

COUNSELOR CANDIDATES' AWARENESS  
OF THEORY/STRATEGY CONGRUENCY  
IN COUNSELING PRACTICE

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## CHAPTER ONE

### PRESENTATION OF THE PROBLEM

All counseling approaches should have some theoretical base upon which to depend (Downing, 1975). Downing states that the counselor may utilize any technique that would seem most appropriate for the client and for the counselor, as long as there is a theoretical source. For example, Ponzo (1975) utilizes the philosophy and techniques from five counseling theories in his personal model of counseling. The counselor "is constantly in the process of developing an appropriate personal theory" (Downing, 1975, p. 19). In most counselor education programs, the necessity of each student developing this personal theory of counseling is constantly stressed. Included in this personal theory will be an individual's preferred strategies of counseling.

Whether encompassing a single theory or several, the question arises as to whether the knowledge of the theories is truly integrated into a personal theory, allowing counselor candidates to utilize that knowledge and transform it into appropriate counseling strategies. Does theoretical knowledge, after it has been mastered, transform itself into skills and strategies consistent with professed theoretical bases when the counselor candidate is placed in a counseling situation?



## Background of Study

Counselor education has been in the throes of change during the past few years and just as no one counseling theory can be determined to be the best, no one method of counselor education has proven to be the most successful. Theoretical orientations, systematic training, and laissez-faire methods have all been tried and all have found support in the literature. However, each approach has also been criticized. Referring to the effectiveness of traditional theoretical counselor education, Ludewig (1975), a neophyte counselor, states:

I came to the practicum with my mind hopelessly cluttered with the recently learned terms of my prospective trade. . . . I still thought client-centered counseling had something to do with the location of the counselee during the counseling session. I was convinced that trait-factor counseling had something to do with algebra, fractions, and figuring IQ's. I didn't know what to think about directive and nondirective counseling except that one was apparently the opposite of the other (p. 41).

In writing of the success of a training program developed by Danish and Hauer (1973), Danish, D'Augelli, and Brock (1976) determined that the present and future use of paraprofessionals in the helping professions would require systematic training. The Danish and Hauer training program was designed to be a contrast to the traditional didactic methods of counselor preparation and emphasized experience-based knowledge of specific competencies. The authors concluded that the training program was successful; thus one would assume that it would facilitate the utilization of paraprofessionals in human service roles. However, the subjects in the study were advanced undergraduate and graduate students in programs such as human development, psychology, counselor education and speech pathology. Such subjects would hardly

be typical of the general population of paraprofessionals. The training program is based on a substantial amount of theoretical background and therefore, success cannot be attributed to training alone.

In contrast to the elements of both theoretical counseling and training of techniques is the developing attitude that it does not matter what one does as long as he/she is comfortable in doing it. In explaining this counseling attitude, Patterson (1961) states that a counselor candidate must not be expected to use any strategy with which he/she is uncomfortable. The counselor is to forget theories and strategies and do what comes easily and naturally during the counseling session. Such an attitude conflicts with either an approach relying on a theoretical base or on a systematized training of techniques. Following this explanation, Patterson (1961) points out that the free expression of a counselor's personality--doing what he/she is comfortable with--may not necessarily be good. He continues that the nature of the counselor's personality may not be a therapeutic nature, but may be dominated by unsatisfied and unfulfilled needs.

Just as many counselors today are not supporting one singular theory of counseling, but are employing multiple theories in the personalized approach to counseling, so should counselor educators integrate multiple approaches in the education of counselors. Bernstein and Lecomte (1976) have proposed such an integrative counselor education model which provides a framework for incorporating traditionally conflicting counselor education approaches. A counselor needs a theoretical base from which he/she derives strategies and techniques that he/she will successfully use in actual counseling situations (Downing, 1975). This theoretical base cannot be developed unless extensive exposure to

many counseling theories and their related techniques is experienced. The theoretical base that must be developed need not be one specific formally-written theory, but an emergence from all theories of a personal theory that the counselor is comfortable with and that is congruent with his/her experience.

### Importance of Study

The results of a review of the literature on research of the counseling process in counselor education have been somewhat limited. Ivey (1971) has noted that studies designed to evaluate current education practices in counselor education programs are few and far between. Whiteley (1969) reported that evaluative studies of counseling and counselor education programs have also been of low quality. In reviewing the literature concerning the general evaluation of counselor education programs, Whiteley concluded the following:

Despite the importance of evaluating counselor education and its centrality to the profession, very little research on evaluation has been conducted. . . . Regrettably, evaluation does not appear to be a term with any substance in counselor education programs (p. 179).

The authors of numerous studies (Ladd, 1967; Clark, Gelatt and Levie, 1967; Graff, 1974) have shown that evaluation and research were an exception rather than the rule in vocational-educational counseling, psychological clinics, and university counseling centers. Rogers (1957) concurs with Whiteley in regard to psychotherapy, indicating that there is not a great deal of research for counselors to draw upon. He has described the field of psychotherapy as being characterized by a rarity of research on the problem of educating individuals to engage in the therapeutic process.

Speaking to the specific issue to be developed in this study, that of the development of counseling strategies in relationship to the theoretical concepts that are taught, Matarasso, Wien, and Saslow (1966, p. 208) reported no published research on the teaching of psychotherapy and few reports of "systematic innovations, comparison of methods, and/or student skill before and after a course of instruction." Lister (1967) specifically stated that research on the integration of theory and practice in the counseling process is needed. Passons (1975) agrees in that the counselor generally has implicit theoretical notions but that he/she may not be aware of these theoretical notions. There is not a clear understanding of how a counselor builds a relationship that is based on theory.

As a result of the lack of research and evaluation of counselor education and, essentially, the lack of research on student skills after theoretical courses of instruction, the importance of this study was apparent. Parker (1968) has stressed:

With the poliferation of counseling theories the counselor educator has the onerous task of fashioning some systematic program of experiences out of which will emerge a competent professional. We have done little theorizing about what those experiences should be and even less investigating of our results to date (pp. 2-3).

Counselor educators must be reasonably certain that they are employing the most effective means possible, and that these methods are effective in facilitating theory/strategy congruency in counselor candidates.

#### Justification for the Study

This study was designed to examine the congruency of counseling theory and counseling strategies in a counseling session, and to

determine if theory/strategy congruency is related to counselor candidates' efficacy as rated by the client. Research in this area is scarce. In a recent study Rosso and Frey (1973) stated that the extent to which theory influences practice is an unanswered question.

Logically, one may argue that unless counselor candidates are aware of their personal theory of counseling and the concomitant strategies, there can be no efficacious counseling. Many counselor educators have taken this transfer of theory for granted. Jakubowski-Spector, Dustin, and George (1971) describe the Transfer of Training Model as one which assumes that the counseling students' mastery of academic material will automatically transfer to the counselor's behavior in his counseling sessions. Lister (1967) believes that counselor educators are misled in thinking that the learning of practical applications, presented after a theoretical background, insures that the strategies will be used in ways consistent with the theoretical framework. Nevertheless, counselor education programs generally do include a practicum course with the goal of integrating the theoretical knowledge and practical strategies.

#### Statement of the Problem

This study attempted to answer to following question: Does the theoretical knowledge of a counselor candidate transfer to his/her verbal behavior in counseling practicum situations in a manner by which congruent strategies are implemented and can be recognized, and is such a transfer related to the efficacy of the counselor candidate as perceived by the client.

### Definitions of Terms

For the purpose of this study, the following definitions of terms are presented.

Counseling candidates were fourteen practicum students enrolled in the practicum course of the Master's degree program in Student Personnel and Guidance at Oklahoma State University during the 1977-78 academic year.

Counseling theory was the rating on the Counselor Theoretical Strategy Rating Scale (CTSRS) of responses to basic strategies of the following theories: Client-Centered, Rational Emotive, Transactional Analysis, Behaviorism, and Gestalt.

Counseling was the verbal interaction of at least a ten-minute duration that occurred between a counselor candidate and a client.

Counseling theory/strategy congruency was the positive relationship between judges' CTSRS ratings of the application of theoretical strategies as perceived by the judges, and counselor candidates' recognition (self-rating and/or peer-rating) of the application of the same theoretical strategies as perceived by counselor candidates.

Counselor efficacy was defined by client ratings of their perceptions of the counseling experience on the Counseling Evaluation Inventory (CEI).

### Limitations

1. The results of this research are representative of those subjects included in this study.
2. A total of twenty minutes of actual counseling time for each subject was used as a basis for extracting data.

3. This study is based upon the assumption that counselor candidates have knowledge of theories and related strategies. All counselor candidates have completed a minimum of one didactic course focusing on counseling theories.

4. The only five theoretical approaches measured were those on the Counseling Theoretical Strategy Rating Scale.

### Hypotheses

The present study was designed to examine the congruency of counseling theory and strategies in counseling sessions as measured by the CTSRS and to determine if theory/strategy congruency is related to counselor candidates' efficacy as rated by the client. The following null hypotheses were formulated and will be analyzed utilizing one-tailed hypotheses tests.

Hypothesis I: There is no relationship between judges' ratings of theory/strategy application and counselor candidates' recognition (self-rating) of same theory/strategy application as measured by the CTSRS.

This hypothesis was developed to determine if counselor candidates' mastery of academic material would transfer to actual counseling interactions. This was determined by relating judges' ratings of the counseling candidates' verbal behavior, with regard to six CTSRS response categories, with the counselor candidates' own rating of recorded verbal behavior. Using the judges' ratings as a reality base, counselor candidates' self-ratings were related to the judges' ratings to determine if the subjects were aware of the theoretical strategies evident in their

verbal behavior. The null hypothesis stated that there is no relationship between these two ratings, while the alternative hypothesis predicts a positive relationship.

Hypothesis II: There is no relationship between judges' ratings of theory/strategy application and counselor candidates' recognition (peer-rating) of same theory/strategy application as measured by the CTSRS.

This hypothesis was formulated to determine if the counselor candidates' mastery of academic material is sufficient to allow counselor candidates to perceive theory/strategy congruency in others. The alternative hypothesis predicts a positive relationship between judges' perceptions and peers' perceptions.

Hypothesis III: There is no difference between the mean of the values computed between the combined ratings of the judges and the self-ratings of the counselor candidates, and the mean of the values computed between the combined ratings of the judges and the peer ratings of the counselor candidates as measured by the CTSRS.

This hypothesis was developed to compare the results of Hypothesis I and Hypothesis II. It is possible that counselor candidates do possess the ability to detect theory/strategy congruency in others, but do not demonstrate congruency in their own behavior, which is the negative alternative hypothesis. This result would imply that the knowledge of the five theories and the congruent strategies is available for responses, but is not yet incorporated to the point of counselor candidates being able to actualize this knowledge in verbal counseling behaviors.



Hypothesis IV: There is no relationship between the congruency of the counselor candidates as measured by the CTSRS and their efficacy in the counseling relationship as perceived by the client.

To examine the congruency of counseling theory and strategies and to determine counselor candidates' ability to both effect and perceive theory/strategy congruency is more valuable to counselor education and to counselor candidates if such congruency can be shown to be correlated to counseling efficacy. The ultimate population that counselor educators serve is not counselor candidates, but rather the future clients of the counselor candidates. Every aspect of counselor education should have as its goal to meet the needs of these clients. If it can be shown that theory/strategy congruency is positively related to counseling efficacy as perceived by the clients, to achieve theory/strategy congruency in counselor candidates would be highly desirable. Thus, the alternate hypothesis is that there is a positive relationship between theory/strategy congruency and counselor efficacy.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review the research and related literature concerned with the teaching of theoretical knowledge in counselor education programs, and its relationship to the effective use by counselor candidates of corresponding strategies in counseling situations. Apparently there must necessarily be a congruent relationship between the counselor candidate's theoretical base and the strategies employed in the counseling setting for efficacious counseling to occur. Borden (1968) states that knowledge of theories must be integrated with action to produce efficacy in a counseling relationship.

The chapter is divided into three segments. The first is concerned with theory and technique independently, determining the need and value of each. The second segment presents a discussion of the necessity of incorporating both theory and technique into counselor education programs. The third segment discusses the relationship between counseling theory/strategy congruency and counseling efficacy.

#### Theory and Technique in Counselor Education Programs

Some counselor educators feel that theory is not necessary in the training of counselors, but the teaching of technique only is sufficient to produce effective counselors. Ivey et al. (1968), and later Hackney

and Nye (1973) support the acquisition of skills as being the focus of counselor education, rather than theoretical knowledge.

Carkhuff (1966) has been a proponent of short-term lay training and guidance institute programs which focus on a core of facilitative skills with little theoretical groundwork. From this base, Carkhuff defines helping as skills which can be taught to diverse populations. In essence his model focuses on paraprofessionals and, according to Gormally and Hill (1974), it systematizes the training of even professional counselors.

Carkhuff, Kratochville, and Friel (1968) attempted to assess the level of communication of the core of facilitative conditions in two graduate education programs. The authors proposed that the results at both schools failed to establish the efficacy of professional graduate education. Two studies were conducted with programs at large northeastern universities which had approval in good standing from the American Psychological Association. The first was a cross-sectional study at one school, comparing both discrimination and communication of the core conditions of empathy, regard, genuineness, concreteness, self-disclosure, and overall conditions in both first- and fourth-year clinical and nonclinical students. In this study it was determined that the fourth-year clinical students' level of functioning, while lower, was not significantly different from first-year clinical students'.

The second study was a longitudinal study comparing the same core conditions of first- and second-year clinical students. A third group of students who were exposed to training in the core conditions were used for comparison. In this study, the second-year students performed at a level lower than they had in the first year, although again, there

was not a significant difference. Carkhuff concluded that there was no improvement in regard to constructive change and there were possible trends suggesting deterioration in the core facilitative conditions with graduate experience. Carkhuff (1966) further states in another study that only lay counselor training programs have demonstrated effective outcomes, and he suggests that lay trainees can accomplish in counseling and therapy anything that their supervisors can accomplish.

In advocating training as a preferred mode of treatment, Carkhuff and Bierman (1970, p. 157) report that in a relatively brief period, a group that was systematically trained could effect changes in the interpersonal skills and functioning that traditional counseling groups could not accomplish. Thus, beginning with Rogers' assertion (Parker, 1968) that counselors could be trained in a few weeks, there has been a continual interest in the nonacademic training of counselors. Parker (1968) reports that a number of studies of the successful training of lay therapists in a very brief time are available. In this context, training of lay therapists consists only of teaching counseling techniques with very little, if any, theoretical basis for the techniques.

Allen (1971, p. xi) has said, "Our society has been too concerned with imparting content or knowledge skill; we are now faced with a society that is unable to understand and relate with itself." And thus, the concept of microcounseling is based not upon knowledge or content but rather upon skills.

However, in support of graduate counselor education programs, there is literature that supports the need of a traditional theoretical background for complete counselor preparation. Lister (1967) has

determined that an atheoretical counselor may be seriously ineffective and even detrimental to counseling and guidance. Downing (1975) sees theory as "a basis for action and a rationale for practice, as it serves as a map for exploring unfamiliar terrain" (p. 20).

Kuna (1975) conducted a study on the effects of lecturing, reading, and modeling on teaching counseling skills. He found that both the lecture presentation and additional reading produced significant increases in the target verbal behavior. However, the model presentation (which is an integral component in counselor training programs and microcounseling) did not cause a significant increase in production.

Ninety-two counselor candidates were randomly assigned to one of the four experimental groups: (1) control group; (2) lecture presentation; (3) lecture and reading presentation; and (4) lecture, reading, and model presentation. The target verbal behavior, restatement, was chosen arbitrarily. Restatement was defined as repeating "what the counselee has said more or less in his exact words" (Kuna, 1975, p. 543). No attempt is made to clarify or interpret what has been said. The three conclusions that Kuna drew from the results were:

1. The counselor candidates did produce restatement at a substantially higher rate after a lecture describing and supporting its usage.
2. A complementary written presentation outlining restatement produces a significantly greater amount of restatement in trainees after a lecture presentation.
3. A model of restatement does not significantly add to the production rate.

These conclusions support the theoretical course structure used in counselor education programs.

In contrast to the previously-mentioned study by Carkhuff, et. al (1968), research by Carkhuff, Piaget, and Pierce (1968) supports graduate education. The study utilized three groups: (1) Group one consisted of freshman and sophomore students in the helping professions, including psychology; (2) Group two was senior psychology majors; and (3) Group three was composed of graduate students in psychology. The results indicated an upward trend in interpersonal functioning from the least experienced to the most experienced students. In the majority of categories, t tests resulted in significant differences at the .05 level between all groups.

Levy (1968) supports the necessity of theoretical knowledge in the following statement:

So far as training students is concerned, beyond all else the student needs some form of reference from which he can make sense out of the client's behavior and out of his own behavior. This might be one of the conventional personality theories or some structures about just being yourself--but he needs a frame of reference (p. 97).

Stefflre and Matheny (1968) consider theory entering into every aspect of counseling. They contend that theory allows the counselor to view the counseling process in a manner by which information from the situation may be organized. This information will then guide the counselor's behavior, offer clues to client understanding, give direction for counselor education and suggest promising research dimensions of the counselor-client interaction. Thus, the counselor's decisions as to whether to advise, support, reflect, or interpret are all influenced by theory, even by way of a poorly formulated theory.

## Integration of Theory and Techniques

Greenwood (1962) differentiates between professional and nonprofessional occupations as follows:

The crucial distinction is this: the skills that characterize a profession flow from and are supported by a fund of knowledge that has been organized into an internally consistent system, called a body of theory. A profession's underlying body of theory is a system of abstract propositions that describe in general terms the classes of phenomena comprising the profession's focus of interest. Theory serves as a base in terms of which the professional rationalizes his operations in concrete situations. Acquisition of the professional skill requires a prior or simultaneous mastery of the theory underlying the skill. Preparation for a profession, therefore, involves considerable preoccupation with systematic theory, a feature virtually absent in the training of the nonprofessional (p. 208).

The above discussion of theory versus technical training may only be resolved in an integration of the two. According to Borden (1968), understanding and action are not antithetical. Understanding is knowledge of events which allows those events to be influenced. Theories, then, are understandings that have been broadened to include classes and categories.

Not only must one consider that theory and skill development need be integrated, but it may be that, in actuality, the two cannot be separated. Again referring to Borden (1969), knowledge of theories must be integrated with action in an efficacious counselor.

Brammer (1966) focuses on the same thoughts:

Another function of theory is to help a counselor move from the role of a technician who applies scientific techniques to specific problems into an artful practitioner. This idea is expressed sometimes as focusing on the purpose, the reason, or the 'why' rather than on the methods, tools, or the 'how' of his work. He can learn to appreciate, for example, that just 'listening' is not enough to accomplish his goals with a client, and that under certain circum-

stances 'listening' may work against their mutual interest. We must know why listening is important under certain circumstances (p. 123).

However, can a student focus on the purpose, the reason, or the "why" of his counseling even with a theoretical base? Though theory may provide a basis for action, does action actually occur as a result of theoretical knowledge?

In regard to counselors themselves and their opinions on theory and practice, Adams (1965) has found that the term theory is likely to hold a negative connotation. Counselors in the field are concerned with what they can use in their practice, and theories have not provided much practical help.

Shertzer and Stone (1968) have reached the same conclusion. Their experience has indicated that counselors in practice conceive of theory as being academic, superfluous, and impractical. They offer as a cause for this attitude the idea that the function of theory in counseling is not made explicit.

#### Counseling Theory/Strategy Congruency and Counseling Efficacy

Exactly how theory influences practice has not been determined and conflicting studies are found. However, Fiedler (1950) determined that the more experienced and effective counselors were more similar to each other regardless of their theoretical orientations than to non-experts of the same school. From his study, he asserted that the therapeutic relationship is the core of therapy and a good therapist of any theoretical school will create a similar therapeutic relationship.



Based on Fiedler's research, Wrenn (1960) designed a study to determine if experienced counselors of different orientations responded differentially to counseling situations that had been selected to maximize presumed theoretical differences. Wrenn also found that theoretical orientations made little difference in the responses of experienced counselors. From these two studies it would seem that the basis for effectiveness is established in the development of a theoretical base and not in a particular theory.

This, then, suggests that awareness of one's theoretical base, awareness including the ability to operate from that theory, leads to effective counseling. Rogers (1970) has said that self-awareness is necessary in effective counseling. Lack of awareness may result in a counselor unknowingly influencing a client (Gump, 1974). Boy and Pine (1963) believe that counselors operating without self-awareness are unable to enter the client's perceptual field. Delaney and Eisenberg (1973) have stated that a counselor's effectiveness is directly related to his ability to identify process goals and to accurately anticipate impacts and effects of counseling approaches available. Awareness defined as the realization of the strategies to be employed and the related theoretical rationale is thus a basic component to counselor efficacy.

Jakubowski-Spector, Dustin, and George (1971) have indicated that such an awareness is indeed a desirable goal of counselor educators. They have proposed a Behavioral Counselor Education Model and would replace the Transfer of Training Model previously mentioned. In the Behavioral Counselor Education Model, there has been a redefining of what behaviors of a counselor candidate can be studied and trained.

Previously, only behaviors that another could observe were considered trainable. However, in the model developed by Jakubowski-Spector et al., behavior that should be learned in counselor education programs includes behavior that only the counselor candidate could be aware of, such as his/her attitudes toward clients, how the counselor thinks in counseling situations, and the resulting enactment of counseling strategies.

Ponzo (1975) specifically outlines his model of counseling which integrates techniques from five counseling theories, and conceptualizes the process of counseling as being organized into three interrelated phases. During the first phase of awareness, Gestalt and Client-Centered counseling are utilized most heavily. In phase two, cognitive reorganization, Ponzo draws heavily on transactional analysis and rational emotive therapy. Behavioral counseling is the mode of the third phase of behavior change. Such a model as Ponzo's is specifically organized on the awareness of the theories and an awareness of how he is best able to utilize these theories.

Stefflre (1965) has said that the question to be answered is not whether to operate from theory but rather what theories to use and how to use them. Passons (1975) is in complete agreement with this statement and its underlying assumption that it is necessary and desirable for a counselor to be aware of his/her theoretical point of view.

That a client may best be able to perceive the true effectiveness of the counselor has received support in the literature (Shoben, 1953; Goodstein & Grigg, 1959; Linden, Shertzer, & Stone, 1965). Much of the change resulting from effective counseling is internal change such as understanding and control. Arbuckle (1968) agrees that such variables

cannot be measured by a researcher but can only be determined by the client. Gump (1974) agrees that client satisfaction should be an important consideration in evaluating counseling effectiveness. Grigg and Goodstein (1957) have stated:

Some appraisal of the client's reaction to the counselor and to counseling should be obtained before we can say that we have any comprehensive understanding of who makes a good counselor and what constitutes successful counseling techniques (p. 32).

### Summary

The relationship between counseling theory and practice is not known. A review of the literature revealed that some counselor educators do not believe that the effectiveness of the counselor is contingent upon a theoretical background. From their viewpoint, trainees can acquire the skills necessary to be a successful counselor from only a short-term training program. Studies have even suggested that graduate education programs in counseling have caused deterioration in the traits of an effective counselor.

However, literature and research is available that supports the need for a theoretical background for counselors. Traditional theoretical course structures increased interpersonal functioning in counselor candidates. In addition to learning specific skills and techniques, counselors need a frame of reference from which they can understand behaviors of clients and will understand their own behaviors in response to clients.

The literature has demonstrated benefits achieved by counselors who have been trained only in the use of skills and techniques. The

literature has also supported the need for a theoretical background. The ultimate solution may be a compromise of the two: skills and strategies taught by counselor educators and utilized by counselors on the basis of firm theoretical backgrounds. That such an integration increases the counselor's understanding and awareness of the entire counseling situation, and thus increases his/her efficacy, has been shown by various theorists and counselor educators.

The integration of theory and corresponding strategies is seen as a congruency between counseling theory and the counseling strategies employed. If counseling theories and the resulting strategies are congruent, it would indicate that a counselor is aware of what he/she is doing and will be more likely to achieve counseling efficacy.

## CHAPTER III

### INSTRUMENTATION AND METHODOLOGY

The purpose of the present investigation is to examine the congruency of five counseling theories and the related counseling strategies in counseling sessions and to determine if theory/strategy congruency as measured by the CTSRS is related to counselor candidates' efficacy as rated by the client. It is not known whether knowledge of the process and techniques is sufficient to implement the strategies and thus achieve the goals and purpose of the theory. This chapter presents a discussion of the instruments utilized in this study as well as the procedure followed in executing the study. Following this discussion will be a presentation of the statistical analyses used in testing each of the four hypotheses.

#### Instrumentation

##### Counselor Theoretical Strategy Rating Scale

The Counselor Theoretical Strategy Rating Scale (CTSRS) was constructed to determine a theoretical base from which a counselor candidate may be verbally performing (see Appendix A). The development of the CTSRS resulted from a search of the literature and existing instruments with the conclusion that no instrument had previously been developed to rate theoretical strategies.

The CTSRS is designed to assess specific counselor strategies and behaviors. It requires the rater to identify and rate in a counseling situation the manifestation of five defined counseling theories. The scale is designed to assess counselor/counselor candidate performance as it is manifested in an audiotape or videotape record of a given counseling session. The scale also lends itself well to use as a self-rating instrument by counselors or counselor candidates seeking to assess their own theoretical performance.

Five counseling theories, Client-Centered, Behaviorism, Gestalt, Rational Emotive, and Transactional Analysis, were chosen for use on the CTSRS, as these theories generally encompass a counselor's behavior (Ponzo, 1975). A sixth category of Not Evident was included in the instrument to rate those behaviors which are not congruent with any of the five counseling theories.

The rater listens to or views the record of the counseling session to be rated, immediately analyzes the theoretical base or bases from which the counselor/counselor candidate was operating, and then distributes the fifteen points available among the six categories (Client-Centered, Behaviorism, Gestalt, Rational Emotive, Transactional Analysis, and Not Evident). For each theory, strategies related to that theory were listed which define for the rater each of the counseling theories. Certainly all the strategies which a counselor/counselor candidate may develop in relation to a particular theory are not included in the definitions on the CTSRS. The assumption is made, however, that the strategies listed give an overview of the general methodology of each theory.

To utilize the CTSRS for the function for which it was developed, that being to rate counseling on the basis of theoretical strategies demonstrated, the rater of the CTSRS needs to identify in his/her analysis of the counseling whether strategies in any segment of the counseling session can be characterized as fitting into a theoretical area as defined in the CTSRS. Counselor intent is the chief ingredient here: Was the counselor's behavior manifested in order to achieve a given end inherent in any one of the theoretical areas? Was he consciously (or unconsciously) exercising the theory in question?

As stated earlier, the development of the CTSRS resulted from research concerned with the basic techniques and strategies of five counseling theories: Behaviorism, Client-Centered, Gestalt, Rational Emotive, and Transactional Analysis. A brief review of these five theoretical approaches, as presented in the CTSRS, follows.

Behaviorism. During behavioristic counseling, the counselor arranges conditions for the client to learn adaptive behavior so that he/she can cope with problems. Basic to behavioral counseling is the principle of reinforcement. Reinforcers may be positive, negative, or neutral (Shertzer and Stone, 1968). Specific behavioral counseling strategies include:

1. Systematic desensitization during which individuals with feelings of anxiety can be systematically relaxed when the stimuli which produce anxieties are paired with more pleasant stimuli (Krumoltz, 1966) by use of an anxiety hierarchy (Agras, 1972).

2. Shaping may be accomplished by positive reinforcement. For example, the counselor's attention, interest, and approval following

certain kinds of client responses determine future responses the client makes (Kruboltz). This may include token economies. Instead of using reinforcers directly, tokens that can later be exchanged for pleasurable activities are used (Agras).

3. Aversive therapies include a) punishment strategies that employ negative reinforcement contingent upon the demonstration of a particular behavior, and b) escape and avoidance conditioning that allows the client to avoid the aversive stimuli or escape the aversive stimulus by engaging in a more adaptive behavior (Agras).

4. Implosion (flooding in imagination) consists of having the client confront the anxiety-producing situation in his imagination with vivid descriptions of the feared situation (Agras).

5. Modeling in vivo involves the client and the counselor reconstructing situations that cause distress (Agras).

6. Paradoxical intent asks the client to deliberately try to bring on the feared consequences of his behavior rather than to avoid such situations (Agras).

7. Behavior contracting is an agreement between two or more persons specifying what each person will do for a stated period of time (Cormier and Cormier, 1975).

Client-Centered. In client-centered counseling, the emphasis is upon the counselor's philosophy and attitudes and the development of a relationship, rather than techniques (Shertzer and Stone, 1968; Patterson, 1966). However, Hobbs (1955, p. 16) has presented the characteristics of client-centered counselors:

1. The therapist tries to understand what the client says with reference to the content, feeling, and the import



to the client. He then tries to communicate this understanding to the client.

2. The therapist will interpret what the client has said by giving a synthesis of the expressed feelings.

3. The therapist accepts whatever the client has said and demonstrates that what the client has said has been understood.

4. The therapist will define for the client, when it becomes important for the client, the nature of the counseling relationship, the expectancies of the situation, and the limits of the relationship.

5. The therapist will try to convey to the client by means of gestures, posture, facial expression, and words, a feeling of acceptance of the client and of confidence in the ability of the client to handle his problems.

6. The therapist answers questions and give information when he/she feels it is relevant and necessary, but may refrain from giving information if the issue of dependency is involved.

7. The therapist will actively participate in the therapy situation by keeping alert, attempting to pick up nuances of feelings, and interrupting the client if necessary to make certain that he/she understands what the client is saying and feeling.

Gestalt. In the Gestalt approach, the aim is to enable full experiencing of all dimensions of humanness: thinking, feeling, and sensing. The most useful techniques are those that lead to an awareness of present experience, focusing, recognition, and owning of perceptions, choosing, and acting (Dye and Hackney, 1975). Strategies specific to Gestalt theory include the following:

1. Clients are encouraged to say "I think" rather than "I know." This reflects that there is little in life that is certain (Dye and Hackney).

2. Clients are instructed that it is unusual to actually need anything. Rather, he wants it even though the motive may not be

understood at the time (Dye and Hackney).

3. The words "they" and "it" masks the speaker's truth and the counselor will urge the client to identify who is being discussed (Dye and Hackney).

4. Clients are asked to replace "I can't" with "I won't." The purpose is to help the client exercise his ability to choose (Passons, 1975).

5. Gestalt theory purports that more than one motive, feeling or idea can exist at a time. Therefore, the counselor urges the client to substitute "but" with "and." (Passons).

6. The counselor will not ask questions beginning with "why." Rather, he will use "how" or "what" which invites the client to experience his behavior (Passons).

7. Often a client will ask pseudo-questions so that the counselor will take responsibility for the statement. When this occurs, the counselor will ask the client to restate the question as a statement (Passons).

8. Gestalt counselors recognize the unrealistic division of the total self into thought, feeling, attitude, etc. Instead of saying "I see myself as being flexible," the client is asked to say "I am flexible" (Dye and Hackney).

9. Tense is crucial. The counselor will ask the client to consistently speak in the present. Discussion of past or future is not excluded; rather, they are brought into a here-and-now focus (Dye and Hackney).

10. Breathing and physical sensations are strategies often employed in Gestalt counseling. Along this line is getting the client to

exaggerate his physical movements to increase awareness. A technique for allowing a client to be more in touch with a certain feeling is to ask, "Where in your body are you aware of your feelings?" (Dye and Hackney).

11. Being the elements is a Gestalt strategy in which the client is asked to become various elements and to enter into a conversation with other elements and with the client. This strategy is often extended to Gestalt dreamwork (Dye and Hackney).

Rational Emotive. In the rational emotive framework, emotional disturbance is a result of self-verbalizations which are determined not be external events, but rather by the attitudes of the individuals. These attitudes are the substance of the internalized sentences about the events. The inherent strategy of rational emotive counseling is active, directive teaching (Patterson, 1966). The counselor attacks the client's illogical thinking and self-defeating verbalizations in two ways:

1. The counselor directly contradicts and denies the self-defeating internalized sentences and superstitions which the client has learned and which is becoming self-instilled.

2. The counselor will encourage, persuade, cajole, and even insist that the client develop some activity that will be a counter agent against his irrational self-verbalizations (Ellis, 1962, pp. 94-95).

The rational emotive counselor thus uses logic and reason, teaching, suggestion, persuasions, confrontation, deindoc-trination, indoctrination, and prescription of behavior to show his client what his irrational philosophies are, to demonstrate how these lead to his emotionally disturbed behavior, to change his thinking--and thus, his emotions--replacing these irrational philosophies with rational, logical ones (Patterson, 1966, p. 116).

Transactional Analysis. Much of what develops as transactional analysis counseling is within the counselor himself and the manner in which he approaches the counseling situation (Murphy, 1977). Inherent in transactional analysis counseling is the belief that people have the power to change by first developing an awareness and second, determining their options. Four distinct types of analyses exist in TA; these may be utilized separately or in some conjoint form by transactional analysis counselors. Structural analysis is counseling based on the concept of of Parent, the Adult, and the Child as ego states, as well as what is involved in each of the ego states (Berne, 1961). In Transactional analysis, the counselor may teach the client to analyze his transactions both within himself and with others (Harris, 1964). Script analysis focuses on the belief that a person makes a decision early in life that preordains the remainder of his/her life. Game analysis is concerned with the unconscious games played by people in social interactions and essentially, the payoff that is achieved from the game (Murphy). Strategies that pervade the cognitive counseling of transactional analysis include the following.

1. A person's behavior is a result of early learning and decisions. The counselor may utilize a redecision-making process during which the client becomes aware of decisions he/she has made in the past that interfere with his/her present functioning (Murphy).
2. Following awareness, the client may be helped to understand his/her behavior, on a cognitive level (Berne).

3. The client can than "redecide" what the perceptions, feelings, behavior, etc. will be and change the behavior (Murphy).

4. Inherent in the successful redecision process is the counselor's restoration of the client's awareness of freedom, specifically the freedom to change (Harris).

5. Of importance in transactional analysis counseling is the counselor's continuous reference to the client's responsibilities, especially the responsibility for self. The counselor will make a constant attempt to increase the client's awareness of the responsibility for all aspects of life (Murphy).

6. Contracting is a strategy often used. In transactional analysis counseling, the contract will speak specifically to the counseling situation. Examples that may be included in the contract are the number of meetings to be contracted for, what changes the client wants to make, what is wanted from the counselor, how others will know that he/she has accomplished the goal (Murphy).

7. Transactional analysis jargon may be used by the counselor, e.g. strokes, warm fuzzies, cold pricklies, stamps, games, script (Murphy).

8. TA counselors may attempt to work with games that are interfering with the client's functioning, e.g. Sweetheart, Harried, Rapo, Uproar, Alcoholic (Murphy).

9. Counseling may be done by means of analyzing the client's life script; this may be initiated by a long questionnaire to allow a client to get in touch with decisions made (Murphy).

### Counseling Evaluation Inventory

To measure counselor efficacy, the Counseling Evaluation Inventory developed by Linden, Shertzer and Stone (1965) was used (see Appendix B). The CEI measures counseling efficacy by relying solely upon client ratings of the counseling experience.

Initially Linden, Shertzer and Stone produced a 68-item Counseling Evaluation Inventory which was studied for item social favorability and was factor analyzed. From this, three factor scales (counseling climate, counselor comfort, client satisfaction) were identified and refined by item analysis. By means of the item analysis, 21 critical items were retained and scoring weights were derived by all responses. All three factor scales and the total score indicated significant test-retest reliability, with the total score reliability being .83 on 306 high school student clients who had completed counseling at Purdue University. Using counselor candidates' practicum grades as a provisional criterion, congruent and/or discriminative validity at the .05 level of significance was also demonstrated for the three factor scales and the total score. For the purposes of this study, only the total score will be used because of the higher reliability and the relatively greater discriminative and congruent validity (Linden, Shertzer, and Stone, 1965)

There is support in the literature that indicates that other researchers also found the CEI to be a useful instrument for evaluating counseling efficacy. These include Brown and Cannaday, 1969; Gabbert,

Ivey, and Miller, 1967; Ivey, Miller, and Gabbert, 1968; and Bishop, 1971.

## Methodology

### Subjects

Subjects were 14 counselor candidates enrolled in the practicum course of the Master's degree program in Student Personnel and Guidance at Oklahoma State University during the 1977-78 academic year. All subjects had completed at least one course that emphasizes counseling theory in course content. All were in the last semester of their program.

### Judge Reliability

Judges were utilized to establish a base against which to relate perceptions of counseling behaviors. For this study, judges were three doctoral students in the Student Personnel and Guidance program at Oklahoma State University who had completed all requirements for the doctoral degree except the dissertation. In addition, judges have a total of approximately six years' counseling experience.

To establish the reliability of the CTSRS for this study, the three judges examined the CTSRS. Questions were answered on the instructions for use of the instrument but not on the content of the rating scales. Judges then listened to a sample audiotape and rated the counselor candidate's theoretical base, as demonstrated in the audiotape, on the CTSRS. Kendall's Coefficient of Concordance (W) was computed on the ratings of the three judges.

The .10 level of significance was chosen as necessary for establishing the reliability of the CTSRS for this study. The .10 level was determined sufficient as this was an initial utilization of the CTSRS. Also, it was believed that the instrument was sufficiently well-developed to achieve such confidence on a first application. It would be advantageous to achieve a level of reliability after the first pilot; thus, the familiarity with the instrument would be approximately the same for candidates on first use as it was for judges.

A coefficient of .616 or greater was needed to establish reliability of the CTSRS at the .10 level of significance (Conover, p. 271). Kendall's Coefficient of Concordance yielded a measure of .82, significant at the .05 level of confidence, which established interjudge reliability after initial exposure to the CTSRS.

Following the collection of the data, Kendall's Coefficient of Concordance was again computed on the ratings of the three judges for all tapes. This yielded a  $\underline{W}$  of .87, significant at the .05 level of confidence for judges' ratings in this study.

### Procedure

Each subject audiotaped for a minimum of a ten-minute period during the first and a subsequent session (other than the second session) with the same client. The second session was not rated because it was thought that a later session would demonstrate more varied counseling behavior. These sessions were actual practicum counseling settings and were not roleplay situations. Practicum students are required to obtain client consent for taping. Each judge then listened to two ten-minute segments of each counselor candidate's tapes and, using the



CTSRS, rated the theoretical base or bases on the CTSRS from which each counselor candidate's strategies appeared to be derived. Using the judges' ratings as a reality base, counselor candidates' self-ratings were related to the judges' ratings to determine if the subjects were aware of the theoretical strategies evident in their verbal behavior.

Counselor candidates then listened to the identical segments of their own tapes and determined from the theories on the CTSRS what they perceived as the base for their own counseling. Each candidate used the same rating scale (CTSRS) as the judges. Counselor candidates also listened to the two segments of one peer, giving the same information on these tapes as on their own. One group of candidates listened to and rated their own tapes prior to listening and rating another's tapes. The second group followed the opposite procedure by listening and classifying another candidate's tapes prior to his own. The purpose of this procedure was to control for the practice effect of using the CTSRS.

Counselor candidates, before rating their initial tape whether it was their own or one of a peer, were given time to acquaint themselves with the CTSRS. Questions were answered on the instructions for use of the instrument but not on the content of the rating scales. Immediately following the last taped counseling session, clients were given the Counseling Evaluation Inventory which measured the counselor candidate's efficacy as perceived by the client.

## Statistical Analysis

### Hypothesis I

There is no relationship between judges' rating of theory/strategy application and counselor candidates' recognition (self-rating) of same theory/strategy application as measured by the CTSRS.

The scores of the three judges on each segment as determined by the CTSRS were combined within categories for a total assignment of judge points per CTSRS category per tape segment. These summed category ratings for each candidate were ranked and correlated with candidate self-ratings of the same tape segment, using the Spearman Rank Order Correlation ( $r_s$ ).

A one-tailed  $t$ -test was used to test the null hypothesis that the mean relationship between these two sets of Spearman rho values was zero, the alternate hypothesis being a positive relationship between the two sets of Spearman rho values. The appropriate  $t$ -statistic is

$$t = \frac{\bar{r}_s}{(1/\sqrt{c-1})/\sqrt{s-1}}, \quad df = s-1 \quad (3.1)$$

where  $\bar{r}_s$  = the mean of the Spearman rho values computed between the combined ratings of the judges and the self-ratings of the counselor candidates.

$c$  = the number of categories to which ratings may be assigned (i.e., 6).  
(Note that  $1/\sqrt{c-1}$  is the standard deviation of the rho's.)

$s$  = number of rho's used to compute  $r_s$  (i.e., number of tapes).

### Hypothesis II

There is no relationship between judges' ratings of theory/strategy application and counselor candidates' recognition (peer-rating) of same theory/strategy application as measured by the CTSRS.

The assignment of judge points per CTSRS category per tape segment was ranked and correlated with the similar ranking of the peer ratings for the same tape segment, using the Spearman Rank Order Correlation. A one-tailed  $t$ -test was used to test the null hypothesis that the mean relationship between these two sets of Spearman rho values was zero, the alternate hypothesis being a positive relationship between the two sets of Spearman rho values. The appropriate  $t$ -statistic is

$$t = \frac{\bar{r}_s}{(1/\sqrt{c-1})/\sqrt{s-1}}, \quad df = s-1 \quad (3.2)$$

where  $\bar{r}_s$  = the mean of the Spearman rho values computed between the combined ratings of the judges and the peer ratings of the counselor candidates.

$c$  = the number of categories to which ratings may be assigned (i.e., 6).

$s$  = number of rho's used to compute  $\bar{r}_s$  (i.e., number of tapes).

### Hypothesis III

There is no difference between the mean of the values computed between the combined ratings of the judges and the self-ratings of the counselor candidates, and the mean of the values computed between the combined ratings of the judges and the peer ratings of the counselor candidates as measured by the CTSRS.

A one-tailed  $t$ -test was used to test the null hypothesis that there is no difference between the mean of the Spearman rho values computed between the combined ratings of the judges and the self-ratings of the counselor candidates, and the mean of the Spearman rho values computed between the combined ratings of the judges and the peer ratings of the counselor candidates, the alternate hypothesis being a negative relationship between the two means. The appropriate  $t$ -statistic is

$$t = \frac{\overline{r_{s1}} - \overline{r_{s2}}}{\frac{2/(c-1)}{n-1}}, \quad df = 2n-2 \quad (3.3)$$

where  $\overline{r_{s1}}$  = the mean of the Spearman rho values computed between the combined ratings of the judges and the self-ratings of the counselor candidates.

$\overline{r_{s2}}$  = the mean of the Spearman rho values computed between the combined ratings of the judges and the peer-ratings of the counselor candidates.

$c$  = the number of categories to which ratings may be assigned (i.e., 6).

$n$  = the size of the groups.

(See Appendix C.)

#### Hypothesis IV

There is no relationship between the congruency of the counselor candidates as measured by the CTSRS, and their efficacy as measured by the CEI in the counseling relationship as perceived by the client.

The scores from the Counseling Evaluation Inventory were ranked. The computed Spearman rho values between self and judge ratings were

ranked. Spearman Rho Rank Order Correlation was then computed between the above two sets of ranks. A one-tailed test of the significance of this rho was conducted (Siege, p. 211).

## CHAPTER IV

### ANALYSIS OF THE DATA

This chapter presents the results of the statistical analysis of the data collected for the study. Each of the four hypotheses presented in Chapter I is restated, the value of the statistic used to test each hypothesis is presented, and the statistical findings in relation to each hypothesis are discussed. A summary of the findings concludes the chapter.

#### Results Related to Hypothesis I

There is no relationship between judges' rating of theory/strategy application and counselor candidates' recognition (self-rating) of same theory/strategy application as measured by the CTSRS.

The t-test for a difference from zero for the mean of the Spearman rho values yielded a t-value of 5.12 between the ratings of the judges and self-ratings (see Table I, p. 40). This t-value was significant at .0005 for a one-tailed test. Therefore, Hypothesis I was rejected. There is a significant relationship between judges' ratings of theory/strategy application and counselor candidates' recognition of the same theory/strategy application as measured by the CTSRS. However, the value of this result must be viewed in terms of the rating categories available and the percentage of responses in each category. Table II (p. 40) is composed of the percentage of points attributed to each theory by judges and subjects.

TABLE I  
RHO VALUES OF JUDGES' AND SUBJECTS'  
RATINGS BY TAPE SEGMENT

Counselor	Segment	Rho	Counselor	Segment	Rho
1	1	.44	8	1	.64
	3	.26		3	.64
2	1	.30	9	1	.86
	4	.26		3	.44
3	1	.81	10	1	.26
	3	-.01		3	.13
4	1	.44	11	1	.44
	4	.44		3	.69
5	1	.64	12	1	.44
	3	.57		3	.69
6	1	.29	13	1	.44
	3	.56		3	.30
7	1	.94	14	1	.26
	3	.41		3	-.03

$\bar{r}_s = .45$   
 $t = 5.12$

TABLE II  
PERCENTAGE OF POINTS ATTRIBUTED TO USE OF EACH  
THEORY BY JUDGES AND SUBJECTS

	Judges	Subjects
Client-Centered	37.3	61.6
Rational Emotive	0.4	14.3
Gestalt	0.2	15.2
Transactional		
Analysis	0.0	3.1
Behaviorism	0.0	2.9
Not Evident	62.1	2.9
Total	100.0	100.0

From Table II it may be seen that the congruency found in Hypothesis I between theory/strategy application as perceived by judges and subjects may be found in the category of Client-Centered counseling only. If Spearman Rho Rank Order Correlation is computed with the ratings of Client-Centered counseling omitted, the mean of the Spearman rho values becomes .90, the  $t$ -value computed is 1.05, and there is no statistical relationship between judges' rating of theory/strategy application as measured by the CTSRS. Table III shows the rho values obtained the judges' and subjects' ratings were correlated, omitting the category of Client-Centered counseling. Thus, the level of significance obtained may well be a result of the utilization of one major category.

TABLE III  
RHO VALUES OF JUDGES' AND SUBJECTS' RATINGS BY  
TAPE SEGMENT WITH CLIENT-CENTERED OMITTED

Counselor	Segment	Rho	Counselor	Segment	Rho
1	1	.08	8	1	.38
	3	-.25		3	.38
2	1	-.23	9	1	.95
	4	-.10		3	.08
3	1	.69	10	1	-.25
	3	-.78		3	-.48
4	1	.08	11	1	.08
	4	.08		3	.50
5	1	.38	12	1	.08
	3	.30		3	.50
6	1	-.20	13	1	.08
	3	.28		3	-.23
7	1	.95	14	1	-.25
	3	.03		3	-.75
		$\bar{r}_s = .09$			
		$t = 1.05$			



The large difference between the percentage of judge points allotted to the category of "Not Evident" as compared to those of the counselor candidates must also be noted. This finding may imply that 62.1 per cent of the time counselor candidates were not demonstrating any of the five counseling theories in their verbal behavior. There is also a discrepancy in percentage of points assigned to Rational Emotive and Gestalt theories by judges and subjects. In both cases subjects attributed more points to these two categories than did the judges.

#### Results Related to Hypothesis II

There is no relationship between judges' rating of theory/strategy application and counselor candidates' recognition (peer-rating) of same theory/strategy application as measured by the CTSRS.

The  $t$ -test for a difference from zero for the mean of the Spearman rho values yielded a  $t$ -value of 5.62 between the ratings of the judges and peer ratings, which is significant at the .0005 level of significance for a one-tailed test. Table IV (p. 43) shows the rho values obtained when judges' and peers' ratings were correlated. The mean of the Spearman rho values was .50, resulting in the  $t$ -value of 5.62. Therefore, Hypothesis II was rejected. There is a significant relationship between judges' ratings of theory/strategy application and peer-rating of same theory/strategy application as measured by the CTSRS. Again, the value of this conclusion must be viewed in terms of the rating categories available and the percentage of responses in each category. Also, there again is a large discrepancy in percentage of points assigned to "Not Evident." Table V (p. 43) is a summary of the percentage of points attributed to each theory by judges and peers.

TABLE IV  
RHO VALUES OF JUDGES' AND PEERS'  
RATINGS BY TAPE SEGMENT

Counselor	Segment	Rho	Counselor	Segment	Rho
1	1	.26	8	1	.86
	3	.69		3	.86
2	1	.44	9	1	.69
	4	.26		3	.69
3	1	.26	10	1	.30
	3	.44		3	.86
4	1	.44	11	1	.26
	4	.44		3	.13
5	1	.47	12	1	.26
	3	.57		3	.69
6	1	.64	14	1	.44
	3	.36		3	.44
7	1	.61			
	3	.64			

$\bar{r}_s = .50$   
 $t_s = 5.62$

TABLE V  
PERCENTAGE OF POINTS ATTRIBUTED TO USE  
OF EACH THEORY BY JUDGES AND PEERS

	Judges	Subjects
Client-Centered	37.3	61.6
Rational Emotive	0.4	14.3
Gestalt	0.2	15.2
Behaviorism	0.0	2.9
Transactional		
Analysis	0.0	3.1
Not Evident	62.1	2.9
Total	100.0	100.0

One-half of the tapes rated were initial counseling sessions. Of the other one-half, 86 per cent were third sessions and 14 per cent were tapes of fourth sessions. Table VI displays the results of the rho values obtained by segment which judges' and subjects' ratings were correlated, separating results from the first tape segment from those of the subsequent tape segment.

TABLE VI  
RHO VALUES OF JUDGES' AND SUBJECTS' RATINGS  
ON INITIAL SEGMENTS AND FINAL SEGMENTS

Counselor	Rho	Counselor	Rho
<u>Initial Segments</u>			
1	.44	8	.64
2	.30	9	.86
3	.81	10	.26
4	.44	11	.44
5	.64	12	.44
6	.29	13	.44
7	.94	14	.26
$\bar{r}_s = .51$			
$\underline{t} = 4.11$			
<u>Final Segments</u>			
1	.26	8	.64
2	.26	9	.44
3	-.01	10	.13
4	.44	11	.69
5	.57	12	.69
6	.56	13	.30
7	.41	14	-.03
$\bar{r}_s = .38$			
$\underline{t}^s = 3.06$			

Table VII gives the results of the rho values obtained by segment when judges' and peers' ratings were correlated. The table separates the results of the first tape segment from those of the subsequent tape segment.

TABLE VII  
RHO VALUES OF JUDGES' AND PEERS' RATINGS  
ON INITIAL SEGMENTS AND FINAL SEGMENTS

Counselor	Rho	Counselor	Rho
<u>Initial Segments</u>			
1	.26	8	.86
2	.44	9	.69
3	.44	10	.30
4	.44	11	.28
5	.47	12	.26
6	.64	14	.44
7	.64		
	$\bar{r}_s = .47$		
	$t = 3.64$		
<u>Final Segments</u>			
1	.69	8	.86
2	.26	9	.69
3	.44	10	.86
4	.44	11	.13
5	.57	12	.69
6	.30	14	.44
7	.65		
	$\bar{r}_s = .54$		
	$t = 4.19$		

Finally, Table VIII (p. 46) is a summary of the percentage of points attributed to each theory by judges, subjects and peers by tape

segment, again separating the initial segments from the final segments. From the tables, it can be discerned that little difference exists between the analyses of the two taped segments. These results may indicate that Client-Centered counseling theory was the most frequently demonstrated in the third or fourth sessions as well as the first session.

TABLE VIII  
PERCENTAGE OF POINTS ATTRIBUTED TO EACH THEORY  
BY INITIAL SEGMENT AND FINAL SEGMENT

	<u>Judges</u>		<u>Subjects</u>		<u>Peers</u>	
	Initial	Final	Initial	Final	Initial	Final
Client-Centered	37.0%	37.1%	62.4%	61.0%	69.2%	66.2%
Rational Emotive	0.0	0.8	14.3	14.2	5.6	3.6
Gestalt	0.0	0.5	14.8	15.8	11.3	6.7
Behavioral	0.0	0.0	1.9	3.8	6.7	5.1
Transactional						
Analysis	0.0	0.0	1.4	4.8	2.1	1.5
Not Evident	63.0	61.6	5.2	0.4	5.1	16.9

#### Results Related to Hypothesis III

There is no difference between the mean of the values computed between the combined ratings of the judges and the self-ratings of the counselor candidates, and the mean of the values computed between the combined ratings of the judges and the peer ratings of the counselor candidates as measured by the CTSRS.

The  $t$ -test for a difference between two independent means yielded a  $t$ -value of -1.875, which is significant at the .05 level for a one-tailed test. Therefore, Hypothesis III was rejected. There is a statistically significant difference between the counselor candidates' ability to recognize theoretical strategies in others and the ability to recognize strategies in self as measured by the CTSRS.

Counselor candidates may recognize theoretical strategies in others more often than in themselves. This may imply that the counselor candidates have developed a base of knowledge of theory/strategy application of the five theories to the point that application can be recognized.

#### Results Related to Hypothesis IV

There is no relationship between the congruency of the counselor candidates as measured by the CTSRS and their efficacy in the counseling relationship as perceived by the client.

The test for significance of the obtained rho of .41 was not significant at the .05 level of confidence for a one-tailed test. Therefore, Hypothesis IV was not rejected. There is no statistical relationship between the theory/strategy congruency of the counselor candidates as measured by the CTSRS and their efficacy in the counseling relationship as perceived by the client.

The results of Hypothesis IV may be attributed to the large percentage of points rated in the category of "Not Evident." With 62.1 per cent of the points in this category, it may be difficult for efficacious counseling to be measured.

If subjects are ranked according to points attributed by judges to the category of "Not Evident," with subjects with the fewest points

attributed being ranked highest, the rho value increases to .76, significant at the .01 level of confidence for a one-tailed test. Referring earlier to the assumption that the measure of congruency among judges and subjects may be attributed to the category of Client-Centered theory, subjects were ranked by highest ratings attributed by judges to Client-Centered theory. Correlating this ranking with the ranking of scores from the CEI, the rho value increases to .76, significant at the .01 level of confidence for a one-tailed test. If, in fact, the significant relationship found for Hypothesis I is indicating Client-Centered theory/strategy congruency in counselor candidates, the above result may imply that there is a relationship between theory/strategy congruency of counselor candidates and their efficacy in the counseling relationship as perceived by the client.

#### Summary

The purpose of this chapter was to report the statistical findings of the present study. Spearman Rank Order Correlation was utilized to determine the ability of counselor candidates to recognize theoretical strategies both in themselves and others, as determined by judge and subject ratings on the CTSRS. Significance at the .0005 level was found for the hypothesis that counselor candidates do recognize theory/strategy application as measured by the CTSRS. Significance at the .0005 level was also found for the second hypothesis, indicating that counselor candidates also recognize theory/strategy application in others as measured by the CTSRS. Hypothesis III was found to be significant in the negative direction, indicating that there is a difference in counselor candidate's ability to recognize theory/strategy

application as measured by the CTSRS in others as compared to themselves. Finally, the fourth hypothesis was not found to be significant, leading to the conclusion that there is no relationship between counselor efficacy and theory/strategy congruency as measured by the CTSRS.



## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study was to examine the congruency of counseling theory and counseling strategies in the counseling situation as measured by the CTSRS and to determine if theory/strategy congruency is related to counselor candidates' efficacy as rated by the client. More specifically, this research was designed to answer the following question: Does the theoretical knowledge of a counselor candidate transfer to his/her verbal behavior in counseling practicum situations, and is such a transfer related to the efficacy of the counselor candidate as perceived by the client? In answering this question, the following hypotheses were formulated:

Hypothesis I: There is no relationship between judges' rating of theory/strategy application and counselor candidates' recognition (self-rating) of same theory/strategy application as measured by the CTSRS.

Hypothesis II: There is no relationship between judges' rating of theory/strategy application and counselor candidates' recognition (peer-rating) of same theory/strategy application as measured by the CTSRS.

Hypothesis III: There is no difference between the mean of the values computed between the combined ratings of the judges and the self-ratings of the counselor candidates on the CTSRS, and the mean of the values computed between the combined ratings of the judges and

and the peer ratings of the counselor candidates on the CTSRS.

Hypothesis IV: There is no relationship between the congruency of the counselor candidates as measured by the CTSRS and their efficacy in the counseling relationship as perceived by the client.

Subjects for the study were 14 counselor candidates enrolled in the practicum courses of the Master's degree program in Student Personnel and Guidance at Oklahoma State University during the 1977-78 school year. Each subject audiotaped a minimum of a ten-minute period during the first and a subsequent counseling session (other than the second session) with the same client. Sessions were actual practicum settings and were not roleplay situations. Immediately following the last taped counseling session, clients were given the Counseling Evaluation Inventory (CEI) which measured the counselor candidate's efficacy as perceived by the client.

Each judge then listened to the two ten-minute segments of each counselor candidate's tapes and determined on the basis of the Counselor Theoretical Strategy Rating Scale (CTSRS) the theoretical base or bases from which each counselor candidate's strategies were derived. Using the judges' ratings as a reality base, counselor candidates' self-ratings were related to the judges' ratings to determine if the subjects were aware of the theoretical strategies evident in their verbal behavior.

Counselor candidates then listened to the identical segments of their own tapes and determined from the theories on the CTSRS what they perceived as the base for their own counseling. Each candidate used the same rating scale (CTSRS) as the judges. Counselor candidates

also listened to the two segments of one peer, giving the same information on these tapes as they did on their own. One group of candidates listened to and rated their own tapes prior to listening and rating another's tapes. The second group followed the opposite procedure by listening and classifying another counselor candidate's tapes prior to their own. Counselor candidates, before rating their initial tape whether it was their own or one of a peer, were given time to acquaint themselves with the CTSRS.

Kendall's Coefficient of Concordance (W) was computed on the ratings of the three judges. Interjudge reliability proved significant at the .05 level of significance after the initial exposure to the CTSRS. Thus, minimum exposure to the CTSRS was required to establish interjudge reliability. Spearman Rank Order Correlation was utilized to test the four hypotheses presented in this study. Hypothesis I with a  $t$ -value of 5.12 indicating that counselor candidates do recognize theory/strategy application as measured by the CTSRS, and Hypothesis II with a  $t$ -value of 5.62 indicating that counselor candidates recognize theory/strategy application in others as measured by the CTSRS, were found to be significant at the .0005 level of confidence for a one-tailed test. Hypothesis III with a  $t$ -value of -1.875 was found to be significant at the .05 level of confidence, indicating that there is a difference in counselor candidates' ability to recognize theory/strategy application in themselves and others as measured by the CTSRS. Hypothesis IV with a rho value of .41 was found not to be significant at the .05 level of confidence, indicating that there is no relationship between counselor efficacy and theory/strategy congruency as measured by the CTSRS.

## Conclusions

From the results of the study, the following conclusions are drawn.

### Conclusion I

The results indicate that the 14 counselor candidates in this study, when demonstrating one of the five theories of counseling on the CTSRS, demonstrate mostly Client-Centered strategies. This could be attributed to several circumstances. Client-Centered counseling may be stressed or may be perceived by counselor candidates as being emphasized in the counselor education program. A second possibility is that perhaps the counselor candidates saw themselves and their peers as developing relationships or establishing rapport in all of the initial sessions and were perhaps still in the process of developing a relationship at the time the subsequent audiotape was made. Counselor candidates also may have a misinterpretation of counseling, assuming that the counselor should always be nonjudgmental, accepting, and non-confrontive. This interpretation may have led to the high rating of Client-Centered theory by subjects and peers, accounting for a possible bias when subjects rated their own tapes. In addition, Client-Centered counseling was the first theory on the CTSRS, which may be related to the high ratings of Client-Centered theory.

### Conclusion II

The results indicate that perhaps the counselor candidates in this study may not have developed adequate skills or confidence in using any of the five theories other than a Client-Centered approach to

counseling. In looking at the percentage of points assigned by judges to theories other than Client-Centered and those assigned by subjects one would assume that counselor candidates do have an awareness of the other four theories and generally accept the integration of these theories into the counseling relationship. However, they rated themselves as demonstrating strategies of these theories and such a measure was not shared in the judges' ratings on the CTSRS.

### Conclusion III

It is questionable as to what personal theory of counseling counselor candidates may have developed. In the development of a personal theory of counseling, a counselor candidate becomes familiar with as many theories, strategies and techniques as possible, developing varied options of counseling behavior. By experimenting and practicing the aspects of each theory that best matches his/her person and style are then integrated into a personal theory of counseling that encompasses all of the counselor's options. The result for counselor candidates in this study seems to be the utilization in their personal theory of only one of the five counseling theories measured on the CTSRS. From these results, only Client-Centered theory is evident in the counselor candidates' personal theory of counseling. Any relationship between theory/strategy congruency and counseling efficacy may be assumed to be a relationship between Client-Centered theory and counseling efficacy.

#### Conclusion IV

Counselor candidates seem to be able to better recognize congruency of the five theoretical approaches in other counselor candidates than is possible for counselor candidates to recognize in themselves. The resulting implication may be that counselor candidates in this study have an intellectual knowledge of these five counseling theories, but have not integrated the intellectual knowledge into their verbal counseling behaviors.

#### Recommendations

The present investigation has contributed to existing research by developing a rating scale that may be incorporated into counselor education programs to enrich the theoretical learning and strategy application of counselor candidates. To become more fully aware of the application of varied theories and corresponding strategies will enable students to become more capable of integrating competencies and skills needed as a professional counselor. However, additional research is needed before theory/strategy application and counselor candidates' recognition of theory/strategy application, and the resulting relationship to counseling efficacy is fully understood. Recommendations for further research based on the present investigation are offered as follows:

1. This study was conducted with a relatively small sample size of 14. The study should be replicated using a larger sample.
2. A limitation of the study was the assumption that the subjects had mastered the knowledge of theories and related strategies. To be

able to test subjects' knowledge base would further validate the results.

3. This study was designed to measure counseling efficacy by only one means, client ratings. Other means of measuring counseling efficacy could be utilized in conducting future research.

4. One aspect of this study was to determine if counselor candidates could recognize theory/strategy congruency as measured by the CTSRS in others. Counselor candidates could recognize the congruency, although the only theory that appeared to be tested was Client-Centered, possibly relating to the homogeneity of the counselor candidates. A more heterogeneous group of counselor candidates would possibly give further data concerning the recognition and demonstration or varied theory/strategy application in others. The heterogeneity may be in age, professional level, educational level, or sex.

5. Because of the lack of difference discerned between the two segments of tapes, a recommendation for future research is to require the second tape segment to be of a later session, such as the seventh or the tenth. A later session could possibly indicate other counseling theories utilized by counselor candidates, or would further verify that Client-Centered theory is their only mode of counseling.

6. The placement of the scales on the CTSRS might be varied to eliminate the possibility of ratings occurring as a result of the particular placement of a scale on the instrument.

7. This investigation has called attention to one aspect of counselor education. Hopefully, it will serve to create new research needed in the area of counselor education, especially in the transfer of theory to practice.

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## APPENDIX A

### COUNSELOR THEORETICAL STRATEGY RATING SCALE

## Counselor Theoretical Strategy Rating Scale

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

Rater: \_\_\_\_\_

Interview tape number: \_\_\_\_\_

The Counselor Theoretical Strategy Rating Scale (CTSRS) is designed to assess specific counselor strategies and behaviors. It requires the rater to identify and rate the manifestation of five defined counseling theories. The scale is designed primarily to assess counselor performance as it is manifested in a videotape or audiotape record of a given counseling session. The scale also lends itself well to use as a self-rating instrument by counselors seeking to assess their own theoretical performance.

Certainly all the strategies which a counselor may develop in relation to a particular theory are not included in the definitions. The assumption is made, however, that the strategies herein listed give an overview of the general methodology of each theory.

### Directions

What the rater needs to identify in his analysis is whether strategies in any segment of the counseling session can be characterized as fitting into a theoretical area as defined in the CTSRS. Counselor intent, or the implicit or explicit direction of the strategy is the chief ingredient here: Was the counselor's behavior manifest in order to achieve a given end inherent in any one of the theoretical areas? Was he consciously (or unconsciously) exercising the theory in question?

**Marking the Scale - Theoretical Assessment:** After viewing the tape, the rater should immediately analyze the theoretical base or bases from which the counselor was operating. He should then distribute the fifteen points available among the six items by writing in the left-hand column the number on the scale corresponding to the amount of the observed behavior attributed to that particular theory. It should be noted that each tape will have a total assignment of exactly 15 points--no more or no less.

The first item on the scale is a continuum of 16 points, the value of 15 representing agreement and 0 representing disagreement. The remainder of the scale represents a performance continuum of 16 points the value of 15 being the highest. Five descriptors are provided as follows:

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
totally				mostly				minimally				slightly			not evident

Scoring: The CTSRS yields a total Theoretical Assessment Score of 15, attained by adding all theoretical assessment values scaled in the specific performance. For example, a counselor whose strategies are totally Client-Centered would be rated with a 15 on Client-Centered Counseling, and a zero on all other theories. If he is mostly Client-Centered with some Gestalt strategies, the rater may attribute an eleven to Client-Centered Counseling and a four to Gestalt Counseling, for a total of fifteen on the tape. If there is no evidence of any of the five counseling theories, the rater would mark 15 on the first item.

\_\_\_\_\_ The counselor's strategies did not manifest a theory of counseling.

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<hr/>															
agree															disagree

\_\_\_\_\_ Client-Centered Counseling.

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<hr/>															
totally				mostly				minimally				slightly		not	
client-				client-				client-				client-		evident	
centered				centered				centered				centered			

The emphasis is upon the counselor's philosophy and attitudes and the development of a relationship, rather than techniques. Characteristics of client-centered counselors are as follows:

1. The therapist tries to understand what the client says with reference to the content, feeling, and the import to the client. He then tries to communicate this understanding to the client.
2. The therapist will interpret what the client has said by giving a synthesis of the expressed feelings.
3. The therapist accepts whatever the client has said and demonstrates that what the client has said has been understood.
4. The therapist will define for the client, when it becomes important for the client, the nature of the counseling relationship, the expectancies of the situation, and the limits of the relationship.
5. The therapist will try to convey to the client by means of gestures, posture, facial expression, and words, a feeling of acceptance of the client and of confidence in the ability of the client to handle his problems.
6. The therapist answers questions and gives information when he feels it is relevant and necessary, but he may refrain from giving information if the issue of dependency is involved.
7. The therapist will actively participate in the therapy situation by keeping alert, attempting to pick up nuances of feeling, and interrupting the client if necessary to make certain that he understands what the client is saying and feeling.

\_\_\_\_\_ Rational Emotive Counseling.

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<hr/>															
totally				mostly				minimally				slightly		not	
rational				rational				rational				rational		evident	
emotive				emotive				emotive				emotive			

Emotional disturbance is a result of self-verbalizations which are determined not by external events, but rather by the attitudes of the individuals. These attitudes are the substance of the internalized sentences about the events. The inherent strategy of rational-emotive counseling is active directive teaching. The counselor attacks the client's illogical thinking and self-defeating verbalizations in two



ways:

1. The counselor directly contradicts and denies the self-defeating internalized sentences and superstitions which the client has learned and which has become self-instilled.
2. The counselor will encourage, persuade, cajole, and even insist that the client develop some activity that will be a counter agent against his irrational self-verbalizations.

The rational emotive counselor thus uses logic and reason, teaching, suggestion, persuasions, confrontation, deindoctrination, indoctrination, and prescription of behavior to show his client what his irrational philosophies are, to demonstrate how these lead to his emotionally disturbed behavior, to change his thinking--and thus his emotions--replacing these irrational philosophies with rational, logical ones.

#### Gestalt Counseling.

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
totally				mostly				minimally				slightly		not	
Gestalt				Gestalt				Gestalt				Gestalt		evident	

In the Gestalt approach, the aim is to enable full experiencing of all dimensions of humanness: thinking, feeling and sensing. The most useful techniques are those that lead to an awareness of present experience, focusing, recognition, and owning of perceptions, choosing, and acting. Strategies specific to Gestalt theory include the following:

1. Clients are encouraged to say "I think" rather than "I know." This reflects that there is little in life that is certain.
2. Clients are instructed that it is unusual to absolutely "need" anything. Rather, he "wants" it even though the motive may not be understood at the time.
3. The words "they" and "it" masks the speaker's truth and the counselor will urge the client to identify who is being discussed.
4. Clients are asked to replace "I can't" with "I won't." The purpose is to help the client exercise his ability to choose.
5. Gestalt theory purports that more than one motive, feeling, or idea can exist at a time. Therefore, the counselor urges the client to substitute "but" with "and."
6. The counselor will not ask questions beginning with "why." Rather, he will use "how" or "what" which invites the client to better experience his behavior.
7. Often a client will ask pseudo-questions so that the counselor will take responsibility for the statement. When this occurs, the counselor will ask the client to restate the question as a statement.
8. Gestalt counselors recognize the unrealistic division of the total self into thought, feeling, attitude, etc. Instead of saying "I see myself as being flexible," the client is asked to say "I am flexible."
9. Tense is crucial. The counselor will ask the client to consistently speak in the present. Discussion of past or future is not excluded; rather, they are brought into a here-and-now focus.

10. Breathing and physical sensations are strategies often employed in Gestalt counseling. Along this line is getting the client to exaggerate the physical movements to increase awareness. A technique for allowing a client to be more in touch with a certain feeling is to ask, "Where in your body are you aware of your feelings?"

11. Being the elements is a Gestalt strategy in which the client is asked to become various elements and to enter into a conversation with other elements and with the client. This strategy is often extended to Gestalt dreamwork.

#### Behavioral Counseling.

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
totally behavioral				mostly behavioral			minimally behavioral			slightly behavioral			not evident		

The counselor arranges conditions for the client to learn adaptive behavior so that he/she can cope with the problem. Basic to behavioral counseling is the principle of reinforcement. Reinforcers may be positive, negative or neutral. Specific counseling strategies include:

1. Systematic desensitization during which individuals with feelings of anxiety can be systematically relaxed when the stimuli which produce anxieties are paired with more pleasant stimuli by use of an anxiety hierarchy.

2. Shaping may be accomplished by positive reinforcement. For example, the counselor's attention, interest, and approval following certain kinds of client responses determine future responses the client makes. This may include token economies. Instead of using reinforcers directly, tokens that can later be exchanged for pleasurable activities are used.

3. Aversive therapies

a. Punishment strategies employ negative reinforcement contingent upon the demonstration of a particular behavior.

b. Escape and avoidance conditioning allows the client to avoid the aversive stimulus by engaging in a more adaptive behavior.

4. Implosion (flooding in imagination) consists of having the client confront the anxiety-producing situation in the imagination with vivid descriptions of the feared situation.

5. Modeling in vivo involves the client and the counselor reconstructing the situation that caused distress.

6. Paradoxical intent asks the client to deliberately try to bring on the feared consequences of the behavior rather than to avoid such situations.

7. Behavior contracting is an agreement between two or more persons specifying what each person will do for a stated period of time.

#### Transactional Analysis Counseling.

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
totally TA				mostly TA			minimally TA			slightly TA			not evident		

Much of what develops as transactional analysis counseling is within the counselor himself and the manner in which he approaches the counseling situation. Inherent in transactional analysis counseling is the belief that people have the power to change by first developing an awareness and second, determining their options. Four distinct types of analyses exist in TA; these may be utilized separately or in some conjoint form by transactional analysis counselors. Structural analysis is counseling based on the concept of the Parent, the Adult, and the Child as ego states, as well as what is involved in each of the ego states. In Transactional analysis, the counselor may teach the client to analyze the transactions both within himself and with others. Script analysis focuses on the belief that a person makes a decision early in life that preordains the remainder of life. Game analysis is concerned with the unconscious games played by people in social interactions and essentially, the payoff that is achieved from the game. Strategies that pervade the cognitive counseling of transactional analysis include the following.

1. A person's behavior is a result of early learning and decisions. The counselor may utilize a redecision-making process during which the client becomes aware of decisions made in the past that interfere with present functioning.
2. Following awareness, the client may be helped to understand his/her behavior, on a cognitive level.
3. The client can then "redecide" what the perceptions, feelings, behavior, etc. will be and change the behavior.
4. Inherent in the successful redecision process is the counselor's restoration of the client's awareness of freedom, specifically, the freedom to change.
5. Of importance in transactional analysis counseling is the counselor's continuous reference to the client's responsibilities, especially the responsibility for self. The counselor will make a constant attempt to increase the client's awareness of responsibility for all aspects of life.
6. Contracting is a strategy often used. In transactional analysis counseling, the contract will speak specifically to the counseling situation. Examples that may be included in the contract are the number of meetings to be contracted for, what changes the client wants to make, what is wanted from the counselor, how others will know when he/she has accomplished the goal.
7. Transactional analysis jargon may be used by the counselor, e.g. strokes, warm fuzzies, cold pricklies, stamps, games, script.
8. TA counselors may attempt to work with games that are interfering with the client's functioning, e.g. Sweetheart, Harried, Rapo, Uproar, Alcoholic.
9. Counseling may be done by means of analyzing the client's life script; this may be initiated by a long questionnaire to allow a client to get in touch with decisions made.

## APPENDIX B

### COUNSELING EVALUATION INVENTORY

COUNSELING EVALUATION INVENTORY  
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Instructions

On the following page are some statements about counseling. Your task is to rate your own counseling experience using these statements. Next to each statement are five lines. Helping words have been placed above the lines to tell you what each line means.

For example, one student rated these sample statements in the following way:

	Always	Often	Sometimes	Rarely	Never
A. The counselor had a good sense of humor.	<u>X</u>	—	—	—	—
B. The counselor did not listen to what I said.	—	—	—	<u>X</u>	—

The person who judged statement "A" thought that his counselor had a good sense of humor. He marked statement "B" to indicate that his counselor rarely failed to listen to what he had to say.

You are to rate all of the statements on the following page by placing an X on the line which best expresses how you feel about your own counseling experience.

Here are some suggestions which may be of help to you:

1. This is not a test. The best answer is the one which honestly describes your own counseling experience.
2. Be sure to answer all the items.
3. Do not mark more than one line for any one item.
4. There is no time limit; however, work rapidly. Do not spend too much time on any one item.

To begin, turn this page over

Your Name: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Date: \_\_\_\_\_

	Always	Often	Sometimes	Rarely	Never
1. I felt the counselor accepted me as an individual.	—	—	—	—	—
2. I felt comfortable in my interview with the counselor.	—	—	—	—	—
3. The counselor acted as though he thought my concerns and problems were important to him.	—	—	—	—	—
4. The counselor acted uncertain of himself.	—	—	—	—	—
5. The counselor helped me to see how taking tests would be helpful to me.	—	—	—	—	—
6. The counselor acted cold and distant.	—	—	—	—	—
7. I felt at ease with the counselor.	—	—	—	—	—
	Always	Often	Sometimes	Rarely	Never
8. The counselor seemed restless while talking to me.	—	—	—	—	—
9. In our talks, the counselor acted as if he were better than I.	—	—	—	—	—
10. The counselor's comments helped me to see more clearly what I need to do to gain my objectives in life.	—	—	—	—	—
11. I believe the counselor had a genuine desire to be of service to me.	—	—	—	—	—
12. The counselor was awkward in starting our interviews.	—	—	—	—	—
13. I felt satisfied as a result of my talks with the counselor.	—	—	—	—	—
14. The counselor was very patient.	—	—	—	—	—

	Always	Often	Sometimes	Rarely	Never
15. Other students could be helped by talking with counselors.	—	—	—	—	—
16. In opening our conversations, the counselor was relaxed and at ease.	—	—	—	—	—
17. I distrusted the counselor.	—	—	—	—	—
18. The counselor's discussion of test results was helpful to me.	—	—	—	—	—
19. The counselor insisted on being always right.	—	—	—	—	—
20. The counselor gave the impression of "feeling at ease."	—	—	—	—	—
21. The counselor acted as if he had a job to do and didn't care how he accomplished it.	—	—	—	—	—

## APPENDIX C

### STANDARD ERROR OF DIFFERENCE BETWEEN TWO MEANS



# Standard Error of Difference Between Two Means

The standard error of the difference between two means may be written as

$$\sqrt{\frac{n_1 s_1^2 + n_2 s_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n} + \frac{1}{n} \right)},$$

where  $s_1^2$  and  $s_2^2$  are the variance of two groups and  $n_1$  and  $n_2$  are the size of the corresponding groups. Since in this case

$$s_1^2 = s_2^2 = 1/(c - 1), \text{ where } c = \text{number of categories}$$

and

$$n_1 = n_2 = n$$

the above formula reduces to

$$\sqrt{\frac{2/(c - 1)}{n - 1}}$$

VITA<sup>2</sup>

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Thesis: COUNSELOR CANDIDATES' AWARENESS OF THEORY/STRATEGY CONGRUENCY  
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