved in going into medicine, how long the training is and things like that. Maybe I should find out some things about studying medicine.

11. Situation: A 19-year old male is talking with his caseworker at the court. It is the 6th interview. For the last two interviews he has been talking about the difficulty he's had getting a job.

Client: I guess I really haven't been very truthful with you about trying to get a job...I didn't think you would believe me when I said I had really tried to get a job...I haven't done anything, I just sit around with friends all day.

12. Situation: 19-year old male has been seeing a placement counselor about getting a job. It is the 4th interview.

Client: I actually went for a job interview this week--my first one you know--I was rather nervous, but at least I didn't do anything stupid or get tongue-tied.

13. Situation: A 15-year old girl is talking with her school counselor. It's the 4th interview. In previous interviews they have been talking about her home situation and how to get along better with her mother.

Client: I'm so fed up with my Mom always checking up on me and telling me when to be in by...on Friday night I stayed out really late just to annoy her...I had a good time too.

14. Situation: The client is a 29-year old female who has been seeing a mental health counselor for several weeks about her difficulties in making friends and general loneliness.

Client: Do you know I come out of these sessions with you feeling really good, and that good feeling lasts for several days...I just don't think I could handle things without your support.

15. Situation: The client is a 16-year old male student who has been referred to the school counselor by the principal. He's a habitual truant and has been in trouble with the police on numerous occasions.

Client: There's nothing you can say to me that I wanna hear. Being here is better than math class, but I'd rather be out in the street.

16. Situation: A 15-year old girl is seeing the school counselor about her classroom behavior. The teachers consider her to be a nuisance and disruptive influence. The girl is concerned about being kicked out of school and her father finding out.

Client: I really don't want to get kicked out of school--my Dad would murder me, but I just can't help it, those classes are so boring and that Miss Jones, she can't teach for peanuts. Everybody else was talking too.

17. Situation: A college student is seeing a counselor about giving up smoking. It is the 2nd interview.

Client: It seems to me that I smoke all the time...I just do it out of habit, I guess.

18. Situation: The client is a male college freshman who is at the college counseling center for his first interview.

Client: I don't know what's wrong with me--everything is going wrong, I just can't seem to cope...I've never been so fed up and unhappy before...it's all the time...I just can't shake it off.

19. Situation: 30-year old female at community counseling agency. It is the 2nd interview.

Client: My supervisor is so tiresome; he's always on my back about some silly little detail...and then he's always checking up on me. He's just looking to find fault with me, but I know I do a good job. I wish I could tell him how much it upsets me and interferes with my work.

20. Situation: The client is a 35-year old male at a community mental health agency for his second interview.

Client: You know, it's peculiar, but now I've almost got where I want to be, you know--a good job, a nice house and family, money to do what I want to--it still feels as if something is missing...sometimes I wonder if it's worth it, it's been a lot of hassles and work.

21. Situation: A young teacher is talking to the school counselor about some problems she is having with one class. It is the 2nd interview.

Client: I get so frustrated with that class, they just won't settle down. It's the only class I have trouble with, and that upsets me even more. I just don't know what to do...I feel myself getting more and more angry with them...I'm afraid that one of these days I'm really going to lose control.

22. Situation: The client is a 45-year old male talking to a counselor about family related problems. This is the 7th interview. In the previous interview the client had been very upset and distressed over some of the things he had talked about, in particular his relationship to his own father. The counselor has just asked him if he had thought anymore about what they had been discussing last time.

Client: Well, it's been a good week for me...I'm feeling really good. This weekend we all went to see the ballgame--that was a great game, did you see it?

23. Situation: 22-year old female is seeing a counselor at a community agency. This is the third interview.

Client: I seem to be losing control or something...I don't know what's wrong with me...I'm fed up with work, I wish I hadn't taken this job but waited to see if another one come up, but we needed the money and Bob told me to take it, he's always telling me what to do, that really bugs me, why does he have to do that. My parents are just the same always, or at me about something or the other, their latest is getting at me for not going to college--maybe I will go back to a community college or something, I don't know...what do you think I should do?

24. Situation: The client is a junior high school student who is talking to the school counselor about a smoking problem. S/he has been caught several times smoking in school.

Client: Yeah, I guess I smoke quite a bit...outside school, that is.

25. Situation: A 29-year old man is talking to a counselor about some problems with his marriage. This is the 8th interview.

Client: I don't know, we just seem to fight all the time, or else we don't talk at all...I'm just so tired of it all, it used to be such an open and honest relationship, and now...now it seems hopeless. I've tried and tried, like those things we talked about here, you know, really trying to understand her feelings and attitudes, but things haven't got any better.

**APPENDIX AA**

**FREE RESPONSE EXERCISE:  
INSTRUCTIONS FOR RATERS**

## APPENDIX AA

### FREE RESPONSE EXERCISE: INSTRUCTIONS FOR RATERS

Each tape will have a total of 75 counselor trainee responses on it for you to categorize into one of the ten counselor response types. The format is:

Side 1: Pretest--25 responses

Side 2: Posttest--25 responses

Short blank space

Followup Test--25 responses

As you listen to the tape, keep the list of definitions of the ten counselor response types in front of you so you can refer to it if needed. You may also want to follow along with the printed test items (in your folder) since the responses are not numbered on the tape. This will be a check in case any of the items are omitted.

After listening to each response, write the number of the type of response on the rating sheet provided. (See the list of types of counselor responses for code numbers--e.g., if the response is a restatement, categorize it 1.)

If the trainee gives a long response which encompasses more than one type of response, categorize the types in the order in which they were made. For example:

"You're feeling really upset about the divorce. How long has this been going on?"

would be categorized as (8) reflection, (2) question.

If you are really unsure about how you have categorized a particular response, put a question mark after your rating. TRY TO KEEP THESE TO A MINIMUM.

### Rating Forms

The Rating Forms for the tapes are in your folder. One Rating Form (providing for the rating of 25 responses) will be needed for each test (pretest, posttest, followup). Therefore, for each tape you rate, you will need three Rating Forms.

At the top of each Rating Form, write the trainee's number (identified on the tape) and the type of test (pretest, posttest, followup) in the space provided.

Then categorize the 25 responses on that particular test for that trainee.

The items are not numbered on the tape, so you will have to be careful when rating them that you are placing the correct rating next to the correct item number. It will help you to follow along with the printed test items provided in your folder. By knowing what the trainee was responding to, the response will make more sense to you and will provide a double check on the item numbers.

If any items are omitted by the trainee, code them with a zero (0).

If any items are unintelligible or erased, please code them with an (X).

If you have any questions, call me at:

Home: 485-5672

Work: ORC 202 Erickson  
353-4495

Monday afternoon, Wednesday morning

Shelter Home

482-1326

Tuesday, Wednesday, and Thursday afternoon

**APPENDIX BB**

**RATING EXERCISE:**

**PRETEST FORM AND POSTTEST AND FOLLOWUP FORM**

## APPENDIX BB

### RATING EXERCISE:

#### PRETEST FORM AND POSTTEST AND FOLLOWUP FORM

#### Instructions for the Rating Exercise

Listen to the accompanying audiotape of a counseling performance. Then rate the counselor on each item on the rating form attached. Some items are to be just rated for quality, i.e., how well the counselor performed on that item, some items are to be rated for both quality and quantity. You may be able to rate some items as you are actually listening to the tape.

Please use the following scales:

HOW WELL: 0 - No attempt  
1 - Poorly  
2 - Less than acceptably  
3 - Acceptably  
4 - Well  
5 - Exceptionally well

HOW OFTEN: 1 - Seldom or never  
2 - Less than desirable  
3 - Often enough  
4 - More than desirable  
5 - Excessively

## PRETEST

## RATING EXERCISE

Dimensions are to be rated on a six-point scale for quality and a five-point scale for frequency.

HOW WELL: 0 - No attempt  
1 - Poorly  
2 - Less than acceptably  
3 - Acceptably  
4 - Well  
5 - Exceptionally well

HOW OFTEN: 1 - Seldom or never  
2 - Less than desirable  
3 - Often enough  
4 - More than desirable  
5 - Excessively

GENERAL BEHAVIORS:

How well did the counselor ....

HOW WELL

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1. Communicate desire to help the client?                           | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Show interest in the client?                                     | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Encourage the client to talk about self?                         | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Encourage the client to talk about feelings?                     | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Use voice control(softness,pitch,rate)?                          | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Use language(non-technical vocabulary,well-formulated thoughts)? | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Seem to understand the client's lifespaces?                      | 0 | 1 | 2 | 3 | 4 | 5 |

COUNSELOR RESPONSES:

How well and how often did the counselor .....

HOW WELL

HOW OFTEN

- |  |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|
| 8. Use reflection of feelings?   | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 9. Use restatement of content?   | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 10. Use open-ended questions to initiate client talk?                  | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 11. Ask questions and make statements that were clear and concise?     | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 12. Use empathic responses to encourage client talk?                   | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 13. Use concrete responses to obtain specific information from client? | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 14. Use verbal reinforcement?  | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 15. Ignore client off-talk?  | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 16. Use refocus responses when client wanders off the topic?           | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 17. Use check questions to determine if summarizations are on target?  | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 18. Use appropriate response types?                                    | 0 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

## POSTTEST AND FOLLOWUP TEST

## RATING EXERCISE

- HOW WELL: 0 - No attempt  
1 - Poorly  
2 - Less than acceptably  
3 - Acceptably  
4 - Well  
5 - Exceptionally well
- HOW OFTEN: 1 - Seldom or never  
2 - Less than desirable  
3 - Often enough  
4 - More than desirable  
5 - Excessively

## GENERAL BEHAVIORS:

How well did the counselor ....	HOW WELL	HOW OFTEN	HOW WELL	HOW OFTEN	HOW WELL
1. Communicate desire to help the client?	0 1 2 3 4 5		19. Make initial responses to put client at ease?	0 1 2 3 4 5	
2. Show interest in the client?	0 1 2 3 4 5		20. Orient client to situation?	0 1 2 3 4 5	
3. Encourage the client to talk about self?	0 1 2 3 4 5		21. Invite client to discuss concerns?	0 1 2 3 4 5	
4. Encourage the client to talk about feelings?	0 1 2 3 4 5		22. Control direction and pace of the interview?	0 1 2 3 4 5	
5. Use voice control(softness,pitch,rate)?	0 1 2 3 4 5		23. Control own responses so as to allow client free expression?	0 1 2 3 4 5	
6. Use language(non-technical vocabulary,well-formulated thoughts)?	0 1 2 3 4 5		24. Identify response components of concern?	0 1 2 3 4 5	
7. Seem to understand the client's lifespaces?	0 1 2 3 4 5		25. Identify temporal components concerned?	0 1 2 3 4 5	
			26. Identify situational components involved?	0 1 2 3 4 5	
			27. Bring session to a smooth and appropriate ending?	0 1 2 3 4 5	
			28. Smoothly move through the counseling process?	0 1 2 3 4 5	

## COUNSELOR RESPONSES:

How well and how often did the counselor ....	HOW WELL	HOW OFTEN
8. Use reflection of feelings?	0 1 2 3 4 5	1 2 3 4 5
9. Use restatement of content?	0 1 2 3 4 5	1 2 3 4 5
10. Use open-ended questions to initiate client talk?	0 1 2 3 4 5	1 2 3 4 5
11. Ask questions and make statements that were clear and concise?	0 1 2 3 4 5	1 2 3 4 5
12. Use empathic responses to encourage client talk?	0 1 2 3 4 5	1 2 3 4 5
13. Use concrete responses to obtain specific information from client?	0 1 2 3 4 5	1 2 3 4 5
14. Use verbal reinforcement?	0 1 2 3 4 5	1 2 3 4 5
15. Ignore client off-talk?	0 1 2 3 4 5	1 2 3 4 5
16. Use refocus responses when client wanders off the topic?	0 1 2 3 4 5	1 2 3 4 5
17. Use check questions to determine if summarizations are on target?	0 1 2 3 4 5	1 2 3 4 5
18. Uses appropriate response types?	0 1 2 3 4 5	1 2 3 4 5

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