THE RELATIONSHIP BETWEEN SEX-ROLE STEREOTYPES,

FEMALE CLIENT SELF-DISCLOSURE, AND

COUNSELOR FACILITATIVENESS

By

SANDRA KAY CHEW

Bachelor of Arts
Oklahoma State University
Stillwater, Oklahoma
1972

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1973

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1979

THE RELATIONSHIP BETWEEN SEX-ROLE STEREOTYPES,

FEMALE CLIENT SELF-DISCLOSURE, AND

COUNSELOR FACILITATIVENESS

Thesis Approved:

W. Price Ewens
Thesis Adviser

David W. Pesin

Julia L. McHale

Judith E. Dobson

Norman N. Durham
Dean of the Graduate College

1041490

ii

ACKNOWLEDGMENTS

I would like to express my appreciation to Dr. Price Ewens who served as my committee chairman and major adviser for his support and guidance.

Appreciation is also extended to committee members Dr. Judy Dobson, Dr. Julia McHale and Dr. Dave Perrin for their time, input and assistance given to this research.

Special thanks is given to Linda Kinnamon and to the therapists, counselors, and clients who made this study possible through their participation.

In memory of my mother and father, I express my gratitude for the encouragement given to begin this pursuit, and to those friends and relatives who were helpful and supportive throughout the preparation of this thesis.

To all, my thanks. Most of all I wish to express my sincere appreciation to Gary A. Walens for his emotional support, unlimited patience, constant encouragement and invaluable assistance in making this endeavor become a reality.

This study is dedicated to my brother, Jeff Thresher, in the hope that he will accomplish what he sets as goals in his life.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Throughout the history of the American society, masculinity has been considered to be the mark of the psychologically healthy male and femininity to be the mark of the psychologically healthy female. Recently, however, the women's liberation movement has been arguing that our current system of sex-role differentiation has long since outlived its usefulness, and that it now serves only to prevent both men and women from developing as full and complete human beings (Bem, 1975).

According to Bem (1975), supporters of the liberation movement insist that people should be encouraged to be both instrumental and expressive, both assertive and yielding, both masculine and feminine—depending upon the situational appropriateness of these various behaviors. This is the concept of androgyny or the presence of both feminine and masculine traits. The androgynous individual would be expected to be more adaptable, or flexible, than highly sex-typed persons, whose exclusive masculinity or femininity would limit skills and behaviors.

A review of the literature corroborates with the underlying assumptions that a high level of sex typing may not be desirable. For example, high femininity in female has consistently been correlated with high anxiety, low self-esteem, and low social acceptance (Cosention and Heibrun, 1964; and Gall, 1969) and although high masculinity

1

in males has been correlated during adolescence with better psycho-

logical adjustment (Mussen, 1961), it has been correlated during adult-

hood with high anxiety, high neuroticism, and low self-acceptance

(Hartford, Willis and Deabler, 1967).

In a landmark study by Broverman, Broverman, Clarkson, Rosen-

krantz and Vogel (1970) it was found that clinical judgments about the

characteristics of healthy individuals differed as a function of the

sex of the person judged, and furthermore, that these differences in

clinical judgments were parallel to stereotypic sex-role differences.

They reported that behaviors and characteristics considered to be

healthy for a sex-unspecified adult resembled behaviors judged healthy

for males and differed from behaviors judged healthy for female coun-

terparts. The results of their study further indicated that high

agreement existed among male and female clinicians concerning charac-

teristics of healthy adult men, healthy adult women, and healthy adults

with sex unspecified.

The literature also indicated that the social desirabilities of

behaviors were positively related to the clinical ratings of these same

behaviors in terms of "normality-abnormality" (Cowen, 1961), "adjust-

ment" (Wiener, Blumberg, Segman, and Cooper, 1959), and "health-

sickness" (Kogan, Quinn, Az and Ripley, 1957). More specifically,

Broverman et al. (1972) noted that particular behaviors and character-

istics may be thought indicative of pathology in members of one sex,

but not pathological in members of the opposite sex.

It appeared that a double standard of mental health exists among

clinicians. The researchers noted that:

Thus, for a women to be healthy from an adjustment viewpoint, she must adjust to and accept the behavioral norms for her sex, even though these behaviors are generally less socially desirable and considered to be less healthy for the gener- alized competent, mature adult (Broverman et al., p. 6).

Clinicians are significantly less likely to attribute traits which characterize healthy adults to a healthy woman than they are to at- tribute these same traits to a healthy man. According to Schlossberg and Pietrofesa(1973), clinicians appear to reflect stereotypes no differently from the general population. This tends to support the contention as stated by Schlossberg and Pietrofesa that counselors are no better or worse than other societal members in terms of sex stereo- typing.

Statement of the Problem

The purpose of this study was to investigate the relationship be- tween counselor sex-role stereotype, client sex-role stereotype, counselor facilitativeness, and female client self-disclosure.

Definition of Terms

For the purposes of this study, the following definitions were formulated:

1. Counselor was defined as a professional who holds a minimum of a master's degree with training in counseling, clinical psychology or social work and who was employed as a counselor at a state university or as a psychotherapist at the private hospital.

2. Client was defined as an individual receiving individual counseling at the counseling center of a state university

or an individual receiving psychotherapy at the clinical
unit of a private hospital.

3. <u>Counseling</u> was defined as a professional service rendered
   by a counselor at a state university or by a psychotherapist
   at a private hospital.

4. <u>Sex-Role Stereotyping</u> was defined as the societal expecta-
   tions of an individual based not on knowledge of the person,
   but rather on a presumed knowledge of a group of which the
   individual is a member, for example, women (Maslin and Davis,
   1975).

5. <u>Sex-Role Stereotypes</u> were operationally defined by counselor
   or psychotherapist scores on the <u>Rosenkrantz Sex-Role Stereo-
   type Questionnaire</u> (RSRSQ) or by female client scores on the
   <u>Bem Sex-Role Inventory</u> (BSRI).

6. <u>Counselor Sex-Role stereotype</u> was defined as the counselor's
   total sex-role stereotype score obtained on the <u>Rosenkrantz
   Sex-Role Stereotype Questionnaire</u>.

7. <u>Client Sex-Role Stereotype</u> was defined as the client's femi-
   ninity score, masculinity score, and adrogyny score obtained
   on the <u>Bem Sex-Role Inventory</u>.

8. <u>Client Self-Disclosure</u> was defined as the client's score on
   the <u>Jourard Self-Disclosure Questionnaire</u> which indicated the
   degree to which the client perceived herself as having shared
   certain formation with her counselor.

9. <u>Client's Past Self-Disclosure</u> was defined as the client's
   scores on the <u>Jourard Self-Disclosure Questionnaire</u> to which

the client perceived herself having shared certain information previously with her mother, father, male friend, female friend.

10. <u>Prior Disclosure to Males</u> was defined as the score obtained on the <u>Jourard Self-Disclosure Questionnaire</u> which indicated the client's perceived past disclosure to her father and the client's perceived past disclosure to a male friend.

11. <u>Prior Disclosure to Females</u> was defined as the score obtained on the <u>Jourard Self-Disclosure Questionnaire</u> which indicated the client's perceived past disclosure to her mother and the client's perceived past disclosure to a female friend.

12. <u>Counselor Facilitativeness</u> was defined as the counselor's genuineness score, empathy score, and warmth score as measured by the <u>Shapiro Relationship Questionnaire</u> which indicated the degree to which the client perceived the counselor providing these three facilitative conditions.

13. <u>Genuineness</u> was defined as the counselor's score on the first of three facilitative conditions which was measured by the Shapiro Relationship Questionnaire.

14. <u>Empathy</u> was defined as the counselor's score on the second of three facilitative conditions which was measured by the Shapiro Relationship Questionnaire.

15. <u>Warmth</u> was defined as the counselor's score on the third of three facilitative conditions which was measured by the Shapiro Relationship Questionnaire.

16. <u>Drug Abuser</u> was defined as an individual who is currently enrolled in a private hospital drug program for a prior

over-involvement with chemical substances taken singularly
or in combination, including alcohol, amphetamines, bar-
bituates, tranquilizers, marijuana, hallucinogens, or in-
halents.

Background and Significance of
the Study

The existence of sex-role stereotypic views of female clients by
both male and female counselors as cited in previous studies implied
the need for a critical examination of sex-role stereotyping and its
relationship to counseling. Previous studies concerning sex-role
stereotyping have been concerned with the adjustment, adaptability,
clinical judgments, and the attitudes which are consistent with the
stereotypic view of women.

This investigation followed the assumptions found in the litera-
ture concerning sex-role stereotyping and attempted to extend its ap-
plication to the behavior of the counselor and the client during the
counseling process. The androgynous individual was expected to be more
adaptable or flexible than a highly sex-typed individual.

It would appear that stereotypic attitudes which restrict the
growth of females in society would also restrict their growth during
the counseling process. Ideally, those behaviors which are appropriate
for a healthy adult in society should also be appropriate during coun-
seling and should also be encouraged by the counselor. The counselor
should first become aware of sex-role stereotyping in counseling which
may have a detrimental effect on the growth of the client. Male and
female counselors should also be aware of how their own sex-role

stereotypes relate to their facilitativeness in order to encourage the client's growth. The client's sex-role stereotypes may also relate to the effectiveness of the counseling process. Sex-role stereotyping may therefore limit the effectiveness of both the counselor and the client during the counseling sessions.

This investigation was based upon actual counseling sessions using female clients and both male and female counselors. It is hoped that the results of this study will reveal both client and counselor behaviors which are effective in the counseling of women and will contribute to the training of future counselors.

The current investigation sought to demonstrate the relationship between sex-role stereotypes, counselor facilitativeness and female client self-disclosure. Based on the findings in previous research, it would appear that the behavioral adaptability of androgynous clients may contribute to client self-disclosure, and to counselor facilitativeness, both appropriate behaviors for growth during the counseling process.

It is hoped the present investigation has contributed to the research concerning counseling with women and that the discussion of the relationship between sex-role stereotypes and those counselor and client behaviors which are appropriate during the counseling process will demonstrate implications for the training of counselors.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In viewing the literature on counseling women it appears that
counselor and client sex-role stereotypes were related to the per-
formances of both the counselor and client during psychotherapy.
Current research has related sex-role stereotyping to various counselor
and client variables. The present investigation has attempted to extend
the current findings to determine the relationship between counselor and
female client sex-role stereotypes, female client self-disclosure, and
counselor facilitativeness.

The following review will begin with a presentation of research
which is related to the current trends in the study of sex-role stereo-
typing and the concept of androgyny. This will be followed by a dis-
cussion of self-disclosure and counselor facilitativeness.

Sex-Role Stereotyping

The women's movement has brought about a closer examination and
awareness of sex-role stereotyping. The existence and stability of
sex-role stereotypes has been documented by studies including those of
Broverman, Broverman, Clarkson, Rosenkrantz and Vogal (1972), Fern-
berger (1948), and Kaplan and Goldman (1973).

According to Schlossberg and Pietrofesa (1973), counselor bias can be defined as an opinion, either favorable or unfavorable, which is formed without adequate reasons and is based upon what the bias holder assumes to be appropriate for the group in question. Bias is evident whenever a person assumes that someone cannot take a particular course of action due to his/her age, social class, sex, or race. Assuming that counselors have their own biases, values, and judgments about appropriate behaviors, these biases may influence a counselor's expectations of his/her client's sex-appropriate behavior.

In reviewing the literature on counseling women, the counselor's bias toward sex-roles has been defined as sex-role stereotyping. Several studies have dealt with the counselor's or clinician's biased attitudes or sex-role stereotyping with regard to their female clients. These studies will be described to show the existence of counselor sex-role stereotyping within the counseling framework.

In a landmark study, Broverman, Broverman, Clarkson, Rosenkrantz, and Vogel (1970), utilizing the sex-role questionnaire, hypothesized that clinical judgments about the characteristics of a healthy person would differ as a function of the sex of the person judged, and furthermore, that these differences in clinical judgments would parallel stereotypic sex-role differences. The subjects were 79 clinically-trained psychologists, psychiatrists or social workers (46 males, 33 females) -- all working in clinical settings. Ages ranged from 23 to 55 years, while experience ranged from internship to extensive professional work and training. The Stereotype Questionnaire, composed of 122 bipolar masculine and feminine items, was utilized in this study. The clinicians were given the sex-role questionnaire each with

three sets of instructions: first, male instructions asked respondents to "think of normal, adult men and indicate on each item that pole to which a mature, healthy, socially competent adult man would be closer;" second, female instructions asked respondents to "think of normal, adult women and indicate on each item that pole to which a mature, healthy, socially competent adult woman would be closer;" finally, the respondents were given the same instructions as were given for adult men and women, but this time they were asked to think of an adult, sex-unspecified in their description of a healthy, mature, socially competent adult person. Each subject was given all three sets of instructions. The results indicated a high degree of agreement among both male and female clinicians concerning the attributes characterizing healthy adult men, healthy adult women, and healthy adults with sex-unspecified.

Broverman et al. (1970) found that clinicians' ratings of a healthy adult and a healthy man did not differ significantly. However, a significant difference did exist between the ratings of the healthy adult and the healthy woman. Their hypothesis that a double standard of health exists for men and women was then confirmed:

> . . . the general standard of health (adult, sex-unspecified) is actually applied to men only, while healthy women are perceived as significantly less healthy by adult standards. The study reported that clinicians described healthy adult women as more submissive, less independent, less objective, less aggressive, less competitive, and more emotional than healthy adult men (p. 7).

This double standard of mental health among males and females reflected the clinicians' sex bias and indicated that clinicians, like the general population of male and female adults, tend to possess sex-role stereotypic attitudes with respect to mental health.

Consistent with previous research, Maslin and Davis (1975) showed that males and females agree with each other in that healthy adults and healthy males were approximately the same with regard to the degree of stereotypic masculinity-femininity. However, unlike the findings of Broverman et al. (1970), males and females were found to disagree in their expectations of a healthy female. Subjects in the study were 90 counselors-in-training (45 male and 45 female) who were randomly selected from all full-time graduate students in counseling at Temple University. The Stereotype Questionnaire was used to elicit expectations of behavioral traits of an as-yet-unmet person, who was described as male, female, or adult (sex-unspecified). Subjects were assigned randomly by sex to three sets of instructions resulting in six groups. Group A (male subjects) and Group B (female subjects) received the adult sex-unspecified instructions. Group C (male subjects) and Group D (female subjects) received the healthy adult male instructions while Group E (males) and Group F (females) received the healthy adult female instructions. An analysis of variance showed significant differences between group means (p < .05) with female instructions showing the widest variance. Results of planned comparisons in this study only partially confirmed previous research findings. Post hoc tests, using the Scheffe method showed that: females held approximately the same set of expectations for all healthy persons regardless of sex; males held somewhat more stereotypic expectations of healthy females as compared with standards of health for other persons.

Naffziger (1971) studied counselors', counselor educators', and teachers' attitudes toward women's roles. He found a significant difference between the male and female description of their ideal

woman. The females described their ideal woman as more extra-family oriented than did the males. Females projected their ideal woman as being more responsible for the marriage than their male spouses. Males suggested that career women were less attractive than those women who were more family-oriented.

Schlossberg and Pietrofesa (1973) reported that Friedersdorf (1969) explored the relationship between male and female secondary school counselor attitudes toward the career planning of high school female students. The subjects were 106 counselors in Indiana schools. Twenty-seven male and 29 female counselors role-played a college-bound high school female student, while 23 male and 27 female counselors role-played a non-college-bound high school female student. The Strong Vocational Interest Blank was completed. The following conclusions were drawn: male counselors associated college-bound females with traditionally feminine occupations at the semi-skilled level while female counselors perceived the college-bound female student as interested in occupations requiring a college education. Also, male counselors perceived the college-bound female student as having positive attitudes toward traditionally feminine occupations. Occupations traditionally engaged in by men were not considered by male counselors as occupations that college-bound female students would enjoy as careers. The implication was that some of the counselor attitudes reflected may have an influence on the goals which female clients express during counseling sessions.

Billingsley (1977) investigated the effects of therapist sex, client sex, and client pathology on treatment goals formulated by practicing psychotherapists. Subjects were 64 volunteer practicing

male and female psychotherapists drawn from disciplines of psychiatry,
clinical psychology, psychiatric social work, and related therapeutic
fields. A questionnaire was used in data collection to record the
therapists' responses regarding diagnosis, prognosis, and treatment in-
tentions for two fictitious client descriptions which were followed by
fictitious case histories. Therapists chose six initial treatment
goals from a checklist of 18 items. These items were based on the
male- and female-items of the Stereotype Questionnaire. The study was
designed to assess the extent to which a pseudoclient's sex and pre-
senting pathology influenced the treatment goal choices of practicing
male and female psychotherapists. A 2 x 2 x 2 analysis of variance for
treatment goals was computed, with therapist sex, pseudoclient sex, and
pseudoclient pathology being the three factors. Results showed a sig-
nificant effect for client pathology, $F (1, 60) = 14.22$, $p < .001$, in-
dicating that treatment differences were a function of pathology.
Client sex was not found to be related to treatment goals when path-
ology was well defined. Also, it was found that female therapists
chose a greater number of masculine treatment goals (i.e., increase
self-confidence), whereas male therapists chose a greater number of
feminine treatment goals (i.e., increase ability to express emotions).
Billingsley discussed that this difference may be explained as a re-
sult of the possibility that therapists consider themselves to be
typical of their sex-role stereotype, and thus encourage the adoption
of cross-sex-role behaviors in their clients.

From the studies cited, it appears that counselors do ascribe
different roles to men and women, and that the counselors' bias is
reflected in their sex-role stereotypic behavior. The existence of

double standards for men and women also cited, implied the need for a critical examination of counselors' sex-role stereotypic attitudes and how they relate to the client. Considering that a majority of all clients seeking psychotherapy are women, and that the majority of all psychotherapists are male (Chesler, 1972), and that the sex of the therapist more than the sex of the client appears to effect treatment goals when pathology is well defined (Billingsley, 1977), the present investigation focused on female clients in therapy with both male and female counselors.

Psychological Androgyny

Bem (1974) defined androgyny as both masculine and feminine, both assertive and yielding, both instrumental and expressive--depending on the situational appropriateness of these various behaviors. Androgynous individuals, however, are seen as flexible, strongly sex-typed individuals who might be seriously limited in the range of behaviors which are available to them in various situations.

According to both Kagan (1964) and Kohlberg (1966), the highly sex-typed individual internalizes his sex role standards and suppresses behaviors which are not appropriate or desirable for his sex. Thus, a masculine sex-typed individual might inhibit behaviors stereotyped as a feminine, and a feminine sex-typed individual might inhibit the expression of masculine behaviors. According to Bem (1974), androgynous individuals might freely engage in both masculine and feminine behaviors.

The development of a measurement of psychological androgyny is discussed in Bem's (1974) study. A new sex-role inventory, The Bem

Sex-Role Inventory (BSRI) was developed to treat masculinity and femininity as two independent dimensions. A person can be characterized as masculine, feminine, or androgynous as a function of the difference between his/her endorsement of masculine and feminine personality characteristics.

Bem's (1975) study hypothesized that psychologically androgynous individuals were more likely than sex-typed individuals to display sex-role adaptability across situations. Two experiments were reported to support this hypothesis. Androgynous subjects of both sexes were found to display a high level of masculine independence when under pressure to conform, and they also displayed a high level of feminine playfulness when given the opportunity to interact with a tiny kitten.

Deutsch and Gilbert (1976) investigated the association between androgyny and personal adjustment to delineate relationships between certain sex-role perceptions. Four sex-role perceptions: real self, ideal self, ideal other, and belief about the other sex's ideal other sex were examined using the Bem Sex Role Inventory (BSRI) (Bem, 1974). This inventory measures degrees of sex-typing and provides a score which represents a feminine, masculine, or androgynous (masculine score – feminine score where an androgyny score of zero represents the equal assertion of both masculine and feminine) description of the target person. Deutsch and Gilbert (1976) related Bem's (1975) concept of androgyny to Rogerian self theory with androgyny being analogous to Rogerian flexibility. Androgynous individuals were seen as more adaptable, or flexible, than highly sex-typed persons, whose predominant masculinity or femininity would limit ways of responding and behaving (Bem, 1975).

A sample of 128 college women and men used the Bem Sex Role Inventory to describe their perception of self and others while personal adjustment was measured by the Revised Bell Adjustment Inventory (Bem, 1974). The relationship between the adjustment and sex-typing was investigated in two ways: correlations were calculated between adjustment and BSRI scores and direct comparisons were made between adjustment scores for androgynous and sex-typed groups. The research findings supported the hypotheses for females but not for males: (a) concepts of self and others were found to be dissimilar; (b) sex-typing was associated with poor adjustment, and (c) perception of other sex's ideals were inaccurate (Deutsch and Gilbert, 1976).

Bem's (1977) study assessed the distinction between those individuals who scored high on both masculinity and femininity and chose individuals who scored low on both. The BSRI was administered to 375 males and 290 females in introductory psychology at Stanford University. The data were scored and the subjects were categorized both on the basis of a "t" ratio (Bem, 1974) and on the basis of a medium split (Spence, Helmreich and Stapp, 1975). Other pencil-and-paper questionnaires were correlated with the BSRI. High-high and low-low scorers were not found to differ significantly on the Attitudes Toward Women Scale, nor were they found to fiffer significantly in two of Bem's three previous studies. Low-low scorers were found to be significantly lower in self-esteem than high-high scorers, and they also reported significantly less self-disclosure on Jourard's Self Disclosure Questionnaire (1971).

The most recent study concerning the measurement of psychological androgyny and interpersonal behavior was that of Wiggins and Holzmuller (1978). These authors stated that Bem's measure of psychological

androgyny was derived from only two relatively desirable dimensions of interpersonal behavior that may, or may not, implicate other less desirable traits which are sex-role stereotyped. Bem's Masculinity Scale lists items which can be classified within the dominant-ambitious vector of interpersonal behavior (e.g., assertive, ambitious, dominant, forceful). Most of the classifiable items on Bem's Femininity Scale fall within the warm-agreeable vector (e.g., affectionate, compassionate, sympathetic, tender).

A review of current psychological literature showed the appearance of additional empirical research on the concept of androgyny. The distinction between high-high and low-low scorers has become the focus of attention in the empirical literature on androgyny as seen in studies by Heilbrun (1976), Spence, Helmreich and Stapp (1975), and Bem (1977). Bem (1977) found that only 1% of the (non-clinical population) undergraduates tested fell among the low-low scorers. One would expect to find a higher percentage of low-low scorers having a lower self-esteem (Spence et al., 1975) among a clinical population. The present investigation has attempted to extend the research on the concept of androgyny to a clinical population and to distinguish behavioral differences among feminine, masculine, and androgynous scorers within the counseling session.

Self-Disclosure

Literature relating to the verbal disclosure of information about oneself within interpersonal relationships was reviewed, especially as it related to mental health and the role of self-disclosure in therapist and client relationships. Principal variables which appear to

facilitate disclosure within this relationship were also reviewed. According to Cozby (1973), a self-disclosure may be defined as any information which Person A communicates verbally to Person B.

In reviewing the literature concerning self-disclosure, there were many conflicting results which were reported with regard to the relationship between self-disclosure and mental health. Cozby found no correlations greater than .50, and most were found to be much lower. This may be due to the curvilinear relationship as suggested by Jourard (1964). None of the studies which Cozby reviewed reported the computation of a correlation ratio. Thus, significant departures from linearity may have gone undetected.

Cozby suggested the following hypotheses in his review: Persons with positive mental health are characterized by high disclosure to a few significant others and medium disclosure to others in the social environment. However, individuals who are poorly adjusted are characterized by either high or low disclosure to virtually everyone in the social environment.

According to Altman and Taylor (1973), the growth of an interpersonal relationship was hypothesized to be a joint result of interpersonal reward/cost factors, personality factors, and situational determinants. Relationships proceed from non-intimate to intimate areas of exchange depending upon factors of past, present, and projected exchanges.

The therapist-client relationships can be seen as an extension of the interpersonal relationship as described above. The therapist can be seen as seeking information about his client's private self. Research studies showed that therapist disclosure has some implications

for experimental results and outcome in therapy (Truax and Carkhuff, 1965; and Halpern, 1977).

Jourard (1964) and Rogers (1961) described the importance of full client disclosure for successful therapy. Also, Truax and Carkhuff (1965) reported findings showing significant correlations between therapist and client self-disclosures.

Powell (1968) found that subjects disclosed more when the interviewer responded to subjects' self-references with open disclosure than when he used approval-supportive or reflective-restatement techniques. Vondracek (1969) reported greater amounts of disclosure when the interviewer used probing techniques than when he was using reflective techniques. However, Vondracek cited objections to the use of therapist disclosure to increase client disclosure, stating that it is not clinically appropriate.

The most widely used instrument to assess individual differences in self-disclosure has been Jourard's Self-Disclosure Questionnaire (JSDQ). This scale has been used in many investigations pertaining to self-disclosure. Although Jourard (1970) claimed that the instrument measures past behavior which is indicative of present and future behaviors, Cozy (1973) argued that the JSDQ is at best a measure of past behavior and that it lacks significant correlation with actual self-disclosing behaviors. Cozy (1973) cited studies using a variety of instruments measuring past disclosing behavior and actual self-disclosing behavior.

The study of Derlega and Chaikin (1976) predicted that attributes of mental illness would be based on the extent to which self-disclosure deviates from appropriate sex-role behavior for men and women.

Subjects were 128 male and female undergraduates. Each subject read four different stories representing different combinations of sex of disclosure and sex of target person. Subjects read about a meeting on an airplane between the discloser who had a personal problem and the target person. Subjects completed an impression questionnaire, including an evaluation of the discloser's psychological adjustment, after reading each of four case studies. A 2 x 2 x 2 x 2 x 2 analysis of variance with repeated measures design was used in this study. Between-subjects independent variables were sex of the subject, type of content (mental illness or car accident), and disclosure (non-disclosure or high disclosure). Within subjects' independent variables were six of the discloser and six of the target person. A series of 9-point scales, including psychological adjustment, liking and masculinity-femininity and level of intimacy of disclosurer were used in this study. The results indicated that expressive males and non-expressive females were seen as less adjusted than males who were silent and women who disclosed. Furthermore, on the liking ratings, the female discloser was liked more than the non-disclosing female, whereas the male discloser was liked about as much as the non-disclosing male.

Self-Disclosure and Facilitativeness

Research has demonstrated that self-disclosure is positively related to personal adjustment and successful counseling outcome (Jourard, 1971a; Halverson and Shore, 1969; Truax and Carkhuff, 1965). Traux and Carkhuff (1967) found evidence indicating that facilitative counselors tend to receive more disclosures from their clients than did non-facilitative counselors.

Halpern (1977) studied factors including client disclosure in counseling, client past disclosure, counselor disclosure, and counselor facilitation. The study attempted to investigate some of the factors which related to client self-disclosure. College students receiving individual counseling services (36 males and 64 females) served as subjects. Counselors had varying degrees of experience and training. Two questionnaires were used, three forms of the Jourard Self-Disclosure Questionnaire (JSDQ) and a revised form of the Relationship Question-naire (Shapiro, Krauss, and Truax, 1969). The client's past and present self-disclosure was measured by the JSDQ. The counselor's present self-disclosure was also measured by the JSDQ. The Relationship Question-naire was used to measure the client's perception of the counselor's facilitation: his warmth, empathy and genuineness. A correlation matrix based on the three forms of the JSDQ, the Relationship Question-naire, the sex of the counselor and the client were used in data analysis. Multiple regression analysis showed the client's past tendency to disclose was significantly related to his present tendency to disclose in the counseling relationship; present disclosure was strongly related to other situational variables: client perception of counselor self-disclosure and counselor facilitativeness.

The present investigation attempted to extend these research findings to consider sex-role stereotypes as counselor and client variables which are related to the self-disclosure of the client and the facilitativeness of the counselor.

CHAPTER III

METHODOLOGY

Introduction

The purpose of the present investigation was to determine the re-
lationship between counselor sex-role stereotype, client sex-role
stereotype, counselor facilitativeness, and client self-disclosure.
This relationship was investigated to determine if the counselor's sex-
role stereotype has a restrictive effect upon female clients self-
disclosure.

Research Hypotheses

In order to carry out the purposes of this study, the following
hypotheses were formulated:

1) There will be a positive relationship between counselor
   sex-role stereotype scores on the Rosenkrantz Sex-Role
   Questionnaire and counselor facilitativeness: genuineness,
   empathy, and warmth scores on the Shapiro Relationship
   Questionnaire.

2) There will be a positive relationship between female
   client self-disclosure scores on the Jourard Self-
   Disclosure Questionnaire and their counselor's fa-
   cilitativeness: genuineness, empathy, and warmth scores
   on the Shapiro Relationship Questionnaire.

22

3) There will be a positive relationship between counselor sex-role stereotype scores on the Rosenkrantz Sex-Role Stereotype Questionnaire and their female clients' self-disclosure scores on the Jourard Self-Disclosure Questionnaire.

4) There will be a positive relationship between female client femininity scores on the Bem Sex-Role Inventory and female client self-disclosure scores on the Jourard Self-Disclosure Questionnaire.

5) There will be a positive relationship between female client femininity scores on the Bem Sex-Role Inventory and female client self-disclosure scores on the Jourard Self-Disclosure Questionnaire.

6) There will be a positive relationship between female client androgyny scores on the Bem Sex-Role Inventory and female client self-disclosure scores on the Jourard Self-Disclosure Questionnaire.

7) Female client self-disclosure, as measured by the Jourard Self-Disclosure Questionnaire, can be significantly predicted by the female client's past self-disclosure scores, counselor facilitativeness: genuineness, empathy, warmth scores, counselor sex-role stereotype scores, and female client sex-role stereotype scores.

8) Null: There will be no difference between male and female counselors' scores on the Rosenkrantz Sex-Role Stereotype Questionnaire and the Shapiro Relationship Questionnaire.

Subject Selection

The subjects in this study were fourteen male counselors, seven female counselors, and fifty-two female clients. Table I gives a description of male and female counselors who were subjects in the present investigation. University and clinic counselors are described by sex, age, experience, degrees, and training. The counselor subjects were three male counselors and two female counselors employed at a state university and eleven male counselors or psychotherapists and five female counselors of psychotherapists employed in the clinical units of two private hospitals. The twenty-one counselors had varying degrees of experience and education. Each counselor subject was at least a master's level trained professional in counseling, clinical psychology, or social work. Of these fourteen male and seven female counselors, five had Ph.D. or Ed.D. degrees. The ages varied between twenty-three to forty-nine years, and experience ranged from internship to extensive professional training.

Table II gives a description of female clients who were subjects in the present investigation. Characteristics are given for both university and clinic female clients.

The client subjects were six female college students between the ages of twenty and thirty-two, and forty-six drug abusing adolescents and adults between the ages of sixteen and thirty-three. The female college student subjects consisted of women seeking individual counseling at the counseling center of a large state university. The drug abusing client subjects consisted of voluntary female patients in one of two clinical units for drug abuse located in two private hospitals,

TABLE I

DESCRIPTION OF UNIVERSITY AND CLINIC COUNSELORS BY SEX,
EXPERIENCE, DEGREES, AND TRAINING

Counselors (N = 21)	Mean Ages*	Mean Years of Experience	MS Degrees	PhD Degrees	Counseling Training	Social Work Training	Clinical Psychology Training
University Counselor							
Males (N = 3)	39	6	2	1	2	–	1
Females (N = 2)	33	5	–	2	2	–	–
Clinic Counselors							
Males (N = 11)	34	6	10	1	2	6	3
Females (N = 5)	36	6	4	1	1	3	1
Total Male Counselors (N = 14)	35.07	6	12	2	4	6	4
Total Female Counselors (N = 7)	35.14	5.71	4	3	3	3	1

*Ages ranged from 23 to 49 years of age. The 23 year-old is a clinic counselor, and the 49 year-old is a university counselor.

TABLE II

DESCRIPTION OF FEMALE CLIENTS
(N = 52)

Client Characteristics	University Clients (N = 6)	Clinic Clients (N = 46)
Assigned to male counselors	4	26
Assigned to female counselors	2	20
Age ranges	20-32	16-33
Mean ages	23	19
Married	2	3
Single	2	41
Divorced	2	2
Personal Problems	6	46
Social Problems	1	20
Vocational Problems	2	15
Family Problems	1	10
Drug Abuse Problems	0	46
Mean years of education	13.33	11.93

both in urban areas. Each female client who sought counseling or treat-
ment after a specified date was included in the study, until a total of
fifty-two clients were obtained. Twenty-two female clients were seen by
female counselors, while thirty female clients were seen by male coun-
selors.

Procedure and Methods

The fourteen male and seven female counselors were requested to
complete one questionnaire, the Rosenkrantz Stereotype Questionnaire.
Each of their female clients were then requested to complete three
questionnaires: the Bem Sex-Role Inventory, Jourard Self-Disclosure
Questionnaire, and the Shapiro Relationship Questionnaire.

The investigator distributed the Rosenkrantz Stereotype Question-
naire to each counselor along with a letter (see Appendices A and B)
inviting their participation.

The counselors were informed that the investigator was collecting
data concerning characteristics of counselor and female clients' at-
titudes and behavior. Confidentiality of all questionnaire information
was assured to the counselors by the investigator. The Rosenkrantz
Stereotype Questionnaire was administered and collected prior to the
counselors' first contact with the clients included in this study.

Each counselor received the following instructions for self ad-
ministration of the Rosenkrantz Stereotype Questionnaire:

> Please fill out this Questionnaire in one sitting:
> I would like to know something about what people expect
> other people to be like. Imagine that you are going to meet
> someone for the first time, and the only thing that you know
> in advance is that he is an adult male. What sort of things
> would you expect? For example, what would you expect about
> his liking or disliking of the color red? On each scale,

please put a <u>slash</u> (1) and the letter "M" above the slash ac-
cording to what you think an adult male is like.

Following the eighty-two bipolar items on this questionnaire was a

second set of instructions which read as follows:

> Now I would like you to go back through these same scales for
> a second time. Again, imagine that you are meeting a person
> for the first time, and the only information you have is that
> she is an <u>adult female</u>. This time please put a slash on each
> scale according to what you would expect an adult female to
> be like. Put the letter "F" above your second slash on each
> scale. <u>Please be sure to mark every item</u>.

After having gone through the items a second time, the subject was in-

structed to go through each item a third and last time. Instructions

read:

> Finally, please go through these same scales for a third and
> last time, placing a slash on each scale according to what
> <u>you are like</u>. Put an "S" above the third slash on each scale.
> <u>Please be sure to mark every item</u>.

The order of these instructions was the same for all counselor

subjects.

Each questionnaire was collected by the investigator, following

its completion by the psychotherapist at the private hospitals. The

questionnaires were scored for data analysis.

Questionnaires which were administered to the participating coun-

selors at the state university were collected by the counseling center

secretary and returned by mail to the investigator. After each ques-

tionnaire was collected, the scores were recorded and coded by the re-

searcher for automatic data processing and analysis.

The questionnaires for the clients at the state university were

distributed to the subjects by the counseling center secretary which

included a cover letter to the client requesting her participation in

this study, along with instructions for administration. The letter

(see Appendix D) assured each participant of anonymity and confidentiality. The secretary was given directions to administer the Bem Sex-Role Inventory (see Appendix E) to each female client who was seeking individual counseling who had not received prior services from the counseling center. The second two questionnaires were also administered and collected by the counseling center secretary, according to the researcher's directions. These questionnaires were administered in this order to all clients prior to their fifth individual counseling session. These questionnaires were collected by the secretary and returned by male to the researcher. The Bem Sex-Role Inventories were coded for computer scoring while the second two questionnaires, the Jourard Self-Disclosure Questionnaire and the Shapiro Relationship Questionnaire (see Appendices H and G) were scored and then coded for automatic analysis.

The questionnaires for the subjects at the private hospitals were administered in the same order by the trained examiner. Within the first three days after admission to the hospital unit, each patient was routinely administered a group of psychological tests by a trained test examiner. Permission was granted by the hospital administrator to use the Bem Sex-Role Inventories along with the regular battery of tests. The research familiarized the hospital examiner with the general purposes and administration procedures for the Bem Sex-Role Inventory.

The following instructions were read aloud by both the counseling center secretary and the hospital test examiner for the Bem Sex-Role Inventory:

> Please put your first and last name on the top of the questionnaire form you have just been handed. We want to know more about you and how you describe yourself. Please read the instructions below the solid black line and mark each characteristic as it describes you. Remember there are no right or wrong answers. Are there any questions?

It took each subject approximately ten minutes to complete the <u>Bem</u>
<u>Sex-Role Inventory</u>.

The second two questionnaires, the <u>Jourard Self-Disclosure Ques-</u>
(see Appendix H) and the <u>Shapiro Relationship Questionnaire</u> (see Ap-
pendix G) were administered by the trained examiner following their
fifth counseling session after admission.

The following instructions were read aloud to subjects by the
counseling center secretary or the hospital test examiner regarding the
second two questionnaires.

> Please put your first and last name on the top of these ques-
> tionnaires. We want to know more about the degree to which
> you have let significant individuals in your past know this
> information about you and the degree to which you have let
> your counselor (hospital examiner read <u>therapist</u>) know this
> information about you. Please read the instructions and be-
> gin. Remember there are no right or wrong answers. Are
> there any questions?

After the subjects completed the first questionnaire, the <u>Jourard Self-</u>
<u>Disclosure Questionnaire</u>, the instructions were then read for the second
questionnaire, the <u>Shapiro Relationship Questionnaire</u>.

> The second questionnaire is concerned with the way you de-
> scribe your counselor (hospital examiner read <u>therapist</u>).
> This information is confidential and will not be shared with
> your counselor (or therapist). Please read the instructions
> and begin. Remember there are no right or wrong answers.
> Are there any questions?

These two questionnaires took approximately thirty minutes for each
client to complete.

The clients' questionnaires were collected and returned by mail by
the counseling center secretary. The hospital test examiner collected
and returned all client questionnaires which were then scored, coded,
and prepared for automatic analysis.

Instrumentation

The Rosenkrantz Sex-Role

Stereotype Questionnaire

The Rosenkrantz Sex-Role Stereotype Questionnaire (RSRSQ) (see Appendix B) was used to measure the sex-role stereotypic attitudes of the counselors and psychotherapists in this study. The instrument consists of eighty-two items, thirty-six previously established as sex-role stereotypic among both male and female college students (Rosenkrantz et al., 1968). Items were presented as bipolar traits with the poles separated by sixty points, as shown in the sample below:

1. Not at all

                                        very
aggressive   aggressive
1..........2..........3...........4..........5..........6..........7

The eighty-two item version used in this study is the short form of the Rosenkrantz Sex-Role Questionnaire. The main difference between the original 122 item questionnaire and the form used in this study is that the latter is considerably shorter, consisting of 76 items taken from the original form, and six new items (#76, 77, 78, 79, 80, and 82). The 76 items were selected as indicating items on which there was high consenuality among members of six different samples.

Norms. Normative data (Broverman et al., 1976) was collected on six samples which included: 366 men and 151 women ranging from 17-24 years of age, the majority of whom were unmarried college students; 78 men and 86 women ranging from 25-44 years of age, these subjects being both married and unmarried, the majority having an education at the college level or above; and finally, 155 men and 146 women ranging in

age from 45-54 years, most of whom were married parents of college students, with educational level ranging from 7 grades completed to the doctoral level, with the median at about $12\frac{1}{2}$ grades completed.

Validity. Broverman et al. (1976) stated that authors do not have validation data on the sex-role questionnaire. The instrument was designed to provide indices of current attitudes or perceptions, rather than measures of a "trait." Based on the present investigation, the instrument does appear to be measuring sex-role stereotypic attitudes regarding males and females.

Reliability. The odd-even reliability coefficients for the MV traits are .81 for the male response, .83 for the female response, and .89 for the self response in about 150 married and unmarried college level subjects. The odd-even reliability coefficients for the FV traits are .80 for male responses, .58 for the female responses, and .72 for the self response in the same 150 subjects (Broverman et al., 1968).

Social desirability information (Rosenkrantz et al., 1968) indicated that correlations of the social desirability (SD) scores with the masculinity and femininity scores, respectively, range from .691 to .805 (with df = 39, a correlation of .489 is significant at $p < .001$). This indicates that variations in both responses are sensitive to social desirability, while differences between their means appear to reflect stereotypic notions of sex differences.

Description of Scores. In the present study, thirty-six of the 82 items previously identified as Stereotypic Traits (Broverman et al.,

1970) (see Appendix C, Table VIII) entered into the calculation of sex-
role stereotype scores for each counselor or psychotherapist subject.

The RSRSQ elicited expectations of behavioral traits for persons
who were described in the first set of instructions as an <u>adult male</u>,
second set of instructions as an <u>adult female</u>, and the third set of in-
structions as <u>yourself</u>.

The major focus of this investigation was the difference score be-
tween the male and female responses on the Male-valued traits and the
Female-valued traits, respectively, which indicates the extent to which
a subject stereotypes males and females. Stereotypic attitudes were
defined as consistency between societal stereotypic traits and the sub-
jects' received differences between males and females.

. Four separate scores were computed for each counselor: 1) the
difference between male and female responses on items classified as
masculine male-valued traits, 2) the difference between male and female
responses on items classified as feminine male-valued traits, 3) the
difference between male and female responses on items classified as
masculine female-valued traits, and 4) the difference between male and
female responses on items classified as feminine female-valued traits.
The difference between scores on masculine and feminine male-valued
traits plus the difference between scores on masculine and feminine
female-valued traits represents the subjects' Total Stereotype Score.
For the purposes of this investigation, "Self" scores were not computed.

A low total stereotype score was interpreted as high consensuality
between the subject's response, and the classification of each item.
The items are classified with the masculine pole, at one end and the
feminine pole at the other end. Male-valued (MV) refers to items on

which the masculine pole and the socially desirable pole coincide. Female-valued (FV) refers to items on which the feminine pole coincides with the socially desirable pole. The classification of the male-valued (MV) and the female-valued (FV) items are based on the judgments of approximately 1,000 women and men ranging in age from seventeen to fifty-four (see Appendix C, Table IX). The classification of items in terms of Social Desirability (SD) is based on the judgments of forty college men and forty-one college women. The authors have labeled the MV items as "Competency," since the items describe a person who appears to be able to deal effectively with his/her environment. The FV traits have been labeled as "warmth-expressive" since the items seem to reflect interpersonal interest and emotional expressiveness (Broverman et al., 1970).

A low stereotype score then indicates consensuality between the counselors' description of males and females and societal stereotypic traits. A high stereotype score represents deviance from societal expextations for males and females. A high total sex-role stereotype score on the RSRQ indicated a lesser degree of stereotyping. Non-stereotypic attitudes are represented by high total sex-role stereotype scores. A low total sex-role stereotype score on the RSRQ indicates a greater degree of stereotyping. Stereotypic attitudes regarding males and females are represented by low total sex-role stereotype scores.

The Bem Sex-Role Inventory

The Bem Sex-Role Inventory (BSRI) (see Appendix E) was developed to measure masculine, feminine and androgynous personality

characteristics. The BSRI consists of 60 items where 40 of these items have been judged as describing masculine or feminine personality characteristics and 20 items have been judged as neutral.

Items for the inventory were chosen from a pool of 200 personality characteristics which seemed to Bem (1974) to be both positive in value and either masculine or feminine in tone. Items for the Social Desirability Scale were chosen from a pool of 200 items which were neither masculine nor feminine in tone and of these neutral characteristics, half were positive in value and half were negative. Items were selected for the Masculinity and Femininity scales if they were judged to be more desirable in American society for one sex than for the other. One hundred Stanford undergraduates (50 male and 50 females) judged these characteristics on a 7-point scale, ranging from 1 ("not at all desirable") to 7 ("extremely desirable"), in order to rate the desirability of the 400 characteristics mentioned above (Bem, 1974). Twenty items were selected for the Masculinity Scale, 20 for the Femininity Scale, and 20 neutral characteristics for the Social Desirability Scale, 10 positive and 10 negative.

According to Bem (1974), the Bem Sex-Role Inventory was founded on a conception of the sex-typed person as someone who has internalized society's sex-typed standards of desirable behavior for men and women. These personality characteristics were selected as masculine or feminine on the basis of sex-typed social desirability and not on the basis of differential endorsement by males and females as most other inventories have done. Thus, a characteristic was qualified as masculine if it was judged to be more desirable in American society for a man than for a woman, and it was qualified as feminine if it was judged to

be more be more desirable for a woman than for a man. Also, The Bem Sex-Role Inventory characterizes a person as masculine, feminine, or androgynous as a function of the difference between her endorsement of masculine and feminine personality characteristics. A person is thus sex-typed, whether masculine or feminine, to the extent that this difference score is high, and androgynous, to the extent that this difference score is low. The BSRI includes a Social Desirability scale that is completely neutral with respect to sex where a particular trait is no more desirable for one sex than for the other.

Norms. Normative data for the BSRI was collected during the winter and spring of 1973. The BSRI was administered to 444 male and 270 female students in Introductory Psychology at Stanford University. It was also administered to an additional 117 males and 77 females who were paid volunteers at Foothill Junior College.

Concerning the relationship between Masculinity and Femininity, Bem (1974) reported that the masculinity and femininity scores of the BSRI are logically independent. Results from the two normative sample revealed that they are empirically independent as well (Stanford male $r = .11$, female $r = -.14$, Foothill male $r = -.02$, female $r = -.07$).

Validity. Because the BSRI was developed so recently, there was few validity data available. Bem (1975) showed that the BSRI could predict sex-typed behavior. Gaudreau (1977) administered the BSRI to 100 clerical workers, 100 supervisors, 120 middle managers and 16 executives from a number of large organizations in Houston, Texas. The purpose was to analyze individual scale items and to establish construct

validity for the BSRI. Gaudreau found that the scale successfully differentiated between masculine males and feminine females.

Reliability. Bem (1974) reported that the internal consistency for the BSRI was estimated by the computation of the coefficient alpha for the masculinity, femininity, and social desirability scores of the subjects in each of the two normative samples. The results showed all three scores to be highly reliable both in the Stanford sample (masculinity = .86; femininity = .80; social desirability = .75) and in the Foothill sample (masculinity = .86; femininity = .82; social desirability = .70). The reliability of the androgyny difference score (= .85 for the Stanford sample and = .86 for the Foothill sample) was computed using a formula provided by Nunnally (1961) for linear computations.

Bem (1974) reported that the BSRI is not at all correlated with the Guilford-Zimmerman Scale, whereas the BSRI is moderately correlated with the California Psychological Inventory, indicating that the BSRI is measuring an aspect of sex-roles which is not directly tapped by either of these two scales.

Bem (1974) reported that product-moment correlations were completed between the first and second administrations of the BSRI which proved to be highly reliable over a four-week interval (masculinity r = .90; femininity r = .90; androgyny r = .93; social desirability r = .89). The second administration involved 28 males and 28 females from the Stanford normative sample.

Description of Scores. In the present study, clients were given the BSRI and asked to indicate on a 7-point scale how well each of the

60 masculine, feminine, or neutral (see Appendix F) personality characteristics described herself. The scale ranged from 1 ("never or almost never true") to 7 ("always or almost always true") and was labeled at each point. On the basis of her responses each client received three major scores: a masculinity score, a femininity score, and an androgyny score. In addition, a social desirability score was also computed.

The masculinity and femininity scores obtained indicated the extent to which each client endorsed masculine and feminine personality characteristics as being self-descriptive. The masculinity score equals the mean self-rating for all endorsed masculine items and the femininity score equaled the mean self-rating for all endorsed feminine items. Both scores ranged from 1 to 7 since the structure of the test allowed the score to vary independently.

The androgyny score obtained reflects the amounts of both masculine and feminine characteristics that each client included in her self-description. The androgyny score was defined as client's "t" ratio for the difference between the person's masculine and feminine self-endorsement; that is femininity-masculinity.

The greater the absolute value of the androgyny score, the more the person was sex-typed or sex-reversed, with high positive score indicating femininity and high negative scores indicating masculinity. A "masculine" sex-role indicated not only the endorsement of masculine attributes, but also the simultaneous rejection of feminine attributes. Similarly, a "feminine" sex role indicated the endorsement of feminine attributed and the rejection of masculine attributes. In contrast, the closer the androgyny score is to zero, the more the person is

androgynous. This was defined as the equal endorsement of both masculine and feminine personality traits.

The social desirability score was also computed to indicate the extent to which the client described herself in a socially desirable direction on items listed as neutral with regard to sex. The SDB ranged from 1 to 7 where 1 indicated a strong tendency to describe oneself in a society undesirable direction, and 7 indicated a strong tendency to describe oneself in a socially desirable direction.

The Jourard Self-Disclosure
Questionnaire

The Jourard Self-Disclosure Questionnaire (JSDQ) (see Appendix H) was used to measure self-disclosure. The questionnaire measured the degree to which the subject had disclosed certain information to significant persons in the past, including 1) mother, 2) father, 3) male friend, and 4) female friend, along with the degree to which the subject had disclosed information to her 5) counselor or therapist.

The initial instrument described by Jourard and Lasakow (1958) consisted of 60 items--ten items in each of six content areas: Attitudes and Opinions, Tastes, Work or Studies in School, Money, Personality and Body. Subjects were requested to fill out four of these JSDQs with regard to four different target persons: Mother, Father, Best Same-Sex Friend and Best Opposite-Sex Friend. This gave a total of 240 responses from each subject which measured the amount of information disclosed in six categories to these specified target persons.

Norms. Normative data for the 40-item version of the JSDQ was gathered from three Alabama colleges, including one thousand subjects

who were males and females, married and unmarried, and both white and black.

Validity. There is little evidence for the predictive validity of the initial 60-item JSDQ. However, studies by Drag (1969) and Jourard and Resnick (1970) used the 40-item questionnaire which asked subjects to indicate what they have disclosed in the past, and what they would be willing to disclose to a stranger of the same sex, have shown this version of the JSDQ to predict actual disclosure.

This investigator used the 40-items version of the JSDQ which covered the same topic areas. According to Jourard (1971), the shorter version "enjoyed construct and concurrent validity." However, in the area of predictive validity, the evidence was not as conclusive. Jourard (1961) viewed the scores from his scale as:

> . . . an index of a person's 'openness' or demonstrated readiness to disclose to the given target persons. This view rests on the assumptions that, within limits [to be discovered], a person's past performance is a fair estimate of how he will behave in the present and future (p. 72).

Reliability. Jourard (1971) reported that the odd-even reliability for the 40-item version of the JSDQ is .85, with a split-half reliability figure of .68. The test-retest reliability obtained over a six-month interval is reported as .62.

Description of Scores. This questionnaire consisted of forty-items relating to a variety of topics and personal concerns. The subject was instructed to respond to all forty items in order to reflect the degree to which information had been disclosed to four significant persons in the past in addition to what had been disclosed to her counselor or

therapist. Thus, 200 responses were obtained from each subject (see Appendix I). Each item was scored as either 0-haven't told the target person, 1-has a general idea, 2-fully knows me, or X-would not confide to person (X's were counted as a -1). An example of an item from the topic area Body is:

1. My feelings about different parts of my body (see Appendix H). The subject's task was to indicate with a 0, 1, 2, or X the level of disclosure she had established in the past with her mother, father, male friend, female friend and presently with her counselor or therapist.

Five scores were obtained by adding the subject's level of past disclosure to mother, father, male friend, female friend, and present disclosure with her counselor or therapist. Past disclosure to father and male friend scores were combined to obtain the prior disclosure to males' score. Past disclosure to mother and female friend scores were combined to obtain the prior disclosure to females' score.

The Shapiro Relationship
Questionnaire

The Shapiro Relationship Questionnaire (SRQ) (see Appendix J) was used to measure the client's perception of the counselor's or therapist's genuineness, empathy, and warmth. Measures were obtained to indicate the degree to which the subject perceived herself receiving each of these three facilitative conditions from her counselor or therapist.

The Shapiro Relationship Questionnaire consists of thirty sentences which describe different ways that a client may experience his

counselor or therapist. Ten items to measure each of the three thera-
peutic conditions made up the Shapiro Relationship Questionnaire.

Norms. Normative data for the Barnett-Lennard (1962) study was
collected on a sample of 14 males and 16 females seen in therapy at
the University of Chicago. The Barnett-Lennard study used the original
Relationship Questionnaire. The Halpern (1977) study used the Shapiro
Relationship Questionnaire which was modified from the original Barnett-
Lennard version. The Halpern (1977) norms were established from a
sample of 36 male and 64 female college students receiving individual
counseling services from a university agency.

Validity. Shapiro (1969) reported that items for the Shapiro Re-
lationship Questionnaire were modified from the original Barnett-Lennard
(1962) Relationship Questionnaire and that items were selected for their
face validity. Shapiro (1969) and Shapiro, Foster and Powell (1968)
have shown that untrained undergraduates were able to correctly differ-
entiate those whom trained raters perceive as therapeutic when using
the Shapiro Relationship Questionnaire as a measuring device. This was
a replication of the formal content-validation which was originally
carried out by Barnett-Lennard (1962).

Reliability. Barnett-Lennard (1962) reported internal consistency
which was assessed by the split-half method with reliabilities ranging
from .82 to .93 for each scale. Halpern (1977) reported split-half re-
liabilities of .83 for counselor genuineness, .178 for counselor
empathy, and .70 for counselor warmth.

Description of Scores. All three scores measuring genuineness,

empathy, and warmth were used in the present investigation. Three separate scores were obtained: genuineness, empathy, and warmth (see Appendix K). Barnett-Lennard (1962) described these scales as follows:

1. Genuineness Score. This score reflects the degree to which the client perceives the counselor as nonphony, nondefensive, and authentic or genuine in his therapeutic encounter.

2. Empathy Score. This score reflects the degree to which the client perceives the counselor as being able to understand, to be "with," to grasp the meaning of, and to understand the client on a moment-by-moment basis.

3. Warmth Score. This score reflects the degree to which the client perceives the counselor as providing a safe, trusting, secure, and non-threatening atmosphere for the client.

The scales were scored according to the following procedure (see Appendix K for scoring key): Score 0- does not describe him/her at all, 1-describes him/her somewhat, or 2-describes him/her very well. An example of an item from this questionnaire is:

1. He tells me what he or she really things.

This item contributes to the counselor's genuineness score which is one of the three facilitative conditions. Three separate scores were obtained: genuineness, empathy, and warmth.

Analysis of Data

The scores on each of the four questionnaires were correlated to analyze the relationship between counselor sex-role stereotyping, facilitativeness, client sex-role stereotype, and self-disclosure. A "t" test was used to test the significance of these correlations.

A correlation matrix based on the results obtained from the four questionnaires, and the sex of the counselor was used for data analysis. Correlations were obtained on the following variables: 1) counselor facilitativeness and counselor stereotyping, 2) counselor facilitativeness and client sex-role stereotype, 3) counselor facilitativeness and client self-disclosure, 4) counselor stereotype and client sex-role stereotype, 5) counselor stereotype and client self-disclosure, 6) client sex-role stereotype and client self-disclosure, 7) sex of the counselor and counselor sex-role stereotype, and finally, 8) sex of the counselor and counselor facilitativeness. A multiple regression analysis was performed in order to estimate the joint and unique contributions of the independent variables. Client self-disclosure served as the dependent variable.

Summary

Subjects for this study were fourteen male and seven female counselors and psychotherapists, along with fifty-two female clients. Procedures for the administration and collection of data was discussed. Also given was a description of the instruments used in this study, including: the Rosenkrantz Sex-Role Stereotype Questionnaire, the Bem Sex-Role Inventory, the Jourard Self-Disclosure Questionnaire, and the Shapiro Relationship Questionnaire. A description of the statistical

techniques used to analyze the data was given. Details of the findings resulting from the application of statistical techniques to the data obtained are presented in Chapter IV.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The purpose of this chapter was to present, analyze, and discuss the findings of the present investigation. The data was examined as it related to the hypotheses.

This study was designed to correlate measures of counselor sex-role stereotyping with counselor facilitativeness as reported by the client, to correlate measures of client self-disclosure with her counselor's facilitativeness, to correlate counselor sex-role stereotyping with the client's self-disclosure, to correlate client sex-role stereotype with her self-disclosure, to correlate sex of the counselor with counselor sex-role stereotyping and counselor facilitativeness, and to identify the salient factors contributing to the prediction of self-disclosing behavior of female clients during therapy.

The relationships between measures of counselor sex-role stereotyping, client sex-role stereotype, counselor facilitativeness, and client self-disclosure were analyzed by using Pearson product-moment correlations. The critical value of the Pearson "r" correlation coefficients for significance at the .05 level of significance with 50 degrees of freedom was .2732.

Counselor facilitativeness was analyzed by correlating each

46

facilitative condition: genuineness, empathy, and warmth, separately with client disclosure, counselor sex-role stereotyping, client sex-role stereotype, and sex of the counselor. Three component parts of client sex-role stereotype were analyzed by correlating client masculinity, client femininity, client "t"-ratio, or androgyny, and client social desirability with all other counselor and client variables.

A correlation coefficient was computed between the number of weeks in treatment prior to the fourth session and all other variables. None of these correlations were found to be significant.

Hypothesis 1 stated there will be a positive relationship between counselor sex-role stereotype scores on the Rosenkrantz Sex-Role Questionnaire and counselor facilitativeness: genuineness, empathy, and warmth scores on the Shapiro Relationship Questionnaire.

Table III shows the correlation between counselor sex-role stereotype and counselof facilitativeness: genuineness, empathy, and warmth scores. High counselor sex-role stereotype scores indicated a lesser degree of stereotypic attitudes towards male and female roles. High genuineness, empathy, and warmth scores indicated greater degress of counselor facilitativeness.

A significant correlation of .2898 was found between counselor total sex-roles stereotype score and counselor facilitativeness - genuineness, and a significant correlation of .2816 was found between counselor sex-role stereotype and counselor facilitativeness - warmth. Counselor facilitativeness - empathy was not found to be significantly related to counselor sex-role stereotype. These findings did lend support to Hypothesis 1, with the exception of counselof facilitativeness - empathy condition.

TABLE III

CORRELATION MATRIX FOR COUNSELOR SEX–ROLE
STEREOTYPE AND COUNSELOR FACILITATIVENESS:
GENUINENESS, EMPATHY, AND WARMTH
(N = 21)

Counselor Measures	1	2	3	4
1. Counselor sex–role stereotype scores	–	.2898*	.1307	.2816*
2. Counselor facilitative– ness: genuineness scores		–	.5710**	.6744**
3. Counselor facilitative– ness: empathy scores			–	.5887**
4. Counselor facilitative– ness: warmth scores				–

 * Significant at the .05 level

** Significant at the .001 level

Hypothesis 2 stated there will be a positive relationship between female client self–disclosure scores on the Jourard Self–Disclosure Questionnaire and their counselor's facilitativeness: genuineness, empathy, and warmth scores on the Shapiro Relationship Questionnaire.

Table IV shows the correlation between client self–disclosure and counselor facilitativeness: genuineness, empathy, and warmth scores. High scores on both measures indicated greater degrees of client self– disclosure and counselor facilitativeness.

All three components of counselor facilitativeness: genuineness, empathy, and warmth, were found to be significantly related to client self–disclosure. Client self–disclosure correlated by .3524 with counselor facilitativeness – genuineness, .4142 with counselor

TABLE IV

CORRELATION MATRIX FOR CLIENT SELF-DISCLOSURE
AND COUNSELOR FACILITATIVENESS: GENUINENESS,
EMPATHY, AND WARMTH

Counselor and Client Measures	1	2	3	4
1. Client self-disclosure scores	–	.3524*	.4142*	.3352*
2. Counselor facilitativeness: ganuineness scores		–	.5710**	.6744**
3. Counselor facilitativeness: empathy scores			–	.5887**
4. Counselor facilitativeness: warmth scores				–

* Significant at the .05 level

** Significant at the .001 level

facilitativeness – empathy, and .3352 with counselor facilitativeness –

warmth score. All three correlations were significant at .05 level of

significance and did lend support to Hypothesis 2.

Hypothesis 3 stated there will be a positive relationship between

counselor sex-role stereotype scores on the <u>Rosenkrantz Sex-Role</u>

<u>Stereotype Questionnaire</u> and their female clients' self-disclosure

scores on the <u>Jourard Self-Disclosure Questionnaire</u>. The Pearson "r"

for this correlation was .2520, which was not significant at the .05

level of significance. Research findings did not lend support to Hy-

pothesis 3.

Hypothesis 4 stated there will be a positive relationship between

female client femininity scores on the <u>Bem Sex-Role Inventory</u> and

female client self-disclosure scores on the Jourard Self-Disclosure Questionnaire. Correlation coefficients of .0509 and .1696 were found for feminine and masculine client stereotypes, respectively, when correlated with client self-disclosure scores. Neither of these correlations were significant at the .05 level of significance, and therefore did not lend support to Hypothesis 4.

Hypothesis 5 stated there will be a positive relationship between female client femininity scores on the Bem Sex-Role Inventory and female client self-disclosure scores on the Jourard Self-Disclosure Questionnaire. Correlation coefficients of .0509 and .1696 were found for femininine and masculine stereotypes, respectively, when correlated with client self-disclosure scores. Neither of these correlations were significant at the .05 level of significance, and therefore did not lend support to Hypothesis 5.

Hypothesis 6 stated there will be a positive relationship between female client androgyny scores on the Bem Sex-Role Inventory and female client self-disclosure scores on the Jourard Self-Disclosure Questionnaire. A correlation coefficient of .0248 was found when androgyny was correlated with client self-disclosure scores. This correlation was not significant at the .05 level of significance, and therefore did not lend support to Hypothesis 6.

Hypothesis 7 stated female client self-disclosure, as measured by the Jourard Self-Disclosure Questionnaire, can be significantly predicted by the female client's past self-disclosure scores, counselor facilitativeness: genuineness, empathy, warmth scores, counselor sex-role stereotype scores, and female client sex-role stereotype scores. Multiple regression analysis was used to determine the predictive

contributions of the independent variables. Sex of the counselor was also analyzed to determine its predictive contributions to the regression equation.

Table V shows the regression equation for the prediction of client self-disclosure (CSD). Predictor variables were client prior disclosure to males (VO 9); counselor facilitativeness: empathy (VO 4); and counselor sex-role stereotype (VO 6).

TABLE V

MULTIPLE REGRESSION PREDICTION EQUATION

The regression equation associated with the three independent variables was as follows:

Predicted CSD = .349 (VO 9) + .297 (VO 4) + .173 (VO 6) + 1.94 constant

The multiple R for this equation was .569, which accounted for about 32 percent of the variance in the criterion variable.

The most important predictor variable for client self-disclosure was found to be the clients' prior disclosure to males' score (beta = .349). The next most important predictor was counselor facilitativeness: empathy score (beta = .297), and the least important predictor was counselor sex-role stereotype score (beta = .173). Sex of the counselor was not found to make a significant contribution to the regression equation. Approximately thirty-two percent of the variance on client self-disclosure were accounted for by the three predictor variables.

Listed in Table VI is a summary of the beta weight, coefficients of multiple correlation, and F ratios for independent variables, including: client prior self-disclosure to males (VO 9), counselor facilitativeness – empathy (VO 4), and counselor sex-role stereotype (VO 6).

TABLE VI

MULTIPLE REGRESSION SUMMARY OF INDEPENDENT
VARIABLES WITH THE DEPENDENT VARIABLE

| Statistic | Independent Variables[1] | | | Total |
	VO 9	VO 4	VO 6	
beta weights	.349	.297	.173	---
R^2	.20	.09	.03	.32
F	7.94**	5.73**	2.08*	.765**

[1] Listed from left to right by order of entry into the regression equation

* Significant at the .05 level

** Significant at the .001 level

As seen in Table VI, the R^2 total value of .32 indicates that thirty-two percent of the variance in the criterion variable, client self-disclosure, was explained by the three independent variables listed in the table. Prior disclosure to males (VO 9) explained twenty percent of the variance of the criterion variable. This figure was significant at the .001 level. Counselor facilitativeness: empathy, explained an additional nine percent which was significant at the

.001 level. Counselor sex-role stereotype explained an additional three percent, which was significant at the .05 level. The significant F ratios for independent variables, when all three predictors were added into the equation, are listed in Table VI, and did lend to support to Hypothesis 7.

The ratio of 12.65 for the single contribution of (n, degrees of freedom = 1, n_2 degrees of freedom = 50) prior disclosure to males attained significance at the .05 level, and therefore, did lend support to Hypothesis 7. All other components of past disclosure, including total, prior disclosure, prior disclosure to females, prior parental disclosure, prior disclosure to friends, prior disclosure to father, prior disclosure to mother, prior disclosure to male friend, and prior disclosure to female friend, were not found to contribute significantly to the prediction of client self-disclosure.

The F ratio of 6.40 for the single contribution of (n_1 degrees of freedom = 2, n_2 degrees of freedom = 49) counselor facilitativeness - empathy also attained significance at the .05 level, and did lend support to Hypothesis 7. The two other facilitativeness conditions: genuineness and warmth, were not found to make a significant contribution to the prediction equation for client self-disclosure.

The F ratio for prior disclosure to males and counselor facilitativeness: empathy, was 10.21 when both variables were added to the prediction equation. Both F ratios were significant at the .05 level of significance.

When all three significant predictor variables were added to the regression equation, the F ratio for counselor sex-role stereotype was 7.65, and was significant at the .001 level. No other variables were

found to be significant contributors in the prediction of client self-disclosure. Hypothesis 7 was supported by predictor variables, including: prior disclosure to males, counselor facilitativeness - empathy, and counselor sex-role stereotype scores.

Hypothesis 8, the null hypothesis, stated there will be no difference between male and female counselors' scores on the Rosenkrantz Sex-Role Stereotype Questionnaire and the Shapiro Relationship Questionnaire. Table VII shows the means of male and female counselors' sex-role stereotype scores and counselor facilitativeness: genuineness, empathy, and warmth scores. The "t" test computations for the difference between male and female counselor is also shown in Table VII.

A "t"-test for two independent means was used to determine whether or not there was a difference between male and female counselors on sex-role stereotype scores and counselor facilitativeness: genuineness, empathy, and warmth. Female counselors obtained a mean score of 51.84 on total sex-role stereotyping, while male counselors obtained a mean score of 16.85. The score of 51.84 reflected a lower degree of sex-role stereotyping than that of 16.85, in that the nearer the difference score to zero, or perfect consensus with societal sex-roles, the greater the amount of sex-role stereotyping. High sex-role stereotyping was represented by large numerical values. A "t" value of 5.057 was computed for the difference between male and female counselors on sex-role stereotyping. The minimum "t" value for the .05 level of significance with a "df" equal to 21 was 1.721. A significant difference was observed between male and female counselors on sex-role stereotyping. Females were found to obtain higher numerical values, thus evidencing less sex-role stereotyping than males. There was a

TABLE VII

MEANS AND "t" TESTS BETWEEN MALE AND FEMALE COUNSELORS
ON SEX-ROLE STEREOTYPE AND COUNSELOR FACILITATIVENESS:
GENUINENESS, EMPATHY, AND WARMTH SCORES

	Male Counselors	Female Counselors	Difference Between Male and Female Counselors
	means	means	t test
Sex-role stereotype scores	16.85	51.84	5.057*
Counselor facilitativeness: genuineness scores	2.53	4.36	1.978*
Counselor facilitativeness: empathy scores	12.53	14.36	1.980*
Counselor facilitativeness: warmth scores	7.56	9.18	1.697*

*Significant at the .05 level

greater consistency among male counselors with societal stereotypic views of male and female sex-roles than among female counselors.

Female counselors obtained a mean score of 4.36 on counselor facilitativeness: genuineness, while male counselors obtained a mean score of 2.53 on counselor facilitativeness: genuineness. A "t" value of 1.978 was computed for the difference between male and female counselors on counselor facilitativeness: genuineness. The minimum "t" value for the .05 level of significance with a "df" equal to 52 was 1.684. A significant difference was obtained between male and female counselors on counselor facilitativeness: genuineness. The mean score for female counselors on counselor facilitativeness: genuineness was significantly higher than that of the male counselors.

Female counselors obtained a mean score of 14.36 on counselor facilitativeness: empathy, while male counselors obtained a mean score of 12.53 on counselor facilitativeness: empathy. A "t" value of 1.980 was computed for the difference between male and female counselors on counselor facilitativeness: empathy. The minimum "t" value for the .05 level of significance with a "df" equal to 52 was 1.684. A significant difference was obtained between male and female counselors on counselor facilitativeness: empathy. The mean score for female counselors on counselor facilitativeness: empathy, was significantly higher than that of the male counselors.

Female counselors obtained a mean score of 9.18 on counselor facilitativeness: warmth, while male counselors obtained a mean score of 7.56 on counselor facilitativeness: warmth. A "t" value of 1.697 was computed for the difference between male and female counselors on counselor facilitativeness: warmth. The minimum "t" value for the .05

level of significance with the "df" equal to 52 was 1.684. A signifi-
cant difference was obtained between male and female counselors on
counselor facilitativeness: warmth. The mean score for female coun-
selors on counselor facilitativeness: warmth, was significantly higher
than that of the male counselors.

The Null Hypothesis was not supported, in that significant differ-
ences were found between male and female counselors on measures of
sex-role stereotyping and counselor facilitativeness: genuineness,
empathy, and warmth. Based on these findings, the Null Hypothesis was
rejected.

Discussion

Hypothesis 1 stated there will be a positive relationship between
counselor sex-role stereotype scores on the Rosenkrantz Sex-Role Ques-
tionnaire and counselor facilitativeness: genuineness, empathy, and
warmth scores on the Shapiro Relationship Questionnaire. A significant
correlation was found between counselor sex-role stereotyping and
counselor facilitativeness: genuineness and warmth.

This study extended the research findings of Rogers (1962) who
suggested that counselor attitudes may be a key situational variable
in successful therapy outcome. Halpern (1977) went further to identify
counselor facilitativeness as a significant counselor situational
variable.

Hypothesis 2 stated there will be a positive relationship between
female client self-disclosure scores on the Jourard Self-Disclosure
Questionnaire and their counselor's facilitativeness: genuineness, em-
pathy, and warmth scores on the Shapiro Relationship Questionnaire.

A significant correlation was found between client self-disclosure and counselor facilitativeness.

These findings were supported by Halpern's (1977) study which found client perception of counselor self-disclosure and client perception of the counselor as facilitative significantly related to client perception of himself as self-disclosing in counseling. The findings of the present investigation, along with those of Halpern, did tend to support the expectations of Rogers (1962), Truax and Carkhuff (1964), and Carkhuff and Berenson (1967) which counselors who offer high levels of facilitative conditions will receive greater amounts of client self-disclosure than will non-facilitative counselors. Contrary to Carkhuff's hypothesis (1969), and in support of Halpern's (1977) findings, this investigation found counselor empathy rather than counselor genuineness to be more highly related to client self-disclosure. Another study supported by the findings of this investigation was that of Shapiro, Krauss, and Truax (1969) who found that individuals who are perceived as offering highest levels of therapeutic conditions were also given the most disclosure—both negative and positive.

The theroretical rationales formulated from the studies of Bem (1975) and Rosenkrantz et al. (1968) for the relationships described in Hypothesis 3, Hypothesis 4, Hypothesis 5, and Hypothesis 6 were not supported by the research findings of the present investigation. Support was not given by this study to the findings of Derlega and Chaiken (1976) whose results showed that there are sex-linked norms regarding disclosure and non-disclosure of problems to others. Women did tend to be higher disclosures than men on self report, according

to the studies of Cozby (1973), Hood and Back (1971), and Jourard
(1971). This investigator found that female clients who described
themselves with feminine characteristics did not significantly self-
disclose more than did female clients who described themselves with
masculine characteristics.

Hypothesis 7 stated female client self-disclosure, as measured
by the Jourard Self-Disclosure Questionnaire, can be significantly pre-
dicted by the female client's past self-disclosure scores, counselor
facilitativeness: genuineness, empathy, warmth scores, counselor sex-
role stereotype scores, and female client sex-role stereotype scores.
A significant F-ratio was found for prior disclosure to males, coun-
selor facilitativeness: empathy, and counselor sex-role stereotype
scores as predictors for client self-disclosure in this study.

These findings gave additional support to Jourard's (1971) and
Halpern's (1977) findings that a client's past tendency to self-disclose
was significantly related to a client's present tendency to self-
disclose and that disclosure was strongly affected by situational var-
iables. This study was also in agreement with Halpern's (1977) study
which found client perception of the counselor as facilitative to having
a positive and significant relationship to client perception of client
self-disclosure.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS,

AND RECOMMENDATIONS

Summary

The purposes of this study were to analyze the relationships be-
tween certain counselor and client attitudes and behaviors, specific-
ally, counselor sex-role stereotype, client sex-role stereotype,
counselor facilitativeness and client self-disclosure, and finally, to
identify those salient factors contributing to the prediction of client
self-disclosure.

The subjects in this study were fourteen male counselors, seven
female counselors, and fifty-two female clients. The counselor subjects
were three male counselors and two female counselors at a large state
university, and eleven male counselors/psychotherapists and five female
counselors/psychotherapists at one of two clinical units of two private
hospitals. Twenty-two clients were seen by female counselors, while
thirty clients were seen by male counselors.

The client subjects were six female college students seeking
counseling at the counseling center of a large state university. The
remaining forty-six female subjects were voluntary patients in of two
clinical units for drug abuse located in two private hospitals. The
college student subjects ranged between the ages of twenty to thirty-

two, while the drug abusing subjects ranged between the ages of sixteen and thirty-three.

Test data consisted of the counselors' scores on the Rosenkrantz Sex-Role Stereotype Questionnaire (RSRSQ), the counselors' scores on the Shapiro Relationship Questionnaire (SRQ), the clients' scores on the Bem Sex-Role Inventory (BSRI), and the clients' scores on the Jourard Self-Disclosure Questionnaire (JSDQ).

Hypothesis 1 stated there will be a positive relationship between counselor sex-role stereotype scores on the Rosenkrantz Sex-Role Questionnaire and counselor facilitativeness: genuineness, empathy, and warmth scores on the Shapiro Relationship Questionnaire. The Pearson product-moment correlation (r) was used to determine if there was a relationship between measures of counselor sex-role stereotyping and counselor facilitativeness. A significant correlation was found between counselor sex-role stereotype scores and counselor facilitativeness: genuineness and warmth scores.

The magnitude of the correlation between counselor sex-role stereotype and counselor genuineness and warmth was greater than the magnitude of the correlation between counselor sex-role stereotype and counselor empathy. Counselor sex-role stereotype scores accounted for only 1.7 percent of the variance on counselor empathy scores. Ninety-seven percent of the variance on counselor empathy was accounted for by client self-disclosure, client facilitativeness: genuineness and warmth, and prior disclosure to males' scores. When compared with the variance on genuineness and warmth scores, empathy for more variance on both client self-disclosure and prior disclosure to males than either the genuineness or warmth scores. Hypothesis 1 was supported by the significant

correlations found between counselor sex-role stereotype and counselor
facilitativeness: genuineness and warmth scores.

Hypothesis 2 stated there will be a positive relationship between
female client self-disclosure scores on the Jourard Self-Disclosure
Questionnaire and their counselor's facilitativeness: genuineness, empathy, and warmth scores on the Shapiro Relationship Questionnaire.
The Pearson product-moment correlation (r) was used to determine if
there was a relationship between measures of client self-disclosure
and counselor facilitativeness. All three components of facilitativeness: genuineness, empathy, and warmth, were found to be significantly
correlated with client self-disclosure scores. Based on these findings,
Hypothesis 2 was supported.

Hypothesis 3 stated there will be a positive relationship between
counselor sex-role stereotype scores on the Rosenkrantz Sex-Role Stertotype Questionnaire and their female clients' self-disclosure scores on
the Jourard Self-Disclosure Questionnaire. The Pearson product-moment
correlation (r) was used to determine if there was a relationship between measures of counselor sex-role stereotyping and client selfdisclosure. A significant correlation was not found between counselor
sex-role stereotyping and client self-disclosure scores. Based on
these findings, Hypothesis 3 was not supported.

Hypothesis 4 stated there will be a positive relationship between
female client femininity scores on the Bem Sex-Role Inventory and female client self-disclosure scores on the Jourard Self-Disclosure
Questionnaire. The Pearson product-moment correlation (r) was used to
determine if there was a relationship between measures of high feminine
and low masculine client stereotypes and client self-disclosure. A

significant correlation was not found between high feminine and low masculine client stereotypes and client self-disclosure scores. Based on these findings, Hypothesis 4 was not supposed.

Hypothesis 5 stated there will be a positive relationship between female client femininity scores on the Bem Sex-Role Inventory and female client self-disclosure scores on the Jourard Self-Disclosure Questionnaire. The Pearson product-moment correlation (r) was used to determine if there was a relationship between measures of low feminine and high masculine client stereotypes and client self-disclosure. A significant correlation was not found between low feminine and high masculine client stereotypes and client self-disclosure scores. Based on these findings, Hypothesis 5 was not supported.

Hypothesis 6 stated there will be a positive relationship between female client androgyny scores on the Bem Sex-Role Inventory and female client self-disclosure scores on the Jourard Self-Disclosure Questionnaire. The Pearson product-moment correlation (r) was used to determine if there was a relationship between measures of androgyny and client self-disclosure. A significant correlation was not found between client androgyny scores and client self-disclosure scores. Based on these findings, Hypothesis 6 was not supported.

Hypothesis 7 stated female client self-disclosure, as measured by the Jourard Self-Disclosure Questionnaire, can be significantly predicted by the female client's past self-disclosure scores, counselor facilitativeness: genuineness, empathy, warmth scores, counselor sex-role stereotype scores, and female client sex-role stereotype scores. Multiple regression analysis was used to determine the predictive contributions of the independent variables which were previously

identified as being significantly correlated with client self-disclosure. In addition, sex of the counselor was analyzed to determine its predictive contributions to the regression equation. The single most important predictor variable for client self-disclosure was found to be the client's prior disclosure to males' score. The least important variable was found to be the counselor sex-role stereotype score. All other past disclosure scores, facilitativeness: genuineness, facilitativeness: warmth, client sex-role stereotype, and sex of the counselor were found to be non-significant predictors. One of the client's past disclosure scores, and two of the counselors' scores, facilitativeness: empathy and sex-role stereotyping, were found to be significant predictors of client self-disclosure. The importance of each predictor varied with the nature of the other independent predictor variables employed in the regression equation. Client's prior disclosure to males' scores was found to be the most important predictor variable. Based on these findings, Hypothesis 7 was supported.

Hypothesis 8, the Null Hypothesis, stated there will be no difference between male and female counselors' scores on the <u>Rosenkrantz Sex-Role Stereotype Questionnaire</u> and the <u>Shapiro Relationship Question-naire</u>. A "t" test for two independent means was used to determine whether or not there was a difference between male and female counselors on sex-role stereotyping and counselor facilitativeness. A significant difference was found between the means of male and female counselors on both counselor sex-role stereotyping and counselor facilitativeness: genuineness, empathy, and warmth. Based on these findings, the Hull Hypothesis was rejected.

Conclusions

1. A significant correlation was found between counselor sex-role stereotype scores and counselor facilitativeness: genuineness and warmth scores. A significant correlation was not found between counselor sex-role stereotype and counselor empathy scores. These findings indicated that counselors who scored low on the Rosenkrantz Sex-Role Stereotype Questionnaire (RSRSQ) were perceived by their female clients as providing less genuineness and warmth, as measured by the Jourard Self-Disclosure Questionnaire, during counseling sessions than those counselors who scored high on the RSRSQ. The low sex-role stereotype scores indicated a greater degree of stereotyping and correlated with low facilitativeness: genuineness and warmth scores. The high sex-role stereotype scores indicated a lesser degree of stereotyping and correlated with high facilitativeness: genuineness and warmth scores. The correlation between counselor sex-role stereotype and facilitativeness scores indicated that counselors representing lesser degrees of stereotyping were perceived by their female clients as providing greater amounts of genuineness and warmth than those counselors who represented greater degrees of stereotyping. The findings also showed that counselor sex-role stereotype scores were not significantly related to counselor empathy scores. This indicated that counselors who represent greater degrees of stereotyping may still be perceived by their female clients as providing empathy. While counselor sex-role stereotypes may restrict genuineness and warmth, counselor sex-role stereotypes did not appear to restrict empathy.

2. A significant correlation was found between female client

self-disclosure scores and counselor facilitativeness: genuineness, empathy, and warmth scores. These findings indicated that clients who scored high on self-disclosure with their counselors also perceived their counselors as providing more genuineness, empathy, and warmth during their counseling sessions than did those counselors who scored low on facilitativeness: genuineness, empathy, and warmth. Female clients did tend to perceive themselves as disclosing more to coun-selors whom they viewed as providing greater amounts of genuineness, empathy, and warmth. Female client self-disclosure did tend to be re-stricted when the client perceived the counselor as providing lesser amounts of genuineness, empathy, and warmth. Counselors who were per-ceived as offering the highest levels of facilitative conditions were given the most client self-disclosure.

3. Female client self-disclosure scores were also correlated with past self-disclosure scores on the Jourard Self-Disclosure Ques-tionnaire. The correlation between client self-disclosure and past self-disclosure scores indicated that the client's present degree of disclosure during counseling sessions was related to her past tendency to self-disclosure during counseling sessions was related to her past tendency to self-disclose to significant persons. Female clients did tend to perceive themselves as disclosing more during their counseling sessions when they also perceived themselves as having previously dis-closed to significant persons, especially to males, in the past. This investigator found the magnitude of the correlation to be highest be-tween client self-disclosure and prior disclosure to males as compared with prior disclosure to females. Female client self-disclosure did

tend to be restricted when the client's past disclosure to significant persons was limited.

4. Female client sex-role stereotype scores were not found to be related to her self-disclosure scores. The client's femininity and masculinity scores on the Bem Sex-Role Inventory were not correlated with her self-disclosure scores on the Jourard Self-Disclosure Quesionnaire. These findings indicated that the female client who described herself according to feminine characteristics was no more likely to perceive herself as disclosing more to her counselor than the female client who described herself according to masculine characteristics. Female client self-disclosure appeared to be independent of the client's sex-role stereotype.

5. Female client androgyny scores were not found to be significantly related with their self-disclosure scores. Females who described themselves with both masculine and feminine characteristics, or androgynous, were no more likely than those who described themselves as masculine or feminine to perceive themselves as disclosing more to their counselors.

6. Client scores on prior disclosure to males, counselor empathy, and counselor sex-role stereotype were found to make the most important contributions to the prediction of female client self-disclosure. Female client's tendency to self-disclose during counseling sessions may be predicted by taking into consideration her past tendency to self-disclose, especially past disclosure to males, her counselor's facilitativeness, especially with regard to counselor empathy, and her counselor's sex-role stereotype. Other past self-disclosure and facilitativeness scores were significantly related to client self-

disclosure, but those listed above obtained the highest magnitudes of correlation and were found to be the most important contributors to the prediction of female client self-disclosure.

7. Male counselors were found to score significantly lower on sex-role stereotype than female counselors. This indicated that male counselors' scores as compared to female counselors' scores tended to represent greater degrees of stereotyping. Female counselors' scores were found to represent lesser degrees of stereotyping than the male counselors' scores. Male counselors tended to represent more stereotypic attitudes regarding male and female sex-roles.

8. Male counselors were found to score significantly lower on all three facilitative conditions: genuineness, empathy, and warmth. This indicated that female clients perceived their female counselors as compared to their male counselors as providing greater amount of genuineness, empathy, and warmth as measured by the Shapiro Relationship Questionnaire.

<div align="center">Recommendations</div>

1. A client's perception of past degrees of self-disclosure to significant others may serve as a predictor for self-disclosure in counseling. The use of a pre-counseling screening instrument measuring degrees of past disclosure may be useful to identify clients most likely to self-disclosure in counseling, and therefore most likely to benefit from counseling techniques which are primarily verbal in nature. Alternate methods and techniques of counseling may be indicated when a client's past tendency to self-disclosure has been limited.

2. Both counselors-in-training and practicing professionals need to examine their personal views about women and recognize how their clients are perceiving them. Counselors, psychotherapists, and others in the helping professions are encouraged to become aware of their own social conditioning, to explore their attitudes towards sex-roles, and to consider the possible restrictive effects which their attitudes or biases may have upon female clients.

3. Research is needed to investigate counselor attitudes and behaviors which may be inappropriate or even harmful for female clients.

4. Research is needed to investigage counselor sex-role attitudes as measured by the counselor's "self" description rather than the difference between descriptions of males and females. Counselors who describe themselves according to "warm - expressive" or female-valued traits may be found to be more nurturing and facilitative.

5. Graduate training programs are encouraged to select graduate students on measures of empathy and to further educate graduate students and other professionals in facilitative techniques.

6. Research is needed to determine effective methods for educating counselors to counsel women and specific sub-groups of women.

7. Additional research in this area is needed to further identify client variables which are related to positive counseling outcome and to identify additional counselor characteristics which are conducive to psychotherapeutic change.

8. Further research could extend to actual or observed self-disclosure as reported by objective raters as opposed to the self-reports of the client's perception of self-disclosure as used in this study.

9. Research should also be undertaken to further investigate the predictive factors of both client and counselor's self-disclosure on behaviors identified as appropriate for the counseling process.

10. Further research could extend to include non-drug abusers and male clients since this study was limited to females, most all of whom were drug abusers, to determine if similar relationships exist when male subjects and non-drug abusers are included.

11. The prevent investigator administered the Bem Sex-Role Inventury, the Jourard Self-Disclosure Questionnaire, and the Shapiro Relationship Questionnaire to all clients in the same order. Further studies might investigate the effect of varying the order of the administration of these three instruments.

12. The present investigator did not vary the order on the administration of the instructions for the Rosenkrantz Sex-Role Questionnaire. Further studies might compare the effects of order. For example, some sex instruments could be given first and opposite sex instruments second.

It is hoped that the results of this study will contribute to the understanding of those counselor and client variables which relate to the facilitation of the counseling process, and that this study has demonstrated implications for the training of counselors. Perhaps it will serve as a stimulus to researchers and educators to examine further the relationship between counselor variables which relate to positive outcome through counseling. Theoretically it is hoped that this study has laid the groundwork for more research regarding the counseling of women and the relationship between sex-role stereotypes, female client self-disclosure and counselor facilitativeness.

SELECTED BIBLIOGRAPHY

Altman, I. and Taylor, D.A. Social penetration: The development of interpersonal relationships. New York: Holt, Rinehart & Winston, 1973.

American Psychological Association. Report on the task force on sex bias and sex role stereotyping in psychotherapeutic practice. American Psychologist, 1975, 30, 1169-1179.

Barnett-Lennard, G. T. Dimensions of therapist response as casual factors in therapeutic change. Psychological Monographs, 1962, 76 (43, whole No. 562).

Barrett, C. Implications of women's liberation and the future of psychotherapy. Psychotherapy: Theory, Research, and Practice, 1974, 11, 11-15.

Baruch, G. K. The traditional feminine role: some negative effects. School Counselor, 1974, 21(4), 285-288.

Beesly, M. G. Critical evaluations: modern woman: implications for psychotherapy. Canadian Psychiatric Association Journal, 1973, 18, 83-86.

Bem, S. L. The measurement of psychological androgyny. Journal of Consulting & Clinical Psychology, 1974, 42, 155-162.

_____. Sex role adaptability: one consequence of psychological androgyny. Journal of Personality and Social Psychology, 1975, 31(4), 634-643.

_____. "Revised scoring packet for the Bem Sex Role Inventory." Unpublished manuscript, Standford, CA: Stanford University Department of Psychology, 1976.

_____. On the utility of alternative procedures for assessing psychological androgyny. Journal of Consulting Psychology, 1977, 45(2), 196-205.

Bergin, A. E. A ten-year follow-up of psychotherapy research. Presidential address: Society of Psychotherapy Research, Boston, 1975.

Billingsley, D. Sex bias in psychotherapy. An examination of the effects of client sex, client pathology, and therapist sex on treatment planning. Journal of Consulting and Clinical Psychology, 1977, 45(2), 250-256.

Bordwick, J. M. Psychology of women. New York: Harper & Row, 1971.

Brodsky, S. Consciousness raising group: model of therapy with women. Psychotherapy: Theory, Research and Practice, 1973, 10, 24-29.

Broverman, I. K. "Short form of the sex-role questionnaire (82 items)." Unpublished manuscript, Worcester, MA: Worcester State Hospital, Psychology Department, 1976.

Broverman, I. K., Broverman, D. M., and Clarkson, F. E. Sex role stereotypes and clinical judgments of mental health. Journal of Consulting and Clinical Psychology, 1970, 34, 1-7.

Broverman, I. K., Vogel, S. R., Broverman, D. M., Clarkson, F. E., and Rosenkrantz, P. S. Sex-role stereotypes: a current appraisal. Journal of Social Issues, 1972, 28, 59-78.

Brown, P. (Ed.). Radical psychology. New York: Harper & Row, 1973.

Bruning, J. L. and Kintz, B. L. Computational handbook of statistics. Glenview: Scott, Foresman and Company, 1977).

Bundza, K., and Simonson, N. Therapist self-disclosure: Its effect on impressions of therapist willingness to disclose. Psychotherapy: Theory, Research and Practice, 1973, 10, 215-217.

Carkhuff, R. R. Helping and human relations: a primer for lay and professional helpers (Vol. 1). New York: Holt, Rinehart and Winston, 1969.

Carkhuff, R. R., and Berenson, B. G. Beyond Counseling and Psychotherapy. New York: Holt, Rinehart and Winston, 1967.

Carney, C. G., and McMahon, S. L. (Eds.). Exploring contemporary male/female roles: a facilitator's guide. La Jolla, CA: University Associates, Inc., 1977.

Chasen, B. G., and Weinberg, S. L. Diagnostic Sex-Role Bias: How can we measure it? Journal of Personality Assessment, 1975, 39(6), 620-629.

Chesler, P. Patient and patriarch: women in the psychotherapeutic relationship. In V. Gornick and B. Moran (Eds.), Women in Sexist Society. New York: Basic Books, 1971.

Cosentino, F., and Heilbrun, A. B. Anxiety correlates of sex-role identity in college students. Psychological Reports, 1964, 14, 729-730.

Costrich, N. When stereotypes hurt: 3 studies of penalties for sex-role reversales. Journal of Experimental and Social Psychology, 1975, 7(6), 520-530.

Cottrell, L. The adjustment of the individual to his age and sex. *American Sociological Review*, 1942, 7, 617-620.

Cowen, E. L., Staiman, M. G., and Wolitzky, D. L. The social desirability of trait descriptive terms: Applications to a schizophrenic sample. *Journal of Social Psychology*, 1961, 54, 37-45.

Cox, S. *Female psychology: the emerging self*. Chicago: Science Books, 1973.

Cozby, P. C. Self-disclosure: A literature review. *Psychological Bulletin*, 1973, 79(2), 73-91.

Delk, J., and Ryan, T. Sex role stereotyping and A-B therapist Status: who is more chauvinistic? *Journal of Consulting and Clinical Psychology*, 1975, 3(4), 589.

Derlega, V. J., and Chaikin, A. R. Norms affecting self-disclosure in men and women. *Journal of Consulting Psychology*, 1976, 44(3), 376-380.

Deutch, C. J., and Gilbert, L. A. Sex role stereotypes: effect on perception of self and others on personal adjustment. *Journal of Counseling Psychology*, 1976, 23(4), 373-378.

Doherty, M. A. Sexual bias in personality theory. *The Counseling Psychologist*, 1974, 4(1), 67-74.

Drag, R. M. "Self-disclosure as a function of group size and experimenter behavior." *Dissertation Abstracts International*, 1969, 30B(3), 2416.

Engin, A. W., Leppaluoto, J., and Fodor, S. Male and female - the mutually disadvantaged; the school psychologist's role in expanding options for both sexes. *The School Psychology Digest*, 1973, 2, 2-10.

Fernberger, S. W. Persistence of stereotypes concerning sex differences. *Journal of Abnormal and Social Psychology*, 1948, 43, 97-101.

Franks, V., and Burtle, V. (Eds.). *Women in therapy: new psychotherapies for a changing society*. New York: Brunner/Mazel, 1974.

Friedersdorf, N. W. A comparative study of counselor attitudes towards the further educational and vocational plans of high school girls. In N. K. Schlossberg, and J. J. Pietrofesa, Perspectives on counseling bias. *The Counseling Psychologist*, 1973, 4(1), 44-53.

Gall, M. D. The relationship between masculinity-femininity and manifest anxiety. *Journal of Clinical Psychology*, 1969, 25, 294-295.

Gardner, J. Sexist counseling must stop. *Personnel and Guidance Journal*, 1971, 49, 705-714.

Gaudreau, P. Factor analysis of the Bem Sex-Role Inventory. <u>Journal of Consulting and Clinical Psychology</u>, 1977, <u>45(2)</u>, 299-302.

Goodwin, W. R., Geller, J. D., and Quinlan, D. M. Attitudes toward sex roles among A and B psychotherapists. <u>Journal of Consulting and Clinical Psychology,</u> 1973, <u>41</u>, 471.

Graduate College. <u>Thesis Writing Manual</u>. Stillwater, OK: Oklahoma State University, Revised, 1972.

Granoff, M. An analysis of meaning and consequences of self-disclosing behavior. <u>Dissertation Abstracts International</u>, 1971, <u>31A(6)</u>, 5844.

Gump, J. P. Sex-role attitudes and psychological well-bring. <u>Journal of Social Issues</u>, 1972, <u>28(2)</u>, 79-92.

Haley, J. <u>Strategies of Psychotherapy</u>. New York: Greene and Straton, 1963.

Halpern, T. P. Degree of client disclosure as a function of past disclosure, counselor disclosure, and counselor facilitativeness. <u>Journal of Consulting Psychology</u>, 1977, <u>24(1)</u>, 41-47.

Halverson, C. F., Jr., and Shore, R. E. Self-disclosure and interpersonal functioning. <u>Journal of Consulting and Clinical Psychology</u>, 1969, <u>33</u>, 213-217.

Hartford, T. C., Willis, C. H., and Deabler, H. L. Personality correlates of masculinity-femininity. <u>Psychological Reports</u>, 1967, <u>21</u>, 881-884.

Hill, C. E. Sex of client and sex experience of counselor. <u>Journal of Counseling Psychology</u>, 1975, <u>22</u>, 6-11.

_____. A research perspective on counseling women. <u>The Counseling Psychologist</u>, 1976, <u>6(2)</u>, 53-58.

_____. C. E., and others. Counselor-reactions to female clients: type of problem, age of client, and sex of counselor. <u>Journal of Counseling Psychology</u>, 1977, <u>24(1)</u>, 60-65.

Holroyd, J. Psychotherapy and women's liberation. <u>The Counseling Psychologist</u>, 1976, <u>6(2)</u>, 22-28.

Huck, S. W., Cormier, W. H., and Bounds, W. G., Jr. <u>Reading statistics and research</u>. New York: Harper and Row, 1974.

Jourard, S. M. Self-disclosure and other - cathexis. <u>Journal of Abnormal and Social Psychology</u>, 1959, <u>59</u>, 428-431.

_____. Age trends in Self-disclosure. <u>Merrill-Palmer Quarterly</u>, 1961, <u>7</u>, 191-197.

_____. The transparent self. Princeton: Van Nostrand, 1964.

_____. Self-disclosure: an experimental analysis of the transparent self. New York: Wiley, 1971.

Jourard, S. M., and Friedman, R. Experimenter – subject "distance" and self-disclosure. Journal of Personality and Social Psychology, 1970, 15, 278-282.

Jourard, S. M., and Landsman, M. J. Cognition, cathexis, and the "dyadic effect" in men's self-disclosing behavior. Merrill-Palmer Quarterly, 1960, 6, 178-186.

Jourard, S. M., and Lasakow, P. Some factors in self-disclosure. Journal of Abnormal and Social Psychology, 1958, 56, 9-98.

Jourard, S. M., and Resnick, J. L. The effect of high revealing subjects on the self-disclosure of low revealing subjects. Journal of Humanistic Psychology, 1970, 10, 84-93.

Jourard, S. M., and Richman, P. Disclosure output and input in college students. Merrill-Palmer Quarterly, 1963, 9, 141-148.

Kagan, J. Acquisition and significance of sex-typing and sex-role identity. In M. L. Hoffman, and L. W. Hoffman (Eds.). Review of child development research. Vol. 1. New York: Russell Sage Foundation, 1964.

Kahn, L. G. "Effects of Sex and Feminist Orientation of Therapists on clinical judgments." Dissertation Abstracts International, 1977, 37B(4), 3613.

Kaplan, A. G., and Bean, J. P. Beyond sex-role stereotypes: readings toward a psychology of androgyny. Boston: Little, Brown and Company, 1976.

Kaplan, R. M., and Goldman, R. D. Stereotypes of college students toward the average man's and woman's attitudes toward women. Journal of Counseling Psychology, 1973, 20, 459-462.

Katrin, S., and Galliano, G. For counselors: a course for counseling women. Counselor Education and Supervision, 1976, 15(3), 221-224.

Kerlinger, F. N., and Redhazur, E. J. Multiple regression in behavioral research. New York: Holt, Rinehart and Winston, Inc., 1973.

Knefelkamp, L. L. Cognitive-development theory: a guide to counseling women. The Counseling Psychologist, 1976, 6(2), 15-19.

Kogan, W. S., Quinn, R., Ax, A. F., and Ripley, H. S. Some methodological problems in the quantification of clinical assessment of Q array. Journal of Counseling Psychology, 1957, 21, 57-62.

Kohlberg, L. A cognitive-developmental analysis of children's sex-role concepts and attitudes. In E. E. Maccoby (Ed.). The development of sex differences. Stanford: Stanford University Press, 1966.

Kravetz, D. Sex role concepts of women. Journal of Consulting and Clinical Psychology, 1976, 44(3), 737-442.

Kronsky, S. Feminism and psychotherapy. Journal of Contemporary Psychotherapy, 1971, 2, 89-98.

Levenson, H. Are women still prejudiced against women? a replication and extension of Goldberg's study. Journal of Psychology, 1975, 89, 67-71.

Levine, S. Sexism and psychiatry. American Journal of Orthopsychiatry, 1974, 44, 331.

Maslin, A., and Davis, J. L. Sex role stereotyping as a factor in mental health standards among counselors in training. Journal of Counseling Psychology, 1975, 22(2), 89-91.

Mason, K. Change in U.S. women's sex role attitudes, 1969-74. American Sociological Review, 1976, 41(4), 573-596.

Masters, W. H., and Johnson, V. E. Human sexual inadequacy. Boston: Little, Brown, 1970.

Meltzoff, J., and Kornreich, M. Research in psychotherapy. New York: Atherton Press, 1970.

Miller, J. B. Psychoanalysis and women. Baltimore: Penquin Books, 1974.

Mussen, P. H. Some antecedents and consequents of masculine sex-typing in adolescent boys. Psychological Monographs, 1961, 75, 506.

Naffziger, K. G. A survey of counselor-educators' and other selected professionals' attitudes toward women's roles. Dissertation Abstracts International, 1971, 32A(3), 3035.

Neufeld, E., and others. Some sex-role stereotypes and personal preferences 1950 and 1970. Journal of Personality Assessment, 1974, 38(3), 247-254.

Nowacki, C., and Charles, A. The concept of mental health as related to sex of person perceived. Journal of Consulting and Clinical Psychology, 1973, 40(1), 160-165.

Nunnally, J. C. Psychometric theory. New York: McGraw Hill, 1967.

Ott, T. J. "Androgyny, Sex Role Stereotypes, Sex Role Attitudes and Self-Actualization Among College Women." _Dissertation Abstracts International_, 1976, _37A(3)_, 3527.

Pederson, D. M., and Breglio, V. J. Personality correlates of actual self-disclosure. _Psychological Reports_, 1968, _22_, 495-501.

———. The correlation of two self-disclosure inventories with actual self-disclosure: a validity study. _Journal of Psychology_, 1968, _68_, 291-298.

Rice, I. K., and Rice, D. E. Implications of the woman's liberation movement for psychotherapy. _American Journal of Psychiatry_, 1973, _130_, 191-196.

Rice, L. N. Client behavior as a function of therapist style and client resources. _Journal of Counseling Psychology_, 1973, _20(4)_, 306-311.

Rogers, C. R. _Client-centered therapy_. Boston: Houghton Mifflin, 1951.

———. _On becoming a person_. Boston: Houghton Mifflin, 1961.

———. The interpersonal relationship: The core of guidance. _Harvard Educational Review_, 1962, _32_, 416-429.

Rosenfelt, D. S. _Female studies VII_. Old Westbury, NY: Feminist Press, 1973.

Rosenkrantz, P., Vogel, S., Bee, H., Broverman, I., and Broverman, D. Sex-role stereotypes and self-concepts in college students. _Journal of Consulting and Clinical Psychology_, 1968, _32_, 287-295.

Sargent, A. G. _Beyond sex roles_. St. Paul: West Publishing, 1977.

Schlossberg, N. K., and Pietrofesa, J. J. Perspectives on counseling bias: implications for counselor education. _The Counseling Psychology_, 1968, _24_, 233-236.

Shapiro, J. G. Therapeutic conditions and disclosure beyond the therapeutic encounter. _Journal of Counseling Psychology_, 1969, _16_, 290-294.

Shapiro, J. G., Foster, C. P., and Powell, T. Facitl and bodily cues of genuineness, empathy, and warmth. _Journal of Clinical Psychology_, 1968, _24_, 233-236.

Singer, M. A. "Attitudes About Sex Roles and the Women's Liberation Movement as Predictors of Psychological Adjustment and Eight Case Histories of Modern and Traditional Women." _Dissertation Abstracts International_, 1977, _37B(4)_, 3632.

Spence, J. T., Helmreich, R., and Stapp, Jr. Ratings of self and peers on sex role attributes and their relation to self-esteem and conceptions of masculinity, and femininity. <u>Journal of Personality and Social Psychology</u>, 1975, <u>32</u>, 29-39.

Stevens, B. The psychotherapist and women's liberation. <u>Social Work</u>, 1971, <u>16</u>, 12-18.

Sundland, D., and Barker, E. The orientations of psychotherapists. <u>Journal of Consulting Psychology</u>, 1962, <u>26</u>, 201-212.

Tanney, M. F., and others. Women counselors for women clients? a review of the research. <u>The Counseling Psychologist</u>, 1976, <u>6(2)</u>, 31-35.

Truax, C. B. Effective ingredients in psychotherapy: an approach to unraveling the patient-therapist interaction. <u>Journal of Counseling Psychology</u>, 1963, <u>10</u>, 256-263.

Traux, C. B., and Carkhuff, R. R. Client and therapist transparency in the Psychotherapeutic encounter. <u>Journal of Counseling Psychology</u>, 1965, <u>12(1)</u>, 3-9.

_____. <u>Toward effective counseling and psychotherapy</u>. Chicago: Aldine, 1967.

Condracek, F. W. The study of self-disclosure in experimental interviews. <u>Journal of Psychology</u>, 1969, <u>72</u>, 55-59.

Condracek, F. W., and Marshall, M. J. Self-disclosure and interpersonal trust: an exploratory study. <u>Psychological Reports</u>, 1971, <u>28</u>, 235-240.

Wesley, C. The women's movement: psychotherapy. <u>Social Work</u>, 1975, <u>20(2)</u>, 120-124.

Wiener, M., Blumberg, A., Sigman, S., and Cooper, A. A judgment of adjustment by psychologist, psychiatric social workers, and college students, and its relationship to social desirability. <u>Journal of Abnormal Social Psychology</u>, 1957, <u>57</u>, 315-321.

Wiggins, J. S., and Holzmuller, A. Psychological androgyny and interpersonal behavior. <u>Journal of Consulting and Clinical Psychology</u>, 1978, <u>46(1)</u>, 40-52.

Zeldow, P. Psychological androgyny and attitudes toward feminims. <u>Journal of Consulting and Clinical Psychology</u>, 1976, <u>44(1)</u>, 150-158.

APPENDICES

APPENDIX A

CORRESPONDENCE TO COUNSELOR PARTICIPANTS

Dear Participant:

Presently I am conducting my doctoral research on counselor attitudes, and I would very much appreciate your participation in this study. This would involve your taking a few minutes from your busy schedule to complete the questionnaire which follows.

All participants in this study will remain anonymous, all information will be coded and kept confidential.

Results of the research will be made available to those participants who are interested and so request.

Thank you very much for your time, honesty, and cooperation.

Sincerely,

Sandra K. Chew, Doctoral Student
Applied Behavioral Studies in
   Education

Dr. W. Price Ewens, Professor
Applied Behavioral Studies in
   Education

Enclosure

APPENDIX B

THE <u>ROSENKRANTZ SEX-ROLE STEREOTYPE</u>

<u>QUESTIONNAIRE</u> (RSRSQ)

Name:_____   Masters_____ Doctorate_____

Date of Birth: _____   Professional Staff_____ Graduate Student_____
                                            Theoretical Orientation (circle choice):_____
Sex: M   F   Marital Status: M S D W   Eclectic – Behavioristic –

                                            Client–centered – Other_____

                                            _____

* * * * * * * * * * * * * * *

PLEASE FILL OUT THIS QUESTIONNAIRE IN <u>ONE SETTING.</u>

    I would like to know something about what people expect other people to be like. Imagine that you are going to meet someone for the first time, and the only thing that you know in advance is that he is an <u>adult male</u>. What sort of things would you expect? For example, what would you expect about his liking or disliking of the color red? On each scale, please plus a <u>slash</u> (/) and the letter "<u>M</u>" above the slash according to what you think an adult male is like.

For example:

Strong dislike for
the color red   1.........2.........3.........4.........5....../..6.........7   Strong liking for
                                M   the color red

    On the following pages are a number of scales like the one above. Please place a slash and the letter "<u>M</u>" above the slash according to what you expect an <u>adult male</u> to be like. You may put your slash anywhere on the scale, not just at the numbers. PLEASE BE SURE TO MARK EVERY ITEM.

Very interested in
athletics   1.........2.........3.........4.........5.........6.........7   Not at all interested
                                            in athletics

1. Not at all
   aggressive

   1.........2.........3.........4.........5.........6.........7

   Very aggressive

2. Very irrational

   1.........2.........3.........4.........5.........6.........7

   Very rational

3. Very practical

   1.........2.........3.........4.........5.........6.........7

   Very impractical

4. Not at all
   Independent

   1.........2.........3.........4.........5.........6.........7

   Very independent

5. Not at all
   consistent

   1.........2.........3.........4.........5.........6.........7

   Very consistent

6. Very emotional

   1.........2.........3.........4.........5.........6.........7

   Not at all
   emotional

7. Very realistic

   1.........2.........3.........4.........5.........6.........7

   Not at all
   realistic

8. Not at all
   idealistic

   1.........2.........3.........4.........5.........6.........7

   Very idealistic

9. Does not hide
   emotions at all

   1.........2.........3.........4.........5.........6.........7

   Almost always
   hides emotions

10. Very subjective

    1.........2.........3.........4.........5.........6.........7

    Very objective

11. Mainly interested
    in details

    1.........2.........3.........4.........5.........6.........7

    Mainly interested
    in generalities

12. Always thinks
before acting

1.........2.........3.........4.........5.........6.........7

Never thinks
before acting

13. Not at all
easily influenced

1.........2.........3.........4.........5.........6.........7

Very easily
Influenced

14. Not at all
talkative

1.........2.........3.........4.........5.........6.........7

Very talkative

15. Very grateful

1.........2.........3.........4.........5.........6.........7

Very ungrateful

16. Doesn't mind at
all when things
are not clear

1.........2.........3.........4.........5.........6.........7

Minds very much
when things are
not clear

17. Very dominant

1.........2.........3.........4.........5.........6.........7

Very submissive

18. Dislikes math
and science very
much

1.........2.........3.........4.........5.........6.........7

Likes science
and math very
much

19. Not at all
reckless

1.........2.........3.........4.........5.........6.........7

Very reckless

20. Not at all
excitable in a
major crisis

1.........2.........3.........4.........5.........6.........7

Very excitable
in a major
crisis

21. Not at all
excitable in a
minor crisis

1.........2.........3.........4.........5.........6.........7

Very excitable
in a minor
crisis

4

22. Not at all strict

1.........2.........3.........4.......,.5.........6.........7.   Very strict

23. Very weak
    personality

1.........2.........3.........4.........5.........6.........7   Very strong
personality

24. Very active

1.........2.........3.........4.........5.........6.........7   Very passive

25. Not at all able to
    devote self com-
    pletely to others

1.........2.........3.........4.........5.........6.........7   Able to devote
self completely
to others

26. Very blunt

1.........2.........3.........4.........5.........6.........7   Very tactful

27. Very gentle

1.........2.........3.........4.........5.........6.........7   Very rough

28. Very helpful to
    others

1.........2.........3.........4.........5.........6.........7   Not at all help-
ful to others

29. Not at all
    competitive

1.........2.........3.........4.........5.........6.........7   Very competitive

30. Very logical

1.........2.........3.........4.........5.........6.........7   Very illogical

31. Not at all
    competent

1.........2.........3.........4.........5.........6.........7   Very competent

32. Very worldly

1.........2.........3.........4.........5.........6.........7   Very home oriented

33. Not at all skilled
    in business

1.........2.........3.........4.........5.........6.........7   Very skilled
in business

34. Very direct

1.........2.........3.........4.........5.........6.........7

Very sneaky

35. Knows the way of
the world

1.........2.........3.........4.........5.........6.........7

Does not know the
way of the world

36. Not at all kind

1.........2.........3.........4.........5.........6.........7

Very kind

37. Not at all willing
to accept change

1.........2.........3.........4.........5.........6.........7

Very willing to
accept change

38. Feelings not
easily hurt

1.........2.........3.........4.........5.........6.........7

Feelings easily
hurt

39. Not at all
adventurous

1.........2.........3.........4.........5.........6.........7

Very adventurous

40. Very aware of
the feelings of
others

1.........2.........3.........4.........5.........6.........7

Not at all aware
of the feelings
of others

41. Not at all
religious

1.........2.........3.........4.........5.........6.........7

Very religious

42. Not at all
intelligent

1.........2.........3.........4.........5.........6.........7

Very intelligent

43. Not at all
interested in own
appearance

1.........2.........3.........4.........5.........6.........7

Very interested
in own appearance

44. Can easily
make decisions

1.........2.........3.........4.........5.........6.........7

Has difficulty
making decisions

45. Gives up very
    easily

    1.........2.........3.........4.........5.........6.........7

    Never gives up
    easily

46. Very shy

    1.........2.........3.........4.........5.........6.........7

    Very outgoing

47. Always does
    things without
    being told

    1.........2.........3.........4.........5.........6.........7

    Never does
    things without
    being told

48. Never cries

    1.........2.........3.........4.........5.........6.........7

    Cries very easily

49. Almost never acts
    as a leader

    1.........2.........3.........4.........5.........6.........7

    Almost always acts
    as a leader

50. Never worried

    1.........2.........3.........4.........5.........6.........7

    Always worried

51. Very neat in
    habits

    1.........2.........3.........4.........5.........6.........7

    Very sloppy
    in habits

52. Very quiet

    1.........2.........3.........4.........5.........6.........7

    Very loud

53. Not at all
    intellectual

    1.........2.........3.........4.........5.........6.........7

    Very intellectual

54. Very careful

    1.........2.........3.........4.........5.........6.........7

    Very careless

55. Not at all self-
    confident

    1.........2.........3.........4.........5.........6.........7

    Very self-
    confident

56. Feels very
    superior

    1.........2.........3.........4.........5.........6.........7

    Feels very
    inferior

57. **Always sees self as running the show**

   1.........2.........3.........4.......:.5.........6.........7

   Never sees self as running the show

58. **Not at all uncomfortable about being aggressive**

   1.........2.........3.........4.........5.........6.........7

   Very uncomfortable about being aggressive

59. **Very good sense of humor**

   1.........2.........3.........4.........5.........6.........7

   Very poor sense of humor

60. **Not at all understanding of others**

   1.........2.........3.........4.........5.........6.........7

   Very understanding of others

61. **Very warm in relations with others**

   1.........2.........3.........4.........5.........6.........7

   Very cold in relations with others

62. **Doesn't care about being in a group**

   1.........2.........3.........4.........5.........6.........7

   Greatly prefers being in a group

63. **Very little need for security**

   1.........2.........3.........4.........5.........6.........7

   Very strong need for security

64. **Not at all ambitious**

   1.........2.........3.........4.........5.........6.........7

   Very ambitious

65. **Very rarely takes extreme positions**

   1.........2.........3.........4.........5.........6.........7

   Very frequently takes extreme positions

66. Not at all
dependent
1.........2.........3.........4.........5.........6.........7
Very dependent

67. Able to
separate feelings
from ideas
1.........2.........3.........4.........5.........6.........7
Unable to
separate feelings
from ideas

68. Does not enjoy
art and literature
at all
1.........2.........3.........4.........5.........6.........7
Enjoys art and
literature very
much

69. Seeks out new
experiences
1.........2.........3.........4.........5.........6.........7
Avoids new
experiences

70. Not at all
restless
1.........2.........3.........4.........5.........6.........7
Very restless

71. Very uncom-
fortable when
people express
emotion
1.........2.........3.........4.........5.........6.........7
Not at all uncom-
fortable when
people express
emotion

72. Easily expresses
tender feelings
1.........2.........3.........4.........5.........6.........7
Does not express
tender feelings
easily

73. Very conceited
about appearance
1.........2.........3.........4.........5.........6.........7
Never conceited
about appearance

74. Retiring
1.........2.........3.........4.........5.........6.........7
Forward

75. Thinks men are
superior to women
1.........2.........3.........4.........5.........6.........7
Does not think men
are superior to
women

76. Very sociable

    1.........2.........3.........4......:..5.........6.........7

    Not at all sociable

77. Very affectionate

    1.........2.........3.........4.........5.........6.........7

    Not at all affectionate

78. Very conventional

    1.........2.........3.........4.........5.........6.........7

    Not at all conventional

79. Very masculine

    1.........2.........3.........4.........5.........6.........7

    Not at all masculine

80. Very feminine

    1.........2.........3.........4.........5.........6.........7

    Not at all feminine

81. Very assertive

    1.........2.........3.........4.........5.........6.........7

    Not at all assertive

82. Very impulsive

    1.........2.........3.........4.........5.........6.........7

    Not at all impulsive

9

Now I would like you to go back through these same scales for a second time. Again, imagine that you are meeting a person for the first time, and the only information you have is that she is an <u>adult female</u>. This time, please put a slash on each scale according to what you would expect an adult female to be like. Put the letter "<u>F</u>" above your second slash on each scale. PLEASE BE SURE TO MARK EVERY ITEM.

Finally, please go through these same scales for a third and last time, placing a slash on each scale according to what <u>you are like</u>. Put an "<u>S</u>" above the third slash on each scale. PLEASE BE SURE TO MARK EVERY ITEM.

APPENDIX C

SCORING PROCEDURE FOR THE <u>ROSENKRANTZ SEX-ROLE</u>

<u>STEREOTYPE QUESTIONNAIRE</u>

The 82 item version of the <u>Rosenkrantz Sex-Role Questionnaire</u> was used, and 36 stereotypic traits were scored in the present investigation. The items scored are listed in Table VIII.

TABLE VIII

STEREOTYPIC TRAIT ITEMS

Feminine Pole	Masculine Pole
Male-valued Items: Competency cluster where the masculine pole is more socially desirable	
Not at all aggressive	Very aggressive
Not at all independent	Very independent
Very emotional	Not at all emotional
Does not hide emotions at all	Almost always hides emotions
Very subjective	Very subjective
Very easily influenced	Not at all easily influenced
Very submissive	Very dominant
Dislikes math and science very much	Likes math and science very much
Very excitable in a minor crisis	Not at all excitable in a minor crisis
Very passive	Very active
Not at all competitive	Very competitive
Very illogical	Very logical
Very home oriented	Very worldly
Not at all skilled in business	Very skilled in business
Very sneaky	Very direct
Does not know the way of the world	Knows the way of the world
Feelings easily hurt	Feelings not easily hurt
Not at all adventurous	Very adventurous

(Continued)

TABLE VIII (Continued)

Feminine Pole	Masculine Pole

Male-valued Items:
Competency cluster where the masculine pole is
more socially desirable

Feminine Pole	Masculine Pole
Has difficulty making decisions	Can make decisions easily
Cries very easily	Never cries
Almost never acts as a leader	Almost always acts as a leader
Not at all self-confident	Very self-confident
Very uncomfortable about being aggressive	Not at all uncomfortable about being aggressive
Not at all ambitious	Very ambitious
Very dependent	Not at all dependent
Very conceited about appearance	Never conceited about appearance

Female-valued Items:
Warmth-Expressiveness cluster where the feminine
pole is more socially desirable

Feminine Pole	Masculine Pole
Very talkative	Not at all talkative
Very tactful	Very blunt
Very gentle	Very rough
Very aware of feelings of others	Not at all aware of feelings of others
Very religious	Not at all religious
Very interested in own appearance	Not at all interested in own appearance
Very neat in habits	Very sloppy in habits
Very quiet	Very loud
Enjoys art and literature very much	Does not enjoy art and literature at all
Easily expresses tender feelings	Does not express tender feelings at all

Based on responses from 74 College men + 80 college women (Broverman et al., 1970).

TABLE IX

CLASSIFICATION OF STEREOTYPIC TRAIT ITEMS

A Stereotypic Item No.	B Sex of 70 Pole	C 70 Pole is S.D.	D MV & FV Classification
1.	M	X	MV
4.	M	X	MV
6.	M	X	MV
9.	M	X	MV
10.	M	X	MV
13.	F		MV
14.	F	X	FV
17.	F		MV
18.	M	X	MV
21.	F		MV
24.	F		MV
26.	F	X	FV
27.	F		FV
29.	M	X	MV
30.	F		MV
32.	F		MV
33.	M	X	MV
34.	F		MV
35.	F		MV
38.	F		MV
39.	M	X	MV
40.	M		FV
41.	F	X	FV
43.	F	X	FV
44.	F		MV
48.	F		MV
49.	M	X	MV
51.	M		FV
52.	M		FV
55.	M	X	MV
58.	F		MV
64.	M	X	MV
66.	F		MV
68.	F	X	FV
72.	M		FV
73.	M	X	MV

Based on the judgments of approximately 1000 women and men, ranging
in age from 17 to 54 (Broverman, 1976).

COLUMN A — Thirty-six of the previously identified stereotypic trait items which enter into the calculation of the Total Sex-Role Stereotype score are listed in this column.

COLUMN B — The 70 pole of each item listed is classified as masculine (M) or feminine (F). If the 70 pole is classified as masculine, then the 10 pole is classified as feminine, and visa versa.

COLUMN C — The classification of items in terms of Social Desirability was based on the judgment of 40 college men and 41 college women (Broverman et al., 1976).

X indicates that the 70 pole was designated as more socially desirable by the college group than the 10 pole. A blank indicates that the 10 pole is seen as more socially desirable than the 70 pole.

COLUMN D — MV (male-valued items) refers to items on which the masculine pole and the socially desirable pole coincide. These items were labeled as "competency" items, since the items describe a person who appears to be able to deal effectively with his/her environment.

FV (female-valued items) refers to items on which the feminine pole and the socially desirable pole coincide. These items were labeled as "warmth-expressiveness" since the items appear to reflect interpersonal interest and emotional expressiveness.

SCORING PROCEDURE

The two poles of each item are separated by 60 points. There are 9 dots between each number. To score the questionnaire count to the point which the subject marks, as indicated in the examples below.

Example:

$$Score$$
$$M - F = Difference$$

Item 1. 1.......... 2/.......... 3..........
         4.......... 5.......... 6/.M........
         7.......... M

$$60 - 20 = 40$$

Item 13. 1.......... 2/.......... 3..........
         4.......... 5.......... 6/.F........
         7..........

$$20 - 40 = -40$$

1. Following the example above, enter the appropriate score for the male response in the first column provided in the right hand edge of the questionnaire.

2. Enter the score for the female response in the second column.

3. Calculate the difference between the male and female response and enter that value in the third column.

4. Compute four separate scores:

   A) Total and average the difference scores between male and female responses for all masculine male-valued items (MMV). See Table IX for the classification of items. MMV indicates items where the 70 pole was classified as masculine (M) (see column B of Table VII) and the masculine pole coincides with the socially desirable pole (MV) (see column D).

   B) Total and average the difference scores between male and female responses for all feminine male-valued items (FMV). This classification indicates that the 10 pole is classified as feminine (F) while the masculine pole coincides with the socially desirable pole (MV).

   C) Total and average the difference scores between male and female responses for all masculine female valued items (MFV). This classification indicates that the 10 pole is classified as masculine (M) and the feminine pole coincides with the socially desirable pole (FV).

   D) Total and average the difference scores between male and female responses for all feminine female valued items (FFV). This classification indicates that the 70 pole is classified as feminine (F) and feminine pole coincides with the socially desirable pole (FV).

5. Calculate the difference between the masculine male-valued (MMV) mean score and the feminine male-valued (FMV) mean score. This value represents the masculine stereotype score (MSS).

   Example: MMV
            $\underline{-FMV}$
             MSS

6. Calculate the difference between the masculine female-valued (MFV) mean score and the feminine female-valued (FFV) mean score. This value represents the feminine stereotype score (FSS).

   Example: MFV
            $\underline{-FFV}$
             FSS

7. Total the absolute values of the masculine stereotype score (MSS) and the feminine stereotype score (FSS). This value represents the Total Stereotype Score (TSS).

   Example: MSS + FSS = TSS

Interpretation

When a subject's response coincides with previously identified stereotype traits, a low score is obtained. When a subject responses in a stereotypic fashion half of the items will be scored with a negative sign and the second half will be scored with a positive sign.

A score of zero indicates perfect concensus between the subject's response and the stereotypic traits. A higher score is obtained when a subject's response is not consistent with previously established stereotypic traits. Therefore, low scores indicate a greater degree of stereotypic responses while higher scores indicate a lesser degree of stereotypic responses regarding male and female sex-roles.

APPENDIX A

FIRST LETTER TO CLIENT PARCITIPANTS

Dear Participant:

Presently I am conducting my doctoral research on female attitudes and behavior. I would very much appreciate your cooperation in taking a few minutes of your time to complete the questionnaire which follows.

Individuals who participate in this study will also be given two additional questionnaires following their third session at the Counseling Center. All information will be coded and kept confidential.

Results of the research will be made available through the Counseling Center for those participants who are interested and so request.

Thank you very much for your time, honesty, and cooperation.

Sincerely,

Sandra K. Chew
Doctoral Student
Applied Behavioral Studies in Education

Dr. W. Price Ewens, Professor
Applied Behavioral Studies in Education

Enclosure

APPENDIX E

THE BEM SEX-ROLE INVENTORY (BSRI)

Code:_____

Research use only
Code:_____
_____ _____

(Please use the first five digits of
    your social security number.)

Sex: _____   Age: _____   College: _____   Major:_____

Classification: _____   Marital Status: Married - Single - Divorced - Widowed

Referred by: _____   Problem: Personal_____ Social_____
                                                Vocational _____ Other_____

On the following page, you will be shown a large number of personality
characteristics. I would like you to use those characteristics in order
to describe yourself. This is, I would like you to indicate on a scale
from 1 to 7, how true of you these various characteristics are. Please do
not leave any characteristic unmarked.

Example: sly

 Mark a 1 if it is <u>NEVER OR ALMOST NEVER TRUE</u> that you are sly.

 Mark a 2 if it is <u>USUALLY NOT TRUE</u> that you are sly.

 Mark a 3 if it is <u>SOMETIMES BUT INFREQUENTLY TRUE</u> that you are sly.

 Mark a 4 if it is <u>OCCASIONALLY TRUE</u> that you are sly.

 Mark a 5 if it is <u>OFTEN TRUE</u> that you are sly.

 Mark a 6 if it is <u>USUALLY TRUE</u> that you are sly.

 Mark a 7 if it is <u>ALWAYS OR ALMOST ALWAYS TRUE</u> that you are sly.

Thus, if you feel it is <u>sometimes but infrequently true</u> that you are "sly,"
<u>never or almost never true</u> that you are "malicious," <u>always or almost always</u>
<u>true</u> that you are "irresponsible," and <u>often true</u> that you are "carefree,"
then you would rate these characteristics as follows:

Sly	3
Malicious	1

Irresponsible	7
Carefree	5

DESCRIBE YOURSELF

1	2	3	4	5	6	7
NEVER OR ALMOST NEVER TRUE	USUALLY NOT TRUE	SOMETIMES BUT INFREQUENTLY TRUE	OCCASIONALLY TRUE	OFTEN TRUE	USUALLY TRUE	ALWAYS OR ALMOST ALWAYS TRUE

#			#			#		
1.	Self reliant		21.	Reliable		41.	Warm	
2.	Yielding		22.	Analytical		42.	Solemn	
3.	Helpful		23.	Sympathetic		43.	Willing to take a stand	
4.	Defends own beliefs		24.	Jealous		44.	Tender	
5.	Cheerful		25.	Has leadership abilities		45.	Friendly	
6.	Moody		26.	Sensitive to the needs of others		46.	Aggressive	
7.	Independent		27.	Truthful		47.	Gullible	
8.	Shy		28.	Willing to take risks		48.	Inefficient	
9.	Conscientious		29.	Understanding		49.	Acts as a leader	
10.	Athletic		30.	Secretive		50.	Childlike	
11.	Affectionate		31.	Makes decisions easily		51.	Adaptable	
12.	Theatrical		32.	Compassionate		52.	Individual-istic	
13.	Assertive		33.	Sincere		53.	Does not use harsh language	
14.	Flatterable		34.	Self-sufficient		54.	Unsystematic	
15.	Happy		35.	Eager to soothe hurt feelings		55.	Competitive	
16.	Strong personality		36.	Conceited		56.	Loves children	
17.	Loyal		37.	Dominant		57.	Tactful	
18.	Unpredictable		38.	Soft-spoken		58.	Ambitious	
19.	Forceful		39.	Likable		59.	Gentle	
20.	Feminine		40.	Masculine		60.	Conventional	

APPENDIX F

THE BEM SEX-ROLE INVENTORY

SCORING KEY

1	2	3	4	5	6	7
NEVER OR ALMOST NEVER TRUE	USUALLY NOT TRUE	SOMETIMES BUT INFREQUENTLY TRUE	OCCASIONALLY TRUE	OFTEN TRUE	USUALLY TRUE	ALWAYS OR ALMOST ALWAYS TRUE

1.	Self reliant	M	21.	Reliable	N
2.	Yielding	F	22.	Analytical	M
3.	Helpful	N	23.	Sympathetic	F
4.	Defends own beliefs	M	24.	Jealous	N
5.	Cheerful	F	25.	Has leadership abilities	M
6.	Moody	N	26.	Sensitive to the needs of others	F
7.	Independent	M	27.	Truthful	N
8.	Shy	F	28.	Willing to take risks	M
9.	Conscientious	N	29.	Understanding	F
10.	Athletic	M	30.	Secretive	N
11.	Affectionate	F	31.	Makes decisions easily	M
12.	Theatrical	N	32.	Compassionate	F
13.	Assertive	M	33.	Sincere	N
14.	Flatterable	F	34.	Self-sufficient	M
15.	Happy	N	35.	Eager to soothe hurt feelings	F
16.	Strong personality	M	36.	Conceited	N
17.	Loyal	F	37.	Dominant	M
18.	Unpredictable	N	38.	Soft-spoken	F
19.	Forceful	M	39.	Likable	N
20.	Feminine	F	40.	Masculine	M

41.	Warm	F
42.	Solemn	N
43.	Willing to take a stand	M
44.	Tender	F
45.	Friendly	N
46.	Aggressive	M
47.	Gullible	F
48.	Inefficient	N
49.	Acts as a leader	M
50.	Childlike	F
51.	Adaptable	N
52.	Individual-istic	M
53.	Does not use harsh language	F
54.	Unsystematic	N
55.	Competitive	M
56.	Loves children	F
57.	Tactful	N
58.	Ambitious	M
59.	Gentle	F
60.	Conventional	N

APPENDIX G

SECOND LETTER TO CLIENT PARTICIPANTS

Dear Participant:

You will find enclosed the two additional questionnaires which were described in my first correspondence.

Please respond to these two questionnaires to assist me in the completion of research for this study.

Again, results of this research will be made available upon request and all information will be kept confidential.

Thank you very much for your participation in this study.

Sincerely,

Sandra K. Chew
Doctoral Student
Applied Behavioral Studies in
    Education

Dr. W. Price Ewens, Professor
Applied Behavioral Studies in
    Education

Enclosures

APPENDIX H

THE <u>JOURARD SELF-DISCLOSURE</u>

<u>QUESTIONNAIRE</u> (JSDQ)

Code: _____
(Please use the first five digits of your
social security number.)

Age: _____   Marital Status: Married – Single – Divorced – Widowed

Instructions: Below there is a list of topics that pertain to you. You have also
been given a special answer sheet. Please indicate on the answer
sheet the degree to which you have let significant individuals in
your past know this information about you. Also, indicate the de-
gree to which you have let your counselor know this information
about you. Use the following scale to indicate your answers:

0: This person doesn't know me in this respect right now, because I haven't
told him, or let him know in any other ways.

1: This person has a general idea of how I am now, of what is true in this
respect, but his idea of me is not complete, or up-to-date.

2: This person fully knows me as I now am in this respect, because I have talked
about this topic to him fully in the recent past, and things have not changed.
I have kept him fully informed about this aspect of me.

X: Write in an X instead of an 0 for those items which you would not confide to
the person even if that person asked you to reveal the information.

1. What you dislike about your overall appearance.

2. The things about your appearance that you like most, or are proudest of.

3. Your chief health concern, worry, or problem, at the present time.

4. Your favorite spare-time hobbies or interests.

5. Your food dislikes at present.

6. Your religious activity at present—whether or not you go to church; which
one; how often.

7. Your personal religious views.

8. Your favorite reading materials—kinds of magazines, books, or papers you
usually read.

9. What particularly annoys you most about your closest friend of the opposite
sex or (if married) your spouse.

10. Whether or not you have sex problems, and the nature of these problems, if
any.

11. An accurate knowledge of your sex life up to the present—e.g., the names
of your sex partners in the past and present, if any; your ways of getting
sexual gratification.

12. Things about your own personality that worry you or annoy you.

13. The chief pressures and strains in your daily work.

14. Things about the future that you worry about at present.

15. What you are most sensitive about.

16. What you feel the guiltiest about, or most ashamed of in your past.

17. Your views about what is acceptable sex morality for people to follow.

18. The kinds of music you enjoy listening to the most.

19. The subjects you did not, or do not, like at school.

20. Whether or not you do anything special to maintain or improve your appearance, e.g., diet, exercise, etc.

21. The kind of behavior in others that most annoys you, or makes you furious.

22. The characteristics of your father that you do not, or did not, like.

23. The characteristics of your mother that you do not, or did not, like.

24. Your most frequent daydream—what you daydream about most.

25. The feelings you have the most trouble controlling, e.g., worry, depression, anger, jealousy, etc.

26. The biggest disappointment that you have had in your life.

27. How you feel about your choide of life's work.

28. What you regard as your chief handicaps to doing a better job in your work or studies.

29. Your views on the segregation of whites and Negroes.

30. Your thoughts and feelings about other religious groups than your own.

31. Your strongest ambition at the present time.

32. Whether or not you have planned some major decision in the near future, e.g., a new job, break engagement, get married, divorced, buy something big.

33. Your favorite jokes—the kind of jokes you like to hear.

34. Whether or not you have savings, if so, the amount.

35. The possessions you are proudest of, and take greatest care of, e.g., your car, or musical instrument, or furniture, etc.

36. How you usually sleep, e.g., well or poorly, or with help of drugs.

37. Your favorite television program.

38. Your favorite comics.

39. The groups or clubs or organizations you belong to, e.g., fraternity, lodge, bridge club, YMCA, professional organizations, etc.

40. The beverages you do not like to drink, e.g., coffee, tea, coke, beer, liquor, etc., and your preferred beverages.

ANSWER SHEET

0: This person doesn't know me in this respect right now, because I haven't told him, or let him know in any other ways.

1: This person has a general idea of how I am now, of what is true in this respect, but his idea of me is not complete, or up-to-date.

2: This person fully knows me as I now am in this respect, because I have talked about this topic to him fully in the recent past, and things have not changed. I have kept him fully informed about this aspect of me.

X: Write in an X instead of an O for those items which you would not confide to the person even if that person asked you to reveal the information.

* * * * * * * * * *

[Score   0   1   2   or   X]

	Mother	Father	Male Friend	Female Friend	Counselor			Mother	Father	Male Friend	Female Friend	Counselor
1.							21.					
2.							22.					
3.							23.					
4.							24.					
5.							25.					
6.							26.					
7.							27.					
8.							28.					
9.							29.					
10.							30.					
11.							31.					
12.							32.					
13.							33.					
14.							34.					
15.							35.					
16.							36.					
17.							37.					
18.							38.					
19.							39.					
20.							40.					

APPENDIX I

THE JOURARD SELF-DISCLOSURE QUESTIONNAIRE

SCORING PROCEDURE

114

1) Total the numerical values in each column for all 40 items and deduct for each item marked with an X.
2) Five scores are obtained: (a) past disclosure to mother; (bO past disclosure to father; (c) past disclosure to male friend; (d) past disclosure to female friend; (e) client disclosure to counselor.
3) Combine all scores to obtain a score indicating total prior disclosure.
4) Combine father and male friend scores to obtain a score indicating prior disclosure to males.
5) Combine mother and female friend scores to indicate prior disclosure to females.
6) Combine mother and father scores to indicate prior parental disclosure.
7) Combine male and female friend scores to indicate prior disclosure to friends.

[Score   0   1   2   or   X]

	Mother	Father	Male Friend	Female Friend	Counselor			Mother	Father	Male Friend	Female Friend	Counselor
1.							21.					
2.							22.					
3.							23.					
4.							24.					
5.							25.					
6.							26.					
7.							27.					
8.							28.					
9.							29.					
10.							30.					
11.							31.					
12.							32.					
13.							33.					
14.							34.					
15.							35.					
16.							36.					
17.							37.					
18.							38.					
19.							39.					
20.							40.					

Scores ____ ____ ____ ____ ____
        M   F   MF   FF   C

APPENDIX J

THE SHAPIRO RELATIONSHIP QUESTIONNAIRE (SRQ)

Code: _____

Age: _____   Marital Status: S   M   D   W

Instructions: Below are listed 30 sentences which describe different ways that you can
see your counselor. Please respond to each sentence according to how
well it describes your counselor and the relationship you have with him
or her.

Score: 0:   It does not describe him/her at all.
1:   It describes him/her somewhat.
2:   It describes him/her very well.

_____   1.   He tells me what he/she really thinks.

_____   2.   He understands me.

_____   3.   He understands just how I see things.

_____   4.   Sometimes I think he dislikes me.

_____   5.   He likes to see me.

_____   6.   I can usually count on him to tell me what he really thinks or feels.

_____   7.   I feel that he is being real with me.

_____   8.   He knows what I am trying to say.

_____   9.   He pretends that he likes me more than he really does.

_____ 10.   He seems like a very cold person.

_____ 11.   I am afraid of him.

_____ 12.   He really feels differently than he looks.

_____ 13.   He often does not seem to be really himself.

_____ 14.   Even when I cannot say quite what I mean, he knows how I feel.

_____ 15.   I understand what he is trying to tell me.

_____ 16.   He usually knows just what I mean.

_____ 17.   He makes me feel good.

_____ 18.   Sometimes he is upset when I see him, but he tries to hide it.

_____ 19.   I don't think he has ever smiled.

_____ 20.   He knows when to stop because I don't understand.

_____ 21.   Usually I can lie to him and he never knows the difference.

_____ 22.   He is phony.

_____ 23.   There are times when I don't have to speak, he knows how I feel.

_____ 24.   He cares about me as I am.

_____ 25.   He cares about me.

_____ 26.   He never says anything that makes him sound like a real person.

_____ 27.   He really likes me and shows it.

_____ 28.   Sometimes I would like him to hug me.

_____ 29.   I can tell by his face that he sometimes says things that he does not mean.

_____ 30.   He really wants to understand me, I can tell by the way he asks questions.

APPENDIX K

THE SHAPIRO RELATIONSHIP QUESTIONNAIRE

SCORING KEY

Code:	Key		Research use only
			Code: _____

Age: _____   Marital Status: S   M   D   W   _____ _____

Shapiro Relationship Questionnaire Scoring Key

Instructions: Below are listed 30 sentences which describe different ways that you can see your counselor. Please respond to each sentence according to how well it describes your counselor and the relationship you have with him or her.

Score: 0: It does not describe him/her at all.
1: It describes him/her somewhat.
2: It describes him/her very well.

	G	E	W
	G-	E-	W-
Total			

G   1. He tells me what he/she really thinks.

E   2. He understands me.

E   3. He understands just how I see things.

W- 4. Sometimes I think he dislikes me.

W   5. He likes to see me.

G   6. I can usually count on him to tell me what he really thinks or feels.

G   7. I feel that he is being real with me.

E   8. He knows what I am trying to say.

G- 9. He pretends that he likes me more than he really does.

W- 10. He seems like a very cold person.

W- 11. I am afraid of him.

G- 12. He really feels differently than he looks.

G- 13. He often does not seem to be really himself.

E 14. Even when I cannot say quite what I mean, he knows how I feel.

E 15. I understand what he is trying to tell me.

E 16. He usually knows just what I mean.

W 17. He makes me feel good.

G- 18. Sometimes he is upset when I see him, but he tries to hide it.

W- 19. I don't think he has ever smiled.

E 20. He knows when to stop because I don't understand.

E- 21. Usually I can lie to him and he never knows the difference.

G- 22. He is phony.

E 23. There are times when I don't have to speak, he knows how I feel.

W 24. He cares about me as I am.

W 25. He cares about me.

G- 26. He never says anything that makes him sound like a real person.

W 27. He really likes me and shows it.

W 28. Sometimes I would like him to hug me.

G- 29. I can tell by his face that he sometimes says things that he does not mean.

E 30. He really wants to understand me, I can tell by the way he asks questions.

APPENDIX L

RAW DATA

TABLE X

RAW DATA

INPUT FORMAT	FIXED (9X,1F1.0,4F3.0,2F6.2,2X,F5.1,8F3.0,1F2.0,1X,4F3.0)
VAR LABELS	V01,NO WEEKS TREATED/V02,CLIANT DISCLOSURE/V03,COUNS FACIL G/V04,
	COUNS FACIL E/V05,COUNS FACIL W/V06,COUNS SEX ROL STEREO TOTAL/
	V07,COUNS SEX RSPNS ON VALUED TRAITS/V08,TOTAL PRIOR DISCLOSURE/
	V09,PRIOR DISCLOSURE TO MALES/V10,PRIOR DISCLOSURE TO FEMALES/
	V11,PRIOR PARENTAL DISCLOSURE/V12,PRIOR DISCLOSURE TO FRIENDS/
	V13,PRIOR DISC-FATHER/V14,PRIOR DISC-MOTHER/V15,PRIOR DISL-MALE
	FRIEND/V16,PRIOR DISC-FEMALE FRIEND/V17,COUNS SEX/V18,CLIANT MASC
	SCORE/V19,CLIANT FEM SCORE/V20,CLIANT T-RATIO/V21,CLIANT SOC DES
	SCORE
VALUE LABELS	V17(1)FEMALE (2)MALE
REGRESSION	VARIABLES=V01,V02,V03,V04,V05,V06,V07,V08,V09,V10,V11,V12,V13,
	V14,V15,V16,V17,V18,V19,V20,V21/
	REGRESSION=V02(21,1,5,,1)WITH V01,V03 TO V21(3)RESID=,2/
STATISTICS	ALL

```
READ INPUT DATA
00001031 9 57  5 16 10  75.13    6.79+1 63.3 63 65 55 72 52 57 71 73 1 525535311505
00002031 9 20  6 11 11  75.13    6.79+1 31.3 33 30 22 41 21 22 44 38 1 445495355525
00003031 2 63  4 17 10  75.13    6.79+1 46.8 45 49 29 65 22 36 67 62 1 585560159430
00004031 6 38  5 15 11  75.13    6.79+1 35.8 28 44 33 39 24 42 31 46 1 450530388525
00005031 9 61  6 15 12  75.13    6.79+1 42.0 36 48 45 39 40 50 32 46 1 510505295525
00006041 9 61  4 13  6   6.97-   3.95+2 49.3 35 63 42 57 21 63 49 64 2 470480312560
00009051 9 40  1 16  8  52.07    3.65+1 44.8 41 49 39 51 35 43 47 54 1 605395 10525
00010051 2 15  6 16  7  52.07    3.65+1 19.0 21 23 04 35  3  4 28 41 1 625615290625
00011011 4 60  2 11  4  56.34   15.74+1 48.3 44 53 31 66 28 33 59 73 1 600500189500
00012011 9 50  6 12  9  56.34   15.74+1 57.5 50 65 55 60 53 57 47 50 1 415520410460
00013820 2 22  3 16 10  36.57    2.50+1  5.3 -5 15 12 07 -1 24 -8 06 1 475510338400
00017820 5 57  3 16  4  36.57    2.50+1 18.3 18 18 23 14 24 21 12 16 1 485610443440
00018830 2 30 -1 10 10  18.80   13.26+1 22.3 25 26 29 22 25 32 24 20 2 635610274510
00020840 5 27  4 16  6  12.96   14.83+1 26.3 27 16 37 21 21 36 38 38 2 500435225415
00021840 2 28  5 16 12  12.96   14.83+1 47.3 41 54 43 52 42 43 40 64 2 500550351435
00031890 2 80  6 18  9  53.39   17.01    43.3 42 45 13 74 11 15 73 74 2 640485133500
00030890 5 35  6 12 12  53.39   17.01+1 38.0 36 41 30 44 25 34 46 47 2 585535249470
00032820 2 75  6 17 12  36.57    2.50+1 70.3 65 76 67 74 59 74 70 78 1 500585385565
00033011 9 51  3 12  9  56.34   15.74+1 40.0 33 48 47 34 44 49 21 46 1 395480416485
00035830 2 28  4  8  9  18.80   13.26+1 33.3 27 40 33 34 29 37 25 42 2 345515512540
00036052 6 36  6 15  8  22.25    4.49+1 35.3 37 34 26 45 26 26 48 41 2 590445137532
00037031 4 65  4 14 11  75.13    6.79+1 57.8 51 65 56 60 46 66 56 63 1 425480366410
00040012 2 32  6 12  8   .81     .19+1 43.0 36 51 34 53 24 43 47 58 2 425470351465
00041012 2 60  6 18 10   .81     .19+1 60.8 41 51 33 59 24 41 57 61 2 311583576465
00042069 1 35  0 12  7   8.31    4.93+1 40.0 37 43 41 40 33 48 41 38 2 311411401456
00043039 1 68  4 14  8  26.91   16.01+1 25.8 25 27  8 44  9  7 41 46 2 480445250410
00044049 1 38  3 10  6  68.64   10.22+1 32.3 34 31 31 34 12 50 56 11 1 515565359490
00045049 1 25  6 18 10  68.64   10.22+1 27.5 28 28 30 25 25 35 30 20 1 355465445455
00046059 1 48  6 12 10  37.35   11.35+1 44.8 48 42 15 75 16 13 79 71 2 415560466450
00047031 9 58  6 16 12  75.13    6.79+1 55.3 52 59 55 56 53 56 51 61 1 430425294475
00048820 2 31  3 11  4  36.57    2.50+1 45.3 31 59 47 44 30 63 32 56 1 430540405530
00049029 1 12  3 11  3  13.00    3.75+1 21.0 20 23 10 32  9 11 30 34 2 450495104450
00007041 9 37  5 18 11   6.97-   3.95+2 57.0 53 61 54 60 49 59 57 63 2 515450220450
00008041 9 24 -7  4 -1   6.97-   3.95+2 19.3 14 25 07 32  4  9 23 41 2 545570328516
00014810 3 45  3 17 12   5.34-   5.70+2 36.8 50 24 27 47 24 29 76 18 2 635610274510
00015810 2 26  5 15 12   5.34-   5.70+2 35.3 26 45 28 43 23 33 28 57 2 520545328515
00016810 2 28 -7 10  3   5.34-   5.70+2 19.0 19 19 20 18 20 20 18 18 2 350465452455
00022860 2 21  3  8  6  17.48-    .14+2 51.0 41 62 50 52 37 63 44 60 2 445455314420
00023870 2 46  6 14 12   2.03-   2.03+2 50.3 51 50 38 63 38 38 63 62 2 535595360535
00025870 2 32 -2 10  5   2.03-   2.03+2 43.3 37 48 25 60 21 29 53 66 2 505420181440
00026870 5 30 -3 10 -2   2.03-   2.03+2 48.0 45 51 38 58 38 38 52 64 2 605590284495
00027810 4 80  6 16 10   5.34-   5.70+2 20.0 23 18 26 14 28 24 17 11 1 560580322440
00019850 3 60  4 10 11  42.34  -14.18+2 35.8 29 43 49 23 41 58 20 28 2 380435369470
00024850 2 23 -2  3  2  42.34  -14.18+2 56.0 23 66 55 58 50 59 43 72 2 485500314490
00029860 2 41  4 12  4  10.35-   3.80+2 60.5 64 58 59 63 57 60 70 56 2 470535367530
00028860 2 13 -3 14  6  10.35-   3.80+2 24.8 25 25 32 18 32 31 18 18 2 353580520474
00034810 2 38  6 14 11   5.34-   5.70+2 32.0 27 37 33 31 26 41 26 27 2 310490505560
00038041 6 40  5 13  9   6.97-   3.95+2 41.5 33 51 39 44 45 33 20 68 2 490515326465
00039041 4 48  5 17  8   6.97-   3.95+2 57.0 55 59 59 55 58 60 52 58 2 425520417465
00050053 2 49  6 16 12  31.58-    .75+2 25.0 23 27 15 35 15 15 31 39 1 580385452415
00051053 3 40  0 14 12  31.58-    .78+2 53.8 54 54 50 58 42 58 65 50 1 455550220475
00052053 4 17  6 11  8  31.58-    .78+2 10.5  8 13 10 12  9 10  7 16 1 370390 46380
```

Cliant/   V01 V02 V03 V04 V05 V06   V07   V08 V9 V10 V11 V12 V13 V14 V15 V16 V17 ————— V02
Counselor
Code

ᵥ/

VITA

Sandra Kay Chew

Candidate for the Degree of

Doctor of Education

Dissertation: THE RELATIONSHIP BETWEEN SEX-ROLE STEREOTYPES FEMALE
                CLIENT SELF-DISCLOSURE AND COUNSELOR FACILITATIVENESS

Major Field: Student Personnel and Guidance

Biographical:

    Personal: Born in Tulsa, Oklahoma, February 22, 1950.

    Education: Graduated from Central High School, Tulsa, Oklahoma,
        in June, 1968; received Bachelor of Arts degree in Language
        Arts from Oklahoma State University in May, 1972; received
        Master of Science degree in Student Personnel and Guidance
        from Oklahoma State University in July, 1973; completed re-
        quirements for the Doctor of Education degree at Oklahoma
        State University in July, 1979.

    Professional Experience: Teaching Intern, Stillwater Junior High
        School, Stillwater, Oklahoma, January, 1972–May, 1972; Coun-
        seling practicuum, El Centro Community College, Dallas,
        Texas, January, 1973–May, 1473; Director of Student Activi-
        ties, Oral Roberts University, Tulsa, Oklahoma, August, 1973–
        January, 1975; Counseling Intern, Lloyd E. Rader Children's
        Diagnostic & Evaluation Center, Sand Springs, Oklahoma,
        January, 1976–May, 1976; Counseling Intern, Payne County
        Guidance Center, Stillwater, Oklahoma, January, 1978–May,
        1978; Counseling Intern, Program for Alcoholism, Addictions,
        Stress & Anxiety, Lakewood General Hospital, Dallas, Texas,
        July, 1978–August, 1979.